

Learning Targets

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Grade	Area/Learning Target	Wisconsin Academic Model Content Standard	Wisconsin Academic Model Performance Standards
	<ul style="list-style-type: none"> E.4.14 Describe how differences in cultures may lead to understanding or misunderstanding among people 		
	<p><i>HMSS Neighborhoods</i> SB & TE: All Kinds of Groups—26-27; Neighborhoods—36; Neighborhood Activities—37; Communities—38; People in a Community—39; Biography: Maggie Cervantes—40-41; Many Cultures in One Country—118-119; Readers' Theater: Solving Problems—296-299; Skillbuilder: Resolve a Conflict—314-315</p> <p><i>HMSS Neighborhood</i> Multimedia Program Resources: Unit Video: All About Neighborhoods</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><i>HMSS Neighborhoods</i> SB & TE: All Kinds of Groups—26-27; Neighborhoods—36; Neighborhood Activities—37; Communities—38; People in a Community—39; Biography: Maggie Cervantes—40-41; Many Cultures in One Country—118-119; Barter—196; Trade—197-198; Depending on One Another—199; Readers' Theater: Solving Problems—296-299; Skillbuilder: Resolve a Conflict—314-315</p> <p><i>HMSS Neighborhoods</i> TE: Connect to the Big Idea: Individuals and the Economy—184</p> <p><i>HMSS Neighborhood</i> Multimedia Program Resources: Unit Video: All About Neighborhoods</p>		

3	Interdependency of Communities of Our World and Milwaukee		
3	<p>A.3 Geography</p> <p>Give examples and describe how a community's climate, geographic location, and resources affect the way people live and the choices they make as they interact with their environment.</p> <p>Create mental maps and use graphs, charts, and other graphic organizers to gather information about their city.</p>	<p>A. Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.</p>	<p>Social Studies Standards A 4</p> <p>A.4.1</p> <p>A.4.2</p> <p>A.4.3</p> <p>A.4.4</p> <p>A.4.5</p> <p>A.4.6</p> <p>A.4.7</p> <p>A.4.8</p> <p>A.4.9</p>
	<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 Communities</i> SB & TE:</p> <p>Map and Globe Skills: Review Map Skills—14-15; Read a Climate Map—34-35; Use a Map Grid—52-53; Read a Map Scale—166-167; Use an Inset Map—246-247; Use Latitude and Longitude—332-333; Skill Practice: Reading Maps—14, 34, 52, 166, 246, 332</p>		

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	HMSS Communities TE: Unit Almanac: Map and Graph Skills: Interpreting Maps, Interpreting Graphs—2,3, 70-71, 146-147, 198-199, 262-263		
	<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>HMSS Communities SB & TE: Maps: The United States Today—2; The United States—15; Three Georgia Communities—17; New York City—20; Illinois—23; Climates of the United States—34; Landforms in the United States—37; Oroville Dam, California—46; Downtown Miami, Florida—53; Location of Mexico City—54; Colorado—63; Miami, Florida—66; North America, 1750s—70; Navajo Land Today—75; Yurok Trade—84; The Trail of Tears—90; Haudenosaunee Land—97; Five Haudenosaunee Nations, 1500s—99; Explorers' Routes—111; Champlain's Map of 1607—114; The Same Area Today—115; California Missions—121; Canada—133; Canada's Natural Resources—137; U.S. Immigration, 1870-1880—146; St. Louis, Missouri—151; Western Railroad—167; Brazil—185; Atlanta, Georgia—194; Levels of Government—198; Paradise Valley, Arizona—204; State Capitals—238; Washington, D.C.—246; South Africa—250; Downtown Washington, D.C.—258; Products of the United States—262; U.S. Imports and Exports—301; China—302; Trade Route from China to the United States—304; National Monuments—314; Moscow, Russia—327; Hours of Sunlight—330; Latitude Lines—332; Longitude Lines—332; The World—333; Africa—335</p> <p>Atlas: The World: Political—R16-R17; The World: Physical—R18-R19; Western Hemisphere: Political—R20; Western Hemisphere: Physical—R21; North America: Physical—R22-R23; United States: Political—R24-R25; United States: Physical—R26-R27</p> <p>Map and Globe Skills: Review Map Skills—14-15; Read a Climate Map—34-35; Use a Map Grid—52-53; Read a Map Scale—166-167; Use an Inset Map—246-247; Use Latitude and Longitude—332-333; Skill Practice: Reading Maps—14, 34, 52, 166, 246, 332</p> <p>HMSS Communities TE: Unit Almanac: Map and Graph Skills: Interpreting Maps, Interpreting Graphs—2,3, 70-71, 146-147, 198-199, 262-263</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 		
	<p>HMSS Communities SB & TE: Map and Globe Skills: Review Map Skills—14-15; Read a Climate Map—34-35; Use a Map Grid—52-53; Read a Map Scale—166-167; Use an Inset Map—246-247; Use Latitude and Longitude—332-333; Skill Practice: Reading Maps—14, 34, 52, 166, 246, 332</p> <p>HMSS Communities TE: Reaching All Learners: ELL: Understanding Maps (draw map of neighborhood)—G; Read a Climate Map—34-35; Use a Map Grid—52-53; Read a Map Scale—166-167; Use an Inset Map</p> <p>Unit Almanac: Map and Graph Skills: Interpreting Maps, Interpreting Graphs—2,3, 70-71, 146-147, 198-199, 262-263</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 Communities SB & TE: Kinds of Communities—16-19; Geography: Our Largest City (parks)—20-21; Geography: Our Largest City—20-21; Earth's Land and Water—26-31; Geography: Hurricanes Change the Land—32-33; Skillbuilder: Read a Climate Map—34-35; Our Country's Geography—36-41; Communities and Resources—44-47; World Connection: Mexico City—54-59; My Community Handbook: Geography Where You Live—64-65; The Navajo Today—76-77; Primary Source: Navajo Sand Painting—78-79; The Yurok—82-83; Yurok Money—85; The Cherokee—88-89; Cherokee History—90-91; Haudenosaunee—96-101, 102-105; Colonies in America—118-121; Settlers in St. Louis—150-153; Readers' Theater: Hello, St. Louis!—154-157</p>		

