

Learning Targets

Version 3

Grade	Area/Learning Target	Wisconsin Academic Model Content Standard	Wisconsin Academic Model Performance Standards
1	Interdependence of Families / Social Groups		
1	<p>A.1 Geography Use a map and globe vocabulary and identify major physical features (land masses and bodies of water), cardinal directions (e.g., east, south, north, west) and map keys.</p> <p>Explore how people adapt to their environment (seasons, climate, natural resources) to meet basic needs (food, clothing, shelter).</p>	A. Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.	Social Studies Standards A 4 A.4.1 A.4.2 A.4.3 A.4.4 A.4.5 A.4.6 A.4.7 A.4.8 A.4.9
	<ul style="list-style-type: none"> A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface 		
	<p><i>HMSS School and Family SB & TE:</i> Skillbuilder: Compare Pictures and Maps—42-43; Skillbuilder: Read a Map Key—52-53; Reading Maps—61; Review: Read a Map Key—68; Skillbuilder: Compare Globes and Maps—80-81; Skillbuilder: Find Near and Far—108-109; Skillbuilder: Use a Compass Rose—166-167; Review: Use a Compass Rose—170</p> <p><i>HMSS School and Family TE:</i> Art: Community Maps—21H; Look at a Map—21M; Look at a Map—69M; Look at a Map—125M; Look at a Map—171M; Look at a Map—225M</p> <p><i>HMSS School and Family Multimedia Program Resources:</i> Unit Video: Understanding and Using Globes</p>		
	<ul style="list-style-type: none"> A.4.2 Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms, natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders 		
	<p><i>HMSS School and Family SB & TE:</i> Vocabulary Preview (U.S. map)—25; Skillbuilder: Compare Pictures and Maps—42-43; Skillbuilder: Read a Map Key—52-53; Reading Maps—61; Review: Read a Map Key—68; Earth, Our World (globe)—74; Oceans: The World (reading maps)—75; Continents: The World (world map)—76; Skillbuilder: Compare Globes and Maps—80-81; Mountains and Plains (map of Alaska, map of Nebraska)—82-83; Rivers and Lakes (map of the Great Lakes)—85; Map Key—104-105; Skillbuilder: Find Near and Far—108-109; United States (map)—111; Canada, United States, and Mexico (map)—117; Unit Review: Big Idea (globe and map)—122; Review: Compare Globes and Maps—124; Thanh Lam (map)—143; Getting Food from Other Places (inset map)—159; Skillbuilder: Use a Compass Rose—166-167; Review: Use a Compass Rose—170; The First People (inset map)—185; New Families Arrive (map)—191; The Pony Express (map)—220-221; Places as Symbols (map, map key)—262; Picture Glossary: compass rose—R17; continent, country (maps)—R18; globe—R20; map—R24; state (map)—R29</p> <p><i>HMSS School and Family TE:</i> Art: Community Maps—21H; Look at a Map—21M; Look at a Map—69M; Look at a Map—125M; Look at a Map—171M; Look at a Map—225M</p> <p><i>HMSS School and Family Multimedia Program Resources:</i> Unit Video: Understanding and Using Globes</p>		
	<ul style="list-style-type: none"> A.4.3 Construct a map of the world from memory, showing the location of major land masses, bodies of water, and mountain ranges 		

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	<p>HMSS School and Family SB & TE: Skillbuilder: Compare Pictures and Maps—42-43; Skillbuilder: Read a Map Key—52-53; Reading Maps—61; Review: Read a Map Key—68; Skillbuilder: Compare Globes and Maps—80-81; Skillbuilder: Find Near and Far—108-109; Skillbuilder: Use a Compass Rose—166-167; Review: Use a Compass Rose—170</p> <p>HMSS School and Family TE: Skillbuilder: Compare Pictures and Maps: Apply the Skill (draw a map)—43; Skillbuilder: Read a Map Key: Apply the Skill (trace a route)—53; Skillbuilder: Use a Compass Rose: Leveled Practice (draw compass rose and place on floor)—166</p>		
	<ul style="list-style-type: none"> A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters 		
	<p>HMSS School and Family SB & TE: Biography: John Muir—86-87; Economics: What Comes from Trees?—92-93; Family Life Long Ago and Today (food, shelter, clothing)—192-193</p> <p>HMSS School and Family TE: Big Idea: Human/Environment Interaction—86, 92</p>		
	<ul style="list-style-type: none"> A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world 		
	<p>HMSS School and Family SB & TE: Vocabulary Preview (U.S. map)—25; Skillbuilder: Compare Pictures and Maps—42-43; Skillbuilder: Read a Map Key—52-53; Reading Maps—61; Review: Read a Map Key—68; Earth, Our World (globe)—74; Oceans: The World (world map)—75; Continents: The World (world map)—76; Skillbuilder: Compare Globes and Maps—80-81; Mountains and Plains (map of Alaska, map of Nebraska)—82-83; Rivers and Lakes (map of the Great Lakes)—85; Map Key—104-105; Skillbuilder: Find Near and Far—108-109; United States (map)—111; Canada, United States, and Mexico (map)—117; Unit Review: Big Idea (globe and map)—122; Review: Compare Globes and Maps—124; Thanh Lam (map)—143; Getting Food from Other Places (inset map)—159; Skillbuilder: Use a Compass Rose—166-167; Review: Use a Compass Rose—170; The First People (inset map)—185; New Families Arrive (map)—191; The Pony Express (map)—220-221; Places as Symbols (map, map key)—262; Atlas: The World; Canada, United States, Mexico; The United States—R10-R15; Picture Glossary: compass rose—R17; continent, country (maps)—R18; globe—R20; map—R24; state (map)—R29</p> <p><i>See also—</i></p> <p>Charts: Calendar—34-35, 68; Continents And Oceans—77; Family Life Long Ago And Today—192-193; Goods And Services—140; Immigration Chart—62; Laws—230; Laws Every Day—232-233; Natural Resources—94-95; School Tools—204; Things People Need—131</p> <p>Graphs: Communication Inventions Timeline—218; Pilgrim's Harvest Timeline—224; Skill: Read A Picture Graph—150-151, 170; Skill: Use A Timeline—182-183; Transportation Inventions Timeline—210</p> <p>HMSS School and Family TE: Art: Community Maps—21H; Look at a Map—21M; Look at a Map—69M; Look at a Map—125M; Look at a Map—171M; Look at a Map—225M; Columbus Day: Make a Map—271A</p> <p>HMSS School and Family Multimedia Program Resources: Unit Video: Understanding and Using Globes</p>		
	<ul style="list-style-type: none"> A.4.6 Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes 		
	<p>HMSS School and Family SB & TE: Vocabulary Preview (season)—73; Weather—96; Seasons—97; Dressing for the Weather—98-99; Geography: Hurricane Season—100-101</p>		

