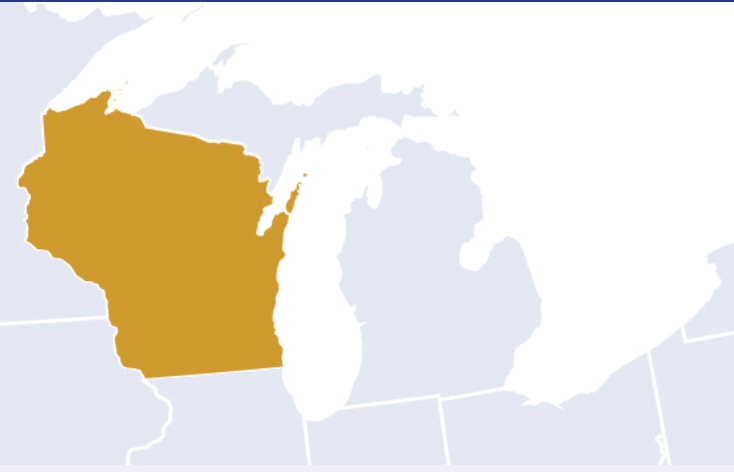


Wisconsin State Standards for Social Studies



Correlated to CTP Resources and Teacher Resource Links

This correlation document will focus on illustrating example content from select CTP resources, as applied to the Middle School (6–8) band.

Wisconsin Department of Public Instruction indicates social studies standards based on skills and inquiry. Wisconsin students should form intellectual habits (Social Studies Inquiry Practices and Processes) and apply these patterns to five strands of social studies: Behavioral Sciences, Economics, Geography, History, and Political Science. A Wisconsin Catholic school wishing to remain keyed-in to the DPI’s set of standards, while likewise providing a robust historical education, may consider the following schedule of CTP resources:

Grade	CTP Proposed Resource
5th Grade	<i>From Sea to Shining Sea</i>
6th Grade	<i>All Ye Lands</i>
7th Grade	<i>[Light to the Nations I or II]</i>
8th Grade	<i>The American Venture</i>

*TRL refers to the Teacher Resource Links

Inquiry Practices and Processes (Inq)

Learning Priority		6–8 (m)	CTP Resource Examples
Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.	Inq1.a: Develop questions based on a topic	SS.Inq1.a.m: Formulate open-ended questions for further research within one of the social studies disciplines.	See “Questions for Review” at the end of each Chapter (all textbooks). Students are coached on the process of asking questions about historical topics.
	Inq1.b: Plan an inquiry	SS.Inq1.b.m: Identify additional questions that support the research and possible resources to guide the inquiry.	At the middle school level, the initial questioning process is effectively modeled during each chapter review, including open-ended questions followed by questions that support, expand, or deepen the scope of inquiry. Ex: <i>LTN1</i> , Ch 9 241, Question 10 – “What were the functions of a medieval guild? What was an apprentice? A journeyman? How might one become a master in a guild?”
Standard SS.Inq2: Wisconsin students will gather and evaluate sources.	Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry	SS.Inq2.a.m: Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.	The “Highways and Byways” chapter-end feature in the junior-high textbooks frequently makes use of multiple primary sources to provide contemporary commentary contrasts.
	Inq2.b: Evaluate sources	SS.Inq2.b.m: Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.	Ex: <i>TAV</i> Ch 17 278 (contemporary criticisms of American imperialism)
Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.	Inq3.a: Develop claims to answer an inquiry question	SS.Inq3.a.m: Develop a debatable and defensible claim based upon the analysis of sources.	While a textbook alone cannot ensure that students will develop inquiry skills, CTP books provide multiple connections to primary sources to help learners be critical and/or defend historical claims. Ex: <i>TAV</i> Ch 7 (the Constitution, with discussion and references to both contemporary controversies around each item and historical development of understanding)
	Inq3.b: Cite evidence from multiple sources to support a claim	SS.Inq3.b.m: Support a claim with evidence from multiple reliable sources representing a range of media (electronic, digital, print, and other mass media).	
	Inq3.c: Elaborate how evidence supports a claim	SS.Inq3.c.m: Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.	

Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.	Inq4.a: Communicate conclusions	SS.Inq4.a.m: Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).	CTP book narratives frequently invite students to consider bias, especially regarding primary sources. Ex: AYL Ch 9 217–218 (where students survey historical and contemporary conclusions about the 'Copernican revolution')
	Inq4.b: Critique conclusions	SS.Inq4.b.m: Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.	
Standard SS.Inq5: Wisconsin students will be civically engaged.	Inq5.a: Civic engagement	SS.Inq5.a.m: Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	[standard beyond scope of text]

Behavioral Sciences (BH)

Learning Priority		6–8 (m)	CTP Resource Examples
Standard SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).	BH1.a: Individual cognition, perception, and behavior	SS.BH1.a.m: Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person’s cognition, perception, and behavior.	Ex: <i>FSSS</i> Ch 2 – students learn how different motivations (exploration, power, greed, desire for mission) shaped the approach of Spanish newcomers to the Americas
	BH1.b: Personal identity and empathy	SS.BH1.b.m: Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person’s self-image and identity and interactions with others.	
Standard SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).	BH2.a: Relationship of people and groups	SS.BH2.a.m: Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).	Ex: <i>FSSS</i> Ch 5 116–119 (the Quakers and how their religious and cultural beliefs shaped their way of life, settlements, and relationships with Native Americans)
	BH2.b: Cultural patterns	SS.BH2.b.m: Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.	
Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	BH3.a: Social interactions	SS.BH3.a.m: Analyze how a person’s local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.	Ex: <i>TAV</i> Ch 3 50 (the “small matter” of the Boston Tea Party, and its global repercussions)
Standard SS.BH4: Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.	BH4.a: Progression of technology	SS.BH4.a.m: Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.	Ex: <i>TAV</i> Ch 16 (“Industrial America” narrative and review questions, which guide students to consider the outcomes of 19th century technological advances and the related social repercussions)

Economics (Econ)

Wisconsin Standards for Social Studies 25

Learning Priority		6–8 (m)	CTP Resource Examples
Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.	Econ1.a: Choices and decision making	<p>SS.Econ1.a.m: Predict the opportunity costs of various decisions and explain why the opportunity cost might differ from person to person or in different situations.</p> <p>Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.</p>	Students examine historical developments via a narrative format. Contained within the CTP format are various lenses for examining events, including economics.
	Econ1.b: Incentives	<p>SS.Econ1.b.m: Evaluate how incentives impact individual and/or household decision making.</p>	
Standard SS.Econ2: Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms or businesses (Microeconomics).	Econ2.a: Consumers, producers, and markets	<p>SS.Econ2.a.m: Analyze the role of consumers and producers in product markets.</p> <p>Provide examples of how individuals and households are both consumers and producers.</p>	LTN2 Ch 4 (includes a wide-ranging description of the various elements, including supply and demand patterns, which contributed to the French Revolution)
	Econ2.b: Supply, demand, and competition	<p>SS.Econ2.b.m: Investigate the relationship between supply and demand.</p> <p>Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.</p>	
	Econ2.c: Firm/business behavior and costs of production	<p>SS.Econ2.c.m: Categorize factors of production and how they are combined to make goods and deliver services.</p> <p>Evaluate how profits influence sellers in markets.</p>	
Standard SS.Econ3: Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).	Econ3.a: Economic indicators	<p>SS.Econ3.a.m: Analyze how inflation, deflation, and unemployment affect different groups.</p>	Ex: TAV Ch 19, 20 (the Crash of '29 and the Hoover and Roosevelt administrations' strategies for addressing unemployment and financial instability)

