Relevant Behaviorial Science Standards for Grade 3-5

	Mystery in the Mine	The Riddle of the Red Rose	Symbol Sleuths	Dr. Babcock's Mystery Machine	A Mississippian Mystery	School in One room	Immigrant Stories	Stem on the Farm
	SS.BH1: Wis (Psychology)		nts will examin	e individual co	ognition, perce	eption, behavi	or, and identit	у
		Describe how and environm	•	derstanding, p	perceptions, a	nd behaviors	are affected b	У
	•					٠	•	
Ð	SS.BH1.b.4 [ image and ide		culture, ethnic	city, race, age	, religion, gene	der, and socia	ll class can he	lp form self-
Ŭ	•	•	•			٠	•	
<u>e</u>	SS.BH2: Wis (Sociology).	consin studer	nts will investig	pate and interp	oret interaction	ns between in	dividuals and	groups
	SS.BH2.a.4-5 food, shelter,	•		n different cult	tures solve co	mmon probler	ns, such as di	stribution of
					•	٠	•	•
Ō	SS.BH2.b.4 ( interpreting e	· · · · · · · · · · · · · · · · · · ·	s of how peop	les from differ	ent cultures d	evelop differe	nt values and	ways of
5	•						•	
	SS.BH3: Wis of social ende			the role that I	human behavi	or and culture	es play in the c	levelopment
Be			w interpretation misunderstance		ies and differe	ences betweer	n and among	cultures may
					•		•	
	SS.BH4: Wis	consin studer	nts will examin	e the progres	sion of specifi	c forms of tec	hnology and t	heir
	influence with	nin various so	cieties.					
		lassify techno (for better or	-	on intended u	se, access, ai	nd design, and	d how they mi	ght change
				•	•	٠		•



Wisconsin Academic Standards Correlation - Social Studies - Behavioral Science Strand

#### Relevant Economic Standards for Grade 3-5

	Mystery in the Mine	The Riddle of the Red Rose	Symbol Sleuths	Dr. Babcock's Mystery Machine	A Mississippian Mystery	School in One room	Immigrant Stories	Stem on the Farm
	SS.Econ1: Wisc	onsin students u	ise economic rea	soning to under	stand issues.			
					he costs and ber ral resources, rer			fferent limited
	SS Econ1 h / In	for potential inco	entives in a real-v	• vorld cituation				•
	55.EC011.D.4 II						•	•
	SS.Econ2: Wisc firms/businesses			decisions are ma	de and interactio	ns occur among	individuals, hous	seholds, and
	SS.Econ2.a.3-4	Compare two pr	oduct markets fo	und in the local o	community. Diffe	rentiate between	goods and servi	ces.
	SS Econ2 h 4 5	Access the relev	of concumers (	domand) produc	ers (supply), pric	oc non prico fo	otors (o a droug	ht or a fad
	item), and comp		· ·		ers (supply), pric	es, non-price la		
1	SS.Econ2.c.3 C	ompare the skills	s and knowledge	• required to prod	uce certain good	s and services. F	<sup>⊃</sup> rovide an exam	ole of the
CS					or a given produc			
	•			•	•	(	>	•
В			ie cost of things of		tions as a whole	(Macroeconomic	cs).	
nomi		vestigate now i						
on	SS.Econ3.b.5 D of interest.	escribe the role	of money, bankir	ıg, and savings iı	n everyday life, ir	ncluding why peo	pple borrow mone	ey and the role
<b>U</b>						A second s		laste en d
ш	resources (Role	of Government)			s and their impac	ct on individuals,	businesses, mar	kets, and
	SS.Econ4.a.3 T	race the chain of	f supply for a nee	ded product (e.g	., food, shelter).			
	SS Econ4 b 4-5 A	ssess the role of e	economic institution	• ns (e.g., banks, go	• vernments in helpi	ng individuals and	society, Differentia	ate between
					rks, public schools			
	SS.Econ4.c.5 D	iscuss reasons a	a government tax	es people.				
	SS.Econ4.d.5 P	redict unintende	d costs and bene	fits (i.e., externa	lities) for a given	current situation	or event.	
				•				
	SS.Econ5: Wisc	onsin students v	vill assess econo	mic interdepend	ence of regions a	and countries three	ough trade.	
	SS.Econ5.a.3 C States and Japa			on in two or more	e regions (e.g., M	idwest and Nortl	heastern United S	States;United



