

QUICK REFERENCE: 12TH GRADE SOC. STUDIES STANDARDS

A. GEOGRAPHY: People, Places, and Environments

Content Standard

Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.

Rationale:

Students gain geographical perspectives on the world by studying the earth and the interactions of people with places where they live, work, and play. Knowledge of geography helps students to address the various cultural, economic, social, and civic implications of life in earth's many environments. In Wisconsin schools, the content, concepts, and skills related to geography may be taught in units and courses that deal with geography, history, global studies, anthropology, sociology, psychology, current events, and world religions.

Additional information for developing a curriculum is available in on the full length copy.

PERFORMANCE STANDARDS

By the end of grade 12 students will:

- A.12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration
- A.12.2 Analyze information generated from a computer about a place, including statistical sources, aerial and satellite images, and three-dimensional models
- A.12.3 Construct mental maps of the world and the world's regions and draw maps from memory showing major physical and human features
- A.12.4 Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment
- A.12.5 Use a variety of geographic information and resources to analyze and illustrate the ways in which the unequal global distribution of natural resources influences trade and shapes economic patterns
- A.12.6 Collect and analyze geographic information to examine the effects that a geographic or environmental change in one part of the world, such as volcanic activity, river diversion, ozone depletion, air pollution, deforestation, or desertification, may have on other parts of the world
- A.12.7 Collect relevant data to analyze the distribution of products among global markets and the movement of people among regions of the world
- A.12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them

- A.12.9 Identify and analyze cultural factors, such as human needs, values, ideals, and public policies, that influence the design of places, such as an urban center, an industrial park, a public project, or a planned neighborhood
- A.12.10 Analyze the effect of cultural ethics and values in various parts of the world on scientific and technological development
- A.12.11 Describe scientific and technological development in various regions of the world and analyze the ways in which development affects environment and culture
- A.12.12 Assess the advantages and disadvantages of selected land use policies in the local community, Wisconsin, the United States, and the world
- A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries

B. HISTORY: Time, Continuity, and Change

Content Standard

Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

Rationale:

Students need to understand their historical roots and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present, and the future. In Wisconsin schools, the content, concepts, and skills related to history may be taught in units and courses in United States and world history, global studies, geography, economics, anthropology, sociology, psychology, current events, and the humanities.

Additional information for developing a curriculum is available in the full length copy.

HISTORICAL ERAS AND THEMES

Fourth-twelfth grade students studying Wisconsin history will learn about:

- the prehistory and the early history of Wisconsin's native people
- early explorers, traders, and settlers to 1812
- the transition from territory to statehood, 1787-1848
- immigration and settlement
- Wisconsin's role in the Civil War, 1860-1865
- mining, lumber, and agriculture
- La Follette and the Progressive Era, 1874-1914
- the world wars and conflicts
- prosperity, depression, industrialization, and urbanization
- Wisconsin's response to 20th century change

Fifth-twelfth grade students studying United States history will learn about:

- the prehistory and early history of the Americas to 1607
- colonial history and settlement, 1607-1763
- the American Revolution and the early national period, 1763-1815
- the paradox of nationalism and sectionalism in an expanding nation, 1815-1860
- the Civil War and Reconstruction, 1861-1877
- the growth of industrialization and urbanization, 1865-1914
- World War I and America's emergence as a world power, 1890-1920
- prosperity, depression, and the New Deal, 1920-1941
- World War II, the Cold War, the Korean War, and the Vietnamese conflict, 1941-1975
- the search for prosperity and equal rights in Cold War and post-Cold War America, 1945-present

Fifth-twelfth grade students studying world history will learn about:

- prehistory to 2000 BC
- early pastoral civilizations, nonwestern empires, and tropical civilizations
- classical civilizations, including China, India, Egypt, Greece, and Rome, 1000 BC to 500 AD
- multiple religions (Judaism, Christianity, Islam, Buddhism, Hinduism) and civilizations to 1100
- expansion and centralization of power, including the decline of feudalism, 1000-1500
- the early modern world, 1450-1800
- global unrest, change, and revolution, 1750-1850
- global encounters, industrialization, urbanization, and imperialism, 1850-1914
- wars, revolutions, and ideologies, 1900-1945
- post-industrialism, global interdependence, and fragmentation in the contemporary world, 1945-present

PERFORMANCE STANDARDS

By the end of grade 12 students will:

- B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches
- B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion
- B.12.3 Recall, select, and analyze significant historical periods and the relationships among them
- B.12.4 Assess the validity of different interpretations of significant historical events
- B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments
- B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States
- B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created
- B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history
- B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world
- B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values

- B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war
- B.12.12 Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin
- B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions
- B.12.14 Explain the origins, central ideas, and global influence of religions, such as Buddhism, Islam, Hinduism, Judaism, and Christianity
- B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved
- B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world
- B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved
- B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world

C. POLITICAL SCIENCE AND CITIZENSHIP:

Power, Authority, Governance, and Responsibility

Content Standard

Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.

Rationale:

Knowledge about the structures of power, authority, and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state, and national governments and international organizations function and interact. In Wisconsin schools, the content, concepts, and skills related to political science may be taught in units and courses dealing with government, history, law, political science, global studies, civics, and current events.