<p>(cont.) Standard SS.Econ3: Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).</p>	<p>Econ3.b: Money</p>	<p>SS.Econ3.b.m: Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account). Assess how interest rates influence borrowing and investing.</p>	<p>Ex: TAV Ch 19, 20 (the Crash of '29 and the Hoover and Roosevelt administrations' strategies for addressing unemployment and financial instability)</p>
	<p>Econ 3.c: Economic fluctuations and business cycles</p>	<p>SS.Econ3.c.m: Define Gross Domestic Product (GDP), and compare the GDP of different nations.</p>	
<p>Standard SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).</p>	<p>Econ4.a: Economic systems and allocation of resources</p>	<p>SS.Econ4.a.m: Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution, and consumption of resources (what, how, for whom is it produced).</p>	<p>Broad standard, covered throughout CTP Resources on both U.S. and World History. Ex: TAV Ch 16 314–318 (labor unions) Ex: AYL Ch 10 248–250 (government involvement with the Opium Wars in China) Ex: LTN1 Ch 11 280–285 (discussion of King John's flagrant state spending, effects on the populace and the subsequent creation of the Magna Carta)</p>
	<p>Econ4.b: Institutions</p>	<p>SS.Econ4.b.m: Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy. Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).</p>	
	<p>Econ4.c: Role of government</p>	<p>SS.Econ4.c.m: Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.</p>	
	<p>Econ4.d: Impact of government interventions</p>	<p>SS.Econ4.d.m: Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.</p>	
	<p>Econ4.e: Specialization, trade, and interdependence</p>	<p>SS.Econ4.e.m: Summarize the role of specialization on trade and cost of goods/services. Identify examples of U.S. exports and imports.</p>	

Geography (Geog)

	Learning Priority	6–8 (m)	CTP Resource Examples
<p>Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.</p>	<p>Geog1.a: Tools of geography</p>	<p>SS.Geog1.a.m: Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).</p> <p>Analyze how various map projections distort shape, area, distance, and direction (e.g., Mercator, Robinson, Peters).</p>	<p>CTP Textbooks contain multiple full color maps for students to better understand historical events.</p> <p>The *TRL have geography connections for most chapters of the texts. These include interactive maps, videos, and images which vivify the space in which historical events unfolded.</p> <p>Ex: AYL Ch 1 (reviews basic geographical skills, including types of maps and methods of recording spaces and environments)</p> <p>Many of the TRL are geography-oriented, helping students connect narrative ideas to real locations.</p> <p>e.g. TRL AYL Ch 16 (links to an interactive map of the continent of South America)</p>
	<p>Geog1.b: Spatial thinking (map interpretation)</p>	<p>SS.Geog1.b.m: Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>	
	<p>Geog1.c: Mental mapping and maps from memory</p>	<p>SS.Geog1.c.m: Construct a mental map of regions and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones.</p> <p>Compare mental maps shaped by individual perceptions of people, places, regions, and environments.</p>	
<p>Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns.</p>	<p>Geog2.a: Population and place</p>	<p>SS.Geog2.a.m: Analyze why populations increase or decrease in various regions throughout the world.</p> <p>Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).</p>	<p><i>LTN2</i> Ch 19 563–565 – the Ukrainian Holodomor of 1922–1923 (example of population changes according to both politics and environmental characteristics as they affected human populations and behaviors)</p> <p><i>TAV</i> Ch 22 475–477 (example of urbanization as a population dynamic)</p>
	<p>Geog2.b: Reasons people move</p>	<p>SS.Geog2.b.m: Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.</p>	
	<p>Geog2.c: Impact of movement</p>	<p>SS.Geog2.c.m: Use regions in the world to analyze the role of population shifts in why places change over time.</p> <p>Evaluate the impact of migration on the place of origin and the place of settlement.</p>	

*TRL refers to the Teacher Resource Links

<p>(cont.) Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns.</p>	<p>Geog2.d: Urbanization</p>	<p>SS.Geog2.d.m: Investigate the impact of rural decline and the growth of cities on a place. Analyze patterns of urbanization around the world.</p>	<p>LTN2 Ch 19 563–565 – the Ukrainian Holodomor of 1922–1923 (example of population changes according to both politics and environmental characteristics as they affected human populations and behaviors) TAV Ch 22 475–477 (example of urbanization as a population dynamic)</p>
<p>Standard SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships.</p>	<p>Geog3.a: Distribution of resources</p>	<p>SS.Geog3.a.m: Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.</p>	<p>LTN1 Ch 15 386–387 (historical connection with the Mongols in Russia and how geography affected geopolitical settlement and conflict)</p>
	<p>Geog3.b: Networks</p>	<p>SS.Geog3.b.m: Analyze spatial patterns of social and economic development in a variety of regions in the world. Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).</p>	
<p>Standard SS.Geog4: Wisconsin students will evaluate the relationship between identity and place.</p>	<p>Geog4.a: Characteristics of place</p>	<p>SS.Geog4.a.m: Explain how place-based identities can change places over time. Investigate how place based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place. Describe students’ perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).</p>	<p>Ex: FSSS Ch 15 & TAV Ch 11 (historical example – contrast of antebellum North and South)</p>
<p>Standard SS.Geog5: Wisconsin students will evaluate the relationship between humans and the environment.</p>	<p>Geog5.a: Human environment interaction</p>	<p>SS.Geog5.a.m: Analyze how technology interacts with the environment and how increased use of technology affects the burden and use of natural resources.</p>	<p>Ex: TAV Ch 17 351–352 (historical connection with Teddy Roosevelt and the Progressive Party’s ideas about conservation and industrialism)</p>
	<p>Geog5.b: Interdependence</p>	<p>SS.Geog5.b.m: Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups. Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing countries.</p>	<p>Ex: TAV *TRL Ch 1 (map of gold deposits, with connections to discussions about initial exploration of North America for gold); TAV Ch 11 195–197 (the Gold Rush and its effects)</p>

