

# Learning Targets

Version 3

Grade	Area/Learning Target	Wisconsin Academic Model Content Standard	Wisconsin Academic Model Performance Standards
4	<p><b>A.4 Geography</b></p> <p>Identify and interpret geographic features using maps and globes (e.g., latitude, longitude, equator, hemispheres, grid, key, scale, etc.) in the regions, states and world; develop a mental map of Wisconsin and the United States.</p> <p>Describe the importance and effects of the movement of people, ideas, and goods to, from, and within Wisconsin and across regions.</p> <p>Explain how physical environment affects the way people live (i.e., how people adapt to and change their environment and use natural resources).</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"> <li>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</li> </ul>		
	<p><b>HMSS States and Regions SB &amp; TE:</b> Map and Globe Skills: Review Map Skills (legend, compass rose, scale)—14-15; Make a Map—22-23; Test Prep: Review Map Skills—33; Latitude and Longitude—50-51; Test Prep: Use Latitude and Longitude—61; Apply Skills: Map Skills—64; Use a Special Purpose Map—202-203; Test Prep: Read a Special Purpose—215; Apply Skills: Special Purpose Maps—238 Maps—2, 9, 10, 14, 17, 27, 33, 38, 40, 44, 50, 51, 54, 61, 64, 68, 73, 76, 91, 92, 107, 115, 128, 133, 136, 163, 171, 186, 191, 197, 202, 206, 210, 219, 222, 224, 229, 233, 238, 242, 247, 257, 264, 266, 275, 283, 289, 304, 315, 321, 329, 330, 341, 344, 350 Atlas: The World: Political—RR60-R61; The World: Physical—R65-R66; United States: Political—R66-R67; United States—R68-R69; United States: Sunshine—R70; United States: Vegetation—R70; United States: Precipitation—R71; United States: Population—R71</p> <p><b>HMSS States and Regions TE:</b> Background: Historic Maps—6; Outline Maps—TR30-TR44</p>		
	<ul style="list-style-type: none"> <li>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</li> </ul>		
	<p><b>HMSS States and Regions SB &amp; TE:</b> Map and Globe Skills: Review Map Skills (legend, compass rose, scale)—14-15; Make a Map—22-23; Test Prep: Review Map Skills—33; Latitude and Longitude—50-51; Test Prep: Use Latitude and Longitude—61; Apply Skills: Map Skills—64; Use a Special Purpose Map—202-203; Test Prep: Read a Special Purpose—215; Apply Skills: Special Purpose Maps—238 Maps—2, 9, 10, 14, 17, 27, 33, 38, 40, 44, 50, 51, 54, 61, 64, 68, 73, 76, 91, 92, 107, 115, 128, 133, 136, 163, 171, 186, 191, 197, 202, 206, 210, 219, 222, 224, 229, 233, 238, 242, 247, 257, 264, 266, 275, 283, 289, 304, 315, 321, 329, 330, 341, 344, 350 Atlas: The World: Political—RR60-R61; The World: Physical—R65-R66; United States: Political—R66-R67; United States—R68-R69; United States: Sunshine—R70; United States: Vegetation—R70; United States: Precipitation—R71; United States: Population—R71</p> <p><b>HMSS States and Regions TE:</b> Background: Historic Maps—6; Outline Maps—TR30-TR44</p> <p><b>HMSS States and Regions My State Handbook:</b> Geography Where You Live—6; Where Is My State?—7; What Is My State Like?—8; Why Are Certain</p>		

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	Landforms in My State?—9		
	<ul style="list-style-type: none"> <li>A.4.3 Construct a map of the world from memory, showing the location of major land masses, bodies of water, and mountain ranges</li> </ul>		
	<p><b>HMSS States and Regions SB &amp; TE:</b> Make a Map—22-23</p> <p><b>HMSS States and Regions TE:</b> Outline Maps—TR30-TR44</p>		
	<ul style="list-style-type: none"> <li>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</li> </ul>		
	<p><b>HMSS States and Regions SB &amp; TE:</b> Welcome to Geography—6-8; Geography: Gulf Coast Hurricanes—20-21; Using Resources Wisely—28-29; Geography: Borders and Boundaries—40-41; Geography: The Water Cycle—58-59; Geography: How Glaciers Shaped the Land—76-77; Natural Resources of the East—78-79; Unit 3 Almanac: Land Use in the United States—128-129; Production in the South—142-143; A Diverse Economy—144-145; The First Peoples in the South—148-149; A Plantation Economy—150-151; Land and Water of the Midwest—190-193; The Mighty Mississippi—194-195; Using Midwestern Resources—196-197; Minneapolis, Minnesota (waterfalls for power for mills)—209; Using Resources—256-257; The West's Economy—258-259; Citizenship: Harmful or Useful? (dams)—260-261; Technology: Conserving Water—278-279; The Mountain States—282-285; Geography: Climate and Elevation—286-287; Port Cities—289; Agriculture Activities—290-291; Literature: The Most Beautiful Roof in the World (rain forest canopy)—332-335; Regions of the World—340-343; Geography: Language Regions of the World—344-345</p> <p><b>HMSS States and Regions TE:</b> Connect to the Big Idea: Human/Environment Interaction—30, 166, 194, 332</p> <p><b>HMSS States and Regions My State Handbook:</b> Geography Where You Live—6; Where Is My State?—7; What Is My State Like?—8; Why Are Certain Landforms in My State?—9</p>		
	<ul style="list-style-type: none"> <li>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</li> </ul>		
	<p><b>HMSS States and Regions SB &amp; TE:</b></p> <p>Atlas: The World: Political—RR60-R61; The World: Physical—R65-R66; United States: Political—R66-R67; United States—R68-R69; United States: Sunshine—R70; United States: Vegetation—R70; United States: Precipitation—R71; United States: Population—R71</p> <p>Chart and Graph Skills—121, 364; Make Timeline—100-101; Read Circle Graph—112-113, 113</p> <p>Latitude and Longitude—50-51</p> <p>Map and Globe Skills—14-15, 22-23, 33, 39, 50-51, 61, 64, 202-203, 215, 238</p> <p>Maps—2, 9, 10, 14, 17, 27, 33, 38, 40, 44, 50, 51, 54, 61, 64, 68, 73, 76, 91, 92, 107, 115, 128, 133, 136, 163, 171, 186, 191, 197, 202, 206, 210, 219, 222, 224, 229, 233, 238, 242, 247, 257, 264, 266, 275, 283, 289, 304, 315, 321, 329, 330, 341, 344, 350</p> <p>Visual Learning: Charts and Graphs—79, 81, 108, 116, 143, 144, 192, 198, 200, 208, 258, 261, 279, 284, 310, 322, 352</p> <p><b>HMSS States and Regions TE:</b> Background: Historic Maps—6; Outline Maps—TR30-TR44</p> <p><b>HMSS States and Regions My State Handbook:</b> Geography Where You Live—6; Where Is My State?—7; What Is My State Like?—8; Why Are Certain Landforms in My State?—9</p>		
	<ul style="list-style-type: none"> <li>A.4.6 Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and</li> </ul>		

