



# Hello, World!

Grade K

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STANDARDS	PAGE REFERENCES
<b>Civics and Governments (CV:1)</b>	
<p>The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.</p>	
<p><b>SS:CV:1: The Nature and Purpose of Government</b></p>	
<p>Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.</p>	
<b>Grades K-2</b>	
<p>SS:CV:2:1.1: Compare the rules to the classroom and school to the rules of the United States system of government. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)</p>	<p><b>Student Edition:</b> 47, 49, 50</p> <p><b>Teacher Edition:</b> AALA 110P; CCA – C 95, 97; CCA – D 99; CCA – LA 93G; DI 97, 99; PC 93H; RL 97, 99; S 94, 96; TTT 93H, 97, 99; WA 110P</p>
<p>SS:CV:2:1.2: Identify documents and symbols that embody the core ideals of the United States Government, e.g., the bald eagle, the Pledge of Allegiance. (Themes: B: Civic Ideals, Practices, and Engagement, J: Human Expression and Communication)</p>	<p><b>Student Edition:</b> 47, 48, 54</p> <p><b>Teacher Edition:</b> AALA 110P; CCA – A 107; CCA – C 93G; DI 107; H-OP95; RL 93I, 107; S 94, 106; TTT 95, 107</p>

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SS:CV:2:1.3: Identify the basic purposes of state and national government. (Themes: B: Civic Ideals, Practices, and Engagement)	<b>Student Edition:</b> 50, 53  <b>Teacher Edition:</b> DI 63, 99, 105; RL 63, 99, 105; S 98, 104; TTT 63, 99
SS:CV:2:1.4: Evaluate the effectiveness and fairness of rules and laws at the school level. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority)	<b>Student Edition:</b> 8  <b>Teacher Edition:</b> CCA –C 15; DI 15; PC 93H; RL 15; TTT 15, 93H, 97
<b>Civics and Governments (CV:2)</b>	
<b>SS:CV:2: Structure and Function of United States and New Hampshire Government</b>  <b>Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.</b>	
SS:CV:2:2.1: Explain how public officials are chosen. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)	<b>Student Edition:</b> 52  <b>Teacher Edition:</b> AALA 110P; BI 104; CCA –C 103, 105; DI 103; RL 103; TTT 103, 105
<b>Civics and Governments (CV:3)</b>	
<b>SS:CV:3: The World and the United States' Place In It</b>  <b>Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.</b>	
SS:CV:2:3.1: Explain that the world is divided into different countries. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)	<b>Student Edition:</b> 9, 24, 34, 55  <b>Teacher Edition:</b> BI 16, 66; CCA – G 29, 47; CCA – GC 17; DI 67, 109; TTT 17, 61
SS:CV:2:3.2: Describe ways in which countries interact with each other culturally. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation)	<b>Student Edition:</b> 9  <b>Teacher Edition:</b> BI 8, 64; CCA – GC 17; DI 17; RL 65
SS:CV:2:3.3: Describe why it is important for countries to work together to resolve issues, e.g., disaster relief or famine. (Themes: A: Conflict and Cooperation, F: Global Transformation)	This objective can be met through classroom discussions.

