

# Learning Targets

Version 3

Grade	Area/Learning Target	Wisconsin Academic Model Content Standard	Wisconsin Academic Model Performance Standards
	<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>		

# Learning Targets

## Version 3

Grade	Area/Learning Target	Wisconsin Academic Model Content Standard	Wisconsin Academic Model Performance Standards
	<p>Globes—116; New Spain, 1750—117; Explorers in Florida—119; European Explorers, 1497-1616—123; Roanoke and Jamestown—131; New England Settlers—138; Dutch and Swedish Colonies—145; French Settlements, 1700—146; Balboa’s Route—152; North America, 1740s—156; Unit 3 Almanac: North America, 1740s—156-157; The Thirteen Colonies—161; The Appalachians—164; The New England Colonies—168; Triangular Trade Routes—175; The Middle Colonies—189; The Southern Colonies—204; Unit 4 Almanac: North America, 1770—224-225; North America in 1750—230; North American in 1763—230; Paul Revere’s Ride—251; Battle of Bunker Hill—256; Battles in the North—280; Skillbuilder: Read a Battle Map (Battle of Long Island)—284-285; Battles in the South and West—287; A Global View, 1783—290-291; Battle of Yorktown—293; Northwest Territory—297; State Populations in 1790—305; Washington, D.C.—324; Westward Expansion—340; The Wilderness Road—345; The Louisiana Purchase—355; Journey of Discovery—358-359; Battle of Lake Champlain—362; The United States in 1828—369; Trail of Tears—372-373; Canals and the National Road—382; Land Gained from Mexico, 1845-1853—396; Trails West, 1840-1850—402; The United States, 1860s—412; Underground Railroad—426; Growth and Compromise—433; Union and Confederacy—444; Early Battles 1861-1863—453; Battle of Antietam—454-455; Later Battles 1864-1865—467; A Global View, 1865—470-471; Major Railroads—494-495; Major U.S. Railroads, 1869—499; Skillbuilder: Read a Time Zone Map—504-505; Settling the Plains, 1870-1890—507; Cattle Trails, 1860-1896—516; Changes for Plains Indians, 1860-1890—525; Western U.S. Timezones—531; Immigrant Neighborhoods—544; Routes to Chicago—549; The Great Migration—558; Major Events, 1900-1970—568; Alaska and Hawaii—573; Panama Canal—576; World War I Alliances—571; Dust Bowl Migration—593; U.S. Population, 1830—598; U.S. Population, 1930—598; World War II in Europe, 1939—601; World War II in the Pacific—604; D-Day—606; U.S. Population, 1890—609; The Cold War—613; North and South Korea—614; Vietnam, 1959-1975—634; United States Population, 2000—644; Oil Importers and Exporters, 1973—649; The Fall of Communism—660; East and West Germany—663; East and West Berlin—663; High-Tech Geography—671; Electoral Votes, 2000—673; Middle East Region—674; Afghanistan—679; Canada—683; Mexico—685; Immigration from Around the World—693; Oil in the Americas, 1973—708; World: Political—R50; World: Physical—R52; Western Hemisphere: Political—R54; Western Hemisphere: Physical—R55; North America: Overview—R56; United States: Political—R58; United States: Physical—R60</p> <p><b>HMSS United States History</b> TE: Make a Language Map, Understanding Directions on a Map, Make a Compass Rose—77G-77H</p>		
	<ul style="list-style-type: none"> <li>A.8.2 Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape</li> </ul>		
	<p>*See the following related content—</p> <p><b>HMSS United States History</b> SB &amp; TE: Skillbuilder: 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: 15, 23, 39, 47, 55, 69, 86, 92, 97, 146, 161, 168, 175, 189, 203, 204, 287, 345, 355, 396, 402, 433, 444, 453, 507, 516, 525, 544, 573, 593, 634, 649, 673, 674, 685</p> <p><b>HMSS United States History</b> TE: Make a Language Map, Understanding Directions on a Map, Make a Compass Rose—77G-77H</p>		
	<ul style="list-style-type: none"> <li>A.8.3 Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density</li> </ul>		
	<p><b>HMSS United States History</b> SB &amp; TE: Maps: United States Climate Regions—23, United States Population—29, Settling the Plains, 1870-1890—507, Immigrant Neighborhoods—544; Skillbuilder: Map and Globe Skills: Read Population Maps—598-599, Compare Maps with Different Scales—662-663; Unit Almanac: The United States in the World—2-3, United States Population, 2000—644-645; Atlas: World: Political—R44-R45; World: Physical—R46-R47; Western Hemisphere: Political—R48; Western Hemisphere: Physical—R49; North America: Overview—R50-R51; United States: Political—R52-R53; United States: Physical—R54-R55</p>		
	<ul style="list-style-type: none"> <li>A.8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment</li> </ul>		

# Learning Targets

## Version 3

Grade	Area/Learning Target	Wisconsin Academic Model Content Standard	Wisconsin Academic Model Performance Standards
	<p><b>HMSS United States History</b> SB &amp; TE: Natural Resources—14-16; Other Important Resources—16-17; Making Choices—18; Conservation—18-19; Technology: The Race for Solar Power—20-21; Regions and Human Activities—23; Biographies: Caretakers of the Earth—26-27; How Land Affects People: Where People Live (environment)—28-29; Changing the Land: Human Activities, Effects on the Environment—30-31; The Columbian Exchange (epidemic)—98; see also Land Use—57, 105, 210-211, 381, 418,507-513, 544, 550, 552-553</p> <p><b>HMSS United States History</b> TE: Big Idea: Human/Environment Interaction—26, 134, 290, 670</p> <p><b>HMSS United States History</b> Leveled Books: A Walk with John Muir; Wind and Water: Two Great Powers; Clean and Clear (Earth Day)</p>		
	<ul style="list-style-type: none"> <li>A.8.5 Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world, using a statistical atlas, aerial photographs, satellite images, and computer databases</li> </ul>		
	<p><b>HMSS United States History</b> SB &amp; TE: Natural Resources—14-15; Producing Peanut Butter, Other Important Resources—16-18; Regions of the United States—22-25; How Land Affects People—28-29</p> <p>Diagrams and Infographics: Cutaway of U.S. Landforms—6; Power from the Sun—21; Hoover Dam—32-33; Inside a Cotton Mill—384-385; Sod Houses—512; Inside a Car—668</p> <p>Skillbuilder: 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</p> <p>Skills: Compare And Contrast—62, 92, 100, 124, 142, 172, 264, 266, 370, 390, 426, 484, 568</p> <p>Unit Almanac: The United States in the World—2-3, North American Exploration, 1550s and 1600s—80-81, North America, 1740s—156-157, North America, 1770—224-225, Westward Expansion—340-341, The United States, 1860s—412-413, Major Railroads—494-495, Major Events, 1900-1970—568-569, United States Population, 2000—644-645</p> <p>See also the following topics: Types of Resources (Natural, Human, Capital)—14-17, 15, 19, 549, 612</p>		
	<ul style="list-style-type: none"> <li>A.8.6 Describe and distinguish between the environmental effects on the earth of short-term physical changes, such as those caused by floods, droughts, and snowstorms, and long-term physical changes, such as those caused by plate tectonics, erosion, and glaciation</li> </ul>		
	<p><b>HMSS United States History</b> SB &amp; TE: Land and Climate—6-9; Trouble from the Tropics (Hurricanes Katrina and Rita)—10-11; Regions of the United States—22-25; United States Climate Regions—23; Changing the Land—30-31</p> <p><b>HMSS United States History</b> Leveled Books: The United States (landforms, climates, natural resources)</p>		
	<ul style="list-style-type: none"> <li>A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world</li> </ul>		
	<p><b>HMSS United States History</b> SB &amp; TE: People and Land—28-31; People Arrive in the Americas (migration)—38-39; Ancient Pueblo Peoples—42; Geography: The Silk Road—88-89; New Ideas in Europe—90-95; Europeans Arrive in the Americas—96-101; Geography: Jamestown, 1607—134-135; The Plymouth Colony—136-137; Settlers in New Netherland—145; Dutch and French Colonies—144-145; New France—146-147; Economics: French Fur Trading—148-149; Geography of the Middle Colonies (patterns of movement)—161-163; Geography: The Appalachians (barrier to settlers)—164-165; New England—166-169; Life in New England—174-179; Life in New England—174-175; Slavery—176; Economics: Cod Fishing—180-181; The Middle Colonies—188-191; Life in the</p>		

