

Wisconsin Model Academic Standards



The Wisconsin Model Academic Standards for Social Studies are based on the belief that “...Social Studies helps young people develop the knowledge and skills necessary to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world.”

In SIRS’ study of the Wisconsin Model Academic Standards for Social Studies, we see a direct correlation between the goals and objectives that are emphasized and the framework upon which SIRS Interactive Citizenship has been developed. SIRS Interactive Citizenship content emphasizes the generalizations and concepts that act as the framework for understanding democratic political institutions and their emergence throughout history, while the Discovery and Inquiry activities and related chapter lessons exemplify our commitment to critical thinking skills.

What Citizens Need to Know About Government, addresses the expectations for **Political Science and Citizenship** and presents a framework for understanding America’s ongoing struggle to realize the ideals of the Declaration of Independence and the U.S. Constitution and each citizen’s role in this democracy. Through this framework, students are able to connect the past to the present as well as appreciate universal historical themes and dilemmas by accessing primary sources such as, biographies, documents, diaries, letters, legends and speeches and links to related articles and web sites while focusing on the basic concepts of government. Thus, students develop the higher order thinking skills deemed necessary by the Wisconsin Model Academic Standards.

<<http://www.dpi.state.wi.us/dpi/standards/ssstanc.html>> [2002, January 16]



Wisconsin Model Academic Standards
correlation with
What Citizens Need to Know About Government



Political Science and Citizenship: Power, Authority, Governance, and Responsibility

Twelfth Grade

Performance Standards

By the end of grade twelve, students will:

C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens

- *Chapter 14, Citizenship, examines the rights and responsibilities of citizenship. Topics include, dual citizenship, immigration, naturalization, and losing citizenship.*

C.12.2 Describe how different political systems define and protect individual human rights

- *Chapter 1 focuses on the varying forms of political systems: command, custom, and consent.*

C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments, have changed and evolved over time

- *Chapter 3 provides an in-depth look at the Constitution from its structure to its interpretation and amendment process.*
- *Chapter 9 examines the Bill of Rights and other constitutional amendments. Students can read each amendment and the issues each addresses.*

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

- ***Chapter 1 focuses on the power of government. Students can gather historical information on the power and abuse of power found in democratic governments by reading documents such as the Magna Carta, English Bill of Rights, and Rousseau's "Social Contract" written in response to abuse of power.***

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

- ***In Chapter 1, students may study examples of different forms of government to understand how each might promote or hinder liberty, equality, and justice.***

C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers

- ***Chapter 2 explores federalism and the concept of 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

- ***Chapter 16 traces the history of political parties from Washington's warning against them to today's independent parties. Students may access the web sites for the Democratic, Republican, Libertarian and Green Parties.***

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

- ***Part II, Problems of Government, addresses issues of public concern such as health care, environment, poverty, ethics and education.***

C.12.9 Identify and evaluate the means through which advocates influence public policy, and identify ways people may participate effectively in community affairs and the political process

- ***Chapter 13 examines the influence of pressure groups and lobbies, and Political Action Committees (PACs) on elected officials and the political process.***

C.12.10 Evaluate ways in which public opinion can be used to influence and shape public policy

- ***Chapter 13 explores the influences public opinion polls exert. Links to the Gallup Organization, PollingReport.com, and Public Agenda Online foster further research into this topic.***

C.12.11 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 Trade Agreement

- ***Chapter 28 discusses foreign policy and the relationship the United States has with nations and organizations world-wide. Links to sites for the World Bank, NATO, Human Rights Commission and the Organization of American States are available.***

C.12.12 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

- ***Chapter 1 discusses monarchism, anarchism, socialism, fascism, communism and representative democracy. Historical and contemporary examples are provided.***

C.12.13 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain government support in order to achieve their goals

C.12.14 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust

C.12.15 Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women

- *Chapter 9 addresses political and social movements such as suffrage, civil rights, women's rights and Americans with disabilities.*
- *From chapters in Part II, Problems of Government, students may also read about other social movements that have affected change.*