Relevant Geography Standards for Grade 3-5

	Mystery in the Mine	The Riddle of the Red Rose	Symbol Sleuths	Dr. Babcock's Mystery Machine	A Mississippian Mystery	School in One room	Immigrant Stories	Stem on the Farm
	SS.Geog1: Wise	consin students v	will use geograph	nic tools and way	rs of thinking to a	nalyze the world		
					people, places, an id, scale, title, auth			per or digital),
	SS.Geog1.b.i Id	entify purposes o	of and difference	s among maps, g	globes, aerial pho	otographs, chart	s, and satellite in	nages.
	SS Geogl c 4-5 Cre	ate and label a man	(paper or digital) of t	he local community	state, tribal lands, an	d country including h	oth physical (e.g. or	seans and
	•			• ·	ict regions (digital or			
	SS.Geog2: Wise	consin students v	will analyze huma	an movement an	d population patt	erns.		
					nd country. Compa ommunity, state, re			es (i.e.,rural,
			•			٠		
	SS.Geog2.b.5 Ir	nvestigate push a	and pull factors o	of movement in th	neir community, s	state, country, ar	nd world.	
	•						•	
	SS.Geog2.c.5 D	escribe populati	on changes in th	eir state, and cou	untry over time.			
	•	0	•			•	•	
a	SS.Geog2.d.4-5 country.	Summarize pos	itive and negativ	e factors of cities	s. Identify the loc	ation and patterr	is of cities within	our state and
	country.	<b></b>						
50	SS.Geog3: Wise	consin students v	will examine the i	impacts of globa	l interconnection:	s and relationshi	os.	
Geography		lassify a provide			or nonrenewable			both at the
$\mathbf{U}$								
	•	•	ays that people conomic activities		pend on one and	other. Summarize	e how transporta	tion and
					een identity and			
	historical park/battle	efield). Compare and	contrast the human	characteristics of run	nem from other places al, suburban, urban, a g., students and seni	and tribal locations in	Wisconsin and the	Jnited States.
			•			•		
	SS.Geog5: Wise	consin students v	will evaluate the i	relationship betw	een humans and	the environmer	nt.	
	SS.Geog5.a.3-4 water, fertility of		•	ive effects of hur	man actions on c	ur physical envir	onment (e.g., av	ailability of
	•				•			
	SS.Geog5.b.5 E nonrenewable).	xamine how hur	nan actions mod	ify the physical e	nvironment wher	n using natural re	esources (renewa	able and
					•			•



Wisconsin Academic Standards Correlation - Social Studies - Geography Strand

Relevant Inquiry Standards for Grade 3-5

	Mystery in the Mine	The Riddle of the Red Rose	Symbol Sleuths	Dr. Babcock's Mystery Machine	A Mississippian Mystery	School in One room	Immigrant Stories	Stem on the Farm
	SS.Inq1: Wiscons	in students will co	nstruct meaningfu	l questions that ini	tiate an inquiry.			
	SS.Inq1.a.i: Deve	lop list of open-and	d closed ended qu	estions on a topic	or issue.			
	•	•	•	•	•	•		
	SS.Inq1.b.i Devel	op list of questions	that support the r	esearch through d	liscussion and inve	estigation to guide	inquiry.	
	•	•	•	•		•		
		<mark>in students will ga</mark>						
	SS.Inq2.a.i: Gathe	er a variety of reso	urces into categor	ies to guide the ind	quiry.			
				•				
	SS.Inq2.b.i Evalua	e te resources to de		st support the inqu	Iry and supporting	questions.		
	SS Ing 3: Wiscon	sin students will de	velon claims usin	g evidence to supp	port reasoning			
N				nce found in sourc	<b>v</b>	า		
uil	oolingolali oroat					•		
dr	SS.Inq3.b.i: Selec	t appropriate evide	ence from sources	to support a claim	۱.			
Ž	•	•	•	•	•	•		
	SS.Inq3.c.i: Asse	ss how evidence s	upports a claim.					
	•	•	•	•	•	•		
		in students will co		•				
	SS.Inq4.a.i Comn	nunicate conclusio	ns from a variety o	of teacher-provideo	presentation opti	ons.	-	
	•	•	•	•	•	•	•	
	SS.Inq4.b.i Evalua	ate the strength of	claim, evidence, a	and communication	n using criteria est	ablished by both to	eacher and studen	t.
	SS Ing 5: Wiscon	sin students will be		4				
				borative civic enga	gement with com	nunity school sta	te tribal national	and/or global
	implications.			server of the enga	gement with com			anaror giobai
		•	•	•				
	-			-				

