

Learning Targets

Version 3

Grade	Area/Learning Target	Wisconsin Academic Model Content Standard	Wisconsin Academic Model Performance Standards
<p>Social studies overview emphasizes the continuum and the interrelationships of history, geography, civics, economics, and behavioral sciences. These Learning Targets are based on the National Council for Social Studies Curriculum Standards, Wisconsin Model Academic Standards for Social Studies, and Milwaukee Public Schools K-12 Social Studies Standards and Grade Level Expectations and on traditional social studies disciplines, thematic, social studies skills, and knowledge. Developing vocabulary and reading strategies and the use, interpretation and analysis of authentic primary and secondary sources, such as political cartoons, posters, charts, graphs, art, music, photographs, historical diary entries, speeches, and documents, are integral elements of the five social studies strands and research.</p>			
K	Awareness of Self in a World of Diversity		
K	<p>A.K Geography Recognize what maps and globes are, and how they are used to locate where they live</p> <p>Describe how people adapt to their environment (seasons) to meet their basic needs (food, clothing, shelter, energy use).</p>	A. Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.	Social Studies Standards A 4 A.4.1 A.4.2 A.4.3 A.4.4 A.4.5 A.4.6 A.4.7 A.4.8 A.4.9
<ul style="list-style-type: none"> A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface 			
<p><i>HMSS My World</i> TE: Opening Routines: Look at a Map—1M; Opening Routines: Look at a Map—25M; Introduce the Unit: A Big Wide World (picture of map; show a globe)—26; Where Is It? (Art: Find It on the Map; near, far)—29; “Somewhere” (near, far; follow directions)—30-31; Our World’s Water: ELL Label the Map—37; Community Homes: Art (A Neighborhood Map)—45; People Have Needs and Wants (world map)—48-49; Opening Routines: Look at a Map—61M; Transportation (Use a Map)—80; Where Do We Live? (U.S. map)—85G; Opening Routines: Look at a Map—85M; The Flag and the Bald Eagle (Use a Map)—88; Our Country’s People (Use a Map)—96-97; Skillbuilder: Use Location Words: Words for Where (left, right)—114-115; Skillbuilder: Recognize a View from Above: View from Above (photo, map, and map key)—118-119; Skillbuilder: Compare Maps and Globes: Maps and Globes—120-121; Columbus Day (Use a Map)—136; Presidents’ Day (Use a Map)—146; Earth Day (Use a Map)—148; Independence Day (Use a Map)—154</p> <p><i>HMSS My World</i> Big Book: Introduce the Unit: A Big Wide World (picture of map; show a globe)—15; Where Is It? (near, far)—17; “Somewhere” (near, far)—18; People Have Needs and Wants (map of the world)—27; Our Country’s People (map of the world)—55; Skillbuilder: Use Location Words: Words for Where (left, right)—65; Skillbuilder: Recognize a View from Above: View from Above (photo, map, and map key)—67; Skillbuilder: Compare Maps and Globes: Maps and Globes—68</p> <p><i>HMSS My World</i> Leveled Books: A Trip Across the Country</p>			
<ul style="list-style-type: none"> A.4.2 Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms, natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders 			
<p><i>HMSS My World</i> TE: Opening Routines: Look at a Map—1M; Opening Routines: Look at a Map—25M; Introduce the Unit: A Big Wide World (picture of map; show a globe)—26; Where Is It? (Art: Find It on the Map; near, far)—29; “Somewhere” (near, far; follow directions)—30-31; Our World’s Water: ELL Label the Map—37; Community Homes: Art (A Neighborhood Map)—45; People Have Needs and Wants (world map)—48-49; Opening Routines: Look at a Map—</p>			

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	<p>61M; Transportation (Use a Map)—80; Where Do We Live? (U.S. map)—85G; Opening Routines: Look at a Map—85M; The Flag and the Bald Eagle (Use a Map)—88; Our Country’s People (Use a Map)—96-97; Skillbuilder: Use Location Words: Words for Where (left, right)—114-115; Skillbuilder: Recognize a View from Above: View from Above (photo, map, and map key)—118-119; Skillbuilder: Compare Maps and Globes: Maps and Globes—120-121; Columbus Day (Use a Map)—136; Presidents’ Day (Use a Map)—146; Earth Day (Use a Map)—148; Independence Day (Use a Map)—154</p> <p>HMSS My World Big Book: Introduce the Unit: A Big Wide World (picture of map; show a globe)—15; Where Is It? (near, far)—17; “Somewhere” (near, far)—18; People Have Needs and Wants (map of the world)—27; Our Country’s People (map of the world)—55; Skillbuilder: Use Location Words: Words for Where (left, right)—65; Skillbuilder: Recognize a View from Above: View from Above (photo, map, and map key)—67; Skillbuilder: Compare Maps and Globes: Maps and Globes—68</p> <p>HMSS My World Leveled Books: A Trip Across the Country</p>		
	<ul style="list-style-type: none"> • A.4.3 Construct a map of the world from memory, showing the location of major land masses, bodies of water, and mountain ranges 		
	<p>HMSS My World TE: Skillbuilder: Use Location Words: Words for Where (left, right)—114-115; Skillbuilder: Recognize a View from Above: View from Above (photo, map, and map key)—118-119; Skillbuilder: Compare Maps and Globes: Maps and Globes—120-121</p> <p>HMSS My World Big Book: Skillbuilder: Use Location Words: Words for Where (left, right)—65; Skillbuilder: Recognize a View from Above: View from Above (photo, map, and map key)—67; Skillbuilder: Compare Maps and Globes: Maps and Globes—68</p>		
	<ul style="list-style-type: none"> • A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters 		
	<p>HMSS My World TE: Our World’s Land—32-33; Our World’s Water—36-37; From Mountain ... to Faucet (Human/Environment Interaction)—38-39; Earth Day (interact with the environment)—148-149</p> <p>HMSS My World Big Book: Our World’s Land—19; Our World’s Water—21; From Mountain ... to Faucet (Human/Environment Interaction)—22</p> <p>HMSS My World Holidays Big Book: Earth Day (interact with the environment)—16-17</p>		
	<ul style="list-style-type: none"> • A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world 		
	<p>HMSS My World TE: Opening Routines: Look at a Map—1M; Opening Routines: Look at a Map—25M; Introduce the Unit: A Big Wide World (picture of map; show a globe)—26; Where Is It? (Art: Find It on the Map; near, far)—29; “Somewhere” (near, far; follow directions)—30-31; Our World’s Water: ELL Label the Map—37; Community Homes: Art (A Neighborhood Map)—45; People Have Needs and Wants (world map)—48-49; Opening Routines: Look at a Map—61M; Transportation (Use a Map)—80; Where Do We Live? (U.S. map)—85G; Opening Routines: Look at a Map—85M; The Flag and the Bald Eagle (Use a Map)—88; Our Country’s People (Use a Map)—96-97; Skillbuilder: Use Location Words: Words for Where (left, right)—114-115; Skillbuilder: Recognize a View from Above: View from Above (photo, map, and map key)—118-119; Skillbuilder: Compare Maps and Globes: Maps and Globes—120-121; Columbus Day (Use a Map)—136; Presidents’ Day (Use a Map)—146; Earth Day (Use a Map)—148; Independence Day (Use a Map)—154</p> <p>HMSS My World Big Book: Introduce the Unit: A Big Wide World (picture of map; show a globe)—15; Where Is It? (near, far)—17; “Somewhere” (near, far)—18; People Have Needs and Wants (map of the world)—27; Our Country’s People (map of the world)—55; Skillbuilder: Use Location Words: Words for Where (left, right)—65; Skillbuilder: Recognize a View from Above: View from Above (photo, map, and map key)—67; Skillbuilder: Compare Maps and Globes: Maps</p>		