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<b>Civics and Governments (CV:4)</b>	
<b>SS:CV:4: Rights and Responsibilities</b> <b>Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.</b>	
SS:CV:2:4.1: Examine the responsibilities of individuals as members of a family, school and community, e.g., community helpers or chores at home and school. (Themes: B: Civic Ideals, Practices, and Engagement, C: People, Places and Environment)	<b>Student Edition:</b> 3, 8, 46, 49, 52 <b>Teacher Edition:</b> BI 90, 96; C 48; CCA –C 15, 49, 91, 97; DI 5, 15, 91, 101; RL 15, 97, 101; TTT 15, 91; WA 49
SS:CV:2:4.2: Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds. (Themes: B: Civic Ideals, Practices, and Engagement)	<b>Student Edition:</b> 37, 46 <b>Teacher Edition:</b> BI 90; CCA –C 91; CCA –LA 73; DI 91; TTT 91
<b>Economics (EC:1)</b>	
<b>Economics is the study of the allocation and utilization of limited resources to meet society’s unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.</b>	
<b>Learning how to reason about economic issues is important also because the analytic approach of economics differs in key respects from approaches appropriate for other related subjects such as history, geography, and civics. Yet valid economic analysis helps us to master such subjects as well, providing effective ways to examine many of the “why questions in history, politics, geography, business, and international relations.</b>	
<b>SS:EC:1: Economics and the Individual</b> <b>Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.</b>	
SS:EC:2:1.1: Define goods and services, producers and consumers. (Themes: D: Material Wants and Needs)	<b>Student Edition:</b> 37, 38, 39, 40 <b>Teacher Edition:</b> CCA –A 75; CCA –LA 73; DI 77, 79; H-OP 73; RL 75; S 72; TTT 73, 77

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SS:EC:2:1.2: Describe the steps and materials needed to make a product, e.g., milk or crayons. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)	See <i>All Together</i> © 2009 for the following references. <b>Student Edition:</b> <i>Unit 4 26-27</i> <b>Teacher Edition:</b> Unit 4: RM 26
<b>Economics (EC:2)</b>	
<b>SS:EC:2: Basic Economic Concepts</b> <b>Students will learn about the pillars of a free market economy and the market mechanism.</b>	
SS:EC:2:2.1: Distinguish between needs and wants. (Themes: D: Material Wants and Needs)	<b>Student Edition:</b> 38, 39 <b>Teacher Edition:</b> BI 74, 76; C 74; M 74; O 74, 76; RL 75, 77; S 74, 76; T 74; TTT 75, 77; UV 74, 76CCA –A 75; CCA – M 77; DI 75, 77
<b>Economics (EC:3)</b>	
<b>SS:EC:3: Cycles in the Economy</b> <b>Students will be able to explain the business cycle and trends in economic activity over time.</b>	
<b>Economics (EC:4)</b>	
<b>SS:EC:4: Financial Institutions and the Government</b> <b>Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.</b>	
SS:EC:2:4.1: Identify the characteristics of money. (Themes: C: People, Places and Environment, D: Material Wants and Needs, G: Science, Technology, and Society)	<b>Student Edition:</b> 40, 41, 42 <b>Teacher Edition:</b> BI 78; CCA –A 83; CCA –M 79; DI 79, 83; RL 79, 83; S 78; TTT 79, 81
SS:EC:2:4.2: Describe basic services banks or other financial institutions provide to consumers, savers, borrowers, and businesses. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)	See <i>All Together</i> © 2009 for the following references. <b>Student Edition:</b> <i>Unit 4 6</i> <b>Teacher Edition:</b> Unit 4: AR 7

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<p><b>Economics (EC:5)</b></p>	
<p><b>SS:EC:5: International Economics and Trade</b></p> <p>Students will recognize the importance of international trade and how economies are affected by it.</p>	
<p>SS:EC:2:5.1: Define the term resources, e.g., trees, books (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p>	<p>See <i>All Together</i> © 2009 for the following references.</p> <p><b>Student Edition:</b> <i>Unit 2 26-27</i></p> <p><b>Teacher Edition:</b> <i>Unit 2: RL 23; RM 26</i></p>
<p><b>Geography (GE:1)</b></p> <p>The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.</p> <p>A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>	
<p><b>SS:GE:1: The World in Spatial Terms</b></p> <p>Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.</p>	
<p>SS:GE:2:1.1: Identify the characteristics and purposes of globes and maps. (Themes: C: People, Places and Environment, F: Global Transformation)</p>	<p><b>Student Edition:</b> 7, 15, 18, 24, 45</p> <p><b>Teacher Edition:</b> C 12, 28, 34, 46, 88; CCA –G 35, 47, 89; M 12, 28, 34, 46, 88; RL 12, 35, 47, 89; T 12, 28, 34, 46, 88; WA 12, 28, 35, 47, 89</p>
<p>SS:GE:2:1.2: Introduce spatial information on maps and other geographic representations, e.g., map key, compass rose. (Themes: C: People, Places and Environment)</p>	<p><b>Student Edition:</b> 45</p> <p><b>Teacher Edition:</b> C 88; CCA – G 89; M 88; RL 89; T 88; WA 89</p>
<p>SS:GE:2:1.3: Identify major physical and human features in the United States and on Earth, e.g., cities, oceans, or continents. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p>	<p><b>Student Edition:</b> 24</p> <p><b>Teacher Edition:</b> C 46; CCA –G 47; M 46; RL 47; T 46; WA 47</p>