# Learning Targets

## Version 3

Grade	Area/Learning Target	Wisconsin Academic Model Content Standard	Wisconsin Academic Model Performance Standards
	<p>Middle Colonies—196-199; History: Colonial Apprentice—200-201; The Southern Colonies—202-205; Literature: Ann’s Story: 1747—206-209; Life in the South—210-213; Southern Slavery—213-215; History: Slavery’s Past—216-217; The Northwest Territory—297; People on the Move—344-347; Readers’ Theater: Flatboat on the Ohio—348-351; Changes in Transportation—382-383; Moving West—400-403; History: Wagons West!—404-405; Linking East and West (telegraph, railroads)—498-501; History: Railroad Workers—502-503; Settling the Great Plains—506-511; Cattle Ranchers, Cattle Drives—514-517; Immigrants in America—542-545; Growing Cities: Moving to Cities—548-549; Changes in Cities (rapid transit)—550-551; History: The Great Migration—558-559; New Territories: The Nation Expands—572-573; Geography: Panama Canal—576-577; The 1920s: The Automobile Industry—586; United States Today: A Nation of Immigrants—692-693</p> <p>See also the following topics —</p> <p>Communication— 467, 470, 498-499, 535, 666-667</p> <p>Movement—38-39, 98, 99, 109, 130-131, 136-139, 344-346, 370,372-373, 372-373, 400-403, 506-508, 508, 558-559, 559, 582, 593, 593</p> <p>Transportation—346, 382-383, 471, 499-501, 550, 586-587, 589, 668</p> <p><b>HMSS United States History</b> Leveled Books: On Board the Santa Maria; ), Flatboat Mondays; Going West—Trials and Trade-Offs; Citizens of the World</p>		
	<ul style="list-style-type: none"> <li>A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities</li> </ul>		
	<p><b>HMSS United States History</b> SB &amp; TE: Land and Climate—6-9; Trouble from the Tropics (Hurricanes Katrina and Rita)—10-11; Natural Resources—14-15; Producing Peanut Butter, Other Important Resources—16-18; Conservation—18-19; Technology: The Race for Solar Power—20-21; Regions of the United States—22-25; How Land Affects People—28-29; Biographies: Caretakers of the Earth—26-27; People and the Land: How Land Affects People—28-29; Changing the Land—30-31; Geography: Reshaping the Land (Hoover Dam)—32-33; Ancient Americans—38-43; Tenochtitlán—44-45; Peoples of the Northwest—46-49; Peoples of the Southwest—54-57; Peoples of the Plains—60-63; Peoples of the East—68-69; The Haudenosaunee—70-71; The Plymouth Colony (Pilgrims)—136-138; Massachusetts Bay Colony (Puritans)—138-139; Home and Community Life—176-179; Plantations and Small Farms: Family Life—212-213</p> <p><b>HMSS United States History</b> TE: Human/Environment Interaction—26, 134, 290, 670</p>		
	<ul style="list-style-type: none"> <li>A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals</li> </ul>		
	<p><b>HMSS United States History</b> SB &amp; TE: Inside a Cotton Mill—384-385; Sod Houses—512; Changes in Cities (skyscraper, rapid transit)—550; Steel City—552-553; Panama Canal—576-577; The Baby Boom (homes)—624-625; The Vietnam Veterans Memorial—636-637; The Cold War Ends (Berlin Wall)—658</p> <p><b>HMSS United States History</b> TE: Background: Longhouses and villages—68; Teepees—60</p>		
	<ul style="list-style-type: none"> <li>A.8.10 Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment</li> </ul>		
	<p><b>HMSS United States History</b> SB &amp; TE: Reshaping the Land (modern dams)—32-33; The People and the Land (irrigation)—55; The Renaissance (technology, printing press)—90; Daniel Boone (road building)—345; Traveling West (flatboat, canal)—346; Changes in Transportation—382-383; Sherman’s March (telegraph)—467; A Global View, 1865 (Trans-Atlantic Telegraph, Suez Canal)—470-471; Major Railroads, 1900—494-495; The Telegraph Helps Communication, A Transcontinental Railroad, Two Railroad Companies, The Effects of the Railroads—498-501; A Time of Invention—534-535; Changes in Cities (skyscraper, rapid transit)—550; Panama Canal—576-577; The 1920s (assembly line)—586-587; New Kinds of Entertainment (flight)—589; Cultural</p>		

# Learning Targets

Version 3

Grade	Area/Learning Target	Wisconsin Academic Model Content Standard	Wisconsin Academic Model Performance Standards
	<p>Changes (television)—622; The Space Race Begins—633; A Changing Economy: New Technology—666-667; A Connected World (Internet, cellular phones)—668; High-Tech Geography—670-671</p> <p><i>HMSS United States History</i> TE: Recognize Technological Advances—337G</p>		
	<ul style="list-style-type: none"> <li>A.8.11 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations</li> </ul>		
	<p><i>HMSS United States History</i> SB &amp; TE: A Changing Economy—666-667; A Connected World (Internet, cellular phones): Transportation and Trade, Trade Agreements—668-669; Attack on the Nation (9/11), War in Afghanistan and Iraq—674-675; 9/11 Heroes—676-677; Neighbors in North America—682-687; The Effects of NAFTA—688-689; A Nation of Immigrants—692-693; Many People, One Nation—694-695; Literature: In America (immigrants)—696-697</p>		
5	<p><b>B.5 History</b></p> <p>Construct a timeline to trace basic historical events and changes related to the developmental growth of the United States and identify the factors for these changes.</p> <p>Explain when, where, and why groups of people colonized and settled in the United States.</p> <p>Identify the contributions of people of various racial, ethnic, and religious groups to the United States and analyze the impact of slavery and discrimination on the development of the nation.</p> <p>Describe the changing concept of freedom in the historical development of the United States.</p> <p>Describe, explore, identify, compare and contrast historical and cultural events of the nation.</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 8</p> <p>B.8.1</p> <p>B.8.1</p> <p>B.8.2</p> <p>B.8.3</p> <p>B.8.4</p> <p>B.8.5</p> <p>B.8.6</p> <p>B.8.7</p> <p>B.8.8</p> <p>B.8.9</p> <p>B.8.10</p> <p>B.8.11</p> <p>B.8.12</p>
	<ul style="list-style-type: none"> <li>B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used</li> </ul>		
	<p><i>HMSS United States History</i> SB &amp; TE:</p> <p>Communication: Computer Evolution—666-667;</p> <p>Critical Thinking: Decision Making—19, 71, 133, 169, 205, 273, 307, 347, 391, 427, 469, 501, 543</p> <p>Photographs: African American Education—486-487; Railroad Workers—502-503</p> <p>Point of View: Readers' Theater: Patriot or Loyalist—274-277; Points of View (Jefferson and Hamilton)—322-323; Point of view (point/counterpoint)—168, 304, 308-309, 310-311, 322, 436-439, 446-447</p> <p>Primary Sources: Art of the Plains Indians—64-65; Mapping New Lands—102-103; Thomas Jefferson (artifacts)—268-269; Valley Forge (artifacts)—282-283; Primary Sources: Blue and Gray—446-447; Primary Sources: The Gettysburg Address—458-459; Other Primary and Secondary Sources—132, 241, 263, 320, 424, 480, 506, 528-529; 584-585</p>		

# Learning Targets

Version 3

Grade	Area/Learning Target	Wisconsin Academic Model Content Standard	Wisconsin Academic Model Performance Standards
	Skillbuilder: Compare Primary and Secondary Sources—480-481		
	<ul style="list-style-type: none"> <li>B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history</li> </ul>		
	<p><b>HMSS United States History</b> SB &amp; TE: Unit 1: Our Land and First People—2-77; Unit 2: Exploration and Settlement—78-153; The English Colonies—154-221; Unit 4: The American Revolution—222-337; Unit 5: The New Nation—338-409; Unit 6: The Civil War—410-491; Unit 7: Transforming the Nation—492-565; Unit 8: The Twentieth Century—566-641; Unit 9: Linking to the Present—642-709</p> <p>Reading Skills: Cause and Effect, 54, 84, 136, 196, 250, 278, 320, 360, 400, 432, 514, 548, 592, 626, 672, 692</p> <p><b>HMSS United States History</b> TE: Cause and Effect, 24, 52, 98, 132, 178, 230, 402, 418, 434, 602, 668</p>		
	<ul style="list-style-type: none"> <li>B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history</li> </ul>		
	<p><b>HMSS United States History</b> SB &amp; TE: Unit 1: Our Land and First People—2-77; Unit 2: Exploration and Settlement—78-153; The English Colonies—154-221; Unit 4: The American Revolution—222-337; Unit 5: The New Nation—338-409; Unit 6: The Civil War—410-491; Unit 7: Transforming the Nation—492-565; Unit 8: The Twentieth Century—566-641; Unit 9: Linking to the Present—642-709</p> <p>Reading Skills: Cause and Effect, 54, 84, 136, 196, 250, 278, 320, 360, 400, 432, 514, 548, 592, 626, 672, 692</p> <p><b>HMSS United States History</b> TE: Cause and Effect, 24, 52, 98, 132, 178, 230, 402, 418, 434, 602, 668</p>		
	<ul style="list-style-type: none"> <li>B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians</li> </ul>		
	<p><b>HMSS United States History</b> SB &amp; TE: Unit 1: Our Land and First People—2-77; Unit 2: Exploration and Settlement—78-153; The English Colonies—154-221; Unit 4: The American Revolution—222-337; Unit 5: The New Nation—338-409; Unit 6: The Civil War—410-491; Unit 7: Transforming the Nation—492-565; Unit 8: The Twentieth Century—566-641; Unit 9: Linking to the Present—642-709</p> <p><b>HMSS United States History</b> TE: Analyze—52, 98, 132, 156, 208, 236, 254, 276, 280, 298, 306, 322, 362, 364, 520, 550, 634; Infer, 48, 80, 198, 212, 214, 224, 246, 252, 288, 332, 412, 438, 442, 444, 454, 476, 520, 536, 538, 580, 582, 604, 614, 644, 704</p>		
	<ul style="list-style-type: none"> <li>B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently</li> </ul>		
	<p><b>HMSS United States History</b> SB &amp; TE: Unit 1: Our Land and First People—2-77; Unit 2: Exploration and Settlement—78-153; The English Colonies—154-221; Unit 4: The American Revolution—222-337; Unit 5: The New Nation—338-409; Unit 6: The Civil War—410-491; Unit 7: Transforming the Nation—492-565; Unit 8: The Twentieth Century—566-641; Unit 9: Linking to the Present—642-709</p> <p><b>HMSS United States History</b> TE: Draw Conclusions, 30, 162, 172, 190, 208, 246, 314, 316, 350, 356, 396, 462, 508, 524, 544, 574, 588, 594, 650, 652, 684, 700</p>		
	<ul style="list-style-type: none"> <li>B.8.6 Analyze important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights</li> </ul>		
	<p><b>HMSS United States History</b> SB &amp; TE: Vocabulary Preview (constitution, amendment)—294-295; Articles of Confederation—296-297; Constitutional Convention—302-303; Ratifying the Constitution—306-307; World Constitutions—308-309; The Constitution—312-317; Special Section: The Government</p>		

