



# Hello, World!

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STANDARDS	PAGE REFERENCES
<p><b>Standard 1.0 Political Science</b></p>	
<p>Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.</p>	
<p><b>Topic</b> <b>A. The Foundations and Function of Government</b></p>	
<p><b>Indicator</b> <b>1. Identify the importance of rules</b></p>	
<p><b>Objectives</b></p>	
<p><b>a.</b> Identify reasons for classroom and school rules, such as maintaining order and keeping the community safe</p>	<p><b>Student Edition:</b> 47 <b>Teacher's Edition:</b> 100; F 110P</p>
<p><b>b.</b> Recognize rules help promote fairness, responsible behavior, and privacy</p>	<p><b>Student Edition:</b> 47, 49 <b>Teacher's Edition:</b> 96; CCA 99; DI 97</p>

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<b>Indicator</b>		
2. Identify symbols and practices associated with the United States of America		
<b>Objectives</b>		
a. Identify common symbols, such as the American Flag, and Statue of Liberty	<b>Student Edition:</b> 48, 54, 55	<b>Teacher's Edition:</b> 93C, 93E-93F, 94, 106, 108; CCA 109; DI 107; F 110P; TTT 95
b. Recognize that saying the Pledge of Allegiance and singing "The Star-Spangled Banner" are practices associated with being a citizen	<b>Teacher's Edition:</b> 94; CCA 69, 95; TTT 101	
<b>Topic</b>		
B. Individual and Group Participation in the Political System		
<b>Indicator</b>		
1. Identify people important to the American political system		
<b>Objectives</b>		
a. Identify the contributions of people, past and present, such as George Washington, Rosa Parks, and the current president	<b>Student Edition:</b> 27, 32, 34, 35, 53	<b>Teacher's Edition:</b> 1C-1D, 19C-19D, 51C-51D, 51E-51F, 66, 71C-71D, 93C-93D, 104; CCA 63; DI 67; LR 95; RL 69; TTT 53
b. Use informational text to identify and discuss the contributions of individuals recognized on national holidays, such as Martin Luther King, Jr. Day and Presidents' Day	<b>Student Edition:</b> 33, 34	<b>Teacher's Edition:</b> 64, 66
<b>Topic</b>		
C. Protecting Rights and Maintaining Order		
<b>Indicator</b>		
1. Describe the roles, rights, and responsibilities of being a member of the family and school		
<b>Objectives</b>		
a. Describe the roles, rights, and responsibilities of family members	<b>Student Edition:</b> 4, 6	<b>Teacher's Edition:</b> 4, 10

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b. Describe the roles of members of the school, such as principal, crossing guard, bus drivers, and teachers	<b>Teacher’s Edition:</b> 52, 104; CCA 53, 71G; DI 63
c. Identify and describe rights, and responsibilities in the classroom and family	<b>Student Edition:</b> 2, 8, 37 <b>Teacher’s Edition:</b> 14, 72, 100; CCA 53, 71G; DI 63
<b>Standard 2.0 Peoples of the Nation and World</b>	
Students will understand how people in Maryland, the United States and around the world are alike and different.	
<b>Topic</b> <b>A. Elements of Culture</b>	
<b>Indicator</b> 1. Identify similarities and differences in people’s characteristics, habits, and living patterns to describe how they meet the same human needs	
<b>Objectives</b>	
a. Use experiences, such as class trips, classroom visitors, stories, and electronic media, to give examples of different choices people make about meeting their human needs for food, clothing, shelter, and other commonalities, such as recreation, stories, and music	<b>Student Edition:</b> 37, 38, 39, 40, 43 <b>Teacher’s Edition:</b> 1E-1F, 72, 74, 76, 78, 80, 82, 84; CCA 59, 85; DI 75, 77; TTT 73
b. Give examples of qualities, such as <b>customs</b> , interests, skills, and experiences that make individuals and families in their immediate environment unique	<b>Student Edition:</b> 9, 34, 55 <b>Teacher’s Edition:</b> 1E-1F, 58, 108; BI 64; CCA 17, 59; DI 109
<b>Topic</b> <b>C. Conflict and Compromise</b>	
<b>Indicator</b> 1. Demonstrate how groups of people interact	
<b>Objective</b>	
a. Identify, discuss, and demonstrate appropriate social skills, such as listening to the speaker, taking turns, settling disagreements, and reaching compromise at home and in school	<b>Student Edition:</b> 2, 8, 46, 47, 49 <b>Teacher’s Edition:</b> 1C, 14, 90, 96, 102; CCA 1G, 99; DI 91; TTT 97