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	<p>and Globes—68</p> <p><i>HMSS My World</i> Leveled Books: A Trip Across the Country</p>		
	<ul style="list-style-type: none"> A.4.6 Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes 		
	<p><i>HMSS My World</i> TE: Seasons Bring Change (Spring, Summer, Fall, Winter)—40-41; “Four Seasons” (Physical Systems)—42-43</p> <p><i>HMSS My World</i> Big Book: Seasons Bring Change (Spring, Summer, Fall, Winter)—23; “Four Seasons” (Physical Systems)—24</p> <p><i>HMSS My World</i> Leveled Books: What Season Is It?</p>		
	<ul style="list-style-type: none"> A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world 		
	<p>*See the following related content—</p> <p><i>HMSS My World</i> TE: Our Country’s People—96-97</p> <p><i>HMSS My World</i> Big Book: 55</p>		
	<ul style="list-style-type: none"> A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment 		
	<p><i>HMSS My World</i> TE: Community Homes—44-45; People Have Needs and Wants—48-49; Anna Goes Shopping (shopping experiences of the past)—50-51; Building a House Long Ago—54-55; Earth Day (ways people depend on and interact with the environment)—148-149</p> <p><i>HMSS My World</i> Big Book: Community Homes—25; People Have Needs and Wants—27; Anna Goes Shopping (shopping experiences of the past)—28; Building a House Long Ago—30</p> <p><i>HMSS My World</i> Holidays Big Book: Earth Day (ways people depend on and interact with the environment)—16-17</p>		
	<ul style="list-style-type: none"> A.4.9 Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating 		
	<p><i>HMSS My World</i> TE: Communication—76-77; Alexander Graham Bell (telephone)—78-79; computers—17, Transportation (by air, water, land)—80-81; Mike Mulligan and His Steam Shovel (digging canals)—82-83; Categorize and Classify (modes of transportation)—127-127</p> <p><i>HMSS My World</i> Big Book: Communication (computer)—43; Alexander Graham Bell—44; Transportation (by air, water, land)—45; Mike Mulligan and His Steam Shovel—46; Categorize and Classify: What Things Go Together? (modes of transportation)—71</p>		
K	<p>B.K History</p> <p>Identify and compare family cultures and traditions</p> <p>Use calendars and timelines to sequence the events of an everyday routine and of historical</p>	<p>B. Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining</p>	<p>Social Studies Standards B 4</p> <p>B.4.1</p> <p>B.4.2</p> <p>B.4.3</p>

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	events.	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.4.4 B.4.5 B.4.6 B.4.7 B.4.8 B.4.9 B.4.10
	<ul style="list-style-type: none"> B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts 		
	<p><i>HMSS My World</i> TE: Anna Goes Shopping (shopping experiences of the past)—50-51; Unit 3: Reaching All Learners (Past or Present)—61G; Unit 3: Center Activities (If I Lived Long Ago)—61H; All About Time (time-related vocabulary)—64-65; Family History—68-69; Meeting Needs (then and now)—72-73; A New Cape Long Ago—74-75; Communication (modes of communication from long ago and today)—76-77; Alexander Graham Bell—78-79; Transportation (modes of transportation from long ago and today)—80-81; Unit Review: Talk About the Past—84; Unit Project: Draw Your Life Story—85; Maya Lin—94-95; Heroes Long Ago (Pocahontas, Benjamin Franklin, Daniel Boone, Clara Barton, Booker T. Washington, Theodore Roosevelt)—100-101; American Heroes (Eleanor Roosevelt, Martin Luther King, Jr., Cesar Chavez)—102-103; Columbus Day (Christopher Columbus)—136-137; Martin Luther King, Jr. Day—144-145; Presidents' Day (George Washington, Abraham Lincoln)—146-147</p> <p><i>HMSS My World</i> Big Book: Anna Goes Shopping (shopping experiences of the past)—28; All About Time (yesterday, today, tomorrow)—37; Family History—39; Meeting Needs (then and now)—41; A New Cape Long Ago—42; Communication—43; Alexander Graham Bell—44; Transportation—45; Unit Review: Talk About the Past—47; Unit Project: Draw Your Life Story—48; Maya Lin—54; Heroes Long Ago (Pocahontas, Benjamin Franklin, Daniel Boone, Clara Barton, Booker T. Washington, Theodore Roosevelt)—57; American Heroes (Eleanor Roosevelt, Martin Luther King, Jr., Cesar Chavez)—58</p> <p><i>HMSS My World</i> Holidays Big Book: Columbus Day (Christopher Columbus)—4; Martin Luther King, Jr. Day—13; Presidents' Day (George Washington, Abraham Lincoln)—14</p> <p><i>HMSS My World</i> Leveled Books: George Washington</p>		
	<ul style="list-style-type: none"> B.4.2 Use a timeline to select, organize, and sequence information describing eras in history 		
	<p><i>HMSS My World</i> TE: Opening Routines: Calendar and Holidays—1M; Math: Days of the Week—11; Our World's Land: Calendar Activity—32; Seasons Bring Change: Calendar Activity—40; Math: Count Birthdays (mark birthdays on calendar)—47; Opening Routines: Calendar and Holidays—61M; All About Time (Calendar Activity)—64-65; Communication (timeline)—76-77; Opening Routines: Calendar and Holidays—85M; Skillbuilder: Use a Calendar—122-123</p> <p><i>HMSS My World</i> Big Book: Literature: Time Pieces (calendar)—36; All About Time—37; Communication (timeline)—43; Skillbuilder: Use a Calendar—69</p>		
	<ul style="list-style-type: none"> B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events 		
	<p><i>HMSS My World</i> TE: Two Teachers (Annie Sullivan, Mary McLeod Bethune)—18-19; Laura Ingalls Wilder—70-71; Alexander Graham Bell—78-79; Maya Lin—94-95; Gary Soto—98-99; Heroes Long Ago (Pocahontas, Benjamin Franklin, Daniel Boone, Clara Barton, Booker T. Washington, Theodore Roosevelt)—</p>		