# Learning Targets

Version 3

Grade	Area/Learning Target	Wisconsin Academic Model Content Standard	Wisconsin Academic Model Performance Standards
	<p>of the United States: Principles of Democracy—328-329; Structure of the Government (Executive Branch, Legislative Branch, Judicial Branch)—330-331; Levels of Government (Federal, State, Local)—332-333; The Bill of Rights—334-335; Citizenship and Democracy: Citizenship, Voting and Other Rights, Protecting Rights, Citizens' Responsibilities, Responsibilities of Young People, Preserving Democracy—698-701; Readers' Theater: Citizen Sara—702-705; The Declaration of Independence—R8; The Constitution of the United States—R11; Bill of Rights—R21</p>		
	<ul style="list-style-type: none"> <li>• B.8.7 Identify significant events and people in the major eras of United States and world history</li> </ul>		
	<p><i>HMSS United States History</i> SB &amp; TE: Unit 1: Our Land and First People—2-77; Unit 2: Exploration and Settlement—78-153; The English Colonies—154-221; Unit 4: The American Revolution—222-337; Unit 5: The New Nation—338-409; Unit 6: The Civil War—410-491; Unit 7: Transforming the Nation—492-565; Unit 8: The Twentieth Century—566-641; Unit 9: Linking to the Present—642-709</p>		
	<ul style="list-style-type: none"> <li>• B.8.8 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society</li> </ul>		
	<p><i>HMSS United States History</i> SB &amp; TE: Reshaping the Land (modern dams)—32-33; The People and the Land (irrigation)—55; The Renaissance (technology, printing press)—90; Daniel Boone (road building)—345; Traveling West (flatboat, canal)—346; Changes in Transportation—382-383; Sherman's March (telegraph)—467; A Global View, 1865 (Trans-Atlantic Telegraph, Suez Canal)—470-471; Major Railroads, 1900—494-495; The Telegraph Helps Communication, A Transcontinental Railroad, Two Railroad Companies, The Effects of the Railroads—498-501; A Time of Invention—534-535; Changes in Cities (skyscraper, rapid transit)—550; Panama Canal—576-577; The 1920s (assembly line)—586-587; New Kinds of Entertainment (flight)—589; Cultural Changes (television)—622; The Space Race Begins—633; A Changing Economy: New Technology—666-667; A Connected World (Internet, cellular phones)—668; High-Tech Geography—670-671</p> <p><i>HMSS United States History</i> TE: Recognize Technological Advances—337G</p>		
	<ul style="list-style-type: none"> <li>• B.8.9 Explain the need for laws and policies to regulate science and technology</li> </ul>		
	<p><i>HMSS United States History</i> SB &amp; TE: Special Section: The Government of the United States: Principles of Democracy—328; The Rule of Law—329; Structure of the Government (Executive Branch, Legislative Branch, Judicial Branch)—330-331; Levels of Government (Federal, State, Local)—332-333; The Bill of Rights—334-335; The Constitution Changes (due process of law)—476; Laws Against Immigration—545; Citizenship and Democracy: Citizenship, Voting and Other Rights, Protecting Rights, Citizens' Responsibilities, Responsibilities of Young People, Preserving Democracy—698-701; Readers' Theater: Citizen Sara—702-705</p> <p><i>HMSS United States History</i> TE: Fugitive Slave Law—414</p>		
	<ul style="list-style-type: none"> <li>• B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations</li> </ul>		
	<p><i>HMSS United States History</i> SB &amp; TE: Making a Better Society—390-391; Citizenship: The Reform Movements—392-393; The Antislavery Movement—424-427; Literature: Stealing Freedom—428-431; Courageous Women—464-465; New Schools (Booker T. Washington)—484-485; The Labor Movement—538-539; Helping Each Other (Jane Addams, Ellen Gates Starr)—551; Time of Reform—554-557; Civil Rights—626-629; Dr. Martin Luther King Jr.—630-631; The Vietnam War: Divisions at Home—634; Rights Movements of the 1970s—650-651; Women's Rights Movement—654-655; United States Today: A Nation of Immigrants—692-693; Many People, One Nation—694-695; Literature: In America—696-697; Preserving Democracy: Speaking Out, Write a Personal Essay—701; Readers' Theater: Citizen Sara—702-705;</p>		

# Learning Targets

Version 3

Grade	Area/Learning Target	Wisconsin Academic Model Content Standard	Wisconsin Academic Model Performance Standards
	<p>Citizenship: Make a Decision—194-195; Understand Point of View—310-311; Resolve Conflicts—690-691</p> <p><b>HMSS United States History</b> TE: Compare World Conflicts, Design a Banner for Civil Rights, Outline a Speech—565G-565H; Language Arts: Write a Research Report—694; Write a Response Poem, Conduct an Interview—696; Drama: Create a Public Service Announcement—700</p>		
	<ul style="list-style-type: none"> <li>B.8.11 Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin</li> </ul>		
	<p><b>HMSS United States History</b> SB &amp; TE: Ancient Americans—38-43; Peoples of the Northwest—46-49; Literature: Chinook Wind Wrestles Cold Wind—50-53; Peoples of the Southwest—54-57; Biographies: Keepers of Tradition—58-59; Peoples of the Plains—60-63; Primary Sources: Art of the Plains Indians—64-65; Peoples of the East—68-71; Geography: American Indian Shelters—72-73; Conflicts on the Plains: War on the Plains (Sand Creek, Battle of the Little Bighorn, Wounded Knee, Destruction of the Buffalo)—522-525; Government Policy (forcing American Indians to change their way of life)—526-527; Primary Source: Battle of the Little Bighorn—528-529</p> <p><b>HMSS United States History</b> TE: Background: Hopi Culture—54; Longhouses and Villages—68; Sacagawea, 354</p> <p><b>HMSS United States History</b> Leveled Books: Pocahontas; Tracing the Anasazi</p>		
	<ul style="list-style-type: none"> <li>B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues</li> </ul>		
	<p><b>HMSS United States History</b> SB &amp; TE: Unit 1: Our Land and First People—2-77; Unit 2: Exploration and Settlement—78-153; The English Colonies—154-221; Unit 4: The American Revolution—222-337; Unit 5: The New Nation—338-409; Unit 6: The Civil War—410-491; Unit 7: Transforming the Nation—492-565; Unit 8: The Twentieth Century—566-641; Unit 9: Linking to the Present—642-709</p> <p><b>HMSS United States History</b> TE: Create a Climate Table—H; Make a Who, Where, When, and Why Chart, Make a Language Map—77G; Make a Poster of Colonial Regions, Report on Colonial Childhood, Interpret Poor Richard’s Sayings—153G-153H; Make a Cause-and-Effect Chart, Track Changes in Government, Understanding Timelines, Make a Population Graph, Do a Colonial-Era Experiment—221G-221H;</p> <p>See also —</p> <p>Reaching All Learners—G, 5, 7, 12, 15, 17, 23, 27G, 29, 37, 39, 41, 47, 55, 61, 66, 67G, 27G, 69, 77G, 83, 85, 91, 97, 99, 103G, 105, 111, 116, 121, 123, 128, 131, 137, 137G, 145, 149, 153G, 159, 161, 165, 167, 171, 173G, 175, 177, 182, 187, 189, 194, 197, 203, 211, 213, 255G, 293G, 337G, 409G, 491G, 565G, 576, 581, 584, 590, 596, 606, 616, 624, 630, 636, 640, 641G, 647, 649, 651, 654, 655, 657, 660, 661, 662, 665, 667, 670, 671, 673, 676, 677, 681, 683, 685, 688, 689, 690, 693, 696, 697, 699, 702, 703. Look for the Reaching All Learners icon in every lesson to find ELL, Extra Support, and Challenge activities. See also English Language Learners; Leveled Practice</p> <p>Cross-Curricular Activities</p> <p>Art—8, 27, 42, 48, 77H, 86, 113, 139, 168, 173, 208, 230, 246, 254, 272, 288, 306, 314, 347, 356, 357, 362, 370, 393, 409H, 430, 438, 442, 454, 459, 479, 487, 526, 529, 556, 582, 602, 614, 637, 652, 655, 661, 684, 695, 704</p> <p>Drama—53, 103, 106, 115, 138, 143, 204, 236, 337H, 382, 383, 390, 430, 434, 438, 456, 476, 538, 565H, 580, 597, 659, 668, 700, 704</p> <p>Language Arts: Listening, Speaking, Writing—H, 8, 16, 18, 24, 30, 40, 42, 48, 52, 56, 59, 62, 65, 70, 77H, 86, 92, 95, 98, 100, 106, 112, 115, 124, 132, 138, 142, 146, 153H, 162, 168, 172, 176, 178, 190, 198, 204, 208, 214, 217, 221H, 230, 236, 242, 246, 254, 257, 264, 266, 276, 280, 288, 298, 304, 306, 314, 316, 322, 337H, 350, 356, 364, 370, 371, 373, 382, 390, 396, 402, 409H, 418, 426, 430, 434, 438, 442, 444, 447, 456, 462, 468, 474, 476, 484, 491H, 500, 508, 510, 516,</p>		

# Learning Targets

## Version 3

Grade	Area/Learning Target	Wisconsin Academic Model Content Standard	Wisconsin Academic Model Performance Standards
	<p>520, 524, 526, 536, 538, 544, 547, 550, 556, 559, 565H, 574, 582, 588, 594, 604, 614, 622, 628, 634, 641H, 650, 652, 653, 658, 674, 679, 686, 694, 697, 700, 701, 704, 707</p> <p>Math—2, 16, 18, 21, 33, 52, 56, 70, 73, 77H, 89, 100, 106, 109, 112, 127, 132, 149, 153, 153H, 156, 172, 190, 198, 201, 208, 212, 221H, 224, 233, 242, 246, 252, 266, 272, 276, 280, 298, 304, 316, 322, 325, 337H, 340, 346, 350, 364, 367, 382, 385, 388, 399, 402, 405, 409H, 412, 418, 421, 444, 454, 465, 468, 474, 491H, 494, 500, 513, 516, 520, 544, 553, 565H, 574, 577, 594, 604, 617, 622, 625, 634, 641H, 644, 650, 658, 666, 671, 674, 686, 689</p> <p>Music—H, 24, 92, 146, 176, 193, 214, 247, 252, 277, 309, 346, 362, 367, 370, 396, 426, 510, 520, 585, 588, 628, 631, 641H, 677, 684, 704</p> <p>Physical Education—62, 135, 153H, 178, 212, 359, 430, 694</p> <p>Science—11, 30, 40, 45, 52, 95, 98, 124, 162, 165, 181, 208, 221H, 239, 264, 269, 291, 346, 350, 351, 380, 462, 471, 484, 491H, 503, 508, 521, 524, 536, 541, 550, 580, 602, 607, 666, 687</p>		
5	<p><b>C.5 Civics and Government</b></p> <p>Explain how diverse beliefs led to the colonization and the protection of people's right and the continued struggle in our society for equal rights for all people</p> <p>Identify documents in which rights of citizenship are guaranteed and show how these documents apply to daily living.</p> <p>Explain the basic purpose of government, the three levels of government, the three branches of government, and the balance of power.</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 8</p> <p>C.8.1</p> <p>C.8.2</p> <p>C.8.3</p> <p>C.8.4</p> <p>C.8.5</p> <p>C.8.6</p> <p>C.8.7</p> <p>C.8.8</p> <p>C.8.9</p>
	<ul style="list-style-type: none"> <li>C.8.1 Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights</li> </ul>		
	<p><i>HMSS United States History SB &amp; TE: Special Section: The Government of the United States: Principles of Democracy—328-329; Structure of the Government (Executive Branch, Legislative Branch, Judicial Branch)—330-331; Levels of Government (Federal, State, Local)—332-333; The Bill of Rights—334-335; Citizenship and Democracy: Citizenship, Voting and Other Rights, Protecting Rights, Citizens' Responsibilities, Responsibilities of Young People, Preserving Democracy—698-701; Readers' Theater: Citizen Sara—702-705</i></p>		
	<ul style="list-style-type: none"> <li>C.8.2 Identify, cite, and discuss important political documents, such as the Constitution, the Bill of Rights, and landmark decisions of the Supreme Court, and explain their function in the American political system</li> </ul>		
	<p><i>HMSS United States History SB &amp; TE: Declaring Independence: Declaration of Independence—264-267; Biography: Thomas Jefferson—268-269; Vocabulary Preview: constitution, amendment—294-295; A New Nation: The Articles of Confederation—296; The Constitution—312-315; Changing the Constitution (Bill of Rights)—316; The Bill of Rights—334-335; Dred Scott (Supreme Court decision)—434; Abraham Lincoln (Dred Scott decision)—440; Segregation Ends (Linda Brown, Supreme Court decision to end segregation)—626-627; Voting and Other Rights (Bill of Rights)—699</i></p> <p>Historical Documents: The Mayflower Compact, 1620—R6; Pitt's Speech Against the Stamp Act, 1766—R7; Burke's Speech to Parliament on Conciliation with America, 1775—R7; The Declaration of Independence, 1776—R8; The Constitution of the United States, 1789—R11-R27; from <i>The Federalist</i>, No. 10, 1787—R28; from John F. Kennedy's Inaugural Address—R30; from Martin Luther King Jr.'s "I Have a Dream" Speech—R31</p>		