STANDARDS		PAGE REFERENCES
<b>Standard 3.0 Geography</b>		
Students will use geographic concepts and processes to understand location and its relationship to human activities.		
<b>Topic</b> <b>A. Using Geographic Tools</b>		
<b>Indicator</b> 1. Identify and describe how a globe and maps can be used to help people locate places		
<b>Objectives</b>		
<b>a.</b> Describe a globe as a model of Earth showing land and water	<b>Student Edition:</b> 24 <b>Teacher's Edition:</b> 19E, 46, 47; CCA 29	
<b>b.</b> Describe how maps are models showing physical features and/or human features of places	<b>Student Edition:</b> 13, 18, 19, 22, 45 <b>Teacher's Edition:</b> 19E, 19G, 34, 35, 36, 42, 88, 89; CCA 37, 43; WA 29	
<b>c.</b> Identify a location by using terms such as near-far, above-below, and here-there	<b>Student Edition:</b> 7 <b>Teacher's Edition:</b> 12; DI 37; WA 13	
<b>d.</b> Identify pictures and photographs that represent places on a map such as, a playground and a fire station	<b>Student Edition:</b> 13, 45 <b>Teacher's Edition:</b> 19E, 19G, 35, 88, 89; WA 29	
<b>Topic</b> <b>B. Geographic Characteristics of Places and Regions</b>		
<b>Indicator</b> 1. Describe places in the immediate environment using natural/physical and human-made features		
<b>Objectives</b>		
<b>a.</b> Recognize physical features as landforms and bodies of water using photographs and pictures	<b>Student Edition:</b> 8, 22, 23 <b>Teacher's Edition:</b> 19C-19D, 19E-19F, 42, 44; DI 43	

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<p><b>b.</b> Identify land forms, such as mountains and hills, and bodies of water, such as oceans, rivers, and streams</p>	<p><b>Student Edition:</b> 8, 22, 23, 24</p> <p><b>Teacher’s Edition:</b> 19C-19D, 19E-19F, 20, 42, 44; CCA 29, 47; DI 43, 45</p>
<p><b>c.</b> Using photographs and pictures, recognize human-made features as modifications people have made to the land</p>	<p><b>Student Edition:</b> 12, 17, 45</p> <p><b>Teacher’s Edition:</b> 19C-19D, 19E-19F, 22, 88, 89; F 19</p>
<p><b>d.</b> Identify human-made features, such as buildings, sidewalks, streets, and bridges</p>	<p><b>Student Edition:</b> 12, 16, 45</p> <p><b>Teacher’s Edition:</b> 22, 30, 32, 35, 88, 89</p>
<p><b>Topic</b> <b>C. Movement of People, Goods and Ideas</b></p>	
<p><b>Indicator</b> 1. Describe how transportation and communication link people and places</p>	
<p><b>Objectives</b></p>	
<p><b>a.</b> Identify ways that people travel on land, water, and air</p>	<p><b>Student Edition:</b> 14</p> <p><b>Teacher’s Edition:</b> 26, 46; DI 27</p>
<p><b>b.</b> Explain how transportation is used to move goods and people from place to place</p>	<p><b>Student Edition:</b> 14</p> <p><b>Teacher’s Edition:</b> 26, 46; DI 27</p>
<p><b>c.</b> Identify ways that people communicate messages</p>	<p><b>Teacher’s Edition:</b> 1C-1D; 16; CCA 1G</p>