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	<i>HMSS School and Family</i> TE: Big Idea: Physical Systems; Talk About Hurricane Katrina; Hurricane Bulletin Board—100-101		
	<ul style="list-style-type: none"> A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world 		
	<p>*See the following related content—</p> <p><i>HMSS School and Family</i> SB & TE: Past and Present: New Families Arrive—190-191; Moving People and Things—208-209; Transportation Changes—210-211; Sharing News and Ideas—216-219</p>		
	<ul style="list-style-type: none"> A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment 		
	<p><i>HMSS School and Family</i> SB & TE: City, Town, Suburb—102-105; Small Town, Big City—106-107; Land and Water in the United States—112-113; Family Life, Past and Present: New Families Arrive—190-191; Family Life Long Ago and Today—192-193; Making a New Life—194; Literature: Tattered Sails—196-199; Going to School Long Ago—202-205; Moving People and Things—208-209; Transportation Changes—210-211; Sharing News and Ideas—216-219</p>		
	<ul style="list-style-type: none"> A.4.9 Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating 		
	<p><i>HMSS School and Family</i> SB & TE: History: Moving Then and Now—64-65; Rivers and Lakes (steamboats)—84; People Use and Save Resources (mining equipment, wheel barrow)—90-91; Natural Resources (irrigation system)—95; Land and Water in the United States (ships)—113; Making Choices (automobile)—146; All Kinds of Jobs (bus, telephone)—153; Jobs at a Factory (bread factory)—154-155; From Tree to Table (orange juice squeezing machine, bottling equipment)—160-161; School Tools, School Today—204-205; Moving People and Things: Transportation, Inventions—208-209; Transportation Changes (steamboats, steam engines, cars, space shuttle)—210-211; Literature: Rush Hour (automobiles, buses)—212-213; Compare Points of View (bicycles)—215; Communication Inventions (printing press)—217; Inventions Timeline (telephone, radio, television, satellites, computers)—218-219; Unit Review (transportation, communication)—222</p> <p><i>HMSS School and Family</i> Leveled Books: Cars!</p>		
1	<p>B.1 History Use historical artifacts, documents, and photos to make observations and connect history and cultures to their family, neighborhood and beyond</p> <p>Read charts and graphs that depict change.</p>	<p>B. 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.</p>	<p>Social Studies Standards B 4</p> <p>B.4.1 B.4.2 B.4.3 B.4.4 B.4.5 B.4.6 B.4.7 B.4.8 B.4.9 B.4.10</p>

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	<ul style="list-style-type: none"> B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts 		
	<p>HMSS School and Family SB & TE: Literature: Jingle Dancer—30-33; Literature (Read Aloud): The Saturday Escape—48-51; Citizenship: Make a Passport—114-115; Primary Sources: Flags and Holidays—120-121; Literature: Stone Soup—162-165; Learning About the Past (sources)—176-177; Readers' Theater: Family History Day—180-181; The Chumash (cave paintings)—186; Literature: Moon of Falling Leaves—188-189; Literature: Tattered Sails—196-199; Primary Sources: Hornbooks—206-207; Skillbuilder: Compare Points of View—214-215; Review: Compare Points of View—224</p> <p><i>See also—</i></p> <p>Maps: atlas—R10-R15; Canada, United States, And Mexico—R12-R13; Direction On—111, 117, 166-167, 170, 191, 262; Drawing—119; Pictures And—42-43; Reading—25, 43, 53, 61, 68, 75, 76, 82, 83, 85, 99, 104-105, 117, 124, 143, 159, 185, 191, 220-221, 262; Symbols On—43, 52-53, 68, 104-105, 108-109, 117, 167, 170, 262; United States—R14-R15; World—R10-R11</p> <p>Charts: Calendar—34-35, 68; Continents And Oceans—77; Family Life Long Ago And Today—192-193; Goods And Services—140; Immigration Chart—62; Laws—230; Laws Every Day—232-233; Natural Resources—94-95; School Tools—204; Things People Need—131</p> <p>Graphs: Communication Inventions Timeline—218; Pilgrim's Harvest Timeline—224; Skill: Read A Picture Graph—150-151, 170; Skill: Use A Timeline—182-183; Transportation Inventions Timeline—210</p> <p>HMSS School and Family TE: Unit Bibliography—21F, 69F, 125F, 171F, 225F</p>		
	<ul style="list-style-type: none"> B.4.2 Use a timeline to select, organize, and sequence information describing eras in history 		
	<p>HMSS School and Family SB & TE: Skillbuilder: Read a Calendar—34-35; Review: Read a Calendar—68; Our Family History (timelines)—178-179; Skillbuilder: Use a Timeline—182-183; Transportation Changes (timeline)—210-211; Inventions Timeline—218-219; Review: Use a Timeline (The Pilgrims' Harvest Timeline)—224; Picture Glossary: calendar—R16</p> <p>HMSS School and Family TE: Calendar and Holidays—21M; Calendar and Holidays—69M; Extra Support: Calendar Count—100; Calendar and Holidays—125M; Calendar and Holidays—171M; Calendar and Holidays—225M; Veterans Day: Make a November Calendar—271A</p>		
	<ul style="list-style-type: none"> B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events 		
	<p>HMSS School and Family SB & TE: Fire Chief Rosemary Cloud—58-59; Technology (more biographies)—59; John Muir—86-87; Technology (more biographies)—87; Thanh Lam—142-143; Technology (more biographies)—143; Sarah Chang—156; Fernando Bujones—157; Technology (more biographies)—157; Past Presidents (Thomas Jefferson, Abraham Lincoln, Franklin Delano Roosevelt), Leaders Long Ago (Queen of Egypt, Emperor of Rome, emperor of Mali)—240-241; George Washington—242-243; Technology (more biographies)—243; Heroes in Our Country (Sacagawea, Harriet Tubman, Susan B. Anthony)—250-251</p> <p>HMSS School and Family TE: Fire Chief Rosemary Cloud—21C; Clara Barton—21D; Teacher Read Aloud: The Large Drum—21N; John Muir—69A; Mother Nature: Marjory Stoneman Douglas—69D; Teacher Read Aloud: Mayrah, the Wind That Blows the Winter Away—69N; Thanh Lam—125A; Fernando Bujones and Sarah Chang—125B; Walt Disney's World—125D; Teacher Read Aloud: A True Money Tree—125N; Harriet Tubman: A Woman of Courage—171D; Teacher Read Aloud: Grandma's Family Photos—171N; George Washington—225A; Meet Johnny Appleseed—225D; Teacher Read Aloud: Too Many Rules—225N; Leaders Long Ago (Cleopatra; Caesar Augustus, Mansa Musa)—240</p>		