# Learning Targets

Version 3

Grade	Area/Learning Target	Wisconsin Academic Model Content Standard	Wisconsin Academic Model Performance Standards
	<ul style="list-style-type: none"> <li>C.8.3 Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused</li> </ul>		
	<p><i>HMSS United States History</i> SB &amp; TE: Special Section: The Government of the United States: Principles of Democracy—328-329; Structure of the Government (Executive Branch, Legislative Branch, Judicial Branch)—330-331; Levels of Government (Federal, State, Local)—332-333; The Bill of Rights—334-335; Citizenship and Democracy: Citizenship, Voting and Other Rights, Protecting Rights, Citizens' Responsibilities, Responsibilities of Young People, Preserving Democracy—698-701; Readers' Theater: Citizen Sara—702-705</p> <p><i>HMSS United States History</i> TE: Background: Branches of Government—312</p>		
	<ul style="list-style-type: none"> <li>C.8.4 Describe and explain how the federal system separates the powers of federal, state, and local governments in the United States, and how legislative, executive, and judicial powers are balanced at the federal level</li> </ul>		
	<p><i>HMSS United States History</i> SB &amp; TE: Constitutional Convention: Goals of the Convention (federal system, republic)—303; Limits on Government (checks and balances)—314; The Federal System (national and state governments)—315; Special Section: The Government of the United States: Principles of Democracy—328-329; Structure of the Government (Executive Branch, Legislative Branch, Judicial Branch)—330-331; Levels of Government (Federal, State, Local)—332-333; The Bill of Rights—334-335</p> <p><i>HMSS United States History</i> TE: Background: Branches of Government—312</p>		
	<ul style="list-style-type: none"> <li>C.8.5 Explain how the federal system and the separation of powers in the Constitution work to sustain both majority rule and minority rights</li> </ul>		
	<p><i>HMSS United States History</i> SB &amp; TE: Limits on Government (checks and balances)—314; The Federal System (national and state governments)—315; Special Section: The Government of the United States: Principles of Democracy—328-329; Structure of the Government (Executive Branch, Legislative Branch, Judicial Branch)—330-331; Levels of Government (Federal, State, Local)—332-333; The Bill of Rights—334-335; Citizenship and Democracy: Citizenship, Voting and Other Rights, Protecting Rights, Citizens' Responsibilities, Responsibilities of Young People, Preserving Democracy—698-701; Readers' Theater: Citizen Sara—702-705</p> <p><i>HMSS United States History</i> TE: Background: Branches of Government—312</p>		
	<ul style="list-style-type: none"> <li>C.8.6 Explain the role of political parties and interest groups in American politics</li> </ul>		
	<p><i>HMSS United States History</i> SB &amp; TE: Arguments in the Cabinet (political parties)—322</p>		
	<ul style="list-style-type: none"> <li>C.8.7 Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate</li> </ul>		
	<p><i>HMSS United States History</i> SB &amp; TE: Jackson and the Bank (closing the national bank)—369; Making a Better Society—390-391; Citizenship: The Reform Movements—392-393; The Antislavery Movement—424-427; Literature: Stealing Freedom—428-431; Courageous Women—464-465; New Schools (Booker T. Washington)—484-485; The Labor Movement—538-539; Helping Each Other (Jane Addams, Ellen Gates Starr)—551; Time of Reform—554-557; Civil Rights—626-629; Dr. Martin Luther King Jr.—630-631; The Vietnam War: Divisions at Home—634; Rights Movements of the 1970s—650-651; Women's Rights Movement—654-655; United States Today: A Nation of Immigrants—692-693; Many People, One Nation—694-695; Literature: In America—696-697; Preserving Democracy: Speaking Out, Write a Personal Essay—701; Readers' Theater: Citizen Sara—702-705</p> <p><i>HMSS United States History</i> TE: Cross-Curricular Activities: Write a Newspaper Article—337H; Display a Range of Opinion—409G; Language Arts: Write a</p>		

# Learning Targets

## Version 3

Grade	Area/Learning Target	Wisconsin Academic Model Content Standard	Wisconsin Academic Model Performance Standards
	Research Report—694; Write a Response Poem, Conduct an Interview—696; Drama: Create a Public Service Announcement—700		
	<ul style="list-style-type: none"> <li>C.8.8 Identify ways in which advocates participate in public policy debates</li> </ul>		
	<p><i>HMSS United States History</i> SB &amp; TE: Making a Better Society—390-391; Citizenship: The Reform Movements—392-393; The Antislavery Movement—424-427; Literature: Stealing Freedom—428-431; Courageous Women—464-465; New Schools (Booker T. Washington)—484-485; The Labor Movement—538-539; Helping Each Other (Jane Addams, Ellen Gates Starr)—551; Time of Reform—554-557; Civil Rights—626-629; Dr. Martin Luther King Jr.—630-631; The Vietnam War: Divisions at Home—634; Rights Movements of the 1970s—650-651; Women’s Rights Movement—654-655; Literature: In America: Speak Up—696; Preserving Democracy: Speaking Out, Write a Personal Essay—701; Readers’ Theater: Citizen Sara—702-705</p> <p><i>HMSS United States History</i> TE: Compare World Conflicts, Design a Banner for Civil Rights, Outline a Speech—565G-565H; Language Arts: Write a Research Report—694; Write a Response Poem, Conduct an Interview—696; Drama: Create a Public Service Announcement—700</p>		
	<ul style="list-style-type: none"> <li>C.8.9 Describe the role of international organizations such as military alliances and trade associations</li> </ul>		
	<p><i>HMSS United States History</i> SB &amp; TE: World War I: War in Europe (alliances)—578-579; America Enters the War—581; World War II: The Rise of Dictators, America Goes to War (allied powers)—600-603; A Changing Economy—666-667; A Connected World: Transportation and Trade, Trade Agreements—668-669; Neighbors in North America—682-686; NAFTA—687; The Effects of NAFTA—688-689; A Nation of Immigrants—692-693; Many People, One Nation—694-695; Literature: In America (immigrants)—696-697</p>		
5	<p><b>D.5 Economics</b></p> <p>Distinguish between the terms supply and demand and explain how supply and demand influenced exploration, United States development and global interdependence</p> <p>Trace and evaluate the influence of discoveries, inventions, and innovations the development of United States economy</p> <p>Identify and locate resources and products within United States.</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 8 D.8.1 D.8.2 D.8.3 D.8.4 D.8.5 D.8.6 D.8.7 D.8.8 D.8.9 D.8.10 D.8.11
	<ul style="list-style-type: none"> <li>D.8.1 Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services</li> </ul>		
	<p><i>HMSS United States History</i> SB &amp; TE: Natural Resources—14-15; Producing Peanut Butter, Other Important Resources—16-18; How Land Affects People—28-29; The Jamestown Colony (invest, stock)—131; Economics: French Fur Trading—148-149; Life in New England: Using the Sea, Fishing and Whaling, Triangular Trade—174-175; Slavery—176; Economics: Cod Fishing—180-181; The Middle Colonies—188-191; Life in the Middle Colonies—196-199; Making a Living (free market economy, free enterprise, apprentice)—198-199; History: Colonial Apprentice—200-201; History: Slavery’s Past—216-217; Economics: Taxes in the Colonies—238-239; Taking Sides: Loyalists in America, Patriots—270-271; The Challenges of War (inflation)—273; Readers’ Theater: Patriot or Loyalist—274-277; Economics: Chain of Debt—300-301; Arguments in the Cabinet (interest, capital)—322; The Industrial Revolution—378-383;</p>		