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	droughts, and describe the social and economic effects of these changes		
	<p><i>HMSS States and Regions</i> SB &amp; TE: Major Landforms (earthquakes, volcanoes)—16; The Forces of Erosion—17; Flowing Rivers—19; Geography: Gulf Coast Hurricanes (Hurricane Katrina, Hurricane Rita)—20-21; Climate and People (hurricanes, blizzards, tornadoes, climate change)—57; Geography: The Water Cycle—58-59; Geography: How Glaciers Shaped the Land—76-77; Seasons and Severe Weather—134; The Mighty Mississippi—194-195; Tornado in Kansas—229; Land and Water of the West (glaciers, volcanoes, earthquakes)—246-247; Citizenship: Harmful or Useful? (dams)—260-261; Technology: Conserving Water—278-279; Geography: Climate and Elevation—286-287; Literature: Rage of Fire (volcanic eruption)—292-295; South America (volcanoes)—330; Literature: The Most Beautiful Roof in the World (rain forest canopy)—332-335</p> <p><i>HMSS States and Regions</i> TE: Background: Stormy weather—132; Tornado Alley—228; Volcano facts—292</p>		
	<ul style="list-style-type: none"> <li>A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world</li> </ul>		
	<p>*See the following related content—</p> <p><i>HMSS States and Regions</i> SB &amp; TE: Linking Regions: Interdependence of Regions—314-315; Trade and Prosperity—316; North American Neighbors—320-323; Central and South America—328-331; Regions of the World—340-343; Partners Around the World—348-351; Working Together—354-357</p>		
	<ul style="list-style-type: none"> <li>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</li> </ul>		
	<p><i>HMSS States and Regions</i> SB &amp; TE: Using Resources Wisely—28-29; Dr. Maria Telkes (solar energy)—30-31; Production in the South (Tennessee Valley Authority)—142; Vocabulary Preview (pollution)—161; Readers' Theater: The Ocoee River—166-169; Technology: Preventing Pollution—174-175 ; Leaving Cities: Facing Challenges (pollution)—220-221; Citizenship: Harmful or Useful? (dams)—260-261; Technology: Conserving Water—278-279</p> <p><i>HMSS States and Regions</i> TE: Background: Tennessee Valley Authority—142; Facts about Dams—166</p> <p><i>HMSS States and Regions</i> Leveled Books: Oil!; Roll on, Columbia; The St. Lawrence Seaway</p>		
	<ul style="list-style-type: none"> <li>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</li> </ul>		
	<p><i>HMSS States and Regions</i> SB &amp; TE: Using Resources Wisely—28-29; Dr. Maria Telkes (solar energy)—30-31; Production in the South (Tennessee Valley Authority)—142; Vocabulary Preview (pollution)—161; Readers' Theater: The Ocoee River—166-169; Technology: Preventing Pollution—174-175 ; Leaving Cities: Facing Challenges (pollution)—220-221; Citizenship: Harmful or Useful? (dams)—260-261; Technology: Conserving Water—278-279; Geography: Climate and Elevation—286-287</p> <p><i>HMSS States and Regions</i> TE: Background: Facts about Dams—166</p> <p><i>HMSS States and Regions</i> Leveled Books: Oil!; Roll on, Columbia; The St. Lawrence Seaway</p>		
4	<p><b>B.4 History</b> Describe, explore, compare and contrast the state's historical and cultural events and how they relate to the historical and cultural events of the nation.</p>	B. Students in Wisconsin will learn about the history of Wisconsin, the United States,	Social Studies Standards B 4 B.4.1 B.4.2