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	<p>HMSS School and Family Leveled Books: Clara Barton; Marjory Stoneman Douglas; Walt Disney's World; Harriet Tubman: A Woman of Courage; Meet Johnny Appleseed</p>		
	<ul style="list-style-type: none"> B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups 		
	<p>HMSS School and Family SB & TE: Literature: Jingle Dancer—30-33; History: Moving Then and Now—64-65; Citizenship: Make a Passport—114-115; Unit Opener: Everything Changes—172-173; Vocabulary Preview (history, settler, transportation, communication)—174-175; Past and Present—176; A Story of the Past—177; Future—178-179; Readers' Theater: Family History Day—180-181; Use a Timeline (Marco's Week)—182-183; The First Americans—184-187; Literature: Moon of Falling Leaves—188-189; Family Life, Past and Present: New Families Arrive—190-191; Family Life Long Ago and Today—192-193; Making a New Life—194; Literature: Tattered Sails—196-199; Moving People and Things—208-209; Transportation Changes—210-211</p> <p>HMSS School and Family TE: Jobs, Jobs, Jobs (family jobs); Make a Family Tree—21G; My Job; Family Picture Graph—21H; Literature: Jingle Dancer (text to be read by teacher)—30-33</p>		
	<ul style="list-style-type: none"> B.4.5 Identify the historical background and meaning of important political values such as freedom, democracy, and justice 		
	<p>HMSS School and Family SB & TE: Good Citizens—226-227; Government—236-237; Government Leaders—238; The President—239; Past Presidents—240; Leaders Long Ago—241; Biography: George Washington—242-243; Citizens Have Rights—244; Citizens Have Responsibilities—245; Citizens Make Choices (vote, election)—246-247; Symbols of Freedom (Liberty Bell, bald eagle, Statue of Liberty)—260-261; Places As Symbols—262-263; Citizenship Handbook: Our Flag, Our Motto—R2-R3; Citizenship Handbook: Songs of Our Nation—R4-R5</p> <p>HMSS School and Family TE: Big Idea: American Government, 232; Democratic Principles, 248; Democratic Values, 254; Foundations of Democracy, 242; Rights and Responsibilities, 226-227, 266, 269</p>		
	<ul style="list-style-type: none"> B.4.6 Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags 		
	<p>HMSS School and Family SB & TE: Primary Sources: Flags and Holidays (Canada, Mexico, United States)—120-121; Good Citizens—226-227; Vocabulary Preview (the flag as a symbol)—229; City or town hall (U.S. flag); State capitol building; White House—237; Past Presidents (Thomas Jefferson, Abraham Lincoln, Franklin Delano Roosevelt)—240-241; George Washington—242-243; Symbols of Our Country (American flag, Uncle Sam)—258-259; Symbols of Freedom (Liberty Bell, bald eagle, Statue of Liberty)—260-261; Places As Symbols—262-263; Citizenship: Make a Post Card (use a symbol)—264-265; Unit Review (symbols)—266-267; Heroes in Our Country (Sacagawea, Harriet Tubman, Susan B. Anthony)—250-251; Citizenship: Hero Dogs—254-255; Columbus Day—271; Veterans Day—272; Thanksgiving Day—273; Martin Luther King, Jr. Day—274; Presidents' Day—275; Memorial Day—276; Flag Day—277; Independence Day—278; Citizenship Handbook: Our Flag, Our Motto—R2-R3; Citizenship Handbook: Songs of Our Nation—R4-R5; Picture Glossary: symbol—R29</p> <p>HMSS School and Family TE: Leaders and Symbols—225G; Background: National Symbols—260; Columbus Day—271-271A; Veterans Day—272-272A; Thanksgiving Day—273-273A; Martin Luther King, Jr. Day—274-274A; Presidents' Day—275-275A; Memorial Day—276-276A; Flag Day, Sing the National Anthem, Make Stars Using Pattern Blocks—277-277A; Independence Day—278-278A</p> <p>HMSS School and Family Leveled Books: A Visit to the Statue of Liberty</p>		