# Learning Targets

## Version 3

Grade	Area/Learning Target	Wisconsin Academic Model Content Standard	Wisconsin Academic Model Performance Standards
	<p>Economics: King Cotton—420-421; On the Home Front (inflation)—462; Economics: The South After the War—478-479; The Rise of Big Business—534-537; Economics: Steel City—552-553; The 1920s: A Growing Economy—586-587; Superpowers at War (capitalism)—612; Economics: The Baby Boom—624-625; Clinton’s Economic Idea—665; A Changing Economy—666-667; A Connected World: Transportation and Trade, Trade Agreements—668-669; Economics: The Effects of NAFTA—688-689</p> <p>See also the following topics —</p> <p>Banks—322, 369, 593, 621, 667; Borrowing—271, 602; Budget—621; Capitalism—612; Command Economy—612, 658; Credit—300, 587; Deficit—665; Division of Labor—586, 587; Economic Systems—612; Free Enterprise—198; Free Market Economy—198, 537; Goods and Services: Distribution—16-17, 382-383, 499-501, 552, 668; Goods and Services: Production—16-17, 378-382, 420-421, 534-537, 552, 586-587, 666-669; Income—621; Inflation—273, 462, 462, 649, 652, 657; Interdependence—666-669; Investment—131, 587; Money—536-537, 621; Monopoly—537; Opportunity Cost—18, 19, 71, 133, 169, 194, 194, 205, 273, 347, 501, 551, 623, 668; Productivity—379, 657, 666-667; Profit—92; Prosperity—364; Savings—322, 593, 621, 667; Scarcity—18, 593; Specialization—24-25, 420-421; Stock Markets—592, 666; Supply and Demand—515, 515, 586, 621; Taxation—234-237, 238-239, 242, 264, 296, 298, 315, 315, 418, 419, 665, 669; Types of Resources (Natural, Human, Capital)—14-17, 15, 19, 549, 612</p> <p><b>HMSS United States History</b> TE: Big Idea: Economic Performance—300, 624; Individuals and the Economy—200, 348; Market Economies—384, 688; Scarcity—20; Trade And Money—88, 148</p>		
	<ul style="list-style-type: none"> <li>D.8.2 Identify and explain basic economic concepts: supply, demand, production, exchange, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; public and private goods and services</li> </ul>		
	<p><b>HMSS United States History</b> SB &amp; TE: Natural Resources—14-15; Producing Peanut Butter, Other Important Resources—16-18; How Land Affects People—28-29; The Jamestown Colony (invest, stock)—131; Economics: French Fur Trading—148-149; Life in New England: Using the Sea, Fishing and Whaling, Triangular Trade—174-175; Slavery—176; Economics: Cod Fishing—180-181; The Middle Colonies—188-191; Life in the Middle Colonies—196-199; Making a Living (free market economy, free enterprise, apprentice)—198-199; History: Colonial Apprentice—200-201; History: Slavery’s Past—216-217; Economics: Taxes in the Colonies—238-239; Taking Sides: Loyalists in America, Patriots—270-271; The Challenges of War (inflation)—273; Readers’ Theater: Patriot or Loyalist—274-277; Economics: Chain of Debt—300-301; Arguments in the Cabinet (interest, capital)—322; The Industrial Revolution—378-383; Economics: King Cotton—420-421; On the Home Front (inflation)—462; Economics: The South After the War—478-479; The Rise of Big Business—534-537; Economics: Steel City—552-553; The 1920s: A Growing Economy—586-587; Superpowers at War (capitalism)—612; Economics: The Baby Boom—624-625; Clinton’s Economic Idea—665; A Changing Economy—666-667; A Connected World: Transportation and Trade, Trade Agreements—668-669; Economics: The Effects of NAFTA—688-689</p> <p>See also the following topics —</p> <p>Banks—322, 369, 593, 621, 667; Borrowing—271, 602; Budget—621; Capitalism—612; Command Economy—612, 658; Credit—300, 587; Deficit—665; Division of Labor—586, 587; Economic Systems—612; Free Enterprise—198; Free Market Economy—198, 537; Goods and Services: Distribution—16-17, 382-383, 499-501, 552, 668; Goods and Services: Production—16-17, 378-382, 420-421, 534-537, 552, 586-587, 666-669; Income—621; Inflation—273, 462, 462, 649, 652, 657; Interdependence—666-669; Investment—131, 587; Money—536-537, 621; Monopoly—537; Opportunity Cost—18, 19, 71, 133, 169, 194, 194, 205, 273, 347, 501, 551, 623, 668; Productivity—379, 657, 666-667; Profit—92; Prosperity—364; Savings—322, 593, 621, 667; Scarcity—18, 593; Specialization—24-25, 420-421; Stock Markets—592, 666; Supply and Demand—515, 515, 586, 621; Taxation—234-237, 238-239, 242, 264, 296, 298, 315, 315, 418, 419, 665, 669; Types of Resources (Natural, Human, Capital)—14-17, 15, 19, 549, 612</p> <p><b>HMSS United States History</b> TE: Big Idea: Economic Performance—300, 624; Individuals and the Economy—200, 348; Market Economies—384, 688;</p>		

# Learning Targets

## Version 3

Grade	Area/Learning Target	Wisconsin Academic Model Content Standard	Wisconsin Academic Model Performance Standards
	Scarcity—20; Trade And Money—88, 148		
	<ul style="list-style-type: none"> <li>D.8.3 Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets</li> </ul>		
	<p><i>*See the following related content—</i></p> <p><b>HMSS United States History SB &amp; TE:</b> Natural Resources—14-15; Producing Peanut Butter, Other Important Resources—16-18; How Land Affects People—28-29; Making a Living (free market economy, free enterprise, apprentice)—198-199; The Rise of Big Business—534-537; Economics: Steel City—552-553; The 1920s: A Growing Economy—586-587; Superpowers at War (capitalism)—612; Economics: The Baby Boom—624-625; Clinton's Economic Idea—665; A Changing Economy—666-667; A Connected World: Transportation and Trade, Trade Agreements—668-669; Economics: The Effects of NAFTA—688-689</p> <p>See also the following topics —</p> <p>Capitalism—612; Command Economy—612, 658; Economic Systems—612; Free Enterprise—198; Free Market Economy—198, 537; Goods and Services: Distribution—16-17, 382-383, 499-501, 552, 668; Goods and Services: Production—16-17, 378-382, 420-421, 534-537, 552, 586-587, 666-669; Interdependence—666-669; Productivity—379, 657, 666-667; Profit—92; Prosperity—364; Scarcity—18, 593; Specialization—24-25, 420-421; Stock Markets—592, 666; Supply and Demand—515, 515, 586, 621; Types of Resources (Natural, Human, Capital)—14-17, 15, 19, 549, 612</p> <p><b>HMSS United States History TE:</b> Background: Economic Systems—14; Supply and Demand—496; Big Idea: Economic Performance—300, 624; Individuals and the Economy—200, 348; Market Economies—384, 688; Scarcity—20; Trade And Money—88, 148</p>		
	<ul style="list-style-type: none"> <li>D.8.4 Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life</li> </ul>		
	<p><b>HMSS United States History SB &amp; TE:</b> Natural Resources—14-15; Producing Peanut Butter, Other Important Resources—16-18; How Land Affects People—28-29; The Jamestown Colony (invest, stock)—131; Economics: French Fur Trading—148-149; Life in New England: Using the Sea, Fishing and Whaling, Triangular Trade—174-175; Slavery—176; Economics: Cod Fishing—180-181; The Middle Colonies—188-191; Life in the Middle Colonies—196-199; Making a Living (free market economy, free enterprise, apprentice)—198-199; History: Colonial Apprentice—200-201; History: Slavery's Past—216-217; Economics: Taxes in the Colonies—238-239; Taking Sides: Loyalists in America, Patriots—270-271; The Challenges of War (inflation)—273; Readers' Theater: Patriot or Loyalist—274-277; Economics: Chain of Debt—300-301; Arguments in the Cabinet (interest, capital)—322; The Industrial Revolution—378-383; Economics: King Cotton—420-421; On the Home Front (inflation)—462; Economics: The South After the War—478-479; The Rise of Big Business—534-537; Economics: Steel City—552-553; The 1920s: A Growing Economy—586-587; Superpowers at War (capitalism)—612; Economics: The Baby Boom—624-625; Clinton's Economic Idea—665; A Changing Economy—666-667; A Connected World: Transportation and Trade, Trade Agreements—668-669; Economics: The Effects of NAFTA—688-689</p> <p>See also the following topics —</p> <p>Banks—322, 369, 593, 621, 667; Borrowing—271, 602; Budget—621; Capitalism—612; Command Economy—612, 658; Credit—300, 587; Deficit—665; Division of Labor—586, 587; Economic Systems—612; Free Enterprise—198; Free Market Economy—198, 537; Goods and Services: Distribution—16-17, 382-383, 499-501, 552, 668; Goods and Services: Production—16-17, 378-382, 420-421, 534-537, 552, 586-587, 666-669; Income—621; Inflation—273, 462, 462, 649, 652, 657; Interdependence—666-669; Investment—131, 587; Money—536-537, 621; Monopoly—537; Opportunity Cost—18, 19, 71, 133, 169, 194, 194, 205, 273, 347, 501, 551, 623, 668; Productivity—379, 657, 666-667; Profit—92; Prosperity—364; Savings—322, 593, 621, 667; Scarcity—18, 593; Specialization—24-25, 420-421; Stock Markets—592, 666; Supply and Demand—515, 515, 586, 621; Taxation—234-237, 238-239, 242, 264, 296, 298, 315, 315, 418, 419, 665, 669; Types of Resources (Natural, Human, Capital)—14-17, 15, 19, 549, 612</p>		