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	<p>100-101; American Heroes (Eleanor Roosevelt, Martin Luther King, Jr., Cesar Chavez)—102-103; Columbus Day (Christopher Columbus)—136-137; Martin Luther King, Jr. Day—144-145; Presidents' Day (George Washington, Abraham Lincoln)—146-147</p> <p>HMSS My World Big Book: Two Teachers (Annie Sullivan, Mary McLeod Bethune)—10; Laura Ingalls Wilder—40; Alexander Graham Bell—44; Maya Lin—54; Gary Soto—56; Heroes Long Ago (Pocahontas, Benjamin Franklin, Daniel Boone, Clara Barton, Booker T. Washington, Theodore Roosevelt)—57; American Heroes (Eleanor Roosevelt, Martin Luther King, Jr., Cesar Chavez)—58</p> <p>HMSS My World Holidays Big Book: Columbus Day (Christopher Columbus)—4-5; Martin Luther King, Jr. Day—12-13; Presidents' Day (George Washington, Abraham Lincoln)—14-15</p> <p>HMSS My World Leveled Books: George Washington</p>		
	<ul style="list-style-type: none"> B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups 		
	<p>HMSS My World TE: Long Ago and Today—62; Literature: Time Pieces—63; All About Time (time-related vocabulary)—64-65; Family History—68-69; Laura Ingalls Wilder—70-71; Meeting Needs (then and now)—72-73; A New Cape Long Ago—74-75; Communication (modes of communication from long ago and today)—76-77; Alexander Graham Bell—78-79; Transportation (modes of transportation from long ago and today)—80-81; Unit Review: Talk About the Past—84; Unit Project: Draw Your Life Story—85; Maya Lin—94-95; Heroes Long Ago (Pocahontas, Benjamin Franklin, Daniel Boone, Clara Barton, Booker T. Washington, Theodore Roosevelt)—100-101; American Heroes (Eleanor Roosevelt, Martin Luther King, Jr., Cesar Chavez)—102-103; Columbus Day (Christopher Columbus)—136-137; Martin Luther King, Jr. Day—144-145; Presidents' Day (George Washington, Abraham Lincoln)—146-147</p> <p>HMSS My World Big Book: Literature: Time Pieces—36; All About Time (yesterday, today, tomorrow)—37; Family History—39; Laura Ingalls Wilder—40; Meeting Needs (then and now)—41; A New Cape Long Ago—42; Communication—43; Alexander Graham Bell—44; Transportation—45; Unit Review: Talk About the Past—47; Unit Project: Draw Your Life Story—48; Maya Lin—54; Heroes Long Ago (Pocahontas, Benjamin Franklin, Daniel Boone, Clara Barton, Booker T. Washington, Theodore Roosevelt)—57; American Heroes (Eleanor Roosevelt, Martin Luther King, Jr., Cesar Chavez)—58</p> <p>HMSS My World Holidays Big Book: Columbus Day (Christopher Columbus)—4; Martin Luther King, Jr. Day—13; Presidents' Day (George Washington, Abraham Lincoln)—14</p> <p>HMSS My World Leveled Books: George Washington</p>		
	<ul style="list-style-type: none"> B.4.5 Identify the historical background and meaning of important political values such as freedom, democracy, and justice 		
	<p>HMSS My World TE: America Is...—87; The Flag and the Bald Eagle—88-89; You're a Grand Old Flag—90-91; Other Symbols for Our Country—92-93</p> <p>HMSS My World Big Book: America Is...—50; The Flag and the Bald Eagle—51; You're a Grand Old Flag—52; Other Symbols for Our Country—53</p>		
	<ul style="list-style-type: none"> B.4.6 Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags 		
	<p>HMSS My World TE: U.S. Symbols Accordion Book—85G; Drawing to Patriotic Songs, Thirteen Stripes—85H; Teacher Read Aloud: What Is a Symbol?—85N; Introduce the Unit: Our Country, It's a Great Place (Lincoln Memorial); Literature: America is...—86-87; The Flag and the Bald Eagle—88-89; You're a Grand Old Flag—90-91; Other Symbols for Our Country—92-93; Maya Lin (Vietnam Veterans Memorial)—94-95; Unit Review: Talk About America (symbols</p>		