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	<i>HMSS School and Family</i> Multimedia Program Resources: Unit Video: Old Glory		
	<ul style="list-style-type: none"> B.4.7 Identify and describe important events and famous people in Wisconsin and United States history 		
	<p><i>HMSS School and Family</i> SB & TE: Fire Chief Rosemary Cloud—58-59; Technology (more biographies)—59; John Muir—86-87; Technology (more biographies)—87; Thanh Lam—142-143; Technology (more biographies)—143; Sarah Chang—156; Fernando Bujones—157; Technology (more biographies)—157; Past Presidents (Thomas Jefferson, Abraham Lincoln, Franklin Delano Roosevelt)—240-241; George Washington—242-243; Technology (more biographies)—243; Heroes in Our Country (Sacagawea, Harriet Tubman, Susan B. Anthony, Eleanor Roosevelt, Cesar Chavez, Dr. Martin Luther King, Jr.)—250-253</p> <p><i>HMSS School and Family</i> TE: Fire Chief Rosemary Cloud—21C; Clara Barton—21D; John Muir—69A; Mother Nature: Marjory Stoneman Douglas—69D; Thanh Lam—125A; Fernando Bujones and Sarah Chang—125B; Walt Disney’s World—125D; Harriet Tubman: A Woman of Courage—171D; George Washington—225A; Meet Johnny Appleseed—225D</p> <p><i>HMSS School and Family</i> Leveled Books: Clara Barton; Marjory Stoneman Douglas; Walt Disney’s World; Harriet Tubman: A Woman of Courage; Meet Johnny Appleseed</p>		
	<ul style="list-style-type: none"> B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment 		
	<p><i>HMSS School and Family</i> SB & TE: History: Moving Then and Now—64-65; Rivers and Lakes (steamboats)—84; People Use and Save Resources (mining equipment, wheel barrow)—90-91; Natural Resources (irrigation system)—95; Land and Water in the United States (ships)—113; Making Choices (automobile)—146; All Kinds of Jobs (bus, telephone)—153; Jobs at a Factory (bread factory)—154-155; From Tree to Table (orange juice squeezing machine, bottling equipment)—160-161; School Tools, School Today—204-205; Moving People and Things: Transportation, Inventions—208-209; Transportation Changes (steamboats, steam engines, cars, space shuttle)—210-211; Literature: Rush Hour (automobiles, buses)—212-213; Compare Points of View (bicycles)—215; Communication Inventions (printing press)—217; Inventions Timeline (telephone, radio, television, satellites, computers)—218-219; Unit Review (transportation, communication)—222; Laws Every Day (school bus)—233; Picture Glossary: factory—R19; invention—R22; machine—R23; transportation—R30</p> <p><i>HMSS School and Family</i> Leveled Books: Cars!</p>		
	<ul style="list-style-type: none"> B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations 		
	<p><i>HMSS School and Family</i> SB & TE: In Your Classroom: Caring About Others, Helping in the Classroom—36-37; Citizenship: Helping Hands—40-41; Leaders and Rules: Leaders, Leaders Make Rules, Following Rules—44-47; Skillmaker: Make a Decision—136-137; Skillbuilder: Solve a Conflict—200-201; Skillbuilder: Compare Points of View—214-215; Citizenship: Laws Every Day—232-233; Citizens Have Rights—244; Citizens Have Responsibilities—245; Citizens Make Choices—246-247;</p> <p><i>HMSS School and Family</i> TE: Citizenship: Helping Hands (Democratic Values)—40; Citizenship: Hero Dogs (Democratic Values)—254; Citizenship: Make a Post Card (Democratic Values)—264</p> <p><i>HMSS School and Family</i> Leveled Books: Helping Out</p>		

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	<i>HMSS School and Family</i> Multimedia Program Resources: Unit Video: We All Contribute and Make a Difference		
	<ul style="list-style-type: none"> B.4.10 Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin 		
	<p><i>HMSS School and Family</i> SB & TE: Literature: Jingle Dancer (Ojibway jingle dance, powwow)—30-31; The First People (American Indians)—184-185; The Chumash—186; The Cherokee—187, 188-189; New Families Arrive (the Wampanoag)—191, 193; Making a New Life (the Wampanoag)—194-195; Literature: Tattered Sails—198; Thanksgiving Day (the Wampanoag)—273</p> <p><i>HMSS School and Family</i> TE: Background: Contemporary Chumash and Cherokee—186</p>		
1	<p>C.1 Civics and Government Describe and apply the rights and responsibilities of individuals within the family, school and neighborhood, and the roles, rights and responsibilities of authorities within these settings.</p>	C. 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.	Social Studies Standards C 4 C.4.1 C.4.2 C.4.3 C.4.4 C.4.5 C.4.6
	<ul style="list-style-type: none"> C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity 		
	<p><i>HMSS School and Family</i> SB & TE: In Your Classroom: Caring About Others, Helping in the Classroom—36-37; Saying the Pledge of Allegiance (flag)—38-39; Citizenship: Helping Hands—40-41; Leaders and Rules: Leaders, Leaders Make Rules, Following Rules—44-47; Moving to the United States—62; New People Bring New Things—63; History: Moving Then and Now—64-65; You Are a Citizen—111; Citizenship: Make a Passport—114-115; Canada and Mexico—116-117; People Are Alike and Different—118-119; Primary Sources: Flags and Holidays (Canada, Mexico, United States)—120-121; Skillmaker: Make a Decision—136-137; The First People—184-185; Skillbuilder: Solve a Conflict—200-201; Skillbuilder: Compare Points of View—214-215; Good Citizens (U.S. flag)—226-227; Vocabulary Preview (U.S. flag)—229; Citizenship: Laws Every Day—232-233; Biography: George Washington (Foundations of Democracy)—242-243; Citizens Have Rights—244; Citizens Have Responsibilities—245; Citizens Make Choices—246-247; Literature: Vote!—248-249; City or town hall (U.S. flag); Heroes in Our Country (Harriet Tubman, Susan B. Anthony, Eleanor Roosevelt, Cesar Chavez, Dr. Martin Luther King, Jr.)—250-253 Symbols of Our Country (American flag)—258-259; Unit Review: Responsible Citizens—266; Veterans Day—272; Martin Luther King, Jr. Day—274; Presidents' Day—275; Memorial Day—276; Flag Day—277; Independence Day—278; Citizenship Handbook: Our Flag—R1-R3</p> <p><i>HMSS School and Family</i> TE: Citizenship: Helping Hands (Democratic Values)—40; Citizenship: Hero Dogs (Democratic Values)—254; Citizenship: Make a Post Card (Democratic Values)—264; Veterans Day—272-272A; Martin Luther King, Jr. Day—274-274A; Presidents' Day—275-275A; Memorial Day—276-276A; Flag Day—277-277A; Independence Day—278-278A</p> <p><i>HMSS School and Family</i> Leveled Books: Helping Out</p> <p><i>HMSS School and Family</i> Multimedia Program Resources: Unit Video: Old Glory; We All Contribute and Make a Difference</p>		
	<ul style="list-style-type: none"> C.4.2 Identify the documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are 		