# Learning Targets

Version 3

Grade	Area/Learning Target	Wisconsin Academic Model Content Standard	Wisconsin Academic Model Performance Standards
	<p><b>HMSS United States History</b> TE: Big Idea: Economic Performance—300, 624; Individuals and the Economy—200, 348; Market Economies—384, 688; Scarcity—20; Trade And Money—88, 148</p>		
	<ul style="list-style-type: none"> <li>D.8.5 Give examples to show how government provides for national defense; health, safety, and environmental protection; defense of property rights; and the maintenance of free and fair market activity</li> </ul>		
	<p><b>HMSS United States History</b> SB &amp; TE: Branches of Government (government goods and services)—312-313; Special Section: The Government of the United States: Principles of Democracy—328-329; Structure of the Government (Executive Branch, Legislative Branch, Judicial Branch)—330-331; Levels of Government (Federal, State, Local)—332-333; The Bill of Rights—334-335; Economics: The Effects of NAFTA—688-689; Citizenship and Democracy: Citizenship, Voting and Other Rights, Protecting Rights, Citizens’ Responsibilities, Responsibilities of Young People, Preserving Democracy—698-701; Readers’ Theater: Citizen Sara—702-705</p> <p>See also the following topics — Banks—322, 369, 593, 621, 667; Capitalism—612; Economic Systems—612; Free Enterprise—198; Free Market Economy—198, 537; Investment—131, 587; Money—536-537, 621; Monopoly—537; Taxation—234-237, 238-239, 242, 264, 296, 298, 315, 315, 418, 419, 665, 669</p> <p><b>HMSS United States History</b> TE: Background: Branches of Government—312; Taxes—332</p>		
	<ul style="list-style-type: none"> <li>D.8.6 Identify and explain various points of view concerning economic issues, such as taxation, unemployment, inflation, the national debt, and distribution of income</li> </ul>		
	<p><b>HMSS United States History</b> SB &amp; TE: Natural Resources—14-15; Producing Peanut Butter, Other Important Resources—16-18; How Land Affects People—28-29; The Jamestown Colony (invest, stock)—131; Economics: French Fur Trading—148-149; Life in New England: Using the Sea, Fishing and Whaling, Triangular Trade—174-175; Slavery—176; Economics: Cod Fishing—180-181; The Middle Colonies—188-191; Life in the Middle Colonies—196-199; Making a Living (free market economy, free enterprise, apprentice)—198-199; History: Colonial Apprentice—200-201; History: Slavery’s Past—216-217; Economics: Taxes in the Colonies—238-239; Taking Sides: Loyalists in America, Patriots—270-271; The Challenges of War (inflation)—273; Readers’ Theater: Patriot or Loyalist—274-277; Economics: Chain of Debt—300-301; Arguments in the Cabinet (interest, capital)—322; The Industrial Revolution—378-383; Economics: King Cotton—420-421; On the Home Front (inflation)—462; Economics: The South After the War—478-479; The Rise of Big Business—534-537; Economics: Steel City—552-553; The 1920s: A Growing Economy—586-587; Superpowers at War (capitalism)—612; Economics: The Baby Boom—624-625; Clinton’s Economic Idea—665; A Changing Economy—666-667; A Connected World: Transportation and Trade, Trade Agreements—668-669; Economics: The Effects of NAFTA—688-689</p> <p>See also the following topics — Banks—322, 369, 593, 621, 667; Borrowing—271, 602; Budget—621; Capitalism—612; Command Economy—612, 658; Credit—300, 587; Deficit—665; Division of Labor—586, 587; Economic Systems—612; Free Enterprise—198; Free Market Economy—198, 537; Goods and Services: Distribution—16-17, 382-383, 499-501, 552, 668; Goods and Services: Production—16-17, 378-382, 420-421, 534-537, 552, 586-587, 666-669; Income—621; Inflation—273, 462, 462, 649, 652, 657; Interdependence—666-669; Investment—131, 587; Money—536-537, 621; Monopoly—537; Opportunity Cost—18, 19, 71, 133, 169, 194, 194, 205, 273, 347, 501, 551, 623, 668; Productivity—379, 657, 666-667; Profit—92; Prosperity—364; Savings—322, 593, 621, 667; Scarcity—18, 593; Specialization—24-25, 420-421; Stock Markets—592, 666; Supply and Demand—515, 515, 586, 621; Taxation—234-237, 238-239, 242, 264, 296, 298, 315, 315, 418, 419, 665, 669; Types of Resources (Natural, Human, Capital)—14-17, 15, 19, 549, 612</p> <p><b>HMSS United States History</b> TE: Big Idea: Economic Performance—300, 624; Individuals and the Economy—200, 348; Market Economies—384, 688;</p>		

# Learning Targets

## Version 3

Grade	Area/Learning Target	Wisconsin Academic Model Content Standard	Wisconsin Academic Model Performance Standards
	Scarcity—20; Trade And Money—88, 148		
	<ul style="list-style-type: none"> <li>D.8.7 Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns</li> </ul>		
	<p><b>HMSS United States History SB &amp; TE:</b> Natural Resources—14-15; Producing Peanut Butter, Other Important Resources—16-18; How Land Affects People—28-29; The Jamestown Colony (invest, stock)—131; Economics: French Fur Trading—148-149; Life in New England: Using the Sea, Fishing and Whaling, Triangular Trade—174-175; Slavery—176; Economics: Cod Fishing—180-181; Making a Living (free market economy, free enterprise, apprentice)—198-199; The Industrial Revolution—378-383; Economics: King Cotton—420-421; On the Home Front (inflation)—462; Economics: The South After the War—478-479; The Rise of Big Business—534-537; Economics: Steel City—552-553; The 1920s: A Growing Economy—586-587; Superpowers at War (capitalism)—612; Economics: The Baby Boom—624-625; Clinton’s Economic Idea—665; A Changing Economy—666-667; A Connected World: Transportation and Trade, Trade Agreements—668-669; Economics: The Effects of NAFTA—688-689</p> <p><b>See also the following topics —</b> Goods and Services: Distribution—16-17, 382-383, 499-501, 552, 668; Goods and Services: Production—16-17, 378-382, 420-421, 534-537, 552, 586-587, 666-669; Types of Resources (Natural, Human, Capital)—14-17, 15, 19, 549, 612</p>		
	<ul style="list-style-type: none"> <li>D.8.8 Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive</li> </ul>		
	<p><b>HMSS United States History SB &amp; TE:</b> Natural Resources—14-15; Producing Peanut Butter, Other Important Resources—16-18; How Land Affects People—28-29; Machines Bring Change (entrepreneur)—380; A Time of Invention—534-535; Economics: Steel City—552-553; The 1920s: A Growing Economy—586-587; Superpowers at War (capitalism)—612; New Choices for Consumers—621; Economics: The Baby Boom—624-625; Clinton’s Economic Idea—665; A Changing Economy—666-667; A Connected World: Transportation and Trade, Trade Agreements—668-669; Economics: The Effects of NAFTA—688-689</p> <p>See also the following topics — Banks—322, 369, 593, 621, 667; Borrowing—271, 602; Capitalism—612; Credit—300, 587; Division of Labor—586, 587; Economic Systems—612; Free Enterprise—198; Entrepreneur—380; Free Market Economy—198, 537; Goods and Services: Distribution—16-17, 382-383, 499-501, 552, 668; Goods and Services: Production—16-17, 378-382, 420-421, 534-537, 552, 586-587, 666-669; Income—621; Inflation—273, 462, 462, 649, 652, 657; Interdependence—666-669; Investment—31, 587; Money—536-537, 621; Opportunity Cost—18, 19, 71, 133, 169, 194, 194, 205, 273, 347, 501, 551, 623, 668; Productivity—379, 657, 666-667; Profit—92; Prosperity—364; Savings—322, 593, 621, 667; Scarcity—18, 593; Specialization—24-25, 420-421; Stock Markets—592, 666; Supply and Demand—515, 515, 586, 621; Taxation—234-237, 238-239, 242, 264, 296, 298, 315, 315, 418, 419, 665, 669; Types of Resources (Natural, Human, Capital)—14-17, 15, 19, 549, 612</p> <p><b>HMSS United States History TE:</b> Background: Economic Systems—14; Supply and Demand—496; Big Idea: Economic Performance—300, 624; Individuals and the Economy—200, 348; Market Economies—384, 688; Scarcity—20; Trade And Money—88, 148</p>		
	<ul style="list-style-type: none"> <li>D.8.9 Explain why the earning power of workers depends on their productivity and the market value of what they produce</li> </ul>		
	<p><b>HMSS United States History SB &amp; TE:</b> Farm Workers Union—629; Income—621; Laborers—198; Workers’ Lives Change—538; Labor Movement—538-539; Labor Unions—534, 538; Productivity—379, 657, 666-667; Types of Resources (Natural, Human, Capital)—14-17, 15, 19, 549, 612</p>		
	<ul style="list-style-type: none"> <li>D.8.10 Identify the economic roles of institutions such as corporations and businesses, banks, labor unions, and the Federal Reserve System</li> </ul>		

# Learning Targets

## Version 3

Grade	Area/Learning Target	Wisconsin Academic Model Content Standard	Wisconsin Academic Model Performance Standards
	<p><b>HMSS United States History SB &amp; TE:</b> Natural Resources—14-15; Producing Peanut Butter, Other Important Resources—16-18; How Land Affects People—28-29; The Jamestown Colony (invest, stock)—131; Economics: French Fur Trading—148-149; Life in New England: Using the Sea, Fishing and Whaling, Triangular Trade—174-175; Slavery—176; Economics: Cod Fishing—180-181; The Middle Colonies—188-191; Life in the Middle Colonies—196-199; Making a Living (free market economy, free enterprise, apprentice)—198-199; History: Colonial Apprentice—200-201; History: Slavery’s Past—216-217; Economics: Taxes in the Colonies—238-239; Taking Sides: Loyalists in America, Patriots—270-271; The Challenges of War (inflation)—273; Readers’ Theater: Patriot or Loyalist—274-277; Economics: Chain of Debt—300-301; Arguments in the Cabinet (interest, capital)—322; The Industrial Revolution—378-383; Economics: King Cotton—420-421; On the Home Front (inflation)—462; Economics: The South After the War—478-479; The Rise of Big Business—534-537; Economics: Steel City—552-553; The 1920s: A Growing Economy—586-587; Superpowers at War (capitalism)—612; Economics: The Baby Boom—624-625; Clinton’s Economic Idea—665; A Changing Economy—666-667; A Connected World: Transportation and Trade, Trade Agreements—668-669; Economics: The Effects of NAFTA—688-689</p> <p>See also the following topics — Banks—322, 369, 593, 621, 667; Borrowing—271, 602; Budget—621; Capitalism—612; Command Economy—612, 658; Credit—300, 587; Deficit—665; Division of Labor—586, 587; Economic Systems—612; Free Enterprise—198; Free Market Economy—198, 537; Goods and Services: Distribution—16-17, 382-383, 499-501, 552, 668; Goods and Services: Production—16-17, 378-382, 420-421, 534-537, 552, 586-587, 666-669; Income—621; Inflation—273, 462, 462, 649, 652, 657; Interdependence—666-669; Investment—131, 587; Money—536-537, 621; Monopoly—537; Opportunity Cost—18, 19, 71, 133, 169, 194, 194, 205, 273, 347, 501, 551, 623, 668; Productivity—379, 657, 666-667; Profit—92; Prosperity—364; Savings—322, 593, 621, 667; Scarcity—18, 593; Specialization—24-25, 420-421; Stock Markets—592, 666; Supply and Demand—515, 515, 586, 621; Taxation—234-237, 238-239, 242, 264, 296, 298, 315, 315, 418, 419, 665, 669; Types of Resources (Natural, Human, Capital)—14-17, 15, 19, 549, 612</p> <p><b>HMSS United States History TE:</b> Big Idea: Economic Performance—300, 624; Individuals and the Economy—200, 348; Market Economies—384, 688; Scarcity—20; Trade And Money—88, 148</p>		
	<ul style="list-style-type: none"> <li>• D.8.11 Describe how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment</li> </ul>		
	<p><b>HMSS United States History SB &amp; TE:</b> Exploration and Settlement: History Makers (Columbus, Queen Isabella, Moctezuma)—78-79; Unit 2 Almanac: North American Exploration, 1500s and 1600s—80-81; Vocabulary Preview (navigation, circumnavigate, expedition, colony)—82-83; World Travel and Trade—84-87; Geography: The Silk Road—88-89; New Ideas in Europe—90-93; Technology: Tools for Discovery—94-95; Europeans Arrive in the Americas—96-101; Primary Source: Mapping New Lands—102-103; Conquest of the Americas—104-107; Biographies: Spanish Explorers (Ponce de León, de Soto, Coronado, Cabeza de Vaca, Estevanco Dorantes)—108-109; New Spain—110-113; Biographies: Leadership in New Spain—114-115; A Northwest Passage—122-125; Biographies: Rulers of Land and Sea (King Philip II, Queen Elizabeth I)—126-127; Roanoke and Jamestown—130-133; Geography: Jamestown, 1607—134-135; New England Settlements—136-139; Literature: This New Land—140-143; Dutch and French Colonies—144-147; Economics: French Fur Trading—148-149; Geography of the Colonies—160-163; Geography: The Appalachians—164-165; New England—166-169; The Middle Colonies—188-191; The Southern Colonies—202-205; The Rise of Big Business—534-537; Economics: Steel City—552-553; The 1920s: A Growing Economy—586-587; Superpowers at War (capitalism)—612; Economics: The Baby Boom—624-625; Clinton’s Economic Idea—665; A Changing Economy—666-667; A Connected World: Transportation and Trade, Trade Agreements—668-669; Economics: The Effects of NAFTA—688-689</p> <p>See also the following topics — Banks—322, 369, 593, 621, 667; Borrowing—271, 602; Budget—621; Credit—300, 587; Entrepreneur—380; Income—621; Investment—31, 587; Money—536-537, 621; Productivity—379, 657, 666-667; Profit—92; Prosperity—364; Savings—322, 593, 621, 667; Supply and Demand—515, 515, 586, 621;</p>		