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	<p>of our country)—108; Unit Project: Make a United States Symbol—109; Labor Day—134-135; Columbus Day—136-137; Veterans Day—138-139; Thanksgiving Day—140-141; Festivals of Light—142-143; Martin Luther King, Jr. Day—144-145; Presidents' Day—146-147; Earth Day—148-149; Memorial Day—150-151; Flag Day—152-153; Independence Day—154-155</p> <p>HMSS My World Big Book: Introduce the Unit: Our Country, It's a Great Place; Literature: America is...—49-50; The Flag and the Bald Eagle—51; You're a Grand Old Flag—52; Other Symbols for Our Country—53; Maya Lin (Vietnam Veterans Memorial)—54; Unit Review: Talk About America (symbols of our country)—62; Unit Project: Make a United States Symbol—62</p> <p>HMSS My World Holidays Big Book: Labor Day—2-3; Columbus Day—4-5; Veterans Day—6-7; Thanksgiving Day—8-9; Festivals of Light—10-11; Martin Luther King, Jr. Day—12-13; Presidents' Day (George Washington, Abraham Lincoln)—14-15; Earth Day—16-17; Memorial Day—18-19; Flag Day—20-21; Independence Day—22-23</p> <p>HMSS My World Leveled Books: Flags Everywhere!</p> <p>HMSS My World Multimedia Program Resources: Unit Video: America the Beautiful (shows and explains symbols of our country)</p>		
	<ul style="list-style-type: none"> B.4.7 Identify and describe important events and famous people in Wisconsin and United States history 		
	<p>HMSS My World TE: Two Teachers (Annie Sullivan, Mary McLeod Bethune)—18-19; Laura Ingalls Wilder—70-71; Alexander Graham Bell—78-79; Maya Lin—94-95; Gary Soto—98-99; Heroes Long Ago (Pocahontas, Benjamin Franklin, Daniel Boone, Clara Barton, Booker T. Washington, Theodore Roosevelt)—100-101; American Heroes (Eleanor Roosevelt, Martin Luther King, Jr., Cesar Chavez)—102-103; Columbus Day (Christopher Columbus)—136-137; Martin Luther King, Jr. Day—144-145; Presidents' Day (George Washington, Abraham Lincoln)—146-147</p> <p>HMSS My World Big Book: Two Teachers (Annie Sullivan, Mary McLeod Bethune)—10; Laura Ingalls Wilder—40; Alexander Graham Bell—44; Maya Lin—54; Gary Soto—56; Heroes Long Ago (Pocahontas, Benjamin Franklin, Daniel Boone, Clara Barton, Booker T. Washington, Theodore Roosevelt)—57; American Heroes (Eleanor Roosevelt, Martin Luther King, Jr., Cesar Chavez)—58</p> <p>HMSS My World Holidays Big Book: Columbus Day (Christopher Columbus)—4-5; Martin Luther King, Jr. Day—12-13; Presidents' Day (George Washington, Abraham Lincoln)—14-15</p> <p>HMSS My World Leveled Books: George Washington</p>		
	<ul style="list-style-type: none"> B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment 		
	<p>HMSS My World TE: Communication—76-77; Alexander Graham Bell (telephone)—78-79; computers—17, Transportation (by air, water, land)—80-81; Mike Mulligan and His Steam Shovel (digging canals)—82-83; Categorize and Classify (modes of transportation)—127-127</p> <p>HMSS My World Big Book: Communication (computer)—43; Alexander Graham Bell—44; Transportation (by air, water, land)—45; Mike Mulligan and His Steam Shovel—46; Categorize and Classify: What Things Go Together? (modes of transportation)—71</p>		
	<ul style="list-style-type: none"> B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations 		
	<p>HMSS My World TE: Introduce the Unit: Families and Friends, Our Family Comes from 'Round the World—2-3; We Learn from Our Families—4-5; Families</p>		

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	<p>Together... (through all the ups and downs)—6-7; We Learn at School—8-9; We All Go to School—10-11; Friends at School—12-13; Make New Friends ... (and Keep the Old)—14-15; Leaders at Home and at School—16-17; Saving (sharing)—56-57; A New Cape Long Ago (needs: clothing)—74-75; Gary Soto (influence of grandparents from Mexico)—98-99</p> <p><i>HMSS My World</i> Big Book: Introduce the Unit: Families and Friends, Our Family Comes from ‘Round the World—1-2; We Learn from Our Families—3; Families Together... (through all the ups and downs)—4; We Learn at School—5; We All Go to School—6; Friends at School—7; Make New Friends ... (and Keep the Old) —8; Leaders at Home and at School—9; Saving (sharing)—31; A New Cape Long Ago (needs: clothing)—42; Gary Soto (influence of grandparents from Mexico)—56</p> <p><i>HMSS My World</i> Leveled Books: Follow the Leader; When They Were Little Like Me</p> <p><i>HMSS My World</i> Multimedia Program Resources: Unit Video: All About Families</p>		
	<ul style="list-style-type: none"> B.4.10 Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin 		
	<p><i>HMSS My World</i> TE: Thanksgiving Day (Wampanoag Indians)—140-141</p> <p><i>HMSS My World</i> Holidays Big Book: Thanksgiving Day (Wampanoag Indians)—8-9</p>		
K	<p>C.K Civics and Government Identify, demonstrate and explain the rights and responsibilities as a member of a family, classroom and school.</p>	<p>C. Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.</p>	<p>Social Studies Standards C 4 C.4.1 C.4.2 C.4.3 C.4.4 C.4.5 C.4.6</p>
	<ul style="list-style-type: none"> C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity 		
	<p><i>HMSS My World</i> TE: Rules for Home and for School (rights and responsibilities)—20-21; American Heroes: Big Idea: Rights and Responsibilities—102-103</p> <p><i>HMSS My World</i> Big Book: Rules for Home and for School—11; American Heroes—58</p>		
	<ul style="list-style-type: none"> C.4.2 Identify the documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed. 		
	<p>NOTE: The Constitution and the Declaration of Independence are introduced in Grade 1. See the following related content —</p> <p><i>HMSS My World</i> TE: U.S. Symbols Accordion Book—85G; Drawing to Patriotic Songs, Thirteen Stripes—85H; Teacher Read Aloud: What Is a Symbol?—85N: Introduce the Unit: Our Country, It’s a Great Place (Lincoln Memorial); Literature: America is...—86-87; The Flag and the Bald Eagle—88-89; You’re a Grand Old Flag—90-91; Other Symbols for Our Country—92-93; Maya Lin (Vietnam Veterans Memorial)—94-95; Unit Review: Talk About America (symbols of our country)—108; Unit Project: Make a United States Symbol—109; Presidents’ Day—146-147; Flag Day—152-153; Independence Day—154-155</p>		