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	<i>HMSS School and Family SB & TE: Constitution Day—20-21; Flags and Holidays (Independence Day)— 121; Past Presidents: Thomas Jefferson (Declaration of Independence)—240; Biography: George Washington (The Constitution)—242-243;</i>		
	<ul style="list-style-type: none"> C.4.3 Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation 		
	<p><i>HMSS School and Family SB & TE: Leaders and Rules: Leaders, Leaders Make Rules, Following Rules—44-47; Literature (Read Aloud): The Saturday Escape (family rules, Saturday chores)—48-51; Vocabulary Preview (government)—228; Laws—230; People Help with Laws—231; Citizenship: Laws Every Day—232-233; Express Ideas in Writing (write clearly about rules)—234-235; Government and Leaders—236-241; Citizens Have Rights—244; Citizens Have Responsibilities—245; Citizens Make Choices—246-247</i></p> <p><i>HMSS School and Family TE: Background: The Golden Rule—46; Connect to the Big Idea: Democratic Values (following rules), Jobs at Home—48; Leveled Practice (laws)—230; Role-Play Laws, Bus Laws—232</i></p>		
	<ul style="list-style-type: none"> C.4.4 Explain the basic purpose of government in American society, recognizing the three levels of government 		
	<i>HMSS School and Family SB & TE: Vocabulary Preview (government)—228; People Help with Laws—231; Citizenship: Laws Every Day—232-233; Government—236-237; Government Leaders—238-239; Biography: George Washington—243-243</i>		
	<ul style="list-style-type: none"> C.4.5 Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community 		
	<p><i>HMSS School and Family SB & TE: Good Citizens—226-227; Vocabulary Preview (government, vote)—228-229; Laws—230; People Help with Laws—231; Laws Every Day—232-233;</i></p> <p><i>Government—236-237; Government Leaders—238; The President—239; Past Presidents—240; Leaders Long Ago—241; Biography: George Washington—242-243; Citizens Have Rights—244; Citizens Have Responsibilities—245; Citizens Make Choices (vote, election)—246-247; Symbols of Freedom (Liberty Bell, bald eagle, Statue of Liberty)—260-261; Places As Symbols—262-263; Citizenship Handbook: Our Flag, Our Motto—R2-R3; Citizenship Handbook: Songs of Our Nation—R4-R5</i></p> <p><i>HMSS School and Family TE: Big Idea: American Government, 232; Democratic Principles, 248; Democratic Values, 254; Foundations of Democracy, 242; Rights and Responsibilities, 226-227, 266, 269</i></p>		
	<ul style="list-style-type: none"> C.4.6 Locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals 		
	<i>HMSS School and Family SB & TE: Literature: Jingle Dancer—30-33; Literature (Read Aloud): The Saturday Escape—48-51; Citizenship: Make a Passport—114-115; Primary Sources: Flags and Holidays—120-121; Literature: Stone Soup—162-165; Learning About the Past (sources)—176-177; Readers' Theater: Family History Day—180-181; The Chumash (cave paintings)—186; Literature: Moon of Falling Leaves—188-189; Literature: Tattered Sails—196-199; Primary Sources: Hornbooks—206-207; Skillbuilder: Compare Points of View—214-215; Review: Compare Points of View—224</i>		

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	<i>HMSS School and Family</i> TE: Unit Bibliography—21F, 69F, 125F, 171F, 225F		
1	D.1 Economics Identify and describe jobs within the family and classroom. Identify and describe ways people earn money to provide for needs and wants	D. Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.	Social Studies Standards D 4 D.4.1 D.4.2 D.4.3 D.4.4 D.4.5 D.4.6 D.4.7
	<ul style="list-style-type: none"> D.4.1 Describe and explain of the role of money, banking, and savings in everyday life 		
	<p><i>HMSS School and Family</i> SB & TE: World of Work—126-127; Vocabulary Preview (factory)—129; Needs (people work to get money)—130-131; Wants—132-133; Goods and Services: Making Money—138; Goods and Services—139; Community Goods and Services—140; Goods and Services Jobs—141; Biography: Thanh Lam—142-143; Buying—144; Trading—145; Making Choices—146; Saving Money—147; Economics: A Doggy Bank—148-149; Skillbuilder: Read a Graph (comparing prices)—150-151</p> <p><i>HMSS School and Family</i> TE: Savings Plan, What to Buy?—125H; Teacher Read Aloud: A True Money Tree—125N</p> <p><i>HMSS School and Family</i> Leveled Books: A Job for You; The Life of a Dollar Bill</p> <p><i>HMSS School and Family</i> Multimedia Program Resources: Unit Video: Going to School Is Your Job</p>		
	<ul style="list-style-type: none"> D.4.2 Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost (for example, spending one's allowance on a movie will mean less money saved for a new video game) 		
	<p><i>HMSS School and Family</i> SB & TE: Buying—144; Trading—145; Making Choices—146; Saving Money—147; Economics: A Doggy Bank—148-149; Skillbuilder: Read a Graph (comparing prices)—150-151</p> <p><i>HMSS School and Family</i> TE: What to Buy?—125H</p> <p><i>HMSS School and Family</i> Leveled Books: A Job for You; The Life of a Dollar Bill</p>		
	<ul style="list-style-type: none"> D.4.3 Identify local goods and services that are part of the global economy and explain their use in Wisconsin 		
	<p><i>HMSS School and Family</i> SB & TE: Unit Opener: World of Work—126-127; Vocabulary Preview (goods, services)—128; Goods and Services: Making Money—138; Goods and Services—139; Community Goods and Services—140; Goods and Services Jobs—141; Biography: Thanh Lam—142-143</p> <p><i>HMSS School and Family</i> TE: Center Activities: Goods and Services Posters—125H</p>		
	<ul style="list-style-type: none"> D.4.4 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient 		
	<i>HMSS School and Family</i> SB & TE: Vocabulary Preview (postal delivery worker, factory worker)—128-129; Needs (people work to get money)—130-131;		