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	<p>HMSS Communities TE: Big Ideas: Human/Environment Interaction— xxvi, 20, 48, 58, 136</p> <p>HMSS Communities My Community Handbook: Geography Where You Live—6; Landforms and Natural Resources—7; Weather and Climate—8; The Environment and Conservation—9</p> <p>HMSS Communities Multimedia Program Resources: Unit Video: Early Settlers</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 Communities SB & TE:</p> <p>Atlas: The World: Political—R16-R17; The World: Physical—R18-R19; Western Hemisphere: Political—R20; Western Hemisphere: Physical—R21 ; North America: Physical—R22-R23; United States: Political—R24-R25; United States: Physical—R26-R27</p> <p>Charts and graphs, 18, 27, 160, 213, 214, 172, 235, 266, 273</p> <p>Diagrams and infographics, 213, 226, 273, 291, 301, 319</p> <p>Map and Globe Skills: Review Map Skills—14-15; Read a Climate Map—34-35; Use a Map Grid—52-53; Read a Map Scale—166-167; Use an Inset Map—246-247; Use Latitude and Longitude—332-333; Skill Practice: Reading Maps—14, 34, 52, 166, 246, 332</p> <p>Maps: The United States Today—2; The United States—15; Three Georgia Communities—17; New York City—20; Illinois—23; Climates of the United States—34; Landforms in the United States—37; Oroville Dam, California—46; Downtown Miami, Florida—53; Location of Mexico City—54; Colorado—63; Miami, Florida—66; North America, 1750s—70; Navajo Land Today—75; Yurok Trade—84; The Trail of Tears—90; Haudenosaunee Land—97; Five Haudenosaunee Nations, 1500s—99; Explorers' Routes—111; Champlain's Map of 1607—114; The Same Area Today—115; California Missions—121; Canada—133; Canada's Natural Resources—137; U.S. Immigration, 1870-1880—146; St. Louis, Missouri—151; Western Railroad—167; Brazil—185; Atlanta, Georgia—194; Levels of Government—198; Paradise Valley, Arizona—204; State Capitals—238; Washington, D.C.—246; South Africa—250; Downtown Washington, D.C.—258; Products of the United States—262; U.S. Imports and Exports—301; China—302; Trade Route from China to the United States—304; National Monuments—314; Moscow, Russia—327; Hours of Sunlight—330; Latitude Lines—332; Longitude Lines—332; The World—333; Africa—335</p> <p>HMSS Communities TE:</p> <p>Reaching All Learners: ELL: Understanding Maps (draw map of neighborhood)—G; Read a Climate Map—34-35; Use a Map Grid—52-53; Read a Map Scale—166-167; Use an Inset Map</p> <p>Unit Almanac: Map and Graph Skills: Interpreting Maps, Interpreting Graphs—2,3, 70-71, 146-147, 198-199, 262-263</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 Communities SB & TE: Vocabulary Preview (climate)—24; Weather and Climate, Climate Makes a Difference—30-31; Hurricanes Change the Land—32-33; Read a Climate Map—34-35; Geography: Longs Days, Short Nights—330-331</p> <p>HMSS Communities TE: Read a Climate Map—34-35;</p> <p>HMSS Communities My Community Handbook: Geography Where You Live—6; Weather and Climate—8</p> <p>HMSS Communities Leveled Books: Weather Alert!</p>		

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	<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><i>HMSS Communities SB & TE:</i> Scarcity Limits Choice—276-277; Producers Work—286-287; Free Enterprise (supply, demand)—288-289; Making Goods—292-295; My Community Handbook: The Economy Where You Live—308-309</p> <p><i>HMSS Communities My Community Handbook:</i> The Economy Where You Live—22; Producers—23; Industry—24; Consumers and Free Enterprise—25</p> <p><i>HMSS Communities Leveled Books:</i> I'm an Entrepreneur</p> <p><i>HMSS Communities Multimedia Program Resources:</i> Unit Video: Where Food Is Grown</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 Communities SB & TE:</i> Community and Geography—xxvi-1; Vocabulary Preview (community, citizens)—4; What Is a Community?: People Together (teachers, students, principal, friends, families, neighbors)—6-7; Laws and Communities (citizens)—8-9; Kinds of Communities—16-19; Geography: Our Largest City (parks)—20-21; Geography: Our Largest City—20-21; Earth's Land and Water—26-31; Geography: Hurricanes Change the Land—32-33; Skillbuilder: Read a Climate Map—34-35; Our Country's Geography—36-41; Communities and Resources—44-47; World Connection: Mexico City—54-59; My Community Handbook: Geography Where You Live—64-65</p> <p><i>HMSS Communities TE:</i> Big Ideas: Human/Environment Interaction— xxvi, 20, 48, 58, 136</p> <p><i>HMSS Communities My Community Handbook:</i> Geography Where You Live—6; Landforms and Natural Resources—7; Weather and Climate—8; The Environment and Conservation—9</p>		
	<p><i>HMSS Communities SB & TE:</i> The Navajo / The Navajo Today—74-79; The Yurok—82-87; The Cherokee—88-89; Cherokee History—90; The Cherokee Today—91; Sequoyah—92-93; Haudenosaunee—96-100; The Haudenosaunee Today—101; Literature: Eagle Song—102-105; The Spanish in the West—120-121; Becoming a Country—124-127; Freedom's Heroes—128-129; My Community Handbook: History Where You Live—140-141</p> <p><i>HMSS Communities My Community Handbook:</i> History: The First People—11; The First Explorers—12; The First Settlers—13; Changes Where You Live—14; Settlers and Immigrants Come—15; Business and Communication Grow—17</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 Communities SB & TE:</i> Vocabulary Preview: Pollution—25; Tractor—44-45; Electricity—46; Mexico City's Past (Aztec Channels, Canals, Farming)—58-59; Mexico City Today (Pollution)—56; Mexico City Looks Ahead (clean their environment)—57; Wind Power (Windmills)—65; Reference Books, Newspaper, Computer—80-81; Electrical Streetcars—144-145; Boats—Trains—146; Boats, Covered Wagons, Telegraph—148-149; Steamboat—150; Trains—160-161; Telegraph, Morse Code—162; Covered Wagon, Railroad, Jet—164-165; Railroad—174; Bicycles—175; Television—177; Computers, Satellites—188-189; Horse And Carriage, Trolley—193; Television, Newspaper—231; Electrical Light—260-261; Tractor, Jet—263; Bicycles—271; Television, Billboards, Magazines, Newspapers—278-279; Machinery, Bicycles, Factory, Television—284-285; Machinery—286; Tractor—293; Factory, Assembly Line—294; Automobile—296; Assembly Line, Robot Technology—298-299; Aircraft, Cars And Trucks, Medical Supplies—301; Shipping—</p>		