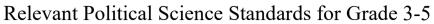


	Mystery in the Mine	The Riddle of the Red Rose	Symbol Sleuths	Dr. Babcock's Mystery Machine	A Mississippian Mystery	School in One room	Immigrant Stories	Stem on the Farm
	SS.Hist1: Use his	torical evidence fo	r determining caus	e and effect.				
	SS. Hist1.a.i Use	evidence to draw o	conclusions about	probable causes o	f historical events,	issues, and proble	ems.	
	•	•	•	•	•	•	•	•
	SS. Hist1.b.i Use	evidence to draw of	conclusions about	probable effects of	f historical events,	issues, and proble	ms.	
	•	•	•	•	•	•	•	•
	SS.Hist2: Wiscon events.	sin students will ar	nalyze, recognize,	and evaluate patte	erns of continuity ar	nd change over tim	e and contextualiz	ation of historical
	SS.Hist2.a.i: Desc	cribe patterns of co	ontinuity over time	in the community,	state, and the Unit	ed States.		
		•	•			•		•
	SS.Hist2.b.i: Desc				ate, and the United			
		•	•	•	•	•	•	•
5	SS.Hist2.c.i Analy	ze individuals, gro ●	ups, and events to •	understand why t	heir contributions a	ere important to his	torical change and	l/or continuity.
History	suggest current in	nplications.	onnect past events sconsin history to a		s to the present; us	e different perspec	ctives to draw cond	clusions; and
Ŧ		•	•	•		•		
	SS.Hist3.b.i: Ident	tify different histori	cal perspectives re	egarding people an	d events in the pas	st.		
		•	•	•		•	•	•
	SS.Hist3.c.i: Expla	ain how historical e	events have possib	le implications on	the present			
		•	•	•	ļ			
			w (Historical Meth		ndary sources to ir	iterpret the historic	al context, intende	d audience,
	SS.Hist4.a.i: Desc	cribe the historical	context (situation)	of a primary or se	condary source.			
	•	•	•	•	•	•	•	•
	SS.Hist4.b.i: Desc	cribe the significan	ce of the intended	audience of a prim	nary or secondary	source.		
		•				•		
	SS.Hist4.c.i: Desc	ribe the intended	purpose of a speci	fic primary or seco	ndary source.			
		•	•			•	•	•
	SS.Hist4.d.i: Desc	1	1	author has on a pri	mary or secondary	source.		
		•	•					

Relevant History Standards for Grade 3-5



	Mystery in the Mine	The Riddle of the Red Rose	Symbol Sleuths	Dr. Babcock's Mystery Machine	A Mississippian Mystery	School in One room	Immigrant Stories	Stem on the Farm
	SS.PS1: Wisconsi	n students will iden	tify and analyze der	nocratic principles	and ideals.			
	SS.PS1.a.i Differe constitutions exist		ajority rule and min	ority rights (as a fi	unction of a democ	ratic republic). Hyp	oothesize why laws	and
		•						
			ns of historically sign quality, rights, respor					
			amine and interpre			-		
Ce	of Human Rights, w	hich individuals poss	s and responsibilities ess within the state, o uman liberties (i.e., th	country, and world. S	Summarize the action			
Č		•						
Scienc			being a citizen of a (i.e., natural born		nciples of good citiz	zenship. Describe	the process by whi	ch people in the
<del>ර</del>	00 D00 4 5 0 W	•	L			•	•	
		eople (e.g., religiou	re groups have beer s groups, civil rights					
J	00 000 14	•						
C C			alyze and evaluate					and factorial
olitical	levels.	estigate reasons w	vhy citizens particip	ate in elections. Io	entity their role in	government at the	iocal, state, tribal,	and rederal
		•						
<b>D</b>			various types of medi ons play in their lives,					
						•		
	SS.PS3.c.4-5 Cla tribal, and federal	•	uctures and function	ns of governments	s, and summarize b	basic powers of the	e government at th	e local, state,
	SS.PS3.d.5 Provi	de examples of ho	w different govern	ments solve proble	ems.		1	
	00 00 / 14/	<u></u>	L		L			
			velop and employ					
	55.PS4.a.i Comp	ile relevant informa	ation to form a polit	lical argument and	taking other points	s of view into acco	unt.	F
		alle a such at in flu						
	55.P54.b.5 Desc		es different political	attitudes and acti	ons and how diver	se groups can wor	K towards consens	sus.
		•						





Textbook, Teacher's Edition, Student Activity Guide, and Website Correlations to Relevant Wisconsin Academic Standards

					С	haptei	rs					
Strand	1	2	3	4	5	6	7	8	9	10	11	12
	SS.Inq1: Wis	sconsin stude	ents will cons	truct meaning	gful questions	s that initiate	an inquiry.					
	SS.Inq1.a.i:	Develop list o	of open-and c	losed ended	questions on	a topic or is	sue.					
	•	•	•	•	•	•	•	•	•	•	•	•
	SS.Inq1.b.i	Develop list o	f questions th	at support th	e research th	nrough discus	sion and inv	estigation to	guide inquiry.			
	•	•	•	•	•	•	•	•	•	•	•	•
			ents will gathe									
	SS.Inq2.a.i:		ety of resour			le the inquiry.						
	•	•	•	•	•	•	•	•	•	•	•	•
			ources to dete			the inquiry a	nd supporting					
	•	•	•	•	•	•	•	•	•	•	•	•
				•		e to support r	Ť					
<u> </u>	SS.Inq3.a.i (	Create a thes	is statement	based on evi	dence found	in sources to	make a clair	n. •	•	•	•	
<u>n</u>	•	•	•	-	•	, in the second se	•	•	•	•	•	•
bu	SS.Inq3.b.I:	Select appro	priate eviden	e from sourc	es to suppor	t a claim.	•	•	•	•	•	•
	-		evidence sup									•
	• •	ASSESS 110W 0	•		•	•	•	•	•	•	•	•
	SS Ing4: Wig	econsin stude	ents will comr	nunicate and	critique con	clusions						
	· · · · · ·					provided pres	sentation onti	ions				
	•	•	•	•	•	•	•	•	•	•	•	•
	SS.Ina4.b.i E	Evaluate the	strenath of cla	aim. evidence	e, and comm	unication usir	na criteria est	ablished by t	oth teacher	and student.		
	•	•	•	•	•	•	•	•	•	•	•	•
	SS.Ing.5: Wi	isconsin stud	ents will be c	ivically engage	ged.							
						vic engageme	ent with com	munity, schoo	ol, state, triba	l, national, ar	nd/or global ir	nplications.
					•	•				•	•	•