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<b>Topic</b> D. Modifying and Adapting to the Environment		
<b>Indicator</b> 1. Describe how people adapt to and modify their immediate environment		
<b>Objectives</b>		
a. Identify ways people adapt to the environment, such as wearing clothing that is appropriate to the weather	<b>Student Edition:</b> 20, 21 <b>Teacher's Edition:</b> 38, 40; DI 75	
b. Identify ways that people change their environment to meet their needs, such as planting crops or cutting forests	<b>Student Edition:</b> 12 <b>Teacher's Edition:</b> 22; BI 44; DI 75	
<b>Standard 4.0 Economics</b>		
Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.		
<b>Topic</b> A. Scarcity and Economic Decision-making		
<b>Indicator</b> 1. Describe choices people make because of unlimited economic wants		
<b>Objectives</b>		
a. Explain that goods are things that people make or grow	<b>Student Edition:</b> 37, 38, 39, 43, 76 <b>Teacher's Edition:</b> 72	
b. Identify situations where people make choices	<b>Student Edition:</b> 37, 39, 42, 43 <b>Teacher's Edition:</b> 72, 74, 76, 82, 84, 85; CCA 73; DI 77, 83	

STANDARDS		PAGE REFERENCES
<b>Indicator</b> 2. Identify that resources are used to make products		
<b>Objectives</b>		
a. Recognize workers as human resources	<b>Student Edition:</b> 41, 46 <b>Teacher's Edition:</b> 71C-71D, 80, 90; DI 87	
b. Describe some jobs and what is required to perform them	<b>Student Edition:</b> 44 <b>Teacher's Edition:</b> 71G, 86, 87	
c. Recognize that natural resources, such as water, trees, and plants are used to make products	<b>Student Edition:</b> 15 <b>Teacher's Edition:</b> 28; BI 44	
<b>Indicator</b> 3. Explain how technology affects the way people live, work, and play		
<b>Objectives</b>		
a. Begin to be aware of technology and how it affects life	<b>Student Edition:</b> 14, 29 <b>Teacher's Edition:</b> 26, 56; DI 27	
<b>Topic</b> B. Economic Systems and the Role of Government in the Economy		
<b>Indicator</b> 1. Identify types of local markets		
<b>Objectives</b>		
a. Describe how buyers and sellers make exchanges at the market	<b>Student Edition:</b> 40 <b>Teacher's Edition:</b> 71E-71F, 72, 78; CCA 73; DI 79	

STANDARDS		PAGE REFERENCES
<b>Indicator</b>		
2. Describe how goods are acquired		
<b>Objectives</b>		
a. Explain that money is one way to acquire goods	<b>Student Edition:</b> 40 <b>Teacher's Edition:</b> 72, 78, 84; CCA 85; DI 79; TTT 73	
b. Explain that trading is another way to acquire goods	<b>Student Edition:</b> 40, 41 <b>Teacher's Edition:</b> 72, 78, 80; DI 79, 81	
c. Recognize that goods have different values	<b>Student Edition:</b> 40 <b>Teacher's Edition:</b> 72, 78; TTT 79	
<b>Standard 5.0 History</b>		
Students will use historical thinking skills to understand how individuals and events have changed society over time.		
<b>Topic</b>		
A. Change over Time		
<b>Indicator</b>		
1. Distinguish among past, present, and future time		
<b>Objectives</b>		
a. Identify and describe events of the day in chronological order	<b>Student Edition:</b> 4 <b>Teacher's Edition:</b> 1G, 6; R 70; RL 71I	
b. Describe daily events in terms of yesterday, today, and tomorrow	<b>Student Edition:</b> 4 <b>Teacher's Edition:</b> 1G, 6; R 70	