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	Identify the sequence events and people that led to the settlement and development of regions of the United States and the state of Wisconsin and explain the history and culture of the American Indian nations in Wisconsin.	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.	B.4.3 B.4.4 B.4.5 B.4.6 B.4.7 B.4.8 B.4.9 B.4.10
	<ul style="list-style-type: none"> <li>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</li> </ul>		
	<p><i>HMSS States and Regions</i> SB &amp; TE: Critical Thinking: Evaluate—44, 144, 145, 173, 193, 206, 209, 290, 291, 322; Skillbuilder: Use Reference Materials—88-89; Skillbuilder: Understand Point of View—140-141; Interpret Historical Images—156-157; Test Prep: Understand Point of View; Writing Activities: Point of View—159; Skillbuilder: Write a Report—176-177; Skillbuilder: Identify Primary and Secondary Sources—212-213; Primary Sources: The Sioux Today—232-233; Primary Sources: National Symbols—312-313; Reference Materials—88-89, 111, 343; Research Activities—61, 111, 121, 195, 287, 331, 343</p> <p><i>HMSS States and Regions</i> My State Handbook: My State Symbols—2; Organize Your Research—3; Plan a Trip to a Historical Society—4; Plan an Interview—5; History Where You Live—22; The First People—23; The First Settlers—24; Important Events—25</p>		
	<ul style="list-style-type: none"> <li>B.4.2 Use a timeline to select, organize, and sequence information describing eras in history</li> </ul>		
	<p><i>HMSS States and Regions</i> SB &amp; TE: Skillbuilder: Make a Timeline—100-101; Timelines: Chapter Timeline—70-71; Lesson Review Timeline—95; Chapter Summary Timeline—103; Test Prep Timeline—124; Chapter Timeline—130-131; Lesson Review Timeline—153; Chapter Timeline—188-189; Lesson Review Timeline—209; Chapter Summary Timeline—215; Chapter Timeline—244-245; Lesson Review Timeline—267; Chapter Summary Timeline—271; Make a Personal Timeline—301</p>		
	<ul style="list-style-type: none"> <li>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</li> </ul>		
	<p><i>HMSS States and Regions</i> SB &amp; TE:</p> <p>Biography Extend Lessons: Elfego Baca—269; Mary Fields—268; Ruby Bridges Hall—155 Miguel Hidalgo—325; Martin Luther King, Jr.—154; Madeleine Kunin,—111; John Macdonald—324; James Meredith—155; Maria Telkes—30-31; An Wang—111; Noah Webster—110</p> <p>History Makers — Biographical Dictionary—R6-7: Elfego Baca (269), George W. Bush (349), William Clark (206), Jean Chrétien (349), Mary Fields (268), Henry Ford (208), Vicente Fox (349), Ruby Bridges Hall (155), Miguel Hidalgo (325), Thomas Jefferson (164), John H. Johnson (153), Coretta Scott King (R4), Martin Luther King, Jr. (152), Madeleine Kunin (111), Meriwether Lewis (206), Abraham Lincoln (151), Francis Cabot Lowell (94), James Meredith (155), John Macdonald (324), Rosa Parks (152), Eliza Lucas Pinckney (150), Pontiac (205), Elvis Presley (164), Condoleezza Rice (153), Norbert Rillieux (150), Norman Rockwell (155), Eleanor Roosevelt (358), Franklin D. Roosevelt (358), Samuel Slater (94), John Smith (106), Maria Telkes (30), An Wang (111), George Washington (164), Noah Webster (110), Eli Whitney (150)</p> <p>Literature: Poems of America—46-49; Literature: An Algonquian Year—96-99; Literature: Storm Warriors, 136-139; Literature: Trouble at Fort La Pointe,</p>		

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	<p>222-225; Literature: Rage of Fire, 292-295; Literature: The Most Beautiful Roof in the World—332-335 My Community Handbook: Culture Where You Live (local heroes)—362-363</p> <p><b>HMSS States and Regions TE:</b> Extend Lessons: 30-31, 110-111, 154-155, 268-269, 324-325 Literature, Teacher Read Alouds—3F, 33F, 69F, 103F, 129F, 159F, 187F, 215F, 243F, 305F, 337F</p> <p><b>HMSS States and Regions My Community Handbook: Heroes and Holidays—29</b></p> <p><b>HMSS States and Regions Leveled Books: Admiral Perry; Eliza Pinckney; Sandra Day O'Connor; William Penn</b></p>		
	<ul style="list-style-type: none"> <li>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</li> </ul>		
	<p><b>HMSS States and Regions SB &amp; TE:</b> People of the East—90-95; New England—106-109; The Mid-Atlantic: Where People Live—114-116; People of the South—148-153; The Upper South: Where People Live—162-165; The Lower South: Where People Live, Work and Recreation—170-173; People of the Midwest—204-209; The Great Lakes States: Where People Live—218-221; The Plains States: Where People Live—228-231; Early Peoples of the West—262-263; Cultural Influences—265; The Southwest: Where People Live—274-275; The Southwest Today—277; The Mountain States—282-285; The Pacific States—288-291</p> <p><b>HMSS States and Regions TE:</b> Background: Early History of the West—262; Democratic Principles—260; Democratic Values—66, 312; Foundations of Democracy—318; Big Ideas — Culture: cultural complexity—126; similarities and differences—96; transmission—232</p>		
	<ul style="list-style-type: none"> <li>B.4.5 Identify the historical background and meaning of important political values such as freedom, democracy, and justice</li> </ul>		
	<p><b>HMSS States and Regions SB &amp; TE:</b> Government by the People: How the People Rule, Liberty, Equality, and Justice for All, The Constitution—308-311; Our Common Culture: Sharing Traditions (Independence Day, Memorial Day)—317</p> <p><b>HMSS States and Regions TE:</b> Connect to the Big Idea: Democratic Government—118; Democratic Principles—260; Democratic Values—66, 312; Foundations of Democracy—318</p>		
	<ul style="list-style-type: none"> <li>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</li> </ul>		
	<p><b>HMSS States and Regions SB &amp; TE:</b> Build on What You Know (American flag)—308; National Symbols (Statue of Liberty, Washington Monument, Liberty Bell)—312-313; Our Common Culture: Sharing Traditions (Independence Day, Memorial Day)—317; State Databank: Wisconsin (state flag)—R56</p> <p><b>HMSS States and Regions My State Handbook: My State Symbols—2; History Where You Live: Important Events—25</b></p>		
	<ul style="list-style-type: none"> <li>B.4.7 Identify and describe important events and famous people in Wisconsin and United States history</li> </ul>		
	<p><b>HMSS States and Regions SB &amp; TE:</b> Important Events — People of the East—90-96; People of the South—148-155; People of the Midwest—204-211; People of the West—262-269 Famous People / History Makers — Biographical Dictionary—R6-7: Elfego Baca (269), George W. Bush (349), William Clark (206), Jean Chrétien (349), Mary</p>		