Textbook, Teacher's Edition, Student Activity Guide, and Website Correlations to Relevant Wisconsin Academic Standards

Strand       1       2       3       4       5       6       7       8       9       10       11         SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).       SS.BH1: Wisconsin students will examine individual cognition, perceptions, and behaviors are affected by relation environments.       • </th <th>12</th> <th></th> <th></th> <th></th> <th></th> <th>ſS</th> <th>hapter</th> <th>С</th> <th></th> <th></th> <th></th> <th></th> <th></th>	12					ſS	hapter	С					
SS.BH1.a.4 Describe how a person's understanding, perceptions, and behaviors are affected by relation environments. SS.BH1.b.4 Describe how culture, ethnicity, race, age, religion, gender, and social class can help form so and identity. SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (S SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution shelter, and social interactions. SS.BH2.b.4 Give examples of how peoples from different cultures develop different values and ways of i experiences. SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the developm social endeavors (Anthropology). SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures nu understandings or misunderstandings.		11	10	9	8	7	6	5	4	3	2	1	strand
<pre>environments.</pre>	ogy).	(Psycholo	d identity (	havior, and	eption, bel	tion, perco	dual cogni	nine indivi	will exam	n students	Wisconsir	SS.BH1:	
<ul> <li>SS.BH1.b.4 Describe how culture, ethnicity, race, age, religion, gender, and social class can help form so and identity.</li> <li>SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution shelter, and social interactions.</li> <li>SS.BH2.b.4 Give examples of how peoples from different cultures develop different values and ways of i experiences.</li> <li>SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the developm social endeavors (Anthropology).</li> <li>SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures n understandings or misunderstandings.</li> </ul>	hips and	relationsh	fected by	ors are aff	nd behavi	eptions, a	ding, perc	understan	person's u	be how a			
<ul> <li>and identity.</li> <li>SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (SS.BH2: a.4-5 Compare how people from different cultures solve common problems, such as distribution shelter, and social interactions.</li> <li>SS.BH2: A.4-5 Compare how people from different cultures solve common problems, such as distribution shelter, and social interactions.</li> <li>SS.BH2: A.4-5 Compare how people from different cultures solve common problems, such as distribution shelter, and social interactions.</li> <li>SS.BH2: A.4-5 Compare how people from different cultures develop different values and ways of it experiences.</li> <li>SS.BH2: B.4 Give examples of how peoples from different cultures develop different values and ways of it experiences.</li> <li>SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the developm social endeavors (Anthropology).</li> <li>SS.BH3: a.5 Investigate how interpretations of similarities and differences between and among cultures nunderstandings.</li> <li>• • • • • • • • • • • • • • • • • • •</li></ul>	•	•	•	•	•	•		•	•	•		-	
SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (S         SS.BH2: A.4-5 Compare how people from different cultures solve common problems, such as distribution shelter, and social interactions.         SS.BH2.b.4 Give examples of how peoples from different cultures develop different values and ways of i experiences.         SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the developm social endeavors (Anthropology).         SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures n understandings.	f-image	form self-	s can help	ocial class	der, and s	igion, gen	e, age, rel	nicity, race	lture, ethr	be how cu			
SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution shelter, and social interactions.         SS.BH2.b.4 Give examples of how peoples from different cultures develop different values and ways of i experiences.         SS.BH3. Wisconsin students will assess the role that human behavior and cultures play in the developm social endeavors (Anthropology).         SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures numbers and interstandings.	•	•	•	•		•	•		•				U U
<ul> <li>SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution shelter, and social interactions.</li> <li>SS.BH2.b.4 Give examples of how peoples from different cultures develop different values and ways of i experiences.</li> <li>SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the developm social endeavors (Anthropology).</li> <li>SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures numbers and many cultures of similarities and differences between and among cultures numbers and many cultures of similarities and differences between and among cultures numbers and many cultures of similarities and differences between and among cultures numbers and many cultures of similarities and differences between and among cultures numbers and many cultures of similarities and differences between and among cultures numbers and many cultures of similarities and differences between and among cultures numbers and many cultures of similarities and differences between and among cultures numbers and many cultures of similarities and differences between and among cultures numbers and many cultures of similarities and differences between and among cultures numbers and many cultures of similarities and differences between and among cultures numbers and many cultures of similarities and differences between and among cultures numbers and many cultures of similarities and differences between and among cultures of similarities and differences between and among cultures of similarities and differences between and among cultures of similarities and between and among cultures of simila</li></ul>	ociology).	oups (Soc	als and gr	n individua	ns betwee	interaction	d interpret	tigate and	will inves	n students	Wisconsir	SS.BH2:	ien
experiences. SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development social endeavors (Anthropology). SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures numbers and inderstandings.	of food,	ribution of	ch as dist	blems, su	mmon pro	s solve co	ent culture:	om differe		-			
<pre>experiences.     experiences.     SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development social endeavors (Anthropology).     SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures n understandings or misunderstandings.</pre>	<u> </u>		•	•	•	•	•	•	•	•			
Social endeavors (Anthropology).         SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures n         understandings or misunderstandings.         •       •         •       •	terpreting	ays of inte	ues and w	ferent valu	levelop dif	cultures d	n different	oples from	of how peo	examples c			iora
Social endeavors (Anthropology).         SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures nunderstandings or misunderstandings.         •       •       •       •       •       •	•					•	•	-	•	•		•	>
understandings or misunderstandings.									ogy).	Anthropolo	deavors (A	social en	<b>_</b>
SS.BH4: Wisconsin students will examine the progression of specific forms of technology and their influence	ay lead to	iltures may	among cu	ween and a	ences betw	and differe	milarities		-	-			m
SS.BH4: Wisconsin students will examine the progression of specific forms of technology and their influe		•	•	•			•	•	•	•			
various societies.	•	· · · ·	gy and the	ftechnolog	ic forms of	of specifi	rogression	nine the pr	will exam	n students			
SS.BH4.a.i Classify technologies based on intended use, access, and design, and how they might chang people's lives (for better or worse).	• Ice within	eir influenc											
			they migh	, and how	nd design	access, a	nded use,	ed on inter	•	-	-		