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	<p>Trucks—305; Musical Instruments (Violins)—318; Electrical Light Bulb—354; Musical Instruments (Violins)—356</p> <p><i>HMSS Communities</i> TE: Big Ideas: Human/Environment Interaction— xxvi, 20, 48, 58, 136</p>		
3	<p>B.3 History Identify the people and the historical and cultural events that led to the development of Milwaukee and communities around the world and their influence on those communities; identify examples of freedom (rights and responsibilities) and justice (fairness) in Milwaukee's history</p> <p>Describe and predict how changes in communities and in Milwaukee may take place in the future.</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 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>
	<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><i>HMSS Communities</i> SB & TE: Skillbuilder Lessons: Use Parts of a Source—60-61; Primary Source: Navajo Sand Painting—78-79; Choose the Right Source—80-81; Identify Cause and Effect—94-95; Primary Source: Champlain's Map of 1607—114; Make a Decision—130-131; Identify Primary and Secondary Sources—182-183; Point of View—232-233; Primary Source: Red, White, and Blue (history of the flag)—244-245; Conduct an Interview—280-281; Tell Fact from Opinion—358-359; Skill Practice: Reading Visuals—28, 30, 46, 56, 120,242, 249, 268, 287, 327</p> <p><i>See also—</i> Chart and Graph skills—Read and Interpret a Timeline, 116-117; Read a Line Graph, 158-159; Use a Flow Chart, 298-299; Skill Practice: Reading Charts—214, 246; Skill Practice: Reading Diagrams—227, 275; Skill Practice: Reading Graphs—172 Maps: The United States Today—2; The United States—15; Climates of the United States—34; Landforms in the United States—37; North America, 1750s—70; Explorers' Routes—111; Champlain's Map of 1607—114; The Same Area Today—115; U.S. Immigration, 1870-1880—146; State Capitals—238; South Africa—250; U.S. Imports and Exports—301; China—302; Trade Route from China to the United States—304; Latitude Lines—332; Longitude Lines—332; The World—333; Africa—335 Atlas: The World: Political—R16-R17; The World: Physical—R18-R19; Western Hemisphere: Political—R20; Western Hemisphere: Physical—R21 ; North America: Physical—R22-R23; United States: Political—R24-R25; United States: Physical—R26-R27</p> <p><i>HMSS Communities</i> TE: Extend Lessons (Primary Sources)—68-69, 78-79, 114-115, 244-245; Historical Documents—R3; Internet Resources (visit www.eduplace.com/ss/hmss05/): B, D, xxvi, 1, 2, 3, 3A, 3B, 23, 23A, 23B, 43, 63, 66, 67B, 67D, 68, 69, 70, 71, 71A, 71B, 79, 93, 107, 107A, 107B, 115, 139, 142, 143, 143B, 143D, 144, 145, 146, 147, 147A, 147B, 169, 169A, 169B, 191, 194, 195, 195B, 195D, 196, 197, 198, 199, 199A, 199B, 221, 221A, 221B, 245, 253, 255, 258, 259, 259B, 259D, 260, 261, 262, 263, 263A, 263B, 283, 283A, 283B, 297, 307, 310, 311, 311B, 311D, 312, 313, 314, 315, 315A, 315B, 335, 335A, 335B, 357, 361, 364, 365, 364; Unit Almanac: Map and Graph Skills: Interpreting Maps / Interpreting Graphs—2,3, 70-71, 146-147, 198-199, 262-263</p>		
	<ul style="list-style-type: none"> B.4.2 Use a timeline to select, organize, and sequence information describing eras in history 		