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	<p>Fields (268), Henry Ford (208), Vicente Fox (349), Ruby Bridges Hall (155), Miguel Hidalgo (325), Thomas Jefferson (164), John H. Johnson (153), Coretta Scott King (R4), Martin Luther King, Jr. (152), Madeleine Kunin (111), Meriwether Lewis (206), Abraham Lincoln (151), Francis Cabot Lowell (94), James Meredith (155), John Macdonald (324), Rosa Parks (152), Eliza Lucas Pinckney (150), Pontiac (205), Elvis Presley (164), Condoleezza Rice (153), Norbert Rillieux (150), Norman Rockwell (155), Eleanor Roosevelt (358), Franklin D. Roosevelt (358), Samuel Slater (94), John Smith (106), Maria Telkes (30), An Wang (111), George Washington (164), Noah Webster (110), Eli Whitney (150)</p> <p><b>HMSS States and Regions</b> My State Handbook: History Where You Live: Important Events—25; Heroes and Holidays—29</p> <p><b>HMSS States and Regions Leveled Books:</b> Admiral Perry; Eliza Pinckney; Sandra Day O'Connor; William Penn</p>		
	<ul style="list-style-type: none"> <li>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</li> </ul>		
	<p><b>HMSS States and Regions SB &amp; TE:</b> Using Resources Wisely—28-29; Dr. Maria Telkes (solar energy)—30-31; Climate Regions: Dealing with Different Climates (hurricanes, tornadoes, blizzards, global warming)—57; Production in the South (Tennessee Valley Authority)—142; Vocabulary Preview (pollution)—161; Readers' Theater: The Ocoee River—166-169; Technology: Preventing Pollution—174-175; Leaving Cities: Facing Challenges (pollution)—220-221; Citizenship: Harmful or Useful? (dams)—260-261; Technology: Conserving Water—278-279; Geography: Climate and Elevation—286-287; Communicating Around the World—357</p> <p><b>HMSS States and Regions TE:</b> Background: Facts about Dams—166</p> <p><b>HMSS States and Regions Leveled Books:</b> Oil!; Roll on, Columbia; The St. Lawrence Seaway</p>		
	<ul style="list-style-type: none"> <li>B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations</li> </ul>		
	<p><b>HMSS States and Regions SB &amp; TE:</b> Linking Regions: Interdependence of Regions—314-315; Trade and Prosperity—316; North American Neighbors—320-323; Central and South America—328-331; Regions of the World—340-343; Partners Around the World—348-351; Working Together—354-357</p>		
	<ul style="list-style-type: none"> <li>B.4.10 Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin</li> </ul>		
	<p><b>HMSS States and Regions SB &amp; TE:</b> First Peoples—90-91; Colonies and Traders—92; First Peoples in the South—148-149, 152; The Midwest's First People—204-207; Literature: Trouble at Fort La Pointe (Ojibwe)—222-225; Reservations Today—231; Primary Sources: The Sioux Today—232-233; Our Northern Neighbor: Canada (American Indian nations)—321; People and Cultures—323; First Peoples—90-91; The Plains Indians—205; Early Peoples of the West—262-263; Spanish Settlements—264-265; More People Go West—266-267; The Southwest: Where People Live—274-275; The Southwest Today—277</p> <p><b>HMSS States and Regions My State Handbook:</b> Geography Where You Live—6; Where Is My State?—7; What Is My State Like?—8; Why Are Certain Landforms in My State?—9; Culture Where You Live—14; People and Language—15; Traditions—16; Food and Recreation—17; Mining—20; Agriculture—21; The First People—23; The First Settlers—24</p>		
4	<p><b>C.4 Civics and Government</b> Explain how families, schools and other groups in the state develop, enforce and change rules of behaviors and how various behaviors promote or hinder cooperation.</p>	C. Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for	Social Studies Standards C 4 C.4.1 C.4.2 C.4.3

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	Explain the ways in which a citizen can participate in state government.	developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.	C.4.4 C.4.5 C.4.6
	<ul style="list-style-type: none"> <li>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</li> </ul>		
	<p><i>HMSS States and Regions</i> SB &amp; TE: Dr. Maria Telkes (Character Trait: Responsibility)—30-31; My State Handbook: Government Where You Live—122-123; Vocabulary Preview (civil rights)—131; Civil Rights and Progress—152-153; Civil Rights Leaders—154-155; Interpret Historical Images—156-157; ; Readers' Theater: The Ocoee River (Character Trait: Respect)—166-169; Citizenship: Volunteers at Work—318-319, Citizenship: Universal Human Rights—358-359, 361, Citizenship Handbook: Character Traits—R4-R5</p>		
	<ul style="list-style-type: none"> <li>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.</li> </ul>		
	<p><i>HMSS States and Regions</i> SB &amp; TE: Bill of Rights, U.S.—xxii-xxiii, 310; Constitution—xxii-xxiii, 93, 116, 308, 310; Declaration of Independence—310</p>		
	<ul style="list-style-type: none"> <li>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</li> </ul>		
	<p><i>HMSS States and Regions</i> SB &amp; TE: Dr. Maria Telkes (responsibility)—30-31; Schools and Churches—107; My State Handbook: Government Where You Live—122-123; Vocabulary Preview (civil rights)—131; Civil Rights and Progress—152-153; Civil Rights Leaders—154-155; Interpret Historical Images—156-157; Citizenship: Volunteers at Work—318-319, Citizenship: Universal Human Rights—358-359, 361, Citizenship Handbook: Character Traits—R4-R5</p>		
	<ul style="list-style-type: none"> <li>C.4.4 Explain the basic purpose of government in American society, recognizing the three levels of government</li> </ul>		
	<p><i>HMSS States and Regions</i> SB &amp; TE: Vocabulary Preview (judicial branch)—105; State Governments (legislative branch, executive branch, judicial branch, services)—116-117; Citizenship: Washington, D.C. (executive branch, legislative branch, judicial branch)—118-119; Chapter Review (three branches of state government)—120; My State Handbook: Government Where You Live (executive branch, legislative branch, judicial branch)—122-123; Unit Review: Unit Activity (make a chart of the three branches of your state government)—125; A Diverse Economy (government as employer)—144; United States Government: Government by the People (protect rights and serve the common good, preserve personal freedom)—308-310; The Constitution (the three branches of government), 310-311</p> <p><i>HMSS States and Regions</i> My State Handbook: Government Where You Live—10; Executive Branch—11; Legislative Branch—12; Judicial Branch—13</p>		
	<ul style="list-style-type: none"> <li>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</li> </ul>		
	<p><i>HMSS States and Regions</i> SB &amp; TE: Government by the People (citizen)—308-310; The Constitution—310-311; National Symbols (freedom, democracy)—312-313; People Work Together—356-357; Citizenship: Universal Human Rights—358-359; Citizenship Handbook: Character Traits—R4-R5</p> <p><i>HMSS States and Regions</i> TE: Connect to the Big Idea: Democratic Government—118; Democratic Principles—260; Democratic Values—66, 312;</p>		