Wisconsin: Our State, Our Story Textbook, Teacher's Edition, Student Activity Guide, and Website Correlations to Relevant Wisconsin Academic Standards

					С	hapte	rs					
Strand	1	2	3	4	5	6	7	8	9	10	11	12
	SS.Econ1:	Wisconsin	students use	economic	reasoning to	o understan	d issues.		-		<u> </u>	
	SS.Econ1.a	a.3 Use eco	nomic reaso	oning to com	pare and c	ontrast the c	costs and be	enefits of a c	decision. Ca	tegorize diff	erent limited	d resources
	(e.g., mone	y, materials	, time, labor	/workers, la	nd, natural	resources, r	enewable o	r non-renew	/able).			
				•	•	•	•	•	•	•		•
	SS.Econ1.b	p.4 Infer pot	ential incent	ives in a rea	al-world situ	ation.	•	T	1	•	T	
				•	•	•	•	•	•	•		•
			students will		w decisions	are made a	ind interaction	ons occur a	mong individ	duais, nouse	enolas, and	
			oeconomics are two proc		found in th		munity Diff	orontiato bo	twoon good	s and sonvio	00	
	55.EC0112.8		are two proc				Thurney. Dine					1
	SS Econ2	1 4-5 Asses	s the roles c	of consumer	s (demand)	producers	(supply) pri	ices non-pr	ice factors (	l e a drouah	t or a fad ite	m) and
		in the prod			e (demana)	, producere	(cappiy), pr			o.g., arougn		, and
	Composition			•	•	1	•	•	•	•		
10	SS.Econ2.0	c.3 Compare	e the skills a	ind knowled	ge required	to produce	certain good	ds and servi	ices. Provide	e an exampl	e of the fac	tors of
CS	production	(i.e., land, la	abor, capital	, entreprene	eurship) for	a given prod	luct.					
.≚				•	•		•	•	•			
			students will				s as a whole	e (Macroeco	nomics).			
	SS.Econ3.a	a.4 Investiga	ate how the	cost of thing	s changes	over time.	T	T	1	•	T	
		5 Decerite		•	•							f
conom	interest.	0.5 Describe	e the role of	money, ban	iking, and s	avings in eve	eryday life, i	nciuaing wr	iy people bo	rrow money	and the rol	e or
						L		L <u></u>	<u> </u>	•		
ш	SS.Econ4: (Role of Go		students will	evaluate go	overnment o	lecisions an	d their impa	ict on individ	luals, busine	esses, mark	ets, and res	sources
	SS.Econ4.a	a.3 Trace th	e chain of s	upply for a r	needed proc	luct (e.g., fo	od, shelter).					
				•	•			•	•			
			s the role of			-	-					te between
	private prop	perty (e.g., f	actories and	l homes) an	d public pro	perty (e.g.,	parks, publi	c schools, a	nd governm	ent building	s).	
					•			•	•	•		
	SS.Econ4.0	c.5 Discuss	reasons a g	overnment	taxes peopl	e.	1	1		T.	1	
		d 5 Dradiat .			•				•	•		
	SS.Econ4.0	a.5 Predict l	unintended c	costs and be	enetits (I.e.,	externalities	) for a giver	n current site	uation or eve	1	T	
				•	•		•			•		
			students will								tates: United	States and
			uth America									States and
				•	•	•	•	•	•			