STANDARDS		PAGE REFERENCES
<b>Indicator</b> 2. Compare daily life and objects of today and long ago		
<b>Objectives</b>		
a. Compare tools and toys of the past with those of today	<b>Student Edition:</b> 26, 29 <b>Teacher's Edition:</b> 56; BI 62; DI 57	
b. Tell about people in the past using informational text and features	<b>Student Edition:</b> 27, 31, 32, 34 <b>Teacher's Edition:</b> 51C-51D, 51E-51F, 93C-93D; DI 67; TTT 53	
c. Observe and discuss photographs of the past and compare with photographs of similar images, such as old photographs of the school and community	<b>Student Edition:</b> 29, 30 <b>Teacher's Edition:</b> F 51; HOP 95	
<b>Standard 6.0 Social Studies Skills and Processes</b>		
Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.		
<b>Topic</b> A. Learn to Read and Construct Meaning about Social Studies		
<b>Indicator</b> 1. Develop and apply social studies vocabulary through exposure to a variety of text and portions of text		
<b>Objectives</b>		
a. Acquire new vocabulary through listening to and reading a variety of grade-appropriate print and non-print sources	<b>Teacher's Edition:</b> 1C, 1E, 19C, 19E, 51E; RL 5, 7, 9, 11, 15, 23, 25, 27, 31, 33, 41, 45, 49, 55, 61, 63; V 18, 50	
b. Discuss words and word meanings as they are encountered in texts, instruction, and conversation	<b>Teacher's Edition:</b> 1C, 1E, 19C, 19E, 51E; HOP 3; RL 5, 7, 9, 11, 13, 15, 23, 25, 27, 31, 33, 41, 45, 49, 55, 61, 63; V 18, 50	
c. Make connections to prior knowledge and new vocabulary by listening, reading, and responding to a variety of texts	<b>Teacher's Edition:</b> 1E, 19C, 93E; RL 7, 9, 11, 15, 23, 25, 27, 31, 33, 41, 55, 61, 63, 65, 79, 83	

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<b>Indicator</b> 2. Use strategies to prepare for reading (before reading)		
<b>Objectives</b>		
a. Make and explain the connections made using prior knowledge and experiences with the text	<b>Student Edition:</b> 2, 5, 6, 8, 9, 11, 12, 13, 14, 16, 17, 23, 28, 38, 39, 44, 48, 52 <b>Teacher's Edition:</b> 1D, 1F, 2, 19C, 19E, 32, 51E, 54, 71C, 71E, 93C	
b. Make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar author or topic	<b>Teacher's Edition:</b> 1E, 19C, 19E	
c. Set a purpose for reading the text	<b>Teacher's Edition:</b> 1E, 51E; CCA 3	
<b>Indicator</b> 3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading)		
<b>Objectives</b>		
a. Recall and discuss what they understand	<b>Student Edition:</b> 37 <b>Teacher's Edition:</b> 1D, 1F, 19D, 19F, 48, 51D, 51F, 71D, 71F, 93D, 93F	
b. Identify and question what did not make sense	<b>Teacher's Edition:</b> 1C, 1D, 1F, 19D, 19F, 48, 51D, 71D, 71F, 93D, 93F	
c. Reread difficult parts slowly and carefully and use own words to restate difficult parts	The following reading materials may be used to meet this objective. <b>Student Edition:</b> 27, 37, 48 <b>Teacher's Edition:</b> 1C-1D, 1E-1F, 19C-19D, 19E-19F, 51C-51D, 51E-51F, 71C-71D, 71E-71F, 93C-93D, 93E-93F	