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	<p><i>HMSS My World</i> Big Book: Introduce the Unit: Our Country, It's a Great Place; Literature: America is...—49-50; The Flag and the Bald Eagle—51; You're a Grand Old Flag—52; Other Symbols for Our Country—53; Maya Lin (Vietnam Veterans Memorial)—54; Unit Review: Talk About America (symbols of our country)—62; Unit Project: Make a United States Symbol—62</p> <p><i>HMSS My World</i> Holidays Big Book: Flag Day—20-21; Independence Day—22-23</p> <p><i>HMSS My World</i> Leveled Books: Flags Everywhere!</p> <p><i>HMSS My World</i> Multimedia Program Resources: Unit Video: America the Beautiful (shows and explains symbols of our country)</p>		
	<ul style="list-style-type: none"> C.4.3 Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation 		
	<p><i>HMSS My World</i> TE: Reaching All Learners: Rules of the Game—1G; Teacher Read Aloud: My Building (family rules)—1N; Rules for Home and for School—20-21; Rules for Walking and for Riding (rules for staying safe)—22-23; Unit Review: Talk About Home and School—24; Our Leaders (roles of civic leaders)—104-105</p> <p><i>HMSS My World</i> Big Book: Rules for Home and for School—11; Rules for Walking and for Riding (rules for staying safe)—12; Unit Review: Talk About Home and School—24; Our Leaders—59</p> <p><i>HMSS My World</i> Leveled Books: Follow the Leader</p>		
	<ul style="list-style-type: none"> C.4.4 Explain the basic purpose of government in American society, recognizing the three levels of government 		
	<p><i>HMSS My World</i> TE: Our Leaders—104-105; Unit Review: Talk About America (Who are our leaders?)—108</p> <p><i>HMSS My World</i> Big Book: Our Leaders—59; Unit Review: Talk About America (Who are our leaders?)—61</p>		
	<ul style="list-style-type: none"> C.4.5 Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community 		
	<p><i>HMSS My World</i> TE: Our Leaders (voting)—104-105; Vote on a Class Flag—106-107; Make a Decision—130-131</p> <p><i>HMSS My World</i> Big Book: Our Leaders—59; Vote on a Class Flag—60; How to Make a Decision—73</p> <p><i>HMSS My World</i> Leveled Books: Follow the Leader</p>		
	<ul style="list-style-type: none"> C.4.6 Locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals 		
	<p><i>HMSS My World</i> TE: Anna Goes Shopping (shopping experiences of the past)—50-51; Unit 3: Reaching All Learners (Past or Present)—61G; Unit 3: Center Activities (If I Lived Long Ago)—61H; All About Time (time-related vocabulary)—64-65; Family History—68-69; Meeting Needs (then and now)—72-73; A New Cape Long Ago—74-75; Communication (modes of communication from long ago and today)—76-77; Alexander Graham Bell—78-79; Transportation (modes of transportation from long ago and today)—80-81; Unit Review: Talk About the Past—84; Unit Project: Draw Your Life Story—85; Maya Lin—94-95;</p>		

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	<p>Heroes Long Ago (Pocahontas, Benjamin Franklin, Daniel Boone, Clara Barton, Booker T. Washington, Theodore Roosevelt)—100-101; American Heroes (Eleanor Roosevelt, Martin Luther King, Jr., Cesar Chavez)—102-103; Columbus Day (Christopher Columbus)—136-137; Martin Luther King, Jr. Day—144-145; Presidents' Day (George Washington, Abraham Lincoln)—146-147</p> <p><i>HMSS My World</i> Big Book: Anna Goes Shopping (shopping experiences of the past)—28; All About Time (yesterday, today, tomorrow)—37; Family History—39; Meeting Needs (then and now)—41; A New Cape Long Ago—42; Communication—43; Alexander Graham Bell—44; Transportation—45; Unit Review: Talk About the Past—47; Unit Project: Draw Your Life Story—48; Maya Lin—54; Heroes Long Ago (Pocahontas, Benjamin Franklin, Daniel Boone, Clara Barton, Booker T. Washington, Theodore Roosevelt)—57; American Heroes (Eleanor Roosevelt, Martin Luther King, Jr., Cesar Chavez)—58</p> <p><i>HMSS My World</i> Holidays Big Book: Columbus Day (Christopher Columbus)—4; Martin Luther King, Jr. Day—13; Presidents' Day (George Washington, Abraham Lincoln)—14</p> <p><i>HMSS My World</i> Leveled Books: George Washington</p>		
K	<p>D.K Economics Identify and describe jobs within the family and classroom and the ways people earn money to provide for needs and wants</p>	<p>D. Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.</p>	<p>Social Studies Standards D 4 D.4.1 D.4.2 D.4.3 D.4.4 D.4.5 D.4.6 D.4.7</p>
	<ul style="list-style-type: none"> D.4.1 Describe and explain of the role of money, banking, and savings in everyday life 		
	<p><i>HMSS My World</i> TE: Center Activities: Play Store (Math)—25H; People Have Needs and Wants—48-49; Anna Goes Shopping—50-51; People at Work—52-53; Saving (bank)—56-57; Money Then ... Money Now ...—58-59; Unit Review—60; The Flag and the Bald Eagle (quarter)—88-89</p> <p><i>HMSS My World</i> Big Book: People Have Needs and Wants—27; Anna Goes Shopping—28; People at Work—29; Saving (bank)—31; Money Then ... Money Now ...—32; Unit Review—33; The Flag and the Bald Eagle (quarter)—51</p> <p><i>HMSS My World</i> Leveled Books: At Work</p>		
	<ul style="list-style-type: none"> D.4.2 Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost (for example, spending one's allowance on a movie will mean less money saved for a new video game) 		
	<p><i>HMSS My World</i> TE: Center Activities: Play Store (Math)—25H; People Have Needs and Wants—48-49; Anna Goes Shopping—50-51; People at Work—52-53; Saving (bank)—56-57; Money Then ... Money Now ...—58-59; Unit Review—60; The Flag and the Bald Eagle (quarter)—88-89</p> <p><i>HMSS My World</i> Big Book: People Have Needs and Wants—27; Anna Goes Shopping—28; People at Work—29; Saving (bank)—31; Money Then ... Money Now ...—32; Unit Review—33; The Flag and the Bald Eagle (quarter)—51</p> <p><i>HMSS My World</i> Leveled Books: At Work</p>		