Wisconsin: Our State, Our Story Textbook, Teacher's Edition, Student Activity Guide, and Website Correlations to Relevant Wisconsin Academic Standards

					С	hapte	rs					
Strand		2	3	4	5	6	7	8	9	10	11	12
	SS.Geog1:	Wisconsin	students wil	l use geogra	aphic tools a	and ways of	thinking to a	analyze the	world.			
									environment			er or
	digital), cha	arts, and gra	phs using a	ppropriate e	elements (i.e	e., date, orie	ntation, grid	, scale, title,	, author, inde	ex, legend,	situation).	-
	00.00001	•	•	•	•	•	•	•	•	•	•	•
	SS.Geog1.	b.i identify p	ourposes of	and differen	ices among	maps, globe	es, aeriai pr	lotographs,	charts, and s	satellite ima	ges.	
	SS Googl c	• 1.5 Croate and	labol a man (n	apor or digital)	•	mmunity state	tribal lands	and country in	cluding both ph		coans and cor	tinonte) and
			s) characteristi							iysical (e.y., ot		illinents) and
	(e.g.,	•	-,		 			1	I	[		•
	SS.Geog2:	Wisconsin	students wil	l analyze hu	iman mover	nent and po	pulation pat	terns.			J	
									and contras	st types of c	ommunities	s (i.e.,rural,
	suburban,	urban, or tril	bal), and diff	erent types	of places or	n Earth (e.g.	,community	, state, regi	on, country/r	nation).		
		•			•	•	•	•	•	•		
	SS.Geog2.	b.5 Investig	ate push an	d pull factor	s of movem	ent in their o	community,	state, count	ry, and world	dt		
			•	•	•	•		•	•	•		
E É	SS.Geog2.	.c.5 Describ	e population	changes in	their state,	and country	over time.		1		1	
			•	•	•	•		•	•	•	•	1
raphy	SS.Geog2.	d.4-5 Sumn	narize positi	ve and nega	ative factors	of cities. Ide	entify the loc	ation and p	atterns of cit	ies within o	ur state and	d country.
		•							•	•	•	
D	SS.Geog3:	Wisconsin	students wil	I examine the	ne impacts o	of global inte	rconnection	is and relation	onships.			
60		.a.5 Classify nd global lev		set of resou	irces as ren	ewable or no	onrenewable	e, and analy	ze the implic	cations of bo	oth at the lo	ocal,
()				•	•			•	•			
	SS.Geog3.	b.4 Classify	various way	ys that peop	le and coun	tries depend	d on one an	other. Sumr	narize how t	ransportatio	n and com	munication
	-	•	ic activities							·		
				•	•	•	•	•	•	•	٠	
			students wil									
									etery, places of			
			nd contrast the s in the commu						Visconsin and t avaround).	he United Stat	es. Identify ar	nd describe
			•		•					[		•
	SS.Geog5:	Wisconsin	students wil	l evaluate th	ne relationsh	nip between	humans an	d the enviro	nment.			
									environmen	t (e.g., avai	lability of wa	ater, fertility
	of soils) ov			·	0			1 5			,	, ,
				•	•			•			•	
	SS.Geog5.	b.5 Examin	e how huma	n actions m	odify the ph	ysical enviro	onment whe	n using natu	ural resource	es (renewab	le and non	renewable).
			•	•				•	•		•	1
		1	<u> </u>	· ·	I	1	I		L		· ·	1



Textbook, Teacher's Edition, Student Activity Guide, and Website Correlations to Relevant Wisconsin Academic Standards in Grade Bands 3–5

