

# Wisconsin: Our State, Our Story

Textbook, Teacher’s Edition, and Student Activity Guide

Correlations to Relevant Wisconsin Model Academic Standards

Chapters													
Subjects	1	2	3	4	5	6	7	8	9	10	11	12	
History	B.4.1 Identify and examine various sources of information used for constructing an understanding of the past...												
	•	•	•	•	•	•	•	•	•	•	•	•	
	B.4.2 Use a timeline to select, organize, and sequence information describing eras in history.												
	•	•	•	•	•	•	•	•	•	•	•	•	
	B.4.3 Examine biographies, stories...to understand the lives of ordinary people, place them in time and context, and explain their relationship to important historical events.												
			•	•	•	•	•	•	•	•	•	•	•
	B.4.4 Compare and contrast changes in contemporary life with life in the past...												
			•	•	•	•	•	•	•	•	•	•	•
	B.4.5 Identify the historical background and meaning of important political values such as freedom, democracy, and justice.												
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	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.												
	•	•			•								
	B.4.7 Identify and describe important events and famous people in Wisconsin and United States History.												
			•	•	•	•	•	•	•	•	•	•	•
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.													
		•	•	•	•		•	•	•	•	•	•	
B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations.													
	•	•	•	•	•	•	•	•	•	•	•	•	
B.4.10 Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin.													
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Geography	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.											
		•	•	•	•	•	•	•	•	•	•	•
	A.4.2 Locate on a map or globe physical features . . . natural features . . . and human features such as cities, states, and national borders.											
		•	•	•	•	•	•	•	•	•	•	•
	A.4.3 Construct a map of the world from memory . . .											
		•										
	A.4.4 Describe and give examples of ways in which people interact with the physical environment.											
		•	•	•	•	•		•	•	•	•	•
	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.											
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	A.4.6 Identify and distinguish between predictable environmental changes . . . and describe the social and economic effects of these changes.											
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	A.4.7 Identify connections between the local community and other places in Wisconsin, the United States and the world.											
			•	•	•	•	•	•	•	•	•	•
A.4.8 Identify major changes in the local community that have been caused by human beings . . .												
			•	•	•		•	•	•	•	•	
A.4.9 Give examples to show how scientific and technological knowledge has led to environmental changes . . .												
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<b>Behavioral Science</b>	E.4.1 Explain the influence of prior knowledge...on individual learning.												
				•	•	•	•	•	•	•	•	•	
	E.4.2 Explain the influence of factors such as family...on individual identity and development.												
				•	•	•	•	•	•		•	•	
	E.4.3 Describe how families are alike and different...												
			•	•		•							
	E.4.4 Describe ways in which ethnic cultures influence the daily lives of people.												
			•	•	•	•				•	•		
	E.4.5 Identify and describe institutions ...and describe their contributions to the well being of the community...												
			•	•	•	•	•	•	•	•	•	•	
	E.4.6 Give examples of group and institutional influences...on people, events and culture.												
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	E.4.7 Explain why people respond differently to the same event...												
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	E.4.8 Describe and distinguish among the values and beliefs of different groups and institutions.												
				•	•	•	•				•	•	•
	E.4.9 Explain how people learn about others who are different from themselves.												
			•	•	•	•	•	•	•	•			
	E.4.10 Give examples and explain how the media may influence opinions, choices, and decisions.												
								•	•	•	•		
E.4.11 Give examples and explain how language, stories...are expressions of culture...													
		•	•	•		•							
E.4.12 Give examples of important contributions made by Wisconsin citizens, and world citizens.													
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E.4.13 Investigate and explain similarities and differences in ways that cultures meet human needs.													
		•	•	•	•			•	•	•	•	•	
E.4.14 Describe how differences in cultures may lead to understanding or misunderstanding...													
			•	•	•	•				•	•		
E.4.15 Describe instances of cooperation and interdependence among individuals, groups...													
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Economics	D.4.1 Describe and explain the role of money, banking, and savings in everyday life.												
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	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).												
	D.4.3 Identify local goods and services that are part of the global economy and explain their use in Wisconsin.												
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	D.4.4 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient.												
								•	•	•	•		
	D.4.5 Distinguish between private goods and services...and public goods and services.												
D.4.6 Identify the economic roles of various institutions, including households, businesses, and government.													
		•											
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.													
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Political Science	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.												
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	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.												
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	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.												
						•	•		•	•	•	•	
	C.4.4 Explain the basic purpose of government in American society, recognizing the three levels of government.												
					•								
	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.												
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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.													
				•									