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	<b>Foundations of Democracy—318</b>		
	<ul style="list-style-type: none"> <li>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</li> </ul>		
	<p><i>HMSS States and Regions</i> SB &amp; TE: Critical Thinking: Evaluate—44, 144, 145, 173, 193, 206, 209, 290, 291, 322; Skillbuilder: Use Reference Materials—88-89; Skillbuilder: Understand Point of View—140-141; Interpret Historical Images—156-157; Test Prep: Understand Point of View; Writing Activities: Point of View—159; Skillbuilder: Write a Report—176-177; Skillbuilder: Identify Primary and Secondary Sources—212-213; Primary Sources: The Sioux Today—232-233; Primary Sources: National Symbols—312-313; Reference Materials—88-89, 111, 343; Research Activities—61, 111, 121, 195, 287, 331, 343</p> <p><i>HMSS States and Regions</i> My State Handbook: My State Symbols—2; Organize Your Research—3; Plan a Trip to a Historical Society—4; Plan an Interview—5; History Where You Live—22; The First People—23; The First Settlers—24; Important Events—25</p>		
<b>4</b>	<p><b>D.4 Economics</b></p> <p>Define the terms specialization, market, economic choice, unlimited wants with limited resources, goods and services, and scarcity when describing a region's economy.</p> <p>Identify and locate resources and products within state.</p> <p>Understand the role of supply and demand and how it affects personal economic decisions</p>	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"> <li>D.4.1 Describe and explain of the role of money, banking, and savings in everyday life</li> </ul>		
	<p><i>HMSS States and Regions</i> SB &amp; TE: Trading Resources (banking)—81; Elements of Business (capital)—82-83; Readers' Theater: Money and Banks—84-87; Where People Live (Boston, financial/banking center)—106; The Midwest's Economy (banking)—198; The West's Economy (banking)—258, Trade and Prosperity (system of money and banking)—316; International Trade (monetary system)—351; The United Nations (World Bank)—355</p> <p><i>HMSS States and Regions</i> TE: Big Ideas: Trade and Money—84</p> <p><i>HMSS States and Regions</i> My State Handbook: The Economy Where You Live—18</p>		
	<ul style="list-style-type: none"> <li>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)</li> </ul>		
	<p><i>HMSS States and Regions</i> SB &amp; TE: Resources of the United States: A Land of Rich Resources—24-25; Using Natural Resources—26-27; Using Resources Wisely—28-29; Readers' Theater: Money and Banks—84-87; A Diverse Economy: Making Economic Choices—145; Economics: Making Choices—146-147; The Midwest's Economy (banking)—198; Supply and Demand—199; Economic: Supply and Demand—200-201; Economics: Types of Economies—352-353</p>		
	<ul style="list-style-type: none"> <li>D.4.3 Identify local goods and services that are part of the global economy and explain their use in Wisconsin</li> </ul>		

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	<p><b>HMSS States and Regions</b> SB &amp; TE: Trading Resources (goods and services)—81; Public and Private Services—117; Using Midwestern Resources—196-197; The Midwest's Economy—198-199; Economic: Supply and Demand—200-201; Use a Special Purpose Map (Mineral Resources of the Midwest)—202-203; My State Handbook: Economics (The Economy Where You Live)—236-237; Partners Around the World: Trading Partners—350-351; Economics: Types of Economies—352-353; My State Handbook: Connect to the World (Your State and the World)—362-363</p> <p><b>HMSS States and Regions</b> TE: Connect to the Big Idea: Trade and Money—84; Market Economics—200, 352</p> <p><b>HMSS States and Regions</b> My State Handbook: The Economy Where You Live—18; Manufacturing—19; Mining—20; Food and Recreation—21; Your State and the World—26; Imports—27; Origin of Imports—28; International Business in Your State—29</p>		
	<ul style="list-style-type: none"> <li>D.4.4 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient</li> </ul>		
	<p><b>HMSS States and Regions</b> SB &amp; TE: Factories and Workers—94-95; Midwestern Cities (assembly line, factory workers, specialization)—208; The West's Economy (specialization)—258; Skilled and Unskilled Workers—259; The Pacific States (migrant workers)—288</p>		
	<ul style="list-style-type: none"> <li>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)</li> </ul>		
	<p><b>HMSS States and Regions</b> SB &amp; TE: Trading Resources (goods and services)—81; Public and Private Services—117; Citizenship: Volunteers at Work—318-319</p>		
	<ul style="list-style-type: none"> <li>D.4.6 Identify the economic roles of various institutions, including households, businesses, and government</li> </ul>		
	<p><b>HMSS States and Regions</b> SB &amp; TE: Trading Resources (goods and services)—81; Schools and Churches—107; Public and Private Services—117; Using Midwestern Resources—196-197; The Midwest's Economy—198-199; Economic: Supply and Demand—200-201; Use a Special Purpose Map (Mineral Resources of the Midwest)—202-203; My State Handbook: Economics (The Economy Where You Live)—236-237; Partners Around the World: Trading Partners—350-351; Economics: Types of Economies—352-353; My State Handbook: Connect to the World (Your State and the World)—362-363</p> <p><b>HMSS States and Regions</b> TE: Connect to the Big Idea: Trade and Money—84; Market Economics—200, 352</p> <p><b>HMSS States and Regions</b> My State Handbook: The Economy Where You Live—18; Manufacturing—19; Mining—20; Food and Recreation—21; Your State and the World—26; Imports—27; Origin of Imports—28; International Business in Your State—29</p>		
	<ul style="list-style-type: none"> <li>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</li> </ul>		
	<p><b>HMSS States and Regions</b> SB &amp; TE: Using Resources Wisely (recycling)—29; Readers' Theater: Money and Banks—84-87; A Diverse Economy: Making Economic Choices—145; Economics: Making Choices—146-147; The Midwest's Economy (banking)—198; Supply and Demand—199; Economic: Supply and Demand—200-201; Economics: Types of Economies—352-353</p> <p><b>HMSS States and Regions</b> TE: Connect to the Big Idea: Economics (individuals and the economy)—184; Connect to the Big Idea: Market Economics—200, 352</p>		