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<p><b>d.</b> Read on, revisit, and restate the difficult parts in your own words</p>	<p>The following references will aid students in retelling difficult parts of the story.</p> <p><b>Student Edition:</b> 31, 32</p> <p><b>Teacher’s Edition:</b> 1D, 1F, 19D, 19F, 48, 51D, 51F, 71D, 71F, 93D, 93F, 93I; R 18, 50, 70, 92, 110</p>
<p><b>e.</b> Make, confirm, or adjust predictions</p>	<p><b>Teacher’s Edition:</b> 1E</p>
<p><b>f.</b> Ask and answer questions about the text</p>	<p><b>Student Edition:</b> 5, 16, 37, 46, 50</p> <p><b>Teacher’s Edition:</b> 1D, 1F, 19D, 19F, 48, 51D, 51F, 71D, 71F, 93D, 93F</p>
<p><b>g.</b> Periodically summarize while reading</p>	<p><b>Teacher’s Edition:</b> 1D, 1F, 19D, 19F, 51D, 51F, 71D, 71F, 93D</p>
<p><b>h.</b> Visualize what was read</p>	<p>The following reading materials provide many opportunities for visualizing and may be used to meet this standard.</p> <p><b>Student Edition:</b> 27, 37, 48</p> <p><b>Teacher’s Edition:</b> 1C-1D, 1E-1F, 19C-19D, 19E-19F, 51C-51D, 51E-51F, 71C-71D, 71E-71F, 93C-93D, 93E-93F</p>
<p><b>i.</b> Look back though the text to search for connection to the topic, characters, events, and actions in text</p>	<p><b>Student Edition:</b> 2, 5, 6, 8, 9, 11, 12, 13, 14, 16, 17, 23, 28, 38, 39, 44, 48, 52</p> <p><b>Teacher’s Edition:</b> 1D, 1F, 2, 19C, 19E, 32, 51E, 54, 71C, 71E, 93C</p>
<p><b>j.</b> Explain personal connections to the topics, events, characters, and actions in texts</p>	<p><b>Student Edition:</b> 2, 5, 6, 8, 9, 11, 12, 13, 14, 16, 17, 23, 28, 38, 39, 44, 48, 52</p> <p><b>Teacher’s Edition:</b> 1D, 1F, 2, 19C, 19E, 32, 51E, 54, 71C, 71E, 93C</p>

STANDARDS		PAGE REFERENCES
<b>Indicator</b> 4. Use strategies to demonstrate understanding of the text (after reading)		
<b>Objectives</b>		
a. Review/restate and explain what the text is mainly about	<b>Student Edition:</b> 31, 32 <b>Teacher's Edition:</b> 1D, 1F, 19D, 19F, 48, 51D, 51F, 71D, 71F, 93D, 93F, 93I; R 18, 50, 70, 92, 110	
b. Identify and explain what is directly stated in the text (details, literal meaning)	<b>Student Edition:</b> 31, 41, 50 <b>Teacher's Edition:</b> 1D, 1F, 19D, 19F, 51D, 51F, 71D, 93D, 93F	
c. Identify and explain what is not stated in the text (implied or inferential meaning)	<b>Student Edition:</b> 29, 30, 35, 46, 51 <b>Teacher's Edition:</b> 1D, 1F, 19D, 19F, 48, 51D, 51F	
d. Summarize the text orally	<b>Teacher's Edition:</b> 1D, 1F, 19D, 19F, 51D, 51F, 71D, 71F, 93D, 93F	
e. Confirm, refute, or make predictions to form new ideas	<b>Teacher's Edition:</b> 1E-1F	
f. Connect the text to prior knowledge or personal experience	<b>Teacher's Edition:</b> 1D, 1F, 51F	
g. Engage in conversation to understand what has been read	<b>Teacher's Edition:</b> 1D, 1F, 19D, 51D, 51F, 71D, 71F, 93D, 93F	
h. Retell explicit and implicit main ideas of texts	<b>Student Edition:</b> 31, 32 <b>Teacher's Edition:</b> 1D, 1F, 19D, 19F, 48, 51D, 51F, 71D, 71F, 93D, 93F, 93I; R 18, 50, 70, 92, 110	
i. Answer questions (what if, why, and how) in writing	<b>Student Edition:</b> 31, 37, 41, 42, 46, 49 <b>Teacher's Edition:</b> 1D, 1F, 19D, 19F, 48, 51D, 51F, 71D, 71F, 93D, 93F	