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	<p>Goods and Services (workers)—138; Goods and Services (specialized workers)—139; Community Goods and Services—140; Goods and Services Jobs (specialized jobs)—141; Why People Have Jobs (office worker, mail carrier)—152-153; Jobs at a Factory (factory workers)—154-155; Biographies: Sarah Chang (violinist), Fernando Bujones (ballet dancer)—156-157</p> <p><i>HMSS School and Family</i> TE: Challenge: How is it Made?—125G; Background: Factory Workers—154</p> <p><i>HMSS School and Family</i> Leveled Books: A Job for You</p>		
	<ul style="list-style-type: none"> D.4.5 Distinguish between private goods and services (for example, the family car or a local restaurant) and public goods and services (for example, the interstate highway system or the United States Postal Service) 		
	<p><i>HMSS School and Family</i> SB & TE: Vocabulary Preview (private: factory worker; public: postal worker)—128-129; Goods and Services: Making Money—138; Goods and Services—139; Community Goods and Services (private: stores, bakery, flower shop, farm, gas station; public: library, post office, town hall, fire station) / Goods and Services Jobs (private: baker, vendors; public: librarian, postal worker)—140-141</p> <p><i>HMSS School and Family</i> TE: Background (communities collect taxes to pay for public services)—140</p>		
	<ul style="list-style-type: none"> D.4.6 Identify the economic roles of various institutions, including households, businesses, and government 		
	<p><i>HMSS School and Family</i> SB & TE: World of Work—126-127; Vocabulary Preview (factory)—129; Wants—132-133; Goods and Services: Making Money—138; Goods and Services—139; Community Goods and Services—140; Goods and Services Jobs—141; Biography: Thanh Lam (<i>entrepreneur</i>)—142-143; Buying—144; Trading—145; Making Choices—146; Saving Money—147; Economics: A Doggy Bank—148-149; Skillbuilder: Read a Graph (comparing prices)—150-151</p> <p><i>HMSS School and Family</i> TE: Background: Public Services—140; Service Jobs—142</p>		
	<ul style="list-style-type: none"> D.4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world 		
	<p><i>HMSS School and Family</i> SB & TE: World of Work—126-127; Vocabulary Preview (factory)—129; Wants—132-133; Goods and Services: Making Money—138; Goods and Services—139; Community Goods and Services—140; Goods and Services Jobs—141; Biography: Thanh Lam—142-143; Buying—144; Trading—145; Making Choices—146; Saving Money—147; Economics: A Doggy Bank—148-149; Skillbuilder: Read a Graph (comparing prices)—150-151; Getting Food to Market—158-161; Review—168-171</p> <p><i>HMSS School and Family</i> TE: Challenge: Reuse and Recycle—92</p>		
1	<p>E.1 Behavioral Sciences Identify and explain differences and similarities in home, classroom and community, and identify how cultural influences affect their neighborhood and everyday life</p>	<p>E. 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</p>	<p>Social Studies Standards E 4 E.4.1 E.4.2 E.4.3 E.4.4 E.4.5 E.4.</p>

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		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.	E.4.7 E.4.8 E.4.9 E.4.10 E.4.11 E.4.12 E.4.13 E.4.14 E.4.15
	<ul style="list-style-type: none"> E.4.1 Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning 		
	<p>HMSS School and Family TE: NOTE: Each regular lesson begins with “Build on What You Know” to motivate students by reflecting on prior knowledge; “Vocabulary” and “Reading Skills” help improve reading comprehension. Each unit begins with the Teacher Read-Aloud, which includes “Activate Prior Knowledge”— 21N, 69N, 125N, 171N, 225N; and the Current Events Unit Project helps students relate what they will read about in the unit to personal interests— 22, 70, 126, 172, 226.</p> <p><i>See also the following instruction that improves student capabilities to learn —</i></p> <p>Reading Skills: Cause And Effect—60, 88, 96, 152; Classify—36, 54, 102, 138, 184, 250, 258; Compare And Contrast—44, 74, 82, 116, 130, 176, 190, 202; Draw Conclusions—230; Main Idea And Details—26, 110, 144, 236, 244; Sequence—158, 208, 216</p> <p>Reading Strategies: Monitor And Clarify—131, 139, 145, 153, 171A, 171N, 177, 185, 191; Predict And Infer—21A, 21N, 24, 25, 27, 37, 45, 69A, 69N, 72, 73, 75, 77, 89, 97, 125A, 251, 259, 261; Question—225A, 225N, 231, 237, 239, 245; Summarize—21A, 21N, 24, 55, 61, 69A, 69N, 72, 103, 111, 117, 125N, 159, 171A, 203, 209, 217</p> <p>Vocabulary: 21A, 21B, 21C, 21N, 27, 37, 45, 55, 69A, 69B, 69C, 69N, 75, 83, 84, 89, 97, 103, 111, 125A, 125B, 125C, 125N, 128, 129, 131, 132, 139, 145, 146, 153, 154, 160, 171A, 171B, 171C, 171N, 177, 178, 185, 191, 194, 204, 209, 225A, 225B, 225C, 225N, 237, 238, 245, 246, 251, 259, 260, 271, 272, 273, 274, 275, 276, 277, 278</p> <p>HMSS School and Family Multimedia Program Resources: Unit Videos (to motivate and build background)— 23, 71, 127, 173, 227</p>		
	<ul style="list-style-type: none"> E.4.2 Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development 		
	<p>HMSS School and Family SB & TE: People Everywhere—22-23; Vocabulary Preview (family, leader)—24; A Family of Helpers—26-27; Families Learn Together—28-29; Literature: Jingle Dancer—30-33; In Your Classroom: Caring About Others, Helping in the Classroom, Saying the Pledge of Allegiance—36-39; Citizenship: Helping Hands—40-41; Leaders and Rules: Leaders, Leaders Make Rules, Following Rules—44-47; Literature (Read Aloud): The Saturday Escape—48-51; Family Life Long Ago and Today—192-193; Making a New Life—194</p> <p>HMSS School and Family TE: Jobs, Jobs, Jobs (family jobs); Make a Family Tree—21G; My Job; Family Picture Graph—21H; Literature: Jingle Dancer (text to be read by teacher)—30-33</p> <p>HMSS School and Family Leveled Books: Meet a Community Helper; Don’t Let the Cat Out!</p>		