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	<p><i>HMSS Communities</i> SB & TE: Chapter Timeline, 108-109; Core Lesson Timeline, 110; Lesson Review Timeline, 113; Read and Interpret a Timeline, 116-117; Core Lesson Timeline, 118; Lesson Review Timeline, 121; Core Lesson Timeline, 124; Lesson Review Timeline, 127; Core Lesson Timeline, 132; Lesson Review Timeline, 135; Chapter Summary Timeline, 139; Weekly Reader—Connect to Today (make a timeline of events), 143; Chapter Timeline, 148-149; Core Lesson Timeline, 150; Lesson Review Timeline, 153; Core Lesson Timeline, 160; Lesson Review Timeline, 163; Chapter Summary Timeline, 169</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><i>HMSS Communities</i> SB & TE: Biographies: Abigail Adams—128-129; Jimmy Carter—357; Marjory Stoneman Douglas—43; Henry Ford—296; Benjamin Franklin—128; Roberta Guaspari—356; Thomas Jefferson—128-129; Nelson Mandela—252-253; John Muir—42; Sequoyah—92-93; Madame C.J. Walker—296-297 History Makers — Biographical Dictionary—R10-R13: Abubakar Abdulsalami (357), Abigail Adams (125), John Adams (125), John Quincy Adams (129), Jane Addams, Johnny Appleseed / John Chapman (319), Benjamin Banneker, Clara Barton, Katharine Lee Bates (R7), Mary McLeod Bethune, Michael Bloomberg (343), Jennie Augusta Brownscombe (123), George W. Bush (248), Juan Rodriguez Cabrillo (112), Jimmy Carter (357), Samuel de Champlain (113), Cesar Chavez (350), Christopher Columbus (110), Marjory Stoneman Douglas (43), Frederick Douglass (173), Thomas A. Edison (354), Elizabeth II (134), Archbishop Patrick Flores, Henry Ford (296), Benjamin Franklin (126), Robert Fulton (161), Katharine Graham (260), Roberta Guaspari (356), Hiawatha (98), Oliver Wendell Holmes, Jr., Anne Hutchinson (119), Thomas Jefferson (125), Jesus (340), Helen Keller (354), Francis Scott Key (R4), Coretta Scott King (348), Martin Luther King, Jr. (348), Maya Lin (355), Abraham Lincoln (242), Nelson Mandela (250), Wilma Mankiller (91), Massasoit (122), Samuel Morse (162), Muhammad (341), John Muir (42), Sandra Day O’Connor (361), Rosa Parks, George Pataki, (343), Peacemaker (98), Count Casimir Pulaski (350), Sally Ride (R9), Calvin “Cal” Edward Ripken, Jr., Jack “Jackie” Roosevelt Robinson, Theodore Roosevelt (349), Sacajawea, Sequoyah (92), Samuel “Sammy” Sosa, Anne Sullivan (354), Harriet Tubman (352), Madame C.J. Walker (297), George Washington (124), Roger Williams (119), Eldrick “Tiger” Woods, Vladimir Zworykin (177) My Community Handbook: Culture Where You Live (local heroes)—362-363 <i>HMSS Communities</i> Leveled Books: Anne Bradstreet; Cesar Chavez; Thomas Jefferson; Madame C. J. Walker</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><i>HMSS Communities</i> SB & TE: The Navajo / The Navajo Today—74-79; The Yurok—82-87; The Cherokee—88-89; Cherokee History—90; The Cherokee Today—91; Sequoyah—92-93; Haudenosaunee—96-100; The Haudenosaunee Today—101; Literature: Eagle Song—102-105; The Spanish in the West—120-121; Becoming a Country—124-127; Freedom’s Heroes—128-129; My Community Handbook: History Where You Live—140-141 <i>HMSS Communities</i> My Community Handbook: History: The First People—11; The First Explorers—12; The First Settlers—13; Changes Where You Live—14; Settlers and Immigrants Come—15; Business and Communication Grow—17</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><i>HMSS Communities</i> SB & TE: My Community Handbook: Changes Where You Live—192-193; Unit Preview: Common Good, The U.S. Constitution—198; Vocabulary Preview: Common Good, Volunteer—200; Working Together (common good)—203; Vocabulary Preview: Liberty, Patriotism—336-337; Citizenship: What We Share—342-343; Independence Day—346-347; Citizenship: A Day for Leaders—350-351; Abraham Lincoln (justice)—353; My</p>		

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	<p>Community Handbook: Culture Where You Live (heroes and holidays)—362-363</p> <p><i>HMSS Communities</i> TE: Big Ideas: Democratic Values—196; Foundations of Democracy—244; Rights and Responsibilities—206, 216, 230</p> <p><i>HMSS Communities</i> My Community Handbook: History Where You Live—10; The First People—11; The First Explorers—12; The First Settlers—13; Culture Where You Live—26; Customs and Traditions—27; Heroes and Holidays—29</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><i>HMSS Communities</i> SB & TE: National Holidays (Memorial Day and Veterans Day, Independence Day)—344-347; Honoring People (Martin Luther King, Jr., Presidents' Day)—348-349; My Community Handbook: Culture Where You Live (heroes and holidays)—362-363; Patriotic symbols: American flag—109, 199, 242, 244-245, 337, 347; bald eagle—242, 242; Liberty Bell, the—124, 124, 125; Statue of Liberty—176, 178—179, 315; Songs of Our Nation—R4-R7; United States Capitol, 240; U.S. National Monuments—314; Vietnam Veterans Memorial, 355; Washington Monument, the—243; White House, the—241</p> <p><i>HMSS Communities</i> TE: Background: National Holidays—344</p> <p><i>HMSS Communities</i> My Community Handbook: Heroes and Holidays—29</p> <p><i>HMSS Communities</i> Leveled Books: Happy New Year!; Hindu Holiday</p> <p><i>HMSS Communities</i> Multimedia Program Resources: Unit Video: National Observances</p>		
	<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 Communities</i> SB & TE: Communities in History—108-143; Protecting the Land—(John Muir, Marjory Stoneman Douglas), 42-43; Sequoyah, 92-93; Freedom's Heroes (Benjamin Franklin, Thomas Jefferson, Abigail Adams)—128-129; Nelson Mandela—252-253; Making Good! (Henry Ford, Madame C. J. Walker)—296-297; Harriet Tubman—352; Abraham Lincoln—353, 359; Thomas Edison, Helen Keller, Maya Lin—354-355; Local and Global Heroes (Roberta Guaspari, Jimmy Carter)—356-357; Biographical Dictionary—R10-R13; More biographies at www.eduplace.com/kids/hmss/</p> <p><i>HMSS Communities</i> My Community Handbook: Heroes and Holidays, 29</p> <p><i>HMSS Communities</i> Leveled Books: Anne Bradstreet; Cesar Chavez; Thomas Jefferson; Madame C. J. Walker</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 Communities SB & TE</i>: tractor—44-45; electricity—46; Aztec channels, canals, farming—58-59; wind power (windmills)—65; reference books, newspaper, computer—80-81; electrical streetcars—144-145; boats—trains—146; boats, covered wagons, telegraph—148-149; steamboat—150; trains—160-161; telegraph, Morse code—162; covered wagon, railroad, jet—164-165; railroad—174; bicycles—175; television—177; computers, satellites—188-189; horse and carriage, trolley—193; television, newspaper—231; electrical light—260-261; tractor, jet—263; bicycles—271; television, billboards, magazines, newspapers—278-279; machinery, bicycles, factory, television—284-285; machinery—286; tractor—293; factory, assembly line—294; automobile—296; assembly line, robot technology—298-299; aircraft, cars and trucks, medical supplies—301; shipping, trucks—305; musical instruments (violins)—318; electrical light bulb—354; musical instruments (violins)—356</p>		