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<b>Topic</b>		
<b>B. Learn to Write and Communicate Social Studies Understandings</b>		
<b>Indicator</b>		
1. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade		
<b>Objectives</b>		
<b>a.</b> Write to express social studies ideas using a variety of forms, such as journals, narratives, letters, and reports	<b>Teacher's Edition:</b> 1D, 1F, 19D, 19F, 48, 51D, 51F, 71D, 71F, 93D, 93F; DI 33; TTT 7; WA 47, 85	
<b>b.</b> Contribute to a shared writing experience about a social studies topic	<b>Teacher's Edition:</b> 1D, 19D, 19F, 93D, 93F; HOP 73	
<b>c.</b> Write a variety of responses to text, such as response logs, journals, and constructed responses	<b>Teacher's Edition:</b> 1D, 1F, 19D, 19F, 51D, 51F, 71D, 71F, 93D, 93F; DI 33	
<b>Indicator</b>		
2. Locate, retrieve, and use information from various sources to accomplish a purpose		
<b>Objectives</b>		
<b>a.</b> Identify and use sources of information on a topic	<b>Teacher's Edition:</b> 1D, 19D, 19F, 51D, 51F, 71D, 71F, 93D, 93F; DI 33	
<b>b.</b> Use note taking and organizational strategies to record and organize information	<b>Teacher's Edition:</b> 1D, 1F, 1I, 19D, 19F, 51D, 51F, 51I, 70P, 71D, 71F, 71I, 92P, 93D, 93F, 93I, 110P, 112-116; F 1, 19, 51, 71, 93; TTT 53	
<b>Topic</b>		
<b>C. Ask Social Studies Questions</b>		
<b>Indicator</b>		
1. Identify a topic that requires further study		
<b>Objectives</b>		
<b>a.</b> Identify prior knowledge about the topic	<b>Teacher's Edition:</b> 19C, 51C, 51E, 71C, 71E, 71I, 93C, 93E; CCA 49; DI 31, 37, 45, 67, 109	
<b>b.</b> Pose questions about the topic	<b>Teacher's Edition:</b> 19C, 51C, 51E, 71C, 71E, 71I, 93C, 93E; CCA 49; DI 31, 37, 45, 67, 109	

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<b>Indicator</b> 2. Identify a situation or problem that requires study		
<b>Objectives</b>		
a. Define the problem/situation	<b>Student Edition:</b> 25 <b>Teacher's Edition:</b> CCA 9, 15; WA 49	
b. Identify prior knowledge about the problem/situation	<b>Teacher's Edition:</b> CCA 49; DI 17	
c. Pose/Ask questions about the problem/situation	<b>Teacher's Edition:</b> 48	
<b>Topic</b> D. Acquire Social Studies Information		
<b>Indicator</b> 1. Identify primary and secondary sources of information that relate to the topic/situation/problem being studied		
<b>Objectives</b>		
a. Gather and read appropriate print sources, such as journals, textbooks, timelines, and trade books	<b>Teacher's Edition:</b> 1C-1D, 1E-1F, 19C-19D, 19E-19F, 51C-51D, 51E-51F, 71C-71D, 71E-71F, 93C-93D, 93E-93F; CCA 17, 59, 107; DI 59; HOP 95	
b. Read and obtain information from texts representing diversity in content and culture	<b>Student Edition:</b> 30, 34, 55 <b>Teacher's Edition:</b> 1C-1D, 1E-1F, 19C-19D, 19E-19F, 51C-51D, 51E-51F, 71C-71D, 71E-71F, 93C-93D, 93E-93F; CCA 17	
c. Locate and gather data and information from appropriate non-print sources, such as music, maps, graphs, photographs, and illustrations	<b>Student Edition:</b> 45 <b>Teacher's Edition:</b> 88; CCA 17, 63, 89, 107; DI 37, 45, 79; HOP 95	