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	<i>HMSS States and Regions</i> My State Handbook: The Economy Where You Live—18; Food and Recreation—21		
4	<b>E.4 Behavioral Science</b> Explain the influence of factors such as family, neighborhood, personal interests, languages, likes and dislikes, and accomplishments on individual identity and development	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 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.	Social Studies Standards E 4 E.4.1 E.4.2 E.4.3 E.4.4 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"> <li>E.4.1 Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning</li> </ul>		
	<p><i>HMSS States and Regions</i> 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, 33F, 69F, 103F, 129F, 159F, 187F, 215F, 243F, 271F, 305F, 337F; and the Unit Videos helps students relate what they will read about in the unit to personal interests— D, 66, 126, 184, 240, 302, TR1-TR2.</p> <p><i>See also the following instruction that improves student capabilities to learn —</i></p> <p>Reading Skills: Categorize—24, 142, 340; Cause And Effect—16, 52, 90, 170, 190, 246, 348; Classify—42, 78, 196; Compare And Contrast—114, 132, 218, 282, 320, 328; Draw Conclusions—36, 106, 256, 314 ; Main Idea And Details—6, 72, 162, 228, 288; Problem And Solution—274, 308, 354; Sequence—148, 204, 262</p> <p>Reading Strategies: Monitor And Clarify—33F, 35, 37, 43, 53, 55, 60, 129F, 131, 133, 143, 149, 151, 158, 271F, 273, 275, 283, 289, 296, 337F, 339, 341, 349, 355, 360; Predict And Infer—3F, 5, 7, 9, 17, 25, 27, 32, 243F, 245, 247, 257, 263, 265, 270; Question—103F, 105, 107, 115, 120, 159F, 161, 163, 171, 178, 215F, 217, 219, 229, 234; Summarize—69F, 71, 73, 79, 81, 91, 93, 102, 187F, 189, 191, 197, 205, 207, 214, 305F, 307, 309, 315, 321, 329, 336</p> <p><i>Vocabulary:</i> Cards—TR45-TR76; Graphic Organizers—4, 34, 70, 104, 130, 160, 188, 216, 244, 272, 306, 338; Preview—4-5, 34-35, 70-71, 104-105, 130-131, 160-161, 188-189, 216-217, 244-245, 272-273, 306-307, 338-339; Strategies—7, 8, 10, 17, 18, 25, 27, 37, 43, 44, 53, 73, 80, 91, 93, 94, 107, 108, 115, 116,</p>		

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	<p>133, 134, 143, 144, 149, 152, 163, 164, 171, 172, 188, 191, 198, 207, 208, 216, 219, 230, 245, 247, 257, 263, 265, 270, 273, 275, 283, 289, 306, 309, 315, 316, 321, 329, 338, 341, 342, 349, 350, 355, 356</p> <p><i>HMSS States and Regions</i> Multimedia Program Resources: Unit Videos (to motivate and build background): Maps and Globes: Globes and Their Use; American Independence; Needs and Wants; Lewis &amp; Clark; The Southwest; The Three Branches of Government</p>		
	<ul style="list-style-type: none"> <li>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</li> </ul>		
	<p><i>HMSS States and Regions</i> SB &amp; TE: Where People Live (ethnic group)—170; The Midwest’s First People—204-205; Early Settlers—206-207; Midwestern Cities—208-209; The Great Lakes States: Where People Live—218-221; People Work Together—356-357; Citizenship: Universal Human Rights—358-359; Citizenship Handbook: Character Traits—R4-R5</p> <p><i>HMSS States and Regions</i> My State Handbook: Culture Where You Live—14; People and Languages—15</p>		
	<ul style="list-style-type: none"> <li>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</li> </ul>		
	<p><i>HMSS States and Regions</i> SB &amp; TE: Reading Skill: Compare and Contrast—114, 117, 132, 135, 218, 221, 282, 285, 320, 323, 328, 331</p> <p><i>HMSS States and Regions</i> TE: Critical Thinking: Compare and Contrast—18, 54, 56, 98, 108, 138, 350</p>		
	<ul style="list-style-type: none"> <li>E.4.4 Describe the ways in which ethnic cultures influence the daily lives of people</li> </ul>		
	<p><i>HMSS States and Regions</i> SB &amp; TE: Where People Live (ethnic group)—170; The Midwest’s First People—204-205; Early Settlers—206-207; Midwestern Cities—208-209; The Great Lakes States: Where People Live—218-221; Our Common Culture—316-317; Citizenship: Volunteers at Work—318-319; People Work Together—356-357; Citizenship: Universal Human Rights—358-359; Citizenship Handbook: Character Traits—R4-R5</p> <p><i>HMSS States and Regions</i> My State Handbook: Culture Where You Live—14; People and Languages—15</p>		
	<ul style="list-style-type: none"> <li>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</li> </ul>		
	<p><i>HMSS States and Regions</i> SB &amp; TE: What Is a Region? (religion)—37; Schools and Churches—107; Public and Private Services (public institutions)—117; Citizenship: Volunteers at Work—318-319</p>		
	<ul style="list-style-type: none"> <li>E.4.6 Give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture</li> </ul>		
	<p><i>HMSS States and Regions</i> SB &amp; TE: State Governments (laws)—116-117; My State Handbook: Government Where You Live—122-123; My State Handbook: Culture Where You Live—180-181; Midwestern Cities—208-209; The Great Lakes States: Where People Live—218-221; Our Common Culture—316-317; Citizenship: Volunteers at Work—318-319; People Work Together—356-357; Citizenship: Universal Human Rights—358-359; Citizenship Handbook: Character Traits—R4-R5</p> <p><i>HMSS States and Regions</i> My State Handbook: Government Where You Live—10-13; Culture Where You Live—14-17</p>		
	<ul style="list-style-type: none"> <li>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</li> </ul>		