					C	hapter	S					
Strand	1	2	3	4	5	6	7	8	9	10	11	12
	SS.Hist1: Us	se historical e	evidence for d	letermining c	ause and effe	ect.						
	SS. Hist1.a.i	Use evidend	ce to draw co	nclusions abo	out probable o	causes of his	torical events	s, issues, and	d problems.			
	•	•	•	•	•	•	•	•	•	•	•	
		T			out probable e		T	1	1			1
	•	•	•	•	•	•	•	•	•	•	•	
	SS.Hist2: W	isconsin stud	lents will anal	yze, recogniz	ze, and evalu	ate patterns	of continuity a	and change o	over time and	contextualiz	ation of histo	rical events.
	SS.Hist2.a.i:	Describe pa	tterns of cont	inuity over tir	ne in the com	nmunity, state	e, and the Un	ited States.				
	•	•	•	•	•	•	•	•	•	•	•	•
		1	tterns of char		in the comm	-	and the Unite	T	T	1	1	T
	•	•	•	•	•	•	•	•	•	•	•	•
	SS.Hist2.c.i	Analyze indiv	/iduals, group	s, and event	s to understa	nd why their	contributions	are importar	nt to historical	I change and	/or continuity	
	•	•	•	•	•	•	•	•	•	•	•	
2	SS.Hist3: W current impli		lents will con	nect past eve	ents, people, a	and ideas to	the present; ι	use different	perspectives	to draw conc	lusions; and	suggest
isto	-		ents in Wisco	onsin history	to a current is	ssue or even	t					
<u>.</u>	•	•	•	•		•	•	•	•	•	•	
T	SS.Hist3.b.i:	Identify diffe	rent historica	I perspective	s regarding p	eople and ev	ents in the p	ast.	•			
	•		•		•	•				•	•	
	SS.Hist3.c.i:	Explain how	historical eve	ents have po	ssible implica	tions on the	present		-			_
	•	•	•	•	•	•	•	•	•	•	•	•
			ients will eval iew (Historica		y of primary a	ina secondar	y sources to	interpret the	nistorical con	itext, intende	a audience, p	ourpose,
					on) of a prima	arv or second	larv source.					
	•	•	•	•	•	•	•	•	•	•	•	•
	SS.Hist4.b.i:	Describe the	e significance	of the intend	led audience	of a primary	or secondary	/ source.	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	•	•
	SS.Hist4.c.i:	Describe the	e intended pu	rpose of a sp	ecific primary	/ or seconda	ry source.					
	•	•	•	•	•	•	•	•	•	•	•	•
		1			ne author has		-	r				
	•	•	•	•	•	•	•	•	•	•	•	•



Textbook, Teacher's Edition, Student Activity Guide, and Website Correlations to Relevant Wisconsin Academic Standards