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	<ul style="list-style-type: none"> B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations 		
	<p><i>HMSS Communities SB & TE:</i> Laws and Communities—8-9; Activities: Talk About It (caring)—43; Make a Decision—130-131; Activities: Talk About It (respect)—209; Vocabulary Preview (common good, volunteer, right, responsibility)—200-201; Citizens Can Help—202-203; Students Help Others—204-205; Lesson Review: Writing Activity (improving your community)—205; Readers' Theater: Saving Soccer—206-209; Resolve Conflicts—210-211; Knowing About Rights—212-213; Knowing Our Responsibilities—214-215; Literature: Class President—216-219; Review: Citizenship (good citizen, rights, responsibilities)—220; International Trade, Importing Goods, Exporting Goods—300-301; Trading Partners—302-303; My Community Handbook: The Economy Where You Live—308-309; Citizenship Handbook (fairness, responsibility, caring, respect, patriotism, civic virtue)—R8-R9</p>		
	<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 Communities SB & TE:</i> The Navajo—74-79; The Yurok—82-87; The Cherokee—88-93; Haudenosaunee—96-101, 102-105; The Spanish in the West—120-121; My Community Handbook: History Where You Live (first people)—140-141</p> <p><i>HMSS Communities My Community Handbook: The First People, 11</i></p>		
3	<p>C.3 Civics and Government Identify and explain the role and responsibilities of the three branches of government.</p> <p>Identify and explain the rights, responsibilities and behaviors of a citizen within a community.</p>	<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.</p>	<p>Social Studies Standards C 4</p> <p>C.4.1 C.4.2 C.4.3 C.4.4 C.4.5 C.4.6</p>
	<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 Communities SB & TE:</i> Laws and Communities—8-9; Activities: Talk About It (caring)—43; Make a Decision—130-131; Activities: Talk About It (respect)—209; Vocabulary Preview (common good, volunteer, right, responsibility)—200-201; Citizens Can Help—202-203; Students Help Others—204-205; Lesson Review: Writing Activity (improving your community)—205; Readers' Theater: Saving Soccer—206-209; Resolve Conflicts—210-211; Knowing About Rights—212-213; Knowing Our Responsibilities—214-215; Literature: Class President—216-219; Review: Citizenship (good citizen, rights, responsibilities)—220; Citizenship Handbook (fairness, responsibility, caring, respect, patriotism, civic virtue)—R8-R9</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 guaranteed. 		
	<p><i>HMSS Communities SB & TE:</i> Bill of Rights—212; Constitution—xxiv-xxv, 100, 126-128, 134, 138, 142, 201, 234; Declaration of Independence—125-129, 346; Pledge of Allegiance—R2-R3</p>		

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	HMSS Communities TE: Background: Constitution and Expansion—124; Basic Rights (Bill of Rights)—200; Many Constitutions—212		
	<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>HMSS Communities SB & TE: Vocabulary Preview (citizen follows rules and laws)—4; What Is a Community?: People Together (teachers, students, principal, friends, families, neighbors)—6-7; Laws and Communities—8-9; Critical Thinking: Compare and Contrast (rules in school)—9; Activities: Talk About It (caring)—43; Make a Decision—130-131; Citizens Can Help—202-203; Students Help Others—204-205; Lesson Review: Writing Activity (improving your community)—205; Readers' Theater: Saving Soccer—206-209; Resolve Conflicts—210-211; Knowing About Rights—212-213; Knowing Our Responsibilities (obeying laws)—214; Literature: Class President—216-219; Activities: Talk About It (civic virtues)—357; Citizenship Handbook: Character Traits (fairness, respect, caring)—R8-R9</p> <p>HMSS Communities My Community Handbook: The Mayor and Town Council (making laws)—19</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 		
	<p>HMSS Communities SB & TE: Local Government (city, county)—224-229; State Government—234-237; National Government—240-243; Nations Work Together—248-251; Chapter Review (local, state, national government)—254-255; My Community Handbook: Government Where You Live (services, government activities)—256-257; Unit Review—258-259</p> <p>HMSS Communities My Community Handbook: Government Where You Live—18; Services—21</p>		
	<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>HMSS Communities SB & TE: Voting Is a Right and a Responsibility—215; Literature: Class President—216-219; Review: Citizenship (good citizen, rights, responsibilities)—220; Citizens Decide—224; Electing Representatives—225; Vocabulary (election)—229; How to Vote—230-231; Government Where You Live (elections or town meetings)—256-257; Unit Review—258-259; Citizenship Projects—329; Citizenship Handbook (fairness, responsibility, caring, respect, patriotism, civic virtue)—R8-R9</p> <p>HMSS Communities My Community Handbook: Elections and Town Meetings, 20</p> <p>HMSS Communities Leveled Books: How We Vote</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 		
	<p>HMSS Communities SB & TE: Activities: Talk About It (caring)—43; Use Parts of a Source—60-61; Primary Source: Navajo Sand Painting—78-79; Choose the Right Source—80-81; Identify Cause and Effect—94-95; Primary Source: Champlain's Map of 1607—114; Make a Decision—130-131; Identify Primary and Secondary Sources—182-183; Lesson Review: Writing Activity (improving your community)—205; Activities: Talk About It (respect)—209; Vocabulary Preview (common good, volunteer, right, responsibility)—200-201; Resolve Conflicts—210-211; Point of View—232-233; Primary Source: Red, White, and Blue (history of the flag)—244-245; Conduct an Interview—280-281; Tell Fact from Opinion—358-359</p>		