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History (Hist)

Learning Priority		6–8 (m)	CTP Resource Examples
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	Hist1.a: Cause	SS.Hist1.a.m: Use multiple perspectives to analyze and explain the causes of issues or events within and across time periods, events, or cultures.	Ex: AYL Ch 5 (Provides an examination of the rise and fall of the Roman Empire, with thorough coverage of the rise of the Roman Republic, the transition to empire under the rule of the Caesars, and the variety of factors that led to decline. The effects of the downfall of Rome played out for centuries in European history and the text references various events and historical phenomena that are associated with Rome's downfall in subsequent chapters. By examining multiple causes and effects of the fall of Rome, the text allows students to consider the complexities of history, which lays the foundation for their consideration of historical argumentation in later grades.) AYL *TRL Ch 5 (links to maps and primary sources)
	Hist1.b: Effect	SS.Hist1.b.m: Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.	
Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.	Hist2.a: Patterns stay the same over a period of time	SS.Hist2.a.m: Explain patterns of continuity over time in the community, the state, the United States, and the world.	CTP books contextualize all historical shifts, developments, and continuities within the truth of the Incarnation. This is central to the CTP approach. Ex: <i>LTN1</i> Ch 7 167–192 (the context-setting for the rise of Islam describes the political and religious milieu in which the Prophet Muhammad appeared; maps, photographs of Muslim holy sites, and memorable anecdotes vivify the narrative) AYL TRL Ch 7
	Hist2.b: Patterns change over a period of time	SS.Hist2.b.m: Explain patterns of change over time in the community, the state, the United States, and the world.	
	Hist2.c: Contextualization	SS.Hist2.c.m: Analyze how the historical context influenced the process or nature of the continuity or change that took place.	

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<p>Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.</p>	Hist3.a: Connections	SS.Hist3.a.m: Compare events from United States or world history to a current issue or event.	<p>Learning that history is “the story of God’s love for mankind” expands a Christian student’s historical perspective. Students using our books learn to appreciate both their own Christian heritage as well as the varied perspectives of peoples in other places, times, and cultures.</p> <p>Ex: LTN2 Introduction (The Galileo Galilei conflict is representative of the Catholic approach to perspectives in history. The text provides broad context on established science of Galileo’s day. The narrative also describes the ways in which the incident has been leveraged to serve the ends of other groups, long after Galileo’s death.)</p>
	Hist3.b: Perspective	SS.Hist3.b.m: Apply historical perspectives to describe differing viewpoints of current events.	
	Hist3.c: Current implications	SS.Hist3.c.m: Hypothesize the direction of current events and outcomes based on the past.	
<p>Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author’s point of view (Historical Methodology).</p>	Hist4.a: Historical context	SS.Hist4.a.m: Explain how the historical context (situation) influences a primary or secondary source.	<p>CTP books contain many direct quotations from primary sources that expand material knowledge and cultivate an awareness for the importance of historical texts.</p> <p>Ex: TAV Ch 10 (Opens by quoting a record of a sermon by period contemporary Fray Magín Catalá. The chapter closes with another contemporary passage, likely the first time the phrase ‘Manifest Destiny’ appeared in print. By framing the content of the chapter with the words of men who lived through it, the student practices examining history through multiple lenses.)</p>
	Hist4.b: Intended audience	SS.Hist4.b.m: Explain the significance of the intended audience of a primary or secondary source.	
	Hist4.c: Purpose	SS.Hist4.c.m: Explain the significance of the intended purpose of a specific primary or secondary source.	
	Hist4.d: Point of view (POV)	SS.Hist4.d.m: Explain how the POV of the author can influence the meaning of a primary or secondary source.	