# Learning Targets

Version 3

Grade	Area/Learning Target	Wisconsin Academic Model Content Standard	Wisconsin Academic Model Performance Standards
	<p>Taxation—234-237, 238-239, 242, 264, 296, 298, 315, 315, 418, 419, 665, 669</p> <p><i>HMSS United States History</i> TE: Background: Economic Systems—14; Supply and Demand—496; Big Idea: Individuals and the Economy—200, 348; Trade and Money—88, 148</p> <p><i>HMSS United States History</i> Leveled Books: Fur Traders of New France; On Board the Santa Maria; Pocahontas</p> <p><i>HMSS United States History</i> Multimedia Program Resources: Unit Video: English Explorers</p>		
5	<p><b>E.5 Behavioral Science</b></p> <p>Describe the ways in which ethnic cultures influence the daily lives of people in different areas of the United States; cite examples of valuable contributions made by many cultural, ethnic and racial groups.</p> <p>Recognize the importance of multiple viewpoints for understanding people, events, and issues. Describe the values and beliefs of different groups and institutions in the United States; identify examples of bias and prejudice and how they contribute to conflict in a society.</p>	<p>E. Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the 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.</p>	<p>Social Studies Standards E 8</p> <p>E.8.1</p> <p>E.8.2</p> <p>E.8.3</p> <p>E.8.4</p> <p>E.8.5</p> <p>E.8.6</p> <p>E.8.7</p> <p>E.8.8</p> <p>E.8.9</p> <p>E.8.10</p> <p>E.8.12</p> <p>E.8.13</p> <p>E.8.14</p> <p>E.8.15</p>
	<ul style="list-style-type: none"> <li>E.8.1 Give examples to explain and illustrate the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning</li> </ul>		
	<p><i>HMSS United States History</i> TE: Each regular lesson begins with “Build on What You Know” to motivate students by reflecting on prior knowledge; “Vocabulary” and “Reading Skill” 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— B, 77B, 153B, 221B, 337B, 409B, 491B, 565B, 641B. The unit opener includes three “Reaching All Learners” activities (Extra Support, Challenge, ELL) and three “Cross-Curricular Activities”— G-H, 77G-77H, 153G-153H, 221G-221H, 337G-337H, 409G-409H, 491G-491H, 565G-565H, 641G-641H. The Teacher Read Alouds include “Activate Prior Knowledge”— D, 3F, 35F, 77D, 81F, 119F, 153D, 157F, 185F, 225F, 259F, 293F, 341F, 375F, 409D, 413F, 449F, 495F, 531F, 645F, 679F; and the Unit Videos helps students relate what they will read about in the unit to personal interests— The United States (landforms, climates, natural resources); English Explorers; Benjamin Franklin; George Washington; Sacagawea; George Washington Carver; Thomas Edison; Eleanor Roosevelt; Cesar Chavez.</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,</p>		

# Learning Targets

## Version 3

Grade	Area/Learning Target	Wisconsin Academic Model Content Standard	Wisconsin Academic Model Performance Standards
	<p>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, 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><b>HMSS United States History</b> 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.8.2 Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development</li> </ul>		
	<p><b>HMSS United States History</b> SB &amp; TE: Peoples of the Northwest: The People and the Land; The Tlingit—46-49; Peoples of the Plains—60-61; The Comanche—62-63; Peoples of the East—68-69; The Haudenosaunee—70-71; The Plymouth Colony (Pilgrims)—136-138; Massachusetts Bay Colony (Puritans)—138-139; Home and Community Life—176-179; Plantations and Small Farms: Family Life—212-213; History: Slavery’s Past—216-217; Taking Sides: Loyalists in America, Patriots—270-271; Readers’ Theater: Patriot or Loyalist—274-277; Shay’s Rebellion—298-299; Chain of Debt—300-301; Arguments in the Cabinet (political parties)—322-323; Washington, D.C.—324-325; Principles of Democracy (majority and minority)—328; Chief Logan—347; Exploring the West—356-357; War Hawks—360-361; Indian Removal Act—370-371; Machines Bring Change—380-381; German and Irish Immigrants—388-389; Worlds Apart—416-419; Abolitionists/Free Blacks—425; The Underground Railroad—426-427; Blue and Gray—446-447; Reconstruction—474-475; The Challenge of Freedom—482-483; War on the Plains—522-527; Big Business—536-537; Workers’ Lives Change—538-539; Immigrants in America—542-545; Moving to Cities—548-549; Time of Reform—554-557; The Great Depression—592-595; Civil Rights—626-629; Dr. Martin Luther King Jr.—630-631; United States Today: A Nation of Immigrants—692-695</p>		
	<ul style="list-style-type: none"> <li>E.8.3 Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people</li> </ul>		
	<p><b>HMSS United States History</b> SB &amp; TE: German and Irish Immigrants—388-389; Civil Rights—626-629; Dr. Martin Luther King Jr.—630-631; Many People, One Nation: Ethnic Diversity, A Common Heritage—694-695</p> <p><b>HMSS United States History</b> TE: Background: Diversity Challenges—692; Big Ideas: Diversity and Identity—338, 546, 696</p>		
	<ul style="list-style-type: none"> <li>E.8.4 Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community</li> </ul>		
	<p><b>HMSS United States History</b> SB &amp; TE: Peoples of the Northwest: The People and the Land; The Tlingit—46-49; Peoples of the Plains—60-61; The Comanche—62-63; Peoples of the East—68-69; The Haudenosaunee—70-71; The Plymouth Colony (Pilgrims)—136-138; Massachusetts Bay Colony (Puritans)—138-139; Home and Community Life—176-179; Plantations and Small Farms: Family Life—212-213; German and Irish Immigrants—388-389; Civil Rights—626-629; Dr. Martin Luther King Jr.—630-631; Many People, One Nation: Ethnic Diversity, A Common Heritage—694-695</p> <p><b>HMSS United States History</b> TE: Background: Abolitionists—424; American Indians—38; American writers—360; Andrew Jackson—368; Andrew Johnson—472; Appalachian wilderness—344; Battles—278; Boat travel—348; Boston Massacre—240; Branches of government—312; Bravery and</p>		