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	<p>HMSS Communities TE: Language Arts (activities that involve locating, organizing, and using relevant information to demonstrate understanding of an issue)—H, 8, 9, 11, 12, 13, 18, 21, 30, 31, 32, 33, 38, 40, 43, 46, 47, 50, 51, 56, 57, 59, 67H, 76, 84, 90, 93, 100, 104, 112, 120, 126, 134, 143H, 152, 156, 162, 176, 180, 186, 204, 208, 214, 218, 231, 236, 242, 250, 259H, 268, 272, 276, 279, 288, 294, 302, 305, 311 H, 320, 324, 328, 340, 346, 348, 354, 357</p>		
3	<p>D.3 Economics Understand, describe and demonstrate role of money, banking, budgeting and savings in everyday life.</p> <p>Identify the resources, products within the city.</p> <p>Describe the ways people participate in the community in order to provide goods and services and why people specialize in different jobs and describe how that specialization leads to increasing interdependence between producers and consumers in a community.</p>	<p>D. Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.</p>	<p>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</p>
	<ul style="list-style-type: none"> D.4.1 Describe and explain of the role of money, banking, and savings in everyday life 		
	<p>HMSS Communities SB & TE: Yurok Money—85-87, Banks—262, 269; Vocabulary Preview (income, budget)—264; Using Money—266-267; Earning and Spending: Being Smart About Money, Saving Money—268-269; Max Malone Makes a Million—270-273; Review (money, bank)—282; ; Free Enterprise—288-289</p> <p>HMSS Communities Leveled Books: In the Bank; I'm an Entrepreneur; When Children Worked</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>HMSS Communities SB & TE: Vocabulary Preview (income, budget), 264; Using Money—266-269; Earning and Spending—268-269; Literature: Max Malone Makes a Million (income)—270-273; Making Choices—274-277; Tricks of the Trade—278-279; Review (money, bank)—282</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>HMSS Communities SB & TE: Vocabulary Preview (goods, services)—148; Business Boosts St. Louis—152-153; What Local Government Does—226-227; States Offer Services—236; National Government: The Executive and Judicial Branches (services)—241; Producers Work—286-287; Free Enterprise (supply, demand)—288-289; Making Goods—292-295; International Trade, Importing Goods, Exporting Goods—300-301; Trading Partners—302-303; My Community Handbook: The Economy Where You Live—308-309</p> <p>HMSS Communities My Community Handbook: Government Where You Live—18; Services—21; The Economy Where You Live—22; Producers—23; Industry—24; Consumers and Free Enterprise—25</p> <p>HMSS Communities Leveled Books: In the Bank; I'm an Entrepreneur</p> <p>HMSS Communities Multimedia Program Resources: Unit Video: Where Food Is Grown</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 		

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	<p><i>HMSS Communities</i> SB & TE: Producers Work—286; Producers Specialize—287; Free Enterprise (supply, demand)—288-289; Making Goods—292-295; Making Good!: Henry Ford, Madame C.J. Walker—296-297; International Trade, Importing Goods, Exporting Goods—300-301</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 Communities</i> SB & TE: Vocabulary Preview (goods, services)—148; Business Boosts St. Louis—152-153; What Local Government Does—226-227; States Offer Services—236; National Government: The Executive and Judicial Branches (government services)—241; What Is Money?—266; Money or Barter?—267; Earning and Spending—268-269; Making Choices—274-275; Scarcity Limits Choice—276-277; Producers Work—286-287; Free Enterprise (supply, demand)—288-289; Making Goods—292-295; International Trade, Importing Goods, Exporting Goods—300-301; Trading Partners—302-303; My Community Handbook: The Economy Where You Live—308-309</p> <p><i>HMSS Communities</i> My Community Handbook: Government Where You Live—18; Services—21; The Economy Where You Live—22; Producers—23; Industry—24; Consumers and Free Enterprise—25</p> <p><i>HMSS Communities</i> Multimedia Program Resources: Unit Video: Where Food Is Grown</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 Communities</i> SB & TE: What Local Government Does—226-227; States Offer Services—236; National Government: The Executive and Judicial Branches (government services)—241; What Is Money?—266; Money or Barter?—267; Earning and Spending—268-269; Making Choices—274-275; Scarcity Limits Choice—276-277; Producers Work—286-287; Free Enterprise (supply, demand)—288-289; Making Goods—292-295; My Community Handbook: The Economy Where You Live—308-309</p> <p><i>HMSS Communities</i> My Community Handbook: The Economy Where You Live—22; Producers—23; Industry—24; Consumers and Free Enterprise—25</p> <p><i>HMSS Communities</i> Leveled Books: In the Bank</p> <p><i>HMSS Communities</i> Multimedia Program Resources: Unit Video: Where Food Is Grown</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 Communities</i> SB & TE: Vocabulary Preview (income, budget), 264; Using Money—266-269; Earning and Spending—268-269; Literature: Max Malone Makes a Million (income)—270-273; Making Choices—274-275; Scarcity Limits Choice—276-277; Tricks of the Trade—278-279; Review (money, bank)—282</p>		
3	<p>E.3 Behavioral Science Investigate and explain similarities and differences in ways that different cultures in Milwaukee meet human needs.</p> <p>Describe instances of cooperation and interdependence among individuals and groups in</p>	<p>E. Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the</p>	<p>Social Studies Standards E 4 E.4.1 E.4.2 E.4.3 E.4.4</p>

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	Milwaukee in helping others	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.	E.4.5 E.4. 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 Communities TE: 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. In addition to the regular lesson presentation ideas (1. Get Set to Read, 2. Teach, and 3. Review/Assess), each lesson is supported by several skill-building activities (such as “Skill and Strategy,” “Background,” “Leveled Practice,” “ELL,” etc.). Extend lessons include several “Reaching All Learners” activities.</p> <p>Each unit features a leveled book for each of three levels (Extra Support, On Level, and Challenge) to support students’ social studies experience. The unit opener includes three “Reaching All Learners” activities (Extra Support, Challenge, ELL) and three “Cross-Curricular Activities.” The Teacher Read Alouds include “Activate Prior Knowledge”—3F, 23F, 71F, 107F, 147F, 169F, 199F, 221F, 263F, 283F, 315F, 335F; and the Unit Videos helps students relate what they will read about in the unit to personal interests—xxvi, 68, 144, 196, 260, 312.</p> <p><i>See also the following instruction that improves student capabilities to learn —</i></p> <p>Reading Skills: Categorize, 36, 110, 160, 240; Cause And Effect—286, 344 ; Compare And Contrast—16, 118, 132, 212, 266, 326, 338; Draw Conclusions—44, 96, 172, 224, 352; Main Idea And Details—6, 26, 82, 150, 184, 202, 234, 318; Problem And Solution—74, 248, 300 ; Sequence—54, 88, 124, 274, 292</p> <p>Reading Strategies: Monitor And Clarify—107F, 109, 111, 119, 125, 133, 221F, 223, 225, 227, 235, 241, 249, 315F, 317, 319, 327; Predict And Infer—23F, 25, 27, 29, 37, 39, 45, 55, 169F, 171, 173, 175, 185, 283F, 285, 293, 301; Question—71F, 73, 75, 83, 89, 96, 147F, 149, 151, 161, 263F, 265, 275; Summarize—3F, 5, 7, 17, 199F, 201, 203, 213, 335F, 337, 339, 345, 347, 353</p> <p>Vocabulary: Cards—TR40-TR65; Graphic Organizers—4, 24, 72, 108, 148, 170, 200, 222, 264, 284, 316, 336; Preview—4-5, 24-25, 72-73, 108-109, 148-149, 170-171, 200-201, 222-223, 264-265, 284-285, 316-317, 336-337; Strategies—7, 8, 17, 18, 26, 30, 37, 45, 54, 56, 75, 76, 84, 89, 90, 100, 111, 119, 120, 125, 126, 134, 151, 161, 162, 173, 174, 186, 203, 213, 214, 227, 228, 235, 241, 242, 249, 275, 276, 287, 288, 293, 294, 301, 302, 319, 320, 328, 339, 345, 346, 353</p> <p>HMSS Communities Multimedia Program Resources: Unit Videos (to motivate and build background): All About Land Formations; Early Settlers; President’s Day; Washington, D.C.; Where Food is Grown; National Observances</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 Communities SB & TE: Culture in a Community—318-321; World Connection: School in Moscow, Russian Customs—326-329; My Community</p>		