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	<ul style="list-style-type: none"> D.4.3 Identify local goods and services that are part of the global economy and explain their use in Wisconsin 		
	<p><i>HMSS My World</i> TE: Center Activities: Play Store (Math)—25H; People Have Needs and Wants—48-49; Anna Goes Shopping—50-51; People at Work—52-53; Money Then ... Money Now ...—58-59; Unit Review—60</p> <p><i>HMSS My World</i> Big Book: People Have Needs and Wants—27; Anna Goes Shopping—28; People at Work—29; Money Then ... Money Now ...—32; Unit Review—33</p>		
	<ul style="list-style-type: none"> D.4.4 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient 		
	<p><i>HMSS My World</i> TE: Center Activities: Puppets at Work (librarian, bus driver, letter carrier)—25H; Anna Goes Shopping—50-51; People at Work—52-53; Building a House Long Ago—54-55; Saving (bank)—56-57; Money Then ... Money Now ...—58-59; Unit Review—60; The Flag and the Bald Eagle (quarter)—88-89</p> <p><i>HMSS My World</i> Big Book: People Have Needs and Wants—27; Anna Goes Shopping—28; People at Work—29; Building a House Long Ago—30</p> <p><i>HMSS My World</i> Leveled Books: At Work</p>		
	<ul style="list-style-type: none"> D.4.5 Distinguish between private goods and services (for example, the family car or a local restaurant) and public goods and services (for example, the interstate highway system or the United States Postal Service) 		
	<p><i>HMSS My World</i> TE: Center Activities: Play Store (Math)—25H; People Have Needs and Wants—48-49; Anna Goes Shopping—50-51; People at Work—52-53; Money Then ... Money Now ...—58-59; Unit Review—60</p> <p><i>HMSS My World</i> Big Book: People Have Needs and Wants—27; Anna Goes Shopping—28; People at Work—29; Money Then ... Money Now ...—32; Unit Review—33</p>		
	<ul style="list-style-type: none"> D.4.6 Identify the economic roles of various institutions, including households, businesses, and government 		
	<p><i>HMSS My World</i> TE: Center Activities: Play Store (Math)—25H; People Have Needs and Wants—48-49; Anna Goes Shopping—50-51; People at Work—52-53; Money Then ... Money Now ...—58-59; Unit Review—60</p> <p><i>HMSS My World</i> Big Book: People Have Needs and Wants—27; Anna Goes Shopping—28; People at Work—29; Money Then ... Money Now ...—32; Unit Review—33</p>		
	<ul style="list-style-type: none"> D.4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world 		
	<p><i>HMSS My World</i> TE: Center Activities: Play Store (Math)—25H; People Have Needs and Wants—48-49; Anna Goes Shopping—50-51; People at Work—52-53; Saving (bank)—56-57; Money Then ... Money Now ...—58-59; Unit Review—60; The Flag and the Bald Eagle (quarter)—88-89</p> <p><i>HMSS My World</i> Big Book: People Have Needs and Wants—27; Anna Goes Shopping—28; People at Work—29; Saving (bank)—31; Money Then ... Money Now ...—32; Unit Review—33; The Flag and the Bald Eagle (quarter)—51</p>		

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<i>HMSS My World</i> Leveled Books: At Work			
K	<p>E.K Behavioral Sciences</p> <p>Describe how families are alike and different, and how they live, work and play.</p> <p>Identify and describe institutions such as police, fire, hospitals, schools, and places of worship</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 4</p> <p>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</p>
<ul style="list-style-type: none"> E.4.1 Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning 			
<p><i>HMSS My World</i> TE: NOTE: Each regular lesson begins with “Build on What You Know” to motivate students by reflecting on prior knowledge; “Vocabulary” and “Reading Skills” help improve reading comprehension. Each unit begins with the Teacher Read-Aloud, which includes “Activate Prior Knowledge”— 21N, 69N, 125N, 171N, 225N; and the Current Events Unit Project helps students relate what they will read about in the unit to personal interests— 22, 70, 126, 172, 226.</p> <p><i>See also the following instruction that improves student capabilities to learn —</i></p> <p>Skillbuilder Lessons: Identify the Main Idea—112-113; Use Location Words—114-115; Resolve Conflicts—116-117; Recognize a View from Above—118-119; Compare Maps and Globes—120-121; Use a Calendar—122-123; Identify Sequence of Events—124-125; Categorize and Classify—126-127; Express Ideas Orally—128-129; Make a Decision—130-131</p> <p>Vocabulary: Help—6, 10, 14, 18, 22, 30, 34, 38, 42, 46, 50, 54, 58, 66, 70, 74, 78, 82, 90, 94, 98, 102, 106 Develop and Practice—25G, 45, 61G, 81, 82, 85G, 90, 135, 151, 155 Preview—4, 8, 12, 16, 20, 28, 32, 36, 40, 44, 48, 52, 56, 64, 68, 72, 76, 80, 88, 92, 96, 100, 104</p> <p><i>HMSS My World</i> Multimedia Program Resources: Unit Videos (to motivate and build background)— 3, 27, 63, 87, TR1-TR2</p>			
<ul style="list-style-type: none"> E.4.2 Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development 			