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Language Arts	A.4.1 Use effective reading strategies to achieve their purposes in reading...											
	•	•	•	•	•	•	•	•	•	•	•	•
	A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience...											
	•	•	•	•	•	•	•	•	•	•	•	•
	A.4.4 Read to acquire information...											
	•	•	•	•	•	•	•	•	•	•	•	•
	B.4.1 Create or produce writing to communicate with different audiences for a variety of purposes...											
	•	•	•	•	•	•	•	•	•	•	•	•
	C.4.1 Orally communicate information, opinions, and ideas effectively...											
	•	•	•	•	•	•	•	•	•	•	•	•
	C.4.2 Listen to and comprehend oral communications...											
	•	•	•	•	•	•	•	•	•	•	•	•
C.4.3 Participate effectively in discussion...												
•	•	•	•	•	•	•	•	•	•	•	•	

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<b>Math</b>	A.4.1 Use reasoning abilities to perceive patterns, identify relationships, formulate questions for further exploration, justify strategies, and test reasonableness of results.												
	•	•	•	•	•	•	•	•	•	•	•	•	
	A.4.2 Communicate mathematical ideas in a variety of ways, including words, numbers, symbols, pictures, charts, graphs, tables, diagrams, and models.												
	•	•	•	•	•	•	•	•	•	•	•	•	•
	A.4.3 Connect mathematical learning with other subjects, personal experiences, current events, and personal interests...												
	•	•	•	•	•	•	•	•	•	•	•	•	•

Wisconsin, Our State, Our Story addresses selected standards in math and art when the topics in the chapter or related activities demonstrate this kind of cross-curricular linkage.

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Art	A.4.1 Develop a basic mental storehouse of images.												
	•	•	•	•	•	•	•	•	•	•	•	•	
	A.4.4 Learn about styles of art from various times.												
			•	•	•	•	•	•	•	•	•	•	•
	A.4.6 Know that art is a basic way of thinking and communicating about the world.												
			•	•	•	•	•	•	•	•	•	•	•
	B.4.1 Understand that artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs.												
			•	•	•	•	•	•	•	•	•	•	•
	B.4.2 Recognize that form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist.												
			•	•	•	•	•	•	•	•	•	•	•
	B.4.3 Know that works of art and designed objects related to specific cultures, times, and places.												
			•	•	•	•	•	•	•	•	•	•	•
	B.4.4 Know that art is influenced by artists, designers, and cultures.												
			•	•	•	•	•	•	•	•	•	•	•
	B.4.5 Understand that choices in art are shaped by their own culture and society.												
			•	•	•	•	•	•	•	•	•	•	•
	C.4.5 Look at nature and works of art as visual resources.												
		•	•	•	•	•	•	•	•	•	•	•	•
	D.4.3 Know that the environment influences the look and use of art, architecture, and design.												
			•	•	•	•	•	•	•	•	•	•	•
	G.4.1 Know that art communicates ideas.												
			•	•	•	•	•	•	•	•	•	•	•
	G.4.2 Know that artwork has meanings.												
			•	•	•	•	•	•	•	•	•	•	•
G.4.3 Talk and write about the meanings of artworks and designs.													
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H.4.2 Use drawing to examine objects closely.													
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H.4.5 Be able to read simple maps, charts, and plans.													
•	•	•	•	•	•	•	•	•	•	•	•	•	

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