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	<p><b>HMSS States and Regions</b> SB &amp; TE: New England: Where People Live—106-109; The Mid-Atlantic: Where People Live—114-117; Citizenship Skills: Understand Point of View—140-141; People of the South—148-153; The Upper South: Where People Live—162-165; The Lower South: Where People Live, Work and Recreation—170-173; My State Handbook: Culture Where You Live—180-181; People of the Midwest—204-209; The Great Lakes States: Where People Live—218-221; The Plains States: Where People Live—228-231; Peoples of the West—262-267; The Southwest: Where People Live—274-275; The Southwest Today—277; The Mountain States—282-285; The Pacific States—288-291; Our Common Culture—316-317; Citizenship: Volunteers at Work—318-319; Mexico: Peoples and Cultures—323; Central America: Land, Climate, and Culture—329; South America: Culture and Heritage—331; World Regions: Regions and People—342-343</p> <p><b>HMSS States and Regions</b> TE: Big Idea: Culture: Cultural Complexity—126; Similarities and Differences—96; Transmission—232</p> <p><b>HMSS States and Regions</b> My State Handbook: Culture Where You Live—14; People and Language—15; Traditions—16; Food and Recreation—17</p>		
	<ul style="list-style-type: none"> <li>E.4.8 Describe and distinguish among the values and beliefs of different groups and institutions</li> </ul>		
	<p><b>HMSS States and Regions</b> SB &amp; TE: Where People Live (ethnic group)—170; Early Peoples of the West—262-263; Cultural Influences—265; More People Go West—266; Government by the People—308-310; Our Common Culture—316-317; Citizenship: Volunteers at Work—318-319; People Work Together—356-357; Citizenship: Universal Human Rights—358-359; Citizenship Handbook: Character Traits—R4-R5</p> <p><b>HMSS States and Regions</b> My State Handbook: Culture Where You Live—14; People and Languages—15</p>		
	<ul style="list-style-type: none"> <li>E.4.9 Explain how people learn about others who are different from themselves</li> </ul>		
	<p><b>HMSS States and Regions</b> SB &amp; TE: The Communications Industry—165; Cities of the Plains (telegraph)—229; The West's Economy (communications)—258; Linking Regions (Internet)—314; Our Common Culture—316-317; Citizenship: Volunteers at Work—318-319; People Work Together: Communicating Around the World—356-357; Citizenship: Universal Human Rights—358-359; Citizenship Handbook: Character Traits—R4-R5</p> <p><b>HMSS States and Regions</b> My State Handbook: Culture Where You Live—14; People and Languages—15</p>		
	<ul style="list-style-type: none"> <li>E.4.10 Give examples and explain how the media may influence opinions, choices, and decisions.</li> </ul>		
	<p><b>HMSS States and Regions</b> SB &amp; TE: Technology: Geography in Daily Life (GPS Receiver, GIS Map)—12-13; Biographies: Civil Rights Leaders (television and newspapers)—154-155; The Communication Industry—165; Technology: Preventing Pollution—174-175; The West's Economy (communication)—258; Technology: Conserving Water—278-279; Cities of the Pacific States—288; Communicating Around the World—357</p>		
	<ul style="list-style-type: none"> <li>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</li> </ul>		
	<p><b>HMSS States and Regions</b> SB &amp; TE: Literature: Poems of America—46-49; Literature: An Algonquian Year—96-99; Literature: Storm Warriors, 136-139; My State Handbook: Culture Where You Live—180-181; Literature: Trouble at Fort La Pointe, 222-225; People of the West—262-267; Literature: Rage of Fire, 292-295; Literature: The Most Beautiful Roof in the World—332-335</p> <p><b>HMSS States and Regions</b> TE: Cross-Curricular Activities: Music—10, 38, 49, 119, 144, 164, 239H, 266, 313, 316, 322, 345; Literature, Teacher Read Alouds—3F, 33F, 69F, 103F, 129F, 159F, 187F, 215F, 243F, 305F, 337F; Music: Write Lyrics—119, 144; Visual Learning: Fine Art— Fine art, 93, 155, 210, 325</p>		