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<b>Indicator</b> 2. Engage in field work that relates to the topic/ situation/ problem being studied		
<b>Objectives</b>		
a. Gather data	The following activities may be extended to include conducting field work. <b>Student Edition:</b> 20, 23 <b>Teacher's Edition:</b> 38, 44	
b. Make and record observations	The following activities may be extended to include conducting field work. <b>Student Edition:</b> 20, 23 <b>Teacher's Edition:</b> 38, 44	
c. Conduct surveys	The following activities may be extended to include conducting field work. <b>Student Edition:</b> 20, 23 <b>Teacher's Edition:</b> 38, 44	
<b>Topic</b> E. Organize Social Studies Information		
<b>Indicator</b> 1. Organize information from non-print sources		
<b>Objectives</b>		
a. Distinguish factual from fictional information	The following references may be used to distinguish fact from fiction. <b>Teacher's Edition:</b> 1D, 19F, 51D, 51F, 71D, 93D	
b. Find relationships between gathered information	<b>Teacher's Edition:</b> CCA 7, 29; DI 45	
c. Display information on various types of graphic organizers and charts	<b>Teacher's Edition:</b> DI 45	

STANDARDS		PAGE REFERENCES
<b>Indicator</b> 2. Organize information from print sources		
<b>Objectives</b>		
a. Distinguish factual from fictional information	The following references may be used to distinguish fact from fiction. <b>Teacher's Edition:</b> 1D, 19F, 51D, 51F, 71D, 93D	
b. Find relationships between gathered information	<b>Teacher's Edition:</b> 1D, 1F, 19D, 19F, 51D, 51F, 71D, 71F, 93D, 93F; DI 67	
c. Display information on various types of graphic organizers, maps, and charts	<b>Teacher's Edition:</b> 1D, 1F, 19D, 19F, 51D, 51F, 71D, 71F, 93D, 93F; DI 67	
<b>Topic</b> F. Analyze Social Studies Information		
<b>Indicator</b> 1. Interpret information from secondary sources including pictures, graphics, maps, atlases, and timelines		
<b>Objectives</b>		
a. Compare information from a variety of sources	The following references may be used to compare information from a variety of sources. <b>Student Edition:</b> 27, 32, 48 <b>Teacher's Edition:</b> 1C-1D, 1E-1F, 19C-19D, 19E-19F, 51C-51D, 51E-51F, 71C-71D, 71E-71F, 93C-93D, 93E-93F; DI 65; F 51; HOP 95; RL 57; TTT 95	
b. Compare information to prior knowledge	The following references may be used to compare information to prior knowledge. <b>Student Edition:</b> 27, 32, 48 <b>Teacher's Edition:</b> 1C-1D, 1E-1F, 19C-19D, 19E-19F, 51C-51D, 51E-51F, 71C-71D, 71E-71F, 93C-93D, 93E-93F; DI 59, 65; F 51; HOP 95; RL 57; TTT 95	
c. Recognize relationships in and among ideas or events, such as cause and effect, sequential order, main idea, and details	<b>Teacher's Edition:</b> 1C, 1F, 19D, 19F, 51D, 51F, 71D, 71F, 93D, 93F	

STANDARDS		PAGE REFERENCES
<b>Topic</b> <b>G. Answer Social Studies Questions</b>		
<b>Indicator</b> 1. Describe how the community has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources		
<b>Objectives</b>		
<b>a.</b> Present social studies information in a variety of ways, such as plays, skits, posters, songs, poems, murals, and oral presentations	<b>Teacher's Edition:</b> 1F, 19F, 93F, 93G; CCA 49, 59, 63, 65, 67, 99, 107, 109; DI 11, 39; HOP 95	
<b>b.</b> Plan and engage in school and community events, such as a mock election, playground clean-up, writing letters to community officials, and fund-raising for a cause	<b>Teacher's Edition:</b> 1G, 19G, 90; CCA 9, 49, 67, 91; HOP 73	