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	<p>Handbook: Culture Where You Live—362-363; Character Traits—R8-R9</p> <p><i>HMSS Communities</i> My Community Handbook: Culture Where You Live—26; Customs and Traditions—27; Languages and Religion—28; Heroes and Holidays—29</p> <p><i>HMSS Communities</i> Leveled Books: Happy New Year!; Hindu Holiday</p> <p><i>HMSS Communities</i> Multimedia Program Resources: Unit Video: National Observances</p>		
	<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 Communities</i> SB & TE: Culture in a Community—318-321; World Connection: School in Moscow, Russian Customs—326-329; My Community Handbook: Culture Where You Live—362-363; Character Traits—R8-R9</p> <p><i>HMSS Communities</i> My Community Handbook: Culture Where You Live—26; Customs and Traditions—27; Languages and Religion—28; Heroes and Holidays—29</p> <p><i>HMSS Communities</i> Leveled Books: Happy New Year!; Hindu Holiday</p> <p><i>HMSS Communities</i> Multimedia Program Resources: Unit Video: National Observances</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 Communities</i> SB & TE: Laws and Communities—8-9; Literature: Poems from our Communities—10-13; Culture in a Community—318-321; Literature: Johnny Appleseed! Johnny Appleseed!—322-325</p> <p><i>HMSS Communities</i> My Community Handbook: Culture Where You Live—26; Customs and Traditions—27; Languages and Religion—28; Heroes and Holidays—29</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 Communities</i> SB & TE: Culture in a Community—318-321; World Connection: School in Moscow, Russian Customs—326-329; My Community Handbook: Culture Where You Live—362-363; Character Traits—R8-R9</p> <p><i>HMSS Communities</i> TE: Background: Customs and Culture—316</p> <p><i>HMSS Communities</i> My Community Handbook: Culture Where You Live—26; Customs and Traditions—27; Languages and Religion—28; Heroes and Holidays—29</p> <p><i>HMSS Communities</i> Leveled Books: Happy New Year!; Hindu Holiday</p> <p><i>HMSS Communities</i> Multimedia Program Resources: Unit Video: National Observances</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 		

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	<p><i>HMSS Communities</i> SB & TE: Vocabulary Preview (citizen follows rules and laws)—4; Laws and Communities—8-9; Resolve Conflicts—210-211; What Are the Rights of Citizens? (laws)—213; Knowing Our Responsibilities (obeying laws)—214; Vocabulary Preview (legislature)—223; What Local Government Does (laws)—226; City Government (making laws)—228; What Is State Government? (make the laws)—234; Three Branches of State Government—235; National Government: The Three Branches (Congress makes the nation’s laws)—240; Lesson Review (laws)—243; Chapter Review (where laws are made, role of each branch)—254-255</p> <p><i>HMSS Communities</i> TE: Background: Customs and Culture—316</p> <p><i>HMSS Communities</i> My Community Handbook: The Mayor and Town Council (making laws)—19</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 Communities</i> SB & TE: Culture in a Community—318-321; World Connection: School in Moscow, Russian Customs—326-329; My Community Handbook: Culture Where You Live—362-363; Character Traits—R8-R9</p> <p><i>HMSS Communities</i> My Community Handbook: Culture Where You Live—26; Customs and Traditions—27; Languages and Religion—28; Heroes and Holidays—29</p>		
	<ul style="list-style-type: none"> E.4.8 Describe and distinguish among the values and beliefs of different groups and institutions 		
	<p><i>HMSS Communities</i> SB & TE: Laws and Communities—8-9; Literature: Poems from our Communities—10-13; Culture in a Community—318-321; Literature: Johnny Appleseed! Johnny Appleseed!—322-325</p> <p><i>HMSS Communities</i> TE: Background: Customs and Culture—316</p> <p><i>HMSS Communities</i> My Community Handbook: Culture Where You Live—26; Customs and Traditions—27; Languages and Religion—28; Heroes and Holidays—29</p>		
	<ul style="list-style-type: none"> E.4.9 Explain how people learn about others who are different from themselves 		
	<p><i>HMSS Communities</i> SB & TE: Culture in a Community—318-321; World Connection: School in Moscow, Russian Customs—326-329; My Community Handbook: Culture Where You Live—362-363</p> <p><i>HMSS Communities</i> My Community Handbook: Culture Where You Live—26; Customs and Traditions—27; Languages and Religion—28; Heroes and Holidays—29</p>		
	<ul style="list-style-type: none"> E.4.10 Give examples and explain how the media may influence opinions, choices, and decisions. 		
	<p><i>HMSS Communities</i> SB & TE: Vocabulary Preview (citizen follows rules and laws)—4; Laws and Communities—8-9; Activities: Talk About It (caring)—43; Activities: Talk About It (respect)—209; What Are the Rights of Citizens? (laws)—213; Knowing Our Responsibilities (obeying laws)—214; What Local Government Does (laws)—226; City Government (making laws)—228; What Is State Government? (make the laws)—234; National Government: The Three Branches (Congress makes the nation’s laws)—240; Lesson Review (laws)—243; Chapter Review (where laws are made, role of each branch)—254-255; Activities: Talk About It (civic virtues)—357; Citizenship Handbook: Character Traits (fairness, respect, caring)—R8-R9</p>		