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	<p><b>HMSS States and Regions</b> My State Handbook: Culture Where You Live—14; People and Language—15; Traditions—16; Food and Recreation—17</p>		
	<ul style="list-style-type: none"> <li>E.4.12 Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens</li> </ul>		
	<p><b>HMSS States and Regions SB &amp; TE:</b>            Biography Extend Lessons: Elfege Baca—269; Mary Fields—268; Ruby Bridges Hall—155 Miguel Hidalgo—325; Martin Luther King, Jr.—154; Madeleine Kunin,—111; John Macdonald—324; James Meredith—155; Maria Telkes—30-31; An Wang—111; Noah Webster—110            History Makers — Biographical Dictionary—R6-7: Elfege Baca (269), George W. Bush (349), William Clark (206), Jean Chrétien (349), Mary Fields (268), Henry Ford (208), Vicente Fox (349), Ruby Bridges Hall (155), Miguel Hidalgo (325), Thomas Jefferson (164), John H. Johnson (153), Coretta Scott King (R4), Martin Luther King, Jr. (152), Madeleine Kunin (111), Meriwether Lewis (206), Abraham Lincoln (151), Francis Cabot Lowell (94), James Meredith (155), John Macdonald (324), Rosa Parks (152), Eliza Lucas Pinckney (150), Pontiac (205), Elvis Presley (164), Condoleezza Rice (153), Norbert Rillieux (150), Norman Rockwell (155), Eleanor Roosevelt (358), Franklin D. Roosevelt (358), Samuel Slater (94), John Smith (106), Maria Telkes (30), An Wang (111), George Washington (164), Noah Webster (110), Eli Whitney (150)            My Community Handbook: Culture Where You Live (local heroes)—362-363</p> <p><b>HMSS States and Regions TE:</b> Extend Lessons: 30-31, 110-111, 154-155, 268-269, 324-325</p> <p><b>HMSS States and Regions</b> My Community Handbook: Heroes and Holidays—29</p> <p><b>HMSS States and Regions</b> Leveled Books: Admiral Perry; Eliza Pinckney; Sandra Day O’Connor; William Penn</p>		
	<ul style="list-style-type: none"> <li>E.4.13 Investigate and explain similarities and differences in ways that cultures meet human needs</li> </ul>		
	<p><b>HMSS States and Regions SB &amp; TE:</b> New England: Where People Live—106-109; The Mid-Atlantic: Where People Live—114-117; Citizenship Skills: Understand Point of View—140-141; People of the South—148-153; The Upper South: Where People Live—162-165; The Lower South: Where People Live, Work and Recreation—170-173; My State Handbook: Culture Where You Live—180-181; People of the Midwest—204-209; The Great Lakes States: Where People Live—218-221; The Plains States: Where People Live—228-231; Peoples of the West—262-267; The Southwest: Where People Live—274-275; The Southwest Today—277; The Mountain States—282-285; The Pacific States—288-291; Our Common Culture—316-317; Citizenship: Volunteers at Work—318-319; Mexico: Peoples and Cultures—323; Central America: Land, Climate, and Culture—329; South America: Culture and Heritage—331; World Regions: Regions and People—342-343</p> <p><b>HMSS States and Regions TE:</b> Big Idea: Culture: Cultural Complexity—126; Similarities and Differences—96; Transmission—232</p> <p><b>HMSS States and Regions</b> My State Handbook: Culture Where You Live—14; People and Language—15; Traditions—16; Food and Recreation—17</p>		
	<ul style="list-style-type: none"> <li>E.4.14 Describe how differences in cultures may lead to understanding or misunderstanding among people</li> </ul>		
	<p><b>HMSS States and Regions SB &amp; TE:</b> Citizenship Skills: Understand Point of View—140-141; Make Decisions—280-281; Resolve Conflicts—326-327; My State Handbook: Culture Where You Live—180-181; Our Common Culture—316-317; Citizenship: Volunteers at Work—318-319; Mexico: Peoples and Cultures—323; Central America: Land, Climate, and Culture—329; South America: Culture and Heritage—331; World Regions: Regions and People—342-343</p> <p><b>HMSS States and Regions TE:</b> Big Idea: Culture: Cultural Complexity—126; Similarities and Differences—96; Transmission—232</p> <p><b>HMSS States and Regions</b> My State Handbook: Culture Where You Live—14; People and Language—15; Traditions—16; Food and Recreation—17</p>		

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	<ul style="list-style-type: none"> <li>E.4.15 Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters</li> </ul> <p><i>HMSS States and Regions SB &amp; TE:</i> Gulf Coast Hurricanes (Hurricanes Katrina and Rita; volunteers, donations)—20-21; Climate Regions: Dealing with Different Climates (hurricanes, tornadoes, blizzards, global warming)—57; Climate and Wildlife: Seasons and Severe Weather (tornadoes, floods, hurricanes)—134; Tornado in Kansas—229; Our Common Culture (volunteers)—316-317; Citizenship: Volunteers at Work (Federal Emergency Management Agency, American Red Cross)—318-319; People Work Together—356-357</p> <p><i>HMSS States and Regions TE:</i> Background: Stormy weather—132; Tornado Alley—228; Volcano facts—292</p>		

5	United States Geography and History		
5	<p><b>A.5 Geography</b> Construct maps from memory and develop a mental map of the U.S. and its regions.</p> <p>Describe the various reasons for the continual movement of people, goods, and ideas in the United States; evaluate the cause and effects of immigration and migration.</p> <p>Describe and give examples of ways people interact with the physical environment within the United States and how scientific and technological knowledge has led to environmental changes.</p>	A. Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.	Social Studies Standards A 8 A.8.1 A.8.2 A.8.3 A.8.4 A.8.5 A.8.6 A.8.7 A.8.8 A.8.9 A.8.10 A.8.11
	<ul style="list-style-type: none"> <li>A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place</li> </ul> <p><i>HMSS United States History SB &amp; TE:</i> Map and Globe Skills: Review Map Skills—12-13, Use Latitude and Longitude—116-117, Read a Battle Map—284-285, Read a Time Zone Map—504-505, Read Population Maps—598-599, Compare Maps with Different Scales—662-663 Skill Practice: Reading Maps: The United States in the World—2-3; North American Landforms—7; Skillbuilder: Review Map Skills (Political Map of the United States)—12-13; Natural Resources—15; United States Climate Regions—23; United States Population—29; Western U.S. Climates—35; Beringia—39; Pacific Northwest Indians—47; Southwest Indians—55; Plains Indians—61; Eastland Woodland Indians—69; Unit 2 Almanac: North American Exploration, 1500s and 1600s—80-81; The Kingdoms of Ghana, Mali, and Songhai—86; The Silk Road—88; Portuguese Explorers—92; Columbus’s First Voyage—97; Columbian Exchange—99; Routes of Balboa and Magellan—100; Spanish Exploration—106; New Spain—111; Longitude and Latitude</p>		