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	<p>HMSS My World TE: Introduce the Unit: Families and Friends, Our Family Comes from ‘Round the World—2-3; We Learn from Our Families—4-5; Families Together... (through all the ups and downs)—6-7; We Learn at School—8-9; We All Go to School—10-11; Friends at School—12-13; Make New Friends ... (and Keep the Old)—14-15; Leaders at Home and at School—16-17; A New Cape Long Ago (needs: clothing)—74-75; Gary Soto (influence of grandparents from Mexico)—98-99</p> <p>HMSS My World Big Book: Introduce the Unit: Families and Friends, Our Family Comes from ‘Round the World—1-2; We Learn from Our Families—3; Families Together... (through all the ups and downs)—4; We Learn at School—5; We All Go to School—6; Friends at School—7; Make New Friends ... (and Keep the Old) —8; Leaders at Home and at School—9; A New Cape Long Ago (needs: clothing)—42; Gary Soto (influence of grandparents from Mexico)—56</p> <p>HMSS My World Leveled Books: Follow the Leader; When They Were Little Like Me</p> <p>HMSS My World Multimedia Program Resources: Unit Video: All About Families</p>		
	<ul style="list-style-type: none"> E.4.3 Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living 		
	<p>HMSS My World TE: Introduce the Unit: Families and Friends, Our Family Comes from ‘Round the World—2-3; We Learn from Our Families—4-5; Families Together... (through all the ups and downs)—6-7; We All Go to School (Big Idea: Cultural Similarities and Differences)—10-11; Make New Friends...—14; Birthdays Around the World—46-47; Gary Soto—98; Festivals of Light (Christmas, Hanukkah, Las posadas, Diwali, Kwanzaa)—142-143</p> <p>HMSS My World Big Book: Introduce the Unit: Families and Friends, Our Family Comes from ‘Round the World—1-2; We Learn from Our Families—3; Families Together... (through all the ups and downs)—4; We All Go to School—6; Make New Friends...—8; Birthdays Around the World—26; Gary Soto—56; Festivals of Light—142-143</p> <p>HMSS My World Leveled Books: When They Were Little Like Me</p> <p>HMSS My World Multimedia Program Resources: Unit Video: All About Families</p>		
	<ul style="list-style-type: none"> E.4.4 Describe the ways in which ethnic cultures influence the daily lives of people 		
	<p>HMSS My World TE: Introduce the Unit: Families and Friends, Our Family Comes from ‘Round the World—2-3; We Learn from Our Families—4-5; Families Together... (through all the ups and downs)—6-7; We All Go to School (Big Idea: Cultural Similarities and Differences)—10-11; Make New Friends...—14; Birthdays Around the World—46-47; Gary Soto—98; Festivals of Light (Christmas, Hanukkah, Las posadas, Diwali, Kwanzaa)—142-143</p> <p>HMSS My World Big Book: Introduce the Unit: Families and Friends, Our Family Comes from ‘Round the World—1-2; We Learn from Our Families—3; Families Together... (through all the ups and downs)—4; We All Go to School—6; Make New Friends...—8; Birthdays Around the World—26; Gary Soto—56; Festivals of Light—142-143</p> <p>HMSS My World Leveled Books: When They Were Little Like Me</p> <p>HMSS My World Multimedia Program Resources: Unit Video: All About Families</p>		
	<ul style="list-style-type: none"> E.4.5 Identify and describe institutions such as school, church, police, and family and describe their contributions to the well being of the community, state, nation, and global society 		

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	<p>HMSS My World TE: Introduce the Unit: Families and Friends, Our Family Comes from ‘Round the World—2-3; We Learn from Our Families—4-5; Families Together... (through all the ups and downs)—6-7; Friends at School—12-13; Make New Friends ... (and Keep the Old)—14-15</p> <p>HMSS My World Big Book: Introduce the Unit: Families and Friends, Our Family Comes from ‘Round the World—1-2; We Learn from Our Families—3; Families Together... (through all the ups and downs)—4; Friends at School—7; Make New Friends ... (and Keep the Old)—8</p> <p>HMSS My World Multimedia Program Resources: Unit Video: All About Families</p>		
	<ul style="list-style-type: none"> E.4.6 Give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture 		
	<p>HMSS My World TE: Reaching All Learners: Rules of the Game—1G; Teacher Read Aloud: My Building (family rules)—1N; Rules for Home and for School—20-21; Rules for Walking and for Riding (rules for staying safe)—22-23; Unit Review: Talk About Home and School—24; Our Leaders (roles of civic leaders)—104-105</p> <p>HMSS My World Big Book: Rules for Home and for School—11; Rules for Walking and for Riding (rules for staying safe)—12; Unit Review: Talk About Home and School—24; Our Leaders—59</p> <p>HMSS My World Leveled Books: Follow the Leader</p>		
	<ul style="list-style-type: none"> E.4.7 Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior 		
	<p>HMSS My World TE: We All Go to School (Big Idea: Cultural Similarities and Differences)—10-11; Birthdays Around the World—46-47; Gary Soto—98; Festivals of Light (Christmas, Hanukkah, Las posadas, Diwali, Kwanzaa)—142-143</p> <p>HMSS My World Big Book: We All Go to School—6; Birthdays Around the World—26; Gary Soto—56; Festivals of Light—142-143</p>		
	<ul style="list-style-type: none"> E.4.8 Describe and distinguish among the values and beliefs of different groups and institutions 		
	<p>HMSS My World TE: We All Go to School (Big Idea: Cultural Similarities and Differences)—10-11; Birthdays Around the World—46-47; Gary Soto—98; Festivals of Light (Christmas, Hanukkah, Las posadas, Diwali, Kwanzaa)—142-143</p> <p>HMSS My World Big Book: We All Go to School—6; Birthdays Around the World—26; Gary Soto—56; Festivals of Light—142-143</p>		
	<ul style="list-style-type: none"> E.4.9 Explain how people learn about others who are different from themselves 		
	<p>HMSS My World TE: Communication—76-77; Alexander Graham Bell (telephone)—78-79; computers—17</p> <p>HMSS My World Big Book: Communication (computer)—43; Alexander Graham Bell—44</p>		
	<ul style="list-style-type: none"> E.4.10 Give examples and explain how the media may influence opinions, choices, and decisions. 		
	<p>HMSS My World TE: Communication—76-77</p> <p>HMSS My World Big Book: Communication (computer)—43</p>		