Political Science (PS)

Learning Priority		6–8 (m)	CTP Resource Examples
Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals.	PS1.a: Values and principles of American constitutional democracy	SS.PS1.a.m: Investigate the components of responsible citizenship. Summarize the importance of rule of law.	CTP Resources support study in democratic principles by reviewing the long development of political thought and the historical applications of civic ideas. Ex: TAV Ch 6 (“A Walk Through the US Constitution”), *TRL Ch 6
	PS1.b: Origins and foundation of the government of the United States	SS.PS1.b.m: Hypothesize and defend why a specific historically significant person’s contribution to the development of the political culture of the United States was important. Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time. Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.	Ex: FSSS Ch 9 (how we got our constitution), TRL Ch 9; Compare and contrast this and previous example for how CTP resources address this topic at different learning levels. Many historically significant persons are covered throughout both FSSS and TAV to support fulfilling this standard. Ex: TAV Ch 5 (notable federalists and anti-federalists); FSSS Ch 15 & 16 (contributions of Abraham Lincoln)
Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.	PS2.a: Civil rights and civil liberties	SS.PS2.a.m: Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights. Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments. Predict how collective action movements work to extend equal rights to groups and individuals.	TAV Ch 8 (lively philosophical and political debates that framed the emergence of the nation’s founding documents), Ch 6 & 7 (the Constitution and Bill of Rights; reference to both historical and contemporary developments around these governing documents) LTN2 Ch 1 28–29 & TAV Ch 3 42–43 (the foundational content of this idea, the development of the notion of human rights)
	PS2.b: Fundamentals of citizenship	SS.PS2.b.m: Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).	Students will learn about how those ideas play out in multiple historical situations. Ex: TAV Ch 22 473–476, Ch 23 485–487 (Civil Rights movement)

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<p>(cont.) Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.</p>	<p>PS2.c: Asserting and reaffirming of human rights</p>	<p>SS.PS2.c.m: Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ) have advocated for access to greater rights.</p>	<p>TAV Ch 8 (lively philosophical and political debates that framed the emergence of the nation's founding documents), Ch 6 & 7 (the Constitution and Bill of Rights; reference to both historical and contemporary developments around these governing documents) LTN2 Ch 1 28–29 & TAV Ch 3 42–43 (the foundational content of this idea, the development of the notion of human rights) Students will learn about how those ideas play out in multiple historical situations. Ex: TAV Ch 22 473–476, Ch 23 485–487 (Civil Rights movement)</p>
<p>Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.</p>	<p>PS3.a: Political participation</p>	<p>SS.PS3.a.m: Assess voter participation in elections. Explain their role in government at the local, state, tribal, and federal levels.</p>	<p>A teacher working toward this standard may highlight particular historical examples of elections and special interest groups, available in both FSSS and TAV. Ex: FSSS Ch 20 (“Catholics in America” – how Catholics became part of civic life in the United States by participation and leadership) Ex: TAV Ch 17 (the work of labor unions to lobby for better working conditions, and legislative outcomes)</p>
	<p>PS3.b: Linkage institutions</p>	<p>SS.PS3.b.m: Analyze the role of various types of media in elections and functions of government. Analyze how elections and political parties in the United States connect the people to government. Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying).</p>	
	<p>PS3.c: Power in government</p>	<p>SS.PS3.c.m: Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.</p>	
	<p>PS3.d: Public policy</p>	<p>SS.PS3.d.m: Analyze how governments address and solve problems through the public policy process.</p>	
<p>Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy.</p>	<p>PS4.a: Argumentation</p>	<p>SS.PS4.a.m: Assemble an argument utilizing multiple sources of information.</p>	<p>TAV Ch 5 81–86 (historical example – consensus building; the ratification process of the Constitution, and the debates and compromises between federalist and anti-federalist statesmen)</p>
	<p>PS4.b: Compromise, diplomacy, and consensus building</p>	<p>SS.PS4.b.m: Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).</p>	