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	<i>HMSS School and Family</i> Multimedia Program Resources: Unit Video: Going to School Is Your Job		
	<ul style="list-style-type: none"> E.4.3 Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living 		
	<p><i>HMSS School and Family</i> SB & TE: Family—26-29; World of Work—126-127; Vocabulary Preview (save)—129; Needs (needs, scarcity)—130-131; Wants—132-133; Readers' Theater: A Scarcity of Scissors—134-135; Review: needs and wants—168; Reading Skills: Compare and Contrast—44, 74, 82, 116, 130, 176, 190, 202</p>		
	<ul style="list-style-type: none"> E.4.4 Describe the ways in which ethnic cultures influence the daily lives of people 		
	<p><i>HMSS School and Family</i> SB & TE: Vocabulary Preview (family, leader)—24; A Family of Helpers—26-27; Families Learn Together—28-29; In Your Classroom: Caring About Others, Helping in the Classroom—36-39; Citizenship: Helping Hands—40-41; Leaders and Rules: Leaders, Leaders Make Rules, Following Rules—44-47; Literature (Read Aloud): The Saturday Escape—48-51; A Community: Community Life, Community Helpers, Community Places—54-57; Biography: Fire Chief Rosemary Cloud—58-59; New People Bring New Things—63; New Families Arrive—191; Family Life Long Ago and Today—192-193</p>		
	<ul style="list-style-type: none"> E.4.5 Identify and describe institutions such as school, church, police, and family and describe their contributions to the well being of the community, state, nation, and global society 		
	<p><i>HMSS School and Family</i> SB & TE: A Family of Helpers—26-27; Families Learn Together—28-29; In Your Classroom: Caring About Others, Helping in the Classroom—36-39; Citizenship: Helping Hands—40-41; Leaders and Rules: Leaders, Leaders Make Rules, Following Rules—44-47; A Community: Community Life, Community Helpers, Community Places—54-57; Biography: Fire Chief Rosemary Cloud—58-59; New People Bring New Things—63;</p> <p><i>HMSS School and Family</i> TE: Jobs, Jobs, Jobs (family jobs)—21G; My Job (school job)—21H; Talk About Hurricane Katrina; Hurricane Bulletin Board—100-101</p> <p><i>HMSS School and Family</i> Leveled Books: Meet a Community Helper</p>		
	<ul style="list-style-type: none"> E.4.6 Give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture 		
	<p><i>HMSS School and Family</i> SB & TE: Leaders and Rules: Leaders, Leaders Make Rules, Following Rules—44-47; Literature (Read Aloud): The Saturday Escape (family rules, Saturday chores)—48-51; Vocabulary Preview (government)—228; Laws—230; People Help with Laws—231; Citizenship: Laws Every Day—232-233; Express Ideas in Writing (write clearly about rules)—234-235; Government and Leaders—236-241; Citizens Have Rights—244; Citizens Have Responsibilities—245; Citizens Make Choices—246-247</p> <p><i>HMSS School and Family</i> TE: Background: The Golden Rule—46; Connect to the Big Idea: Democratic Values (following rules), Jobs at Home—48; Leveled Practice (laws)—230; Role-Play Laws, Bus Laws—232</p>		
	<ul style="list-style-type: none"> E.4.7 Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior 		
	<p><i>HMSS School and Family</i> SB & TE: Skillbuilder: Compare Points of View—214-215; Review: Compare Points of View—224; Reading Skills: Cause and Effect—60, 88, 96, 123, 152</p>		

