



Hello, World!

© 2009

STANDARDS

PAGE REFERENCES

Pre-Kindergarten and Kindergarten

Living, Learning, and Working Together

At the preschool and kindergarten level, learning in history and social science is built on children's experiences in their families, school, community, state, and country. The picture books chosen for reading aloud, the stories told, and the songs they hear or learn are basic components of the curriculum. Children listen to stories about the people and events we celebrate in our national holidays and learn why we celebrate them. They also become familiar with our national symbols to help them develop a civic identity.

STANDARDS	PAGE REFERENCES
Pre-Kindergarten to Kindergarten Concepts and Skills	
With guidance from the teacher, students should be able to:	
<i>History and Geography</i>	
<p>1. Identify sequential actions, such as <i>first, next, last</i>, in stories and use them to describe personal experiences. (H)</p>	<p>Student Edition: 28</p> <p>Leveled Readers: Grade K Approaching Level Reader <i>A Class Bake Sale</i> Grade K On Level Reader <i>A Class Bake Sale</i> Grade K Beyond Level Reader <i>A Class Bake Sale</i> Grade K Approaching Level Reader <i>César Chávez</i> Grade K On Level Reader <i>César Chávez</i> Grade K Beyond Level Reader <i>César Chávez</i> Grade K Approaching Level Reader <i>Indian New Year</i> Grade K On Level Reader <i>Indian New Year</i> Grade K Beyond Level Reader <i>Indian New Year</i></p> <p>Teacher’s Edition: 1D, 71F; R 18, 70</p>
<p>2. Use correctly words and phrases related to chronology and time (<i>now, long ago, before, after; morning, afternoon, night; today, tomorrow, yesterday; last or next week, month, year; and present, past, and future tenses of verbs</i>). (H)</p>	<p>Student Edition: 26, 29, 30, 31, 50</p> <p>Teacher’s Edition: 54, 56, 62, 98; CCA 51G; DI 55, 57, 65, 67; F 51, 70P; R 70</p>

STANDARDS	PAGE REFERENCES
<p>3. Use correctly the word <i>because</i> in the context of stories or personal experiences. (H)</p>	<p>Student Edition: 31, 47</p> <p>Leveled Readers: Grade K Approaching Level Reader <i>César Chávez</i> Grade K On Level Reader <i>César Chávez</i> Grade K Beyond Level Reader <i>César Chávez</i> Grade K Approaching Level Reader <i>John Muir</i> Grade K On Level Reader <i>John Muir</i> Grade K Beyond Level Reader <i>John Muir</i> Grade K Approaching Level Reader <i>Our First President</i> Grade K On Level Reader <i>Our First President</i> Grade K Beyond Level Reader <i>Our First President</i></p> <p>Teacher’s Edition: 6, 60, 71F, 93F, 94</p>
<p>4. Use correctly words and phrases that indicate location and direction, such as <i>up, down, near, far, left, right, straight, back, behind, and in front of</i>. (G)</p>	<p>Student Edition: 7</p> <p>Leveled Readers: Grade K On Level Reader <i>Rosa Parks</i> Grade K Beyond Level Reader <i>Rosa Parks</i></p> <p>Teacher’s Edition: 12; CCA 13</p>
<p>5. Tell or show what a map is and what a globe is. (G)</p>	<p>Student Edition: 18, 19, 22, 24, 45 <i>World Atlas</i> 2-23</p> <p>Leveled Readers: Grade K Approaching Level Reader <i>A Class Bake Sale</i> Grade K On Level Reader <i>A Class Bake Sale</i> Grade K Beyond Level Reader <i>A Class Bake Sale</i></p> <p>Teacher’s Edition: 19E, 34, 42, 46, 88, 108; CCA 19G, 29, 47, 89; DI 17, 37, 43, 101; WA 35, 47</p>

STANDARDS	PAGE REFERENCES
Civics and Government	
<p>6. Give examples that show the meaning of the following concepts: <i>authority, fairness, justice, responsibility, and rules</i>. (C)</p>	<p>Student Edition: 8, 47, 49 <i>Citizenship</i> 33</p> <p>Leveled Readers: Grade K On Level Reader <i>Rosa Parks</i> Grade K Beyond Level Reader <i>Rosa Parks</i></p> <p>Teacher’s Edition: 68, 96, 98, 104; CCA 1G, 95; DI 15, 97, 99; F 93, 110P; V 18</p>
Economics	
<p>7. Use words relating to work, such as <i>jobs, money, buying, and selling</i>. (E)</p>	<p>Student Edition: 37, 40, 41, 44, 46</p> <p>Leveled Readers: Grade K Approaching Level Reader <i>César Chávez</i> Grade K On Level Reader <i>César Chávez</i> Grade K Beyond Level Reader <i>César Chávez</i></p> <p>Teacher’s Edition: RL 71I</p>
<p>8. Give examples of how family members, friends, or acquaintances use money directly or indirectly (e.g., credit card or check) to buy things they want. (E)</p>	<p>Student Edition: 40, 42, 43</p> <p>Teacher’s Edition: 78, 82; DI 79, 83; F 71, 92P</p>