# Learning Targets

## Version 3

Grade	Area/Learning Target	Wisconsin Academic Model Content Standard	Wisconsin Academic Model Performance Standards
	<p>eloquence—452; Canada/Oregon border—400; Canals—342; Civil rights—522; Clara Barton—460; Colonial education—244; Columbus and the Taino—96; Compromise and conflict—432; Confederacy—440; Convention absences—302; Daily life—196; Dutch and French place names—144; Early colonial life—160; Early colonies—130; Early government—296; Earth's four systems—6; Economic systems—14; Economic terms—376; Eli Whitney—416; Essential documents—262; Fighting Men—250; Government terms—294; Great Britain—228; Growing fast—22; Hopi culture—54; House divided—274; Immigrant heritage—496; Industrial Revolution—378; Land claims—120; Leonardo da Vinci—90; Longhouses and villages—68; Loyalist and Patriots—270; Marco Polo—84; Maryland and Georgia—202; Mathew Brady—460; Mexican Cession—394; Mexican Revolution—504; Moctezuma—104; Nat Turner—416; Naturalization requirements—540; Nautical terms—82; New England—158; Plymouth—140; Plymouth—140; Poets—516; Potlatches—46; President's title—320; Puritans—166; Quakers in England—188; Religious toleration. 186; Sacagawea—354; Salem witch trials—174; Samuel de Champlain—122; Segregation—450, 610; The Space Race—632; Teepees—60; Thanksgiving's menu—136 ; Town meeting—170; Traitors and spies—286; The Tuskegee Institute—482; Uniting east and west—498 ; Vaquero tools—518; War of many names—260 ; Wasco language—50; Where people live—28</p> <p>Culture: Change—206, 636; Cultural Complexity—590; Cultural Images—64, 216; Transmission—50, 58, 518</p>		
	<ul style="list-style-type: none"> <li>E.8.5 Describe and explain the means by which groups and institutions meet the needs of individuals and societies</li> </ul>		
	<p><b>HMSS United States History SB &amp; TE:</b> Peoples of the Northwest: The People and the Land; The Tlingit—46-49; Peoples of the Plains—60-61; The Comanche—62-63; Peoples of the East—68-69; The Haudenosaunee—70-71; The Plymouth Colony (Pilgrims)—136-138; Massachusetts Bay Colony (Puritans)—138-139; Home and Community Life—176-179; Plantations and Small Farms: Family Life—212-213; History: Slavery's Past—216-217; Taking Sides: Loyalists in America, Patriots—270-271; Readers' Theater: Patriot or Loyalist—274-277; Shay's Rebellion—298-299; Chain of Debt—300-301; Arguments in the Cabinet (political parties)—322-323; Washington, D.C.—324-325; Principles of Democracy (majority and minority)—328; Chief Logan—347; Exploring the West—356-357; War Hawks—360-361; Indian Removal Act—370-371; Machines Bring Change—380-381; German and Irish Immigrants—388-389; Worlds Apart—416-419; Abolitionists/Free Blacks—425; The Underground Railroad—426-427; Blue and Gray—446-447; Reconstruction—474-475; The Challenge of Freedom—482-483; War on the Plains—522-527; Big Business—536-537; Workers' Lives Change—538-539; Immigrants in America—542-545; Moving to Cities—548-549; Time of Reform—554-557; The Great Depression—592-595; Civil Rights—626-629; Dr. Martin Luther King Jr.—630-631; United States Today: A Nation of Immigrants—692-695</p>		
	<ul style="list-style-type: none"> <li>E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals</li> </ul>		
	<p><b>HMSS United States History SB &amp; TE:</b> Peoples of the Northwest: The People and the Land; The Tlingit—46-49; Peoples of the Plains—60-61; The Comanche—62-63; Peoples of the East—68-69; The Haudenosaunee—70-71; The Plymouth Colony (Pilgrims)—136-138; Massachusetts Bay Colony (Puritans)—138-139; Home and Community Life—176-179; Plantations and Small Farms: Family Life—212-213; History: Slavery's Past—216-217; Taking Sides: Loyalists in America, Patriots—270-271; Readers' Theater: Patriot or Loyalist—274-277; Shay's Rebellion—298-299; Chain of Debt—300-301; Arguments in the Cabinet (political parties)—322-323; Washington, D.C.—324-325; Principles of Democracy (majority and minority)—328; Chief Logan—347; Exploring the West—356-357; War Hawks—360-361; Indian Removal Act—370-371; Machines Bring Change—380-381; German and Irish Immigrants—388-389; Worlds Apart—416-419; Abolitionists/Free Blacks—425; The Underground Railroad—426-427; Blue and Gray—446-447; Reconstruction—474-475; The Challenge of Freedom—482-483; War on the Plains—522-527; Big Business—536-537; Workers' Lives Change—538-539; Immigrants in America—542-545; Moving to Cities—548-549; Time of Reform—554-557; The Great Depression—592-595; Civil Rights—626-629; Dr. Martin Luther King Jr.—630-631; United States Today: A Nation of Immigrants—692-695</p>		
	<ul style="list-style-type: none"> <li>E.8.7 Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society</li> </ul>		
	<p><b>HMSS United States History SB &amp; TE:</b> Citizenship: Understand Point of View—310-311; Indian Removal Act—370-371; German and Irish Immigrants—388-</p>		

# Learning Targets

## Version 3

Grade	Area/Learning Target	Wisconsin Academic Model Content Standard	Wisconsin Academic Model Performance Standards
	389; Worlds Apart—416-419; Abolitionists/Free Blacks—425; The Underground Railroad—426-427; Blue and Gray—446-447; Immigrants in America—542-545; United States Today: A Nation of Immigrants—692-695; Resolve Conflicts—690-691		
	<ul style="list-style-type: none"> <li>E.8.8 Give examples to show how the media may influence the behavior and decision-making of individuals and groups</li> </ul>		
	<p><b>HMSS United States History SB &amp; TE:</b> Communication: Computer Evolution—666-667;</p> <p>Critical Thinking: Decision Making—19, 71, 133, 169, 205, 273, 307, 347, 391, 427, 469, 501, 543</p> <p>Photographs: African American Education—486-487; Railroad Workers—502-503</p> <p>Point of View: Readers' Theater: Patriot or Loyalist—274-277; Points of View (Jefferson and Hamilton)—322-323; Point of view (point/counterpoint)—168, 304, 308-309, 310-311, 322, 436-439, 446-447; Other Primary and Secondary Sources—132, 241, 263, 320, 424, 480, 506, 528-529; 584-585</p> <p>Primary Sources: Art of the Plains Indians—64-65; Mapping New Lands—102-103; Thomas Jefferson (artifacts)—268-269; Valley Forge (artifacts)—282-283; Primary Sources: Blue and Gray—446-447; Primary Sources: The Gettysburg Address—458-459;</p> <p>Skillbuilder: Compare Primary and Secondary Sources—480-481</p> <p><b>HMSS United States History</b> Leveled Books: Woman Writers: Voices from the 1800s; Turn Up the Radio; What Is the Media?</p>		
	<ul style="list-style-type: none"> <li>E.8.9 Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world</li> </ul>		
	<p><b>HMSS United States History SB &amp; TE:</b> German and Irish Immigrants—388-389; Immigrants in America—542-545; United States Today: A Nation of Immigrants—692-695</p>		
	<ul style="list-style-type: none"> <li>E.8.10 Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding</li> </ul>		
	<p><b>HMSS United States History SB &amp; TE:</b> Literature: Chinook Wind Wrestles Cold Wind—50-53; The Hopi—56-57; Biographies: Keepers of Tradition—58-59; Primary Sources: Art of the Plains Indians—64-65; The Haudenosaunee—70-71; Home and Community Life—176-179; The Plymouth Colony (Pilgrims)—136-138; Massachusetts Bay Colony (Puritans)—138-139; Literature: This New Land—140-143; Literature: Ann's Story: 1747—206-209; African American Cultures—214-215; Literature: This New Land—140-143; Literature: Emma's Journal—244-247; Literature: Stealing Freedom—428-429; Historical Documents (The Mayflower Compact, 1620; Speech Against the Stamp Act, William Pitt, 1766; Speech to Parliament on Conciliation with America, Edmund Burke, 1775; The Declaration of Independence, 1776; The Constitution of the United States, 1789; from The Federalist, No. 10, 1787)—R6-R28</p> <p>Literature: Extend lessons, 50-53, 140-143, 206-209, 244-247, 366-367, 428-431, 518-521, 590-591, 696-697; Teacher Read Alouds, D, 3F, 35F, 77D, 81F, 119F, 153D, 157F, 185F, 225F, 259F, 293F, 341F, 375F, 409D, 413F, 449F, 495F, 531F, 645F, 679F</p> <p>Native American Art—41, 42, 43, 61, 64-65, 70, 528-529</p> <p><b>HMSS United States History:</b> Leveled Books: Who Was Poor Richard? Colonials to Remember</p>		
	<ul style="list-style-type: none"> <li>E.8.11 Explain how beliefs and practices, such as ownership of property or status at birth, may lead to conflict among people of different regions or cultures and give examples of such conflicts that have and have not been resolved</li> </ul>		

# Learning Targets

Version 3

Grade	Area/Learning Target	Wisconsin Academic Model Content Standard	Wisconsin Academic Model Performance Standards
	<b>HMSS United States History SB &amp; TE: Citizenship: Understand Point of View—310-311; Resolve Conflicts—690-691</b>		
	<ul style="list-style-type: none"> <li>E.8.12 Describe conflict resolution and peer mediation strategies used in resolving differences and disputes</li> </ul>		
	<b>HMSS United States History SB &amp; TE: Citizenship: Understand Point of View—310-311; Resolve Conflicts—690-691</b>		
	<ul style="list-style-type: none"> <li>E.8.13 Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed</li> </ul>		
	<p><b>HMSS United States History SB &amp; TE: Literature: Chinook Wind Wrestles Cold Wind—50-53; The Hopi—56-57; Biographies: Keepers of Tradition—58-59; Primary Sources: Art of the Plains Indians—64-65; The Haudenosaunee—70-71; Home and Community Life—176-179; The Plymouth Colony (Pilgrims)—136-138; Massachusetts Bay Colony (Puritans)—138-139; Literature: This New Land—140-143; Literature: Ann’s Story: 1747—206-209; African American Cultures—214-215; Literature: This New Land—140-143; Literature: Emma’s Journal—244-247; Literature: Stealing Freedom—428-429; Historical Documents (The Mayflower Compact, 1620; Speech Against the Stamp Act, William Pitt, 1766; Speech to Parliament on Conciliation with America, Edmund Burke, 1775; The Declaration of Independence, 1776; The Constitution of the United States, 1789; from The Federalist, No. 10, 1787)—R6-R28</b></p> <p>Literature: Extend lessons, 50-53, 140-143, 206-209, 244-247, 366-367, 428-431, 518-521, 590-591, 696-697; Teacher Read Alouds, D, 3F, 35F, 77D, 81F, 119F, 153D, 157F, 185F, 225F, 259F, 293F, 341F, 375F, 409D, 413F, 449F, 495F, 531F, 645F, 679F</p> <p>Native American Art—41, 42, 43, 61, 64-65, 70, 528-529</p> <p><b>HMSS United States History: Leveled Books: Who Was Poor Richard? Colonials to Remember</b></p>		
	<ul style="list-style-type: none"> <li>E.8.14 Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis</li> </ul>		
	<p><b>HMSS United States History SB &amp; TE: Reform Movements: Making a Better Society: Seneca Falls Convention, 390-391; Child Labor—554; Education—392, 393; Equal Rights—556-557; Government Reforms—555; Great Migration—557-559; Mental Health—392, 393; New Deal Reforms—594-595 Progressives, 554-555; Settlement Houses—551; Temperance—390, 392, 393; Volunteering—700; Women’s Rights—392, 393, 556, 654-655</b></p> <p><b>HMSS United States History: Leveled Books: : Woman Writers: Voices from the 1800s; I Care! American Reformers; Thurgood Marshall and Civil Rights; Clean and Clear (Earth Day)</b></p>		