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	<i>HMSS School and Family</i> TE: Background: Recording History—178		
	<ul style="list-style-type: none"> E.4.8 Describe and distinguish among the values and beliefs of different groups and institutions 		
	<i>HMSS School and Family</i> SB & TE: A Community—54-57; Reading Skills: Compare and Contrast—44, 74, 82, 116, 130, 176, 190, 202; Main Idea and Details—26, 110, 144, 236, 244		
	<ul style="list-style-type: none"> E.4.9 Explain how people learn about others who are different from themselves 		
	<i>HMSS School and Family</i> SB & TE: Skillbuilder: Compare Points of View—214-215; People Communicate—216; Communication Inventions—217-219; The Pony Express—220-221; Inventions Timeline (telephone, radio, television, satellites, computers)—218-219; Unit Review (transportation, communication)—222; Review: Compare Points of View—224; Reading Skills: Cause and Effect—60, 88, 96, 123, 152		
	<i>HMSS School and Family</i> TE: Background: Recording History—178		
	<ul style="list-style-type: none"> E.4.10 Give examples and explain how the media may influence opinions, choices, and decisions. 		
	<i>HMSS School and Family</i> SB & TE: Compare Points of View (bicycles)—215; People Communicate—216; Communication Inventions—217-219; The Pony Express—220-221; Inventions Timeline (telephone, radio, television, satellites, computers)—218-219; Unit Review (transportation, communication)—222		
	<ul style="list-style-type: none"> E.4.11 Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures 		
	<i>HMSS School and Family</i> SB & TE: People Everywhere—22-23; Vocabulary Preview (family, leader)—24; A Family of Helpers—26-27; Families Learn Together—28-29; Literature: Jingle Dancer—30-33; In Your Classroom: Caring About Others, Helping in the Classroom, Saying the Pledge of Allegiance—36-39; Citizenship: Helping Hands—40-41; Leaders and Rules: Leaders, Leaders Make Rules, Following Rules—44-47; Literature (Read Aloud): The Saturday Escape—48-51; A Community: Community Life, Community Helpers, Community Places—54-57; Biography: Fire Chief Rosemary Cloud—58-59; People Are Alike and Different—118-119; Primary Sources: Flags and Holidays—120-121; Readers' Theater: A Scarcity of Scissors (making decisions)—134-135; Skillbuilder: Make a Decision—136-137; Literature: Moon of Falling Leaves—188-189; Family Life Long Ago and Today—192-193; Making a New Life—194; Literature: Tattered Sails—196-199; Heroes in Our Country (Sacagawea, Harriet Tubman, Susan B. Anthony)—250-251		
	<i>HMSS School and Family</i> TE: Literature: Jingle Dancer (text to be read by teacher)—30-33; Teacher Read Aloud—21N, 69N, 125N, 171N, 225N		
	<ul style="list-style-type: none"> E.4.12 Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens 		
	<i>HMSS School and Family</i> SB & TE: Fire Chief Rosemary Cloud—58-59; Technology (more biographies)—59; John Muir—86-87; Technology (more biographies)—87; Thanh Lam—142-143; Technology (more biographies)—143; Sarah Chang—156; Fernando Bujones—157; Technology (more biographies)—157; Past Presidents (Thomas Jefferson, Abraham Lincoln, Franklin Delano Roosevelt), Leaders Long Ago (Queen of Egypt, Emperor of Rome, emperor of Mali)—240-241; George Washington—242-243; Technology (more biographies)—243; Heroes in Our Country (Sacagawea, Harriet Tubman, Susan B. Anthony)—250-251		
	<i>HMSS School and Family</i> TE: Fire Chief Rosemary Cloud—21C; Clara Barton—21D; Teacher Read Aloud: The Large Drum—21N; John Muir—69A; Mother Nature: Marjory Stoneman Douglas—69D; Teacher Read Aloud: Mayrah, the Wind That Blows the Winter Away—69N; Thanh Lam—125A; Fernando Bujones and Sarah Chang—125B; Walt Disney's World—125D; Teacher Read Aloud: A True Money Tree—125N; Harriet Tubman: A Woman of Courage—		

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	<p>171D; Teacher Read Aloud: Grandma’s Family Photos—171N; George Washington—225A; Meet Johnny Appleseed—225D; Teacher Read Aloud: Too Many Rules—225N; Leaders Long Ago (Cleopatra; Caesar Augustus, Mansa Musa)—240</p> <p>HMSS School and Family Leveled Books: Clara Barton; Marjory Stoneman Douglas; Walt Disney’s World; Harriet Tubman: A Woman of Courage; Meet Johnny Appleseed</p>		
	<ul style="list-style-type: none"> E.4.13 Investigate and explain similarities and differences in ways that cultures meet human needs 		
	<p>HMSS School and Family SB & TE: People Everywhere—22-23; Vocabulary Preview (family, leader)—24; A Family of Helpers—26-27; Families Learn Together—28-29; Literature: Jingle Dancer—30-33; In Your Classroom: Caring About Others, Helping in the Classroom, Saying the Pledge of Allegiance—36-39; Citizenship: Helping Hands—40-41; Leaders and Rules: Leaders, Leaders Make Rules, Following Rules—44-47; Literature (Read Aloud): The Saturday Escape—48-51; A Community: Community Life, Community Helpers, Community Places—54-57; Biography: Fire Chief Rosemary Cloud—58-59; People Are Alike and Different—118-119; Primary Sources: Flags and Holidays—120-121; Readers’ Theater: A Scarcity of Scissors (making decisions)—134-135; Skillbuilder: Make a Decision—136-137; Literature: Moon of Falling Leaves—188-189; Family Life Long Ago and Today—192-193; Making a New Life—194; Literature: Tattered Sails—196-199; Heroes in Our Country (Sacagawea, Harriet Tubman, Susan B. Anthony)—250-251; Reading Skills: Compare and Contrast—44, 74, 82, 116, 130, 176, 190, 202</p> <p>HMSS School and Family TE: Literature: Jingle Dancer (text to be read by teacher)—30-33</p> <p>HMSS School and Family Leveled Books: Meet a Community Helper</p>		
	<ul style="list-style-type: none"> E.4.14 Describe how differences in cultures may lead to understanding or misunderstanding among people 		
	<p>HMSS School and Family SB & TE: People Everywhere—22-23; In Your Classroom: Caring About Others, Helping in the Classroom, Saying the Pledge of Allegiance—36-39; Citizenship: Helping Hands—40-41; Leaders and Rules: Leaders, Leaders Make Rules, Following Rules—44-47; Literature (Read Aloud): The Saturday Escape—48-51; A Community: Community Life, Community Helpers, Community Places—54-57; Skillbuilder: Make a Decision—136-137; Skillbuilder: Solve a Conflict—200-201; Skillbuilder: Compare Points of View—214-215; Review: Compare Points of View—224</p>		
	<ul style="list-style-type: none"> E.4.15 Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters 		
	<p>HMSS School and Family SB & TE: Vocabulary Preview (family, leader)—24; A Family of Helpers—26-27; Families Learn Together—28-29; In Your Classroom: Caring About Others, Helping in the Classroom—36-39; Citizenship: Helping Hands—40-41; Leaders and Rules: Leaders, Leaders Make Rules, Following Rules—44-47; Literature (Read Aloud): The Saturday Escape—48-51; A Community: Community Life, Community Helpers, Community Places—54-57; Biography: Fire Chief Rosemary Cloud—58-59</p> <p>HMSS School and Family TE: Jobs, Jobs, Jobs (family jobs)—21G; My Job (school job)—21H; Talk About Hurricane Katrina; Hurricane Bulletin Board—100-101</p> <p>HMSS School and Family Leveled Books: Meet a Community Helper</p>		