STANDARDS	PAGE REFERENCES
Pre-Kindergarten to Kindergarten Learning Standards	
<i>With guidance from the teacher, students should be able to:</i>	
<p>PreK-K.1 Identify and describe the events or people celebrated during United States national holidays and why we celebrate them. (H)</p> <ol style="list-style-type: none"> a. Columbus Day b. Independence Day c. Martin Luther King, Jr. Day d. Presidents' Day e. Thanksgiving 	<p>Student Edition: 5, 33, 48 <i>Citizenship 2-19</i></p> <p>Leveled Readers: Grade K Approaching Level Reader <i>Indian New Year</i> Grade K On Level Reader <i>Indian New Year</i> Grade K Beyond Level Reader <i>Indian New Year</i> Grade K Approaching Level Reader <i>The Story of Flag Day</i> Grade K On Level Reader <i>The Story of Flag Day</i> Grade K Beyond Level Reader <i>The Story of Flag Day</i></p> <p>Teacher's Edition: 1E-1F, 8, 64, 66, 94; DI 65, 67</p>
<p>PreK-K.2 Put events in their own and their families' lives in temporal order. (H)</p>	<p>Student Edition: 28</p> <p>Teacher's Edition: 1D, 1F, 6; CCA 1G; R 70; RL 71I</p>
<p>PreK-K.3 Identify the student's street address, city or town, and Massachusetts as the state and the United States as the country in which he or she lives. Identify the name of the student's school and the city or town in which it is located. (G)</p>	<p>Student Edition: 10, 19</p> <p>Teacher's Edition: 36; CCA 35, 37; F 19, 50P</p>
<p>PreK-K.4 Describe the location and features of places in the immediate neighborhood of the student's home or school. (G)</p>	<p>Student Edition: 12, 13, 15, 16, 17</p> <p>Teacher's Edition: 19H, 30, 32; CCA 19G, 35; DI 31, 33</p>

STANDARDS	PAGE REFERENCES
<p>PreK-K.5 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities. (C)</p>	<p>Student Edition: 27</p> <p>Leveled Readers: Grade K Approaching Level Reader <i>César Chávez</i> Grade K On Level Reader <i>César Chávez</i> Grade K Beyond Level Reader <i>César Chávez</i> Grade K Approaching Level Reader <i>Helen Keller</i> Grade K On Level Reader <i>Helen Keller</i> Grade K Beyond Level Reader <i>Helen Keller</i></p> <p>Teacher’s Edition: 1D, 51D, 51F, 71D</p>
<p>PreK-K.6 Identify and describe family or community members who promote the welfare and safety of children and adults. (C)</p>	<p>Student Edition: 46, 53 <i>Citizenship</i> 38</p> <p>Leveled Readers: Grade K Approaching Level Reader <i>Helen Keller</i> Grade K On Level Reader <i>Helen Keller</i> Grade K Beyond Level Reader <i>Helen Keller</i></p> <p>Teacher’s Edition: 52, 71D, 90, 104; CCA 53; DI 63, 91</p>
<p>PreK-K.7 Demonstrate understanding that there are important American symbols by identifying</p> <ul style="list-style-type: none"> A. the American flag and its colors and shapes B. the melody of the national anthem C. the picture and name of the current president D. the words of the Pledge of Allegiance. (C) 	<p>Student Edition: 48, 54 <i>Citizenship</i> 22-31</p> <p>Leveled Readers: Grade K Approaching Level Reader <i>Betsy Ross</i> Grade K On Level Reader <i>Betsy Ross</i> Grade K Beyond Level Reader <i>Betsy Ross</i> Grade K Approaching Level Reader <i>The Story of Flag Day</i> Grade K On Level Reader <i>The Story of Flag Day</i> Grade K Beyond Level Reader <i>The Story of Flag Day</i></p> <p>Teacher’s Edition: 93C, 93E-93F, 94, 106; CCA 69, 95, 109; DI 107; F 110P</p>

STANDARDS	PAGE REFERENCES
<p>PreK-K.8 Give examples of different kinds of jobs that people do, including the work they do at home. (E)</p>	<p>Student Edition: 37, 44, 46, 53 <i>Citizenship</i> 36-37</p> <p>Leveled Readers: Grade K Approaching Level Reader <i>Betsy Ross</i> Grade K On Level Reader <i>Betsy Ross</i> Grade K Beyond Level Reader <i>Betsy Ross</i> Grade K Approaching Level Reader <i>César Chávez</i> Grade K On Level Reader <i>César Chávez</i> Grade K Beyond Level Reader <i>César Chávez</i> Grade K Approaching Level Reader <i>Helen Keller</i> Grade K On Level Reader <i>Helen Keller</i> Grade K Beyond Level Reader <i>Helen Keller</i> Grade K Approaching Level Reader <i>Our First President</i> Grade K On Level Reader <i>Our First President</i> Grade K Beyond Level Reader <i>Our First President</i></p> <p>Teacher’s Edition: 86; CCA 71G; DI 81, 87; F 71, 92P</p>
<p>PreK-K.9 Explain why people work (e.g., to earn money in order to buy things they want). (E)</p>	<p>Student Edition: 37, 41</p> <p>Leveled Readers: Grade K Approaching Level Reader <i>César Chávez</i> Grade K On Level Reader <i>César Chávez</i> Grade K Beyond Level Reader <i>César Chávez</i></p> <p>Teacher’s Edition: 72, 80, 82; CCA 73; F 71, 92P</p>
<p>PreK-K.10 Give examples of the things that people buy with the money they earn. (E)</p>	<p>Student Edition: 37, 38, 39, 40, 43</p> <p>Teacher’s Edition: 74, 76, 82; DI 75, 77, 79; F 71, 92P; WA 85</p>