					C	hapte	rs					
	1	2	3	4	5	6	7	8	9	10	11	1
SS	S.PS1: Wi	sconsin stud	ents will ident	ify and analy	ze democrati	ic principles a	and ideals.					
SS	S.PS1.a.i [	Differentiate I	between majo	ority rule and	minority right	ts (as a functi	ion of a dem	ocratic republ	ic). Hypothes	ize why laws	and constitu	tions e
					•		•		•		•	
			ne contributions om, justice, equ	•	•	•	• •		•	•	•	
							•		•	•	•	
			ents will exan									
of	<sup>-</sup> Human Rig	ghts, which in	amples of right dividuals poss escribe basic h	ess within the	state, country	y, and world. S	Summarize th					
S	S.PS2.b.5	Compare an	d contrast be	ing a citizen o	of a country t	o the principle	es of aood c	tizenship. De	scribe the pro	ocess by which	ch people in t	the Uni
			zens (i.e., nati							····· , ····		
		Ĭ			Ī	•						
			.g., religious g							have altered t ater voice to in		
Sι		now people (e										
Su co	ummarize h ommunities.	now people (e	.g., religious g	roups, civil rig	hts groups, w	orkers, neight	oorhood resid	ents) organize	to gain a grea	ater voice to in	npact and cha	
Su co St	ummarize h ommunities. S.PS3: Wis	now people (e sconsin stud		roups, civil rig • /ze and evalu	hts groups, w • uate the powe	orkers, neight	oorhood resid	ents) organize	to gain a great • institutions .	ater voice to in	npact and cha	inge the
SL CO SS	ummarize h ommunities. S.PS3: Wit S.PS3.a.4-	now people (e sconsin stud 5 Investigate	.g., religious g ents will analy e reasons why	roups, civil rig	hts groups, w ate the powe ticipate in ele	orkers, neight	oorhood resid	ents) organize	to gain a great institutions . t at the local,	ater voice to in  state, tribal,	npact and cha	evels.
	ummarize h ommunities. S.PS3: Wis S.PS3.a.4- S.PS3.b.3-4	now people (e sconsin stud 5 Investigate Provide exam	.g., religious g ents will analy	roups, civil rig vize and evalu victizens par rious types of r	hts groups, w uate the powe ticipate in ele	orkers, neight ers and proce ections. Identi	esses of polit fy their role i nd governmer	ents) organize	to gain a great institutions . t at the local, d contrast the local	ater voice to in • state, tribal, ultiple roles p	npact and cha	evels.
Su co SS SS An	ummarize h ommunities. S.PS3: Wis S.PS3.a.4- S.PS3.b.3-4 nalyze the ro	now people (e sconsin stud -5 Investigate Provide exam ples civic instit	.g., religious g ents will analy e reasons why pples of how va utions play in th	roups, civil rig /ze and evalu / citizens par rious types of r heir lives, their	hts groups, w uate the power ticipate in ele media are used community an •	orkers, neight ers and proce ections. Identi d in elections a d beyond (e.g.	oorhood resid	ents) organize	to gain a great institutions . t at the local, d contrast the r religious instit	state, tribal, state, tribal, multiple roles p utions).	npact and cha and federal le people play in e	evels.
Su co SS SS An SS	ummarize h ommunities. S.PS3: Wis S.PS3.a.4- S.PS3.b.3-4 nalyze the ro	now people (e sconsin stud 5 Investigate Provide examples civic instit 5 Classify th	.g., religious g ents will analy reasons why	roups, civil rig /ze and evalu / citizens par rious types of r neir lives, their	hts groups, w uate the power ticipate in ele media are used community an •	orkers, neight ers and proce ections. Identi d in elections a d beyond (e.g.	oorhood resid	ents) organize	to gain a great institutions . t at the local, d contrast the r religious instit	state, tribal, state, tribal, multiple roles p utions).	npact and cha and federal le people play in e	evels.
St co St St St Ar	ummarize h ommunities. S.PS3: Wis S.PS3.a.4- S.PS3.b.3-4 nalyze the ro S.PS3.c.4- ederal level	now people (e sconsin stud 5 Investigate Provide exam bles civic instit 5 Classify th s.	.g., religious g ents will analy e reasons why pples of how va utions play in th e basic struct	roups, civil rig vize and evalue vitizens par rious types of r heir lives, their ures and fun-	hts groups, w uate the power ticipate in elec media are used community an ctions of gove	orkers, neight ers and proce ections. Identi d in elections a d beyond (e.g. ernments, an	oorhood resid	ents) organize	to gain a great institutions . t at the local, d contrast the r religious instit	state, tribal, state, tribal, multiple roles p utions).	npact and cha and federal le people play in e	evels.
St co St St St Ar	ummarize h ommunities. S.PS3: Wis S.PS3.a.4- S.PS3.b.3-4 nalyze the ro S.PS3.c.4- ederal level	now people (e sconsin stud 5 Investigate Provide exam bles civic instit 5 Classify th s.	.g., religious g ents will analy e reasons why pples of how va utions play in th	roups, civil rig vize and evalue vitizens par rious types of r heir lives, their ures and fun-	hts groups, w uate the power ticipate in elec media are used community an ctions of gove	orkers, neight ers and proce ections. Identi d in elections a d beyond (e.g. ernments, an	oorhood resid	ents) organize	to gain a great institutions . t at the local, d contrast the r religious instit	state, tribal, state, tribal, multiple roles p utions).	npact and cha and federal le people play in e	evels.
St co SS SS Ar SS fe	ummarize h ommunities. S.PS3: Wis S.PS3.a.4- S.PS3.b.3-4 nalyze the ro S.PS3.c.4- ederal level S.PS3.d.5	now people (e sconsin stud 5 Investigate Provide examoles civic instit 5 Classify th s. Provide exam	.g., religious g ents will analy e reasons why pples of how va utions play in th e basic struct mples of how	roups, civil rig	hts groups, w uate the power ticipate in ele endia are used community an etions of gove ernments sol	orkers, neight ers and proce ections. Identi d in elections a d beyond (e.g. ernments, an ve problems.	oorhood resid	ents) organize	to gain a great institutions . t at the local, d contrast the r religious instit	state, tribal, state, tribal, multiple roles p utions).	npact and cha and federal le people play in e	evels.
St coordinates of the second s	ummarize h ommunities. S.PS3: Wis S.PS3.a.4- S.PS3.b.3-4 halyze the ro S.PS3.c.4- deral level S.PS3.d.5 S.PS3.d.5	now people (e sconsin stud 5 Investigate Provide exam bles civic instit 5 Classify th s. Provide exar Provide exar sconsin stud	.g., religious g ents will analy e reasons why pples of how va utions play in th e basic struct mples of how ents will deve	roups, civil rig	hts groups, w Jate the power ticipate in elec media are used community an etions of gove ernments sol	orkers, neight ers and proce ections. Identi d in elections a d beyond (e.g. ernments, an ve problems. sivic literacy.	oorhood resid esses of polit fy their role i nd governmer , schools, com d summarize	ents) organize	to gain a great institutions . t at the local, d contrast the religious instit e s of the gove	state, tribal, state, tribal, multiple roles p utions). rnment at the	npact and cha and federal le people play in e	evels.
St coordinates of the second s	ummarize h ommunities. S.PS3: Wis S.PS3.a.4- S.PS3.b.3-4 halyze the ro S.PS3.c.4- deral level S.PS3.d.5 S.PS3.d.5	now people (e sconsin stud 5 Investigate Provide exam bles civic instit 5 Classify th s. Provide exar Provide exar sconsin stud	.g., religious g ents will analy e reasons why pples of how va utions play in th e basic struct mples of how	roups, civil rig	hts groups, w Jate the power ticipate in elec media are used community an etions of gove ernments sol	orkers, neight ers and proce ections. Identi d in elections a d beyond (e.g. ernments, an ve problems. sivic literacy.	oorhood resid esses of polit fy their role i nd governmer , schools, com d summarize	ents) organize	to gain a great institutions . t at the local, d contrast the religious instit e s of the gove	state, tribal, state, tribal, multiple roles p utions). rnment at the	npact and cha and federal le people play in e	evels.
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