Additional information for developing a curriculum is available in the full length copy.

PERFORMANCE STANDARDS

By the end of grade 12 students will:

- C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens
- C.12.2 Describe how different political systems define and protect individual human rights
- C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the United States Constitution, the Bill of Rights, and other United States Constitutional Amendments, have changed and evolved over time
- C.12.4 Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized
- C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion
- C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers
- C.12.7 Describe how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior
- C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position
- C.12.9 Identify and evaluate the means through which advocates influence public policy

- C.12.10 Identify ways people may participate effectively in community affairs and the political process
- C.12.11 Evaluate the ways in which public opinion can be used to influence and shape public policy
- C.12.12 Explain the United States' relationship to other nations and its role in international organizations, such as the United Nations, North Atlantic Treaty Organization, World Bank, International Monetary Fund, and North American Free Trade Agreement
- C.12.13 Describe and evaluate ideas of how society should be organized and political power should be exercised, including the ideas of monarchism, anarchism, socialism, fascism, and communism; compare these ideas to those of representative democracy; and assess how such ideas have worked in practice
- C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals
- C.12.15 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust
- C.12.16 Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women

D. ECONOMICS: Production, Distribution, Exchange, Consumption

Content Standard

Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.

Rationale:

Individuals, families, businesses, and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In a global economy marked by rapid technological change, students must learn how to be better producers, consumers, and economic citizens. In Wisconsin schools, the content, concepts, and skills related to economics may be taught in units and courses including economics, history, government, global studies, and current events.

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PERFORMANCE STANDARDS**By the end of grade 12 students will:**

- D.12.1 Explain how decisions about spending and production made by households, businesses, and governments determine the nation's levels of income, employment, and prices
- D.12.2 Use basic economic concepts (such as supply and demand; production, distribution, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy) to compare and contrast local, regional, and national economies across time and at the present time
- D.12.3 Analyze and evaluate the role of Wisconsin and the United States in the world economy
- D.12.4 Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies and on the lives of individuals and families in the United States and the world
- D.12.5 Explain how federal budgetary policy and the Federal Reserve System's monetary policies influence overall levels of employment, interest rates, production, and prices
- D.12.6 Use economic concepts to analyze historical and contemporary questions about economic development in the United States and the world
- D.12.7 Compare, contrast, and evaluate different types of economies (traditional, command, market, and mixed) and analyze how they have been affected in the past by specific social and political systems and important historical events
- D.12.8 Explain the basic characteristics of international trade, including absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade
- D.12.9 Explain the operations of common financial instruments (such as stocks and bonds) and financial institutions (such as credit companies, banks, and insurance companies)
- D.12.10 Analyze the ways in which supply and demand, competition, prices, incentives, and profits influence what is produced and distributed in a competitive market system

- D.12.11 Explain how interest rates are determined by market forces that influence the amount of borrowing and saving done by investors, consumers, and government officials
- D.12.12 Compare and contrast how values and beliefs, such as economic freedom, economic efficiency, equity, full employment, price stability, security, and growth, influence decisions in different economic systems
- D.12.13 Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies
- D.12.14 Analyze the economic roles of institutions, such as corporations and businesses, banks, labor unions, and the Federal Reserve System

E. THE BEHAVIORAL SCIENCES: Individuals, Institutions, and Society

Content Standard

Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

Rationale:

Learning about the behavioral sciences helps students to understand people in various times and places. By examining cultures, students are able to compare our ways of life and those of other groups of people in the past and present. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. Knowledge of the factors that contribute to an individual's uniqueness is essential to understanding the influences on self and on others. In Wisconsin schools, the content, concepts, and skills related to the study of psychology, sociology, and anthropology may be taught in units and courses dealing with anthropology, sociology, psychology, government, history, geography, civics, global studies, current events, and the humanities.

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PERFORMANCE STANDARDS

By the end of grade 12 students will:

- E.12.1 Summarize research that helps explain how the brain's structure and function influence learning and behavior
- E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development
- E.12.3 Compare and describe similarities and differences in the ways various cultures define individual rights and responsibilities, including the use of rules, folkways, mores, and taboos
- E.12.4 Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples
- E.12.5 Describe the ways cultural and social groups are defined and how they have changed over time
- E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings
- E.12.7 Use scientific methods to assess the influence of media on people's behavior and decisions
- E.12.8 Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States, and the world
- E.12.9 Defend a point of view related to an ethical issue such as genetic engineering, declaring conscientious objector status, or restricting immigration
- E.12.10 Describe a particular culture as an integrated whole and use that understanding to explain its language, literature, arts, traditions, beliefs, values, and behaviors
- E.12.11 Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices

- E.12.12 Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious, and social groups such as women, children, the elderly, and individuals who are disabled
- E.12.13 Compare the ways in which a universal theme is expressed artistically in three different world cultures
- E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue
- E.12.15 Identify the skills needed to work effectively alone, in groups, and in institutions
- E.12.16 Identify and analyze factors that influence a person's mental health
- E.12.17 Examine and describe various belief systems that exist in the world, such as democracy, socialism, and capitalism