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	<ul style="list-style-type: none"> E.4.11 Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures 		
	<p><i>HMSS My World</i> TE: Introduce the Unit: Families and Friends, Our Family Comes from 'Round the World—2-3; We Learn from Our Families—4-5; Friends at School—12-13; Literature: "Our Big Home"—27; Paul Bunyan and Babe the Blue Ox—34-35; Birthdays Around the World—46-47; Teacher Read Aloud: The Family Musician—61N; Gary Soto—98-99; Thanksgiving Day—140-141; Festivals of Light—142-143</p> <p><i>See also —</i></p> <p>Literature Circle—99 Poetry "America Is..."—87 "Families Together Through All the Ups and Downs"—7 "Four Seasons"—42-43 "Make New Friends, and Keep the Old"—14-15 "Our Big Home"—27 "Our Family Comes from 'Round the World"—3 "Somewhere"—30-31 "Time Pieces"—63</p> <p>Fiction Mike Mulligan and His Steam Shovel—82-83</p> <p>Folklore Family Musician, The, 61N Paul Bunyan and Babe the Blue Ox—34-35</p> <p>Nonfiction Birthdays Around the World—46-47</p> <p>Songs "America the Beautiful" 9 "Birthday Song, The"—46 "Home on the Range"—71 "If I Had a Hammer"—103 "I've Been Working on the Railroad"—83 "Make New Friends and Keep the Old"—1H, 14-15 "My Country 'Tis of Thee"—9,150 "Now It's Time to Shear the Sheep"—74-75, "Over the River and Through the Woods"—32 "Principal Leads Our School, The"—105 "She'll Be Coming 'Round the Mountain When She Comes"—35 "Star-Spangled Banner, The"—9,153</p>		

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	<p>"This Is the Way We Fill a Glass"— 38 "This Land Is Your Land"— 149 "You're a Grand Old Flag"— 90</p> <p>Read Aloud Selections—1E-1F, 3, 25E-25F, 27, 33, 61E-61F, 63, 71, 83, 85E-85F, 87, 119 Unit Teacher Read Aloud—1N, 25N, 61N, 85N</p> <p>HMSS My World Big Book: Introduce the Unit: Families and Friends, Our Family Comes from 'Round the World—1-2; We Learn from Our Families—3; Friends at School—7; Make New Friends ... (and Keep the Old)—8; Literature: Our Big Home—16; Paul Bunyan and Babe the Blue Ox—20; Birthdays Around the World—26; Gary Soto—56;</p> <p>HMSS My World Holidays Big Book: Thanksgiving Day—8-9; Festivals of Light—10-11</p> <p>HMSS My World Leveled Books: Fun and Games; When They Were Little Like Me</p> <p>HMSS My World Multimedia Program Resources: Unit Video: All About Families</p>		
	<ul style="list-style-type: none"> E.4.12 Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens 		
	<p>HMSS My World TE: Two Teachers (Annie Sullivan, Mary McLeod Bethune)—18-19; Laura Ingalls Wilder—70-71; Alexander Graham Bell—78-79; Maya Lin—94-95; Gary Soto—98-99; Heroes Long Ago (Pocahontas, Benjamin Franklin, Daniel Boone, Clara Barton, Booker T. Washington, Theodore Roosevelt)—100-101; American Heroes (Eleanor Roosevelt, Martin Luther King, Jr., Cesar Chavez)—102-103; Columbus Day (Christopher Columbus)—136-137; Martin Luther King, Jr. Day—144-145; Presidents' Day (George Washington, Abraham Lincoln)—146-147</p> <p>HMSS My World Big Book: Two Teachers (Annie Sullivan, Mary McLeod Bethune)—10; Laura Ingalls Wilder—40; Alexander Graham Bell—44; Maya Lin—54; Gary Soto—56; Heroes Long Ago (Pocahontas, Benjamin Franklin, Daniel Boone, Clara Barton, Booker T. Washington, Theodore Roosevelt)—57; American Heroes (Eleanor Roosevelt, Martin Luther King, Jr., Cesar Chavez)—58</p> <p>HMSS My World Holidays Big Book: Columbus Day (Christopher Columbus)—4-5; Martin Luther King, Jr. Day—12-13; Presidents' Day (George Washington, Abraham Lincoln)—14-15</p> <p>HMSS My World Leveled Books: George Washington</p>		
	<ul style="list-style-type: none"> E.4.13 Investigate and explain similarities and differences in ways that cultures meet human needs 		
	<p>HMSS My World TE: We All Go to School (Big Idea: Cultural Similarities and Differences)—10-11; Birthdays Around the World—46-47; Gary Soto—98; Festivals of Light (Christmas, Hanukkah, Las posadas, Diwali, Kwanzaa)—142-143</p> <p>HMSS My World Big Book: We All Go to School—6; Birthdays Around the World—26; Gary Soto—56; Festivals of Light—142-143</p>		
	<ul style="list-style-type: none"> E.4.14 Describe how differences in cultures may lead to understanding or misunderstanding among people 		
	<p>HMSS My World TE: We All Go to School (Big Idea: Cultural Similarities and Differences)—10-11; Birthdays Around the World—46-47; Gary Soto—98</p> <p>HMSS My World Big Book: We All Go to School—6; Birthdays Around the World—26; Gary Soto—56</p>		

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	<ul style="list-style-type: none"> E.4.15 Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters 		
	<p><i>HMSS My World</i> TE: Introduce the Unit: Families and Friends, Our Family Comes from ‘Round the World—2-3; We Learn from Our Families—4-5; Families Together... (through all the ups and downs)—6-7; Friends at School—12-13; Make New Friends ... (and Keep the Old)—14-15</p> <p><i>HMSS My World</i> Big Book: Introduce the Unit: Families and Friends, Our Family Comes from ‘Round the World—1-2; We Learn from Our Families—3; Families Together... (through all the ups and downs)—4; Friends at School—7; Make New Friends ... (and Keep the Old)—8</p> <p><i>HMSS My World</i> Multimedia Program Resources: Unit Video: All About Families</p>		