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	<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 		
	<p>HMSS Communities SB & TE: Culture in a Community—318-321; Cultural Holidays—338-341; Citizenship: What We Share—342-343; National Holidays—344-349; Our Heroes—352-355; Biographies: Local and Global Heroes—356-357; My Community Handbook: Culture Where You Live—362-363; Character Traits—R8-R9</p> <p>HMSS Communities TE: Background: Customs and Culture—316, Culture—318, Special Days—338; Extend Lessons: Literature—10-13, 102-105, 178-181, 216-219, 270-273, 322-325; Teacher Read Alouds—3F, 23F, 71F, 107F, 147F, 169F, 199F, 221F, 263F, 283F, 315F, 335F</p> <p>HMSS Communities My Community Handbook: Culture Where You Live—26; Customs and Traditions—27; Languages and Religion—28; Heroes and Holidays—29</p> <p>HMSS Communities Leveled Books: Happy New Year!; Hindu Holiday</p> <p>HMSS Communities Multimedia Program Resources: Unit Video: National Observances</p>		
	<ul style="list-style-type: none"> E.4.12 Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens 		
	<p>HMSS Communities SB & TE: Biographies: Abigail Adams—128-129; Jimmy Carter—357; Marjory Stoneman Douglas—43; Henry Ford—296; Benjamin Franklin—128; Roberta Guaspari—356; Thomas Jefferson—128-129; Nelson Mandela—252-253; John Muir—42; Sequoyah—92-93; Madame C.J. Walker—296-297 History Makers — Biographical Dictionary—R10-R13: Abubakar Abdulsalami (357), Abigail Adams (125), John Adams (125), John Quincy Adams (129), Jane Addams, Johnny Appleseed / John Chapman (319), Benjamin Banneker, Clara Barton, Katharine Lee Bates (R7), Mary McLeod Bethune, Michael Bloomberg (343), Jennie Augusta Brownscombe (123), George W. Bush (248), Juan Rodriguez Cabrillo (112), Jimmy Carter (357), Samuel de Champlain (113), Cesar Chavez (350), Christopher Columbus (110), Marjory Stoneman Douglas (43), Frederick Douglass (173), Thomas A. Edison (354), Elizabeth II (134), Archbishop Patrick Flores, Henry Ford (296), Benjamin Franklin (126), Robert Fulton (161), Katharine Graham (260), Roberta Guaspari (356), Hiawatha (98), Oliver Wendell Holmes, Jr., Anne Hutchinson (119), Thomas Jefferson (125), Jesus (340), Helen Keller (354), Francis Scott Key (R4), Coretta Scott King (348), Martin Luther King, Jr. (348), Maya Lin (355), Abraham Lincoln (242), Nelson Mandela (250), Wilma Mankiller (91), Massasoit (122), Samuel Morse (162), Muhammad (341), John Muir (42), Sandra Day O’Connor (361), Rosa Parks, George Pataki, (343), Peacemaker (98), Count Casimir Pulaski (350), Sally Ride (R9), Calvin “Cal” Edward Ripken, Jr., Jack “Jackie” Roosevelt Robinson, Theodore Roosevelt (349), Sacajawea, Sequoyah (92), Samuel “Sammy” Sosa, Anne Sullivan (354), Harriet Tubman (352), Madame C.J. Walker (297), George Washington (124), Roger Williams (119), Eldrick “Tiger” Woods, Vladimir Zworykin (177) My Community Handbook: Culture Where You Live (local heroes)—362-363</p> <p>HMSS Communities TE: Extend Lessons: 42-43, 92-93, 128-129, 252-253, 296-297, 350-351, Teacher Read Aloud: Star Stories—315F; Teacher Read Aloud: A Celebration of Heritage—335F</p> <p>HMSS Communities My Community Handbook: Heroes and Holidays—29</p>		
	<ul style="list-style-type: none"> E.4.13 Investigate and explain similarities and differences in ways that cultures meet human needs 		

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Grade	Area/Learning Target	Wisconsin Academic Model Content Standard	Wisconsin Academic Model Performance Standards
	<p><i>HMSS Communities</i> SB & TE: Culture in a Community—318-321; World Connection: School in Moscow, Russian Customs—326-329; My Community Handbook: Culture Where You Live—362-363; Character Traits—R8-R9</p> <p><i>HMSS Communities</i> My Community Handbook: Culture Where You Live—26; Customs and Traditions—27; Languages and Religion—28; Heroes and Holidays—29</p> <p><i>HMSS Communities</i> Leveled Books: Happy New Year!; Hindu Holiday</p> <p><i>HMSS Communities</i> Multimedia Program Resources: Unit Video: National Observances</p>		
	<ul style="list-style-type: none"> E.4.14 Describe how differences in cultures may lead to understanding or misunderstanding among people 		
	<p><i>HMSS Communities</i> SB & TE: Culture in a Community—318-321; World Connection: School in Moscow, Russian Customs—326-329; My Community Handbook: Culture Where You Live—362-363; Character Traits—R8-R9</p> <p><i>HMSS Communities</i> My Community Handbook: Culture Where You Live—26; Customs and Traditions—27; Languages and Religion—28; Heroes and Holidays—29</p> <p><i>HMSS Communities</i> Leveled Books: Happy New Year!; Hindu Holiday</p> <p><i>HMSS Communities</i> Multimedia Program Resources: Unit Video: National Observances</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><i>HMSS Communities</i> SB & TE: Citizens Can Help—202-203; Students Help Others—204-205; Lesson Review: Writing Activity (improving your community)—205; Readers' Theater: Saving Soccer—206-209; Knowing About Rights—212-213; Knowing Our Responsibilities—214-215; Literature: Class President—216-219; Citizenship Handbook—R8-R9</p> <p><i>HMSS Communities</i> TE: Background: Helping Others—202</p>		

4	The States and Regions – Physical, Historical, Economic, Political and Social and the State of Wisconsin		
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