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<b>Geography (GE:2)</b>	
<b>SS:GE:2: Places and Regions</b> Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.	
SS:GE:2:2.1: Explore the physical and human characteristics of place, e.g., roads, schools or mountains. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)	<b>Student Edition:</b> 6, 9, 11, 12 <b>Teacher Edition:</b> BI 10, 16, 20, 24; C 10, 16, 20, 24; CCA –GC 17; CCA – LA 21; CCA –M 11; DI 11, 17, 23, 25; M 10, 16, 20, 24; O 10, 16, 20, 22, 24; RL 23; S 10, 16, 20, 22, 24; T 10, 16, 20, 24; TTT 11, 17, 21, 23; UV 10, 16, 22, 24
SS:GE:2:2.2: Recognize that areas of the Earth's surface share unifying geographic characteristics, e.g., towns, deserts or woodlands. (Themes: C: People, Places and Environment)	<b>Student Edition:</b> 11 <b>Teacher Edition:</b> C 20; CCA –LA 21; M 20; O 20; S 20; T 20
SS:GE:2:2.3: Observe the ways in which different people perceive places, e.g., personal drawings or book illustrations. (Themes: G: Science, Technology, and Society, J: Human Expression and Communication)	See <i>All Together</i> © 2009 for the following references. <b>Student Edition:</b> <i>Unit 2 38</i> <b>Teacher Edition:</b> Unit 2: CCA 16, 18, 21, 24; GA 38
<b>Geography (GE:3)</b>	
<b>SS:GE:3: Physical Systems</b> Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.	
SS:GE:2:3.1: Investigate how the Earth-Sun relationship affects our daily lives, e.g., seasons in New Hampshire or sunlight and shadows. (Themes: C: People, Places and Environment)	<b>Student Edition:</b> 21 <b>Teacher Edition:</b> BI 40; C 40; CCA –LA 41; M 40; O 40; RL 41; S 40; T 40; TTT 41; UV 40
SS:GE:2:3.2: Explore the components and distribution of ecosystems, e.g., desert or rain forest. (Themes: C: People, Places and Environment)	This objective can be met through classroom discussions and activities.

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<p style="text-align: center;"><b>Geography (GE:4)</b></p> <p>The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.</p> <p>A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>	
<p><b>SS:GE:4: Human Systems</b></p> <p>Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.</p>	
<p>SS:GE:2:4.1: Explore the distribution of a population, e.g., city or farm. (Themes: C: People, Places and Environment)</p>	<p><b>Student Edition:</b> 17</p> <p><b>Teacher Edition:</b> BI 32; C 32; CCA –A 33; DI 33; M 32; O 32; RL 33; S 32; T 32; TTT 33; UV32</p>
<p>SS:GE:2:4.2: Identify what are natural resources, e.g., water or trees. (Themes: C: People, Places and Environment)</p>	<p>See <i>All Together</i> © 2009 for the following references.</p> <p><b>Student Edition:</b> <i>Unit 2 26-27</i></p> <p><b>Teacher Edition:</b> Unit 2: AR 27; BI 26; RC 28; RM 26</p>
<p style="text-align: center;"><b>Geography (GE:5)</b></p> <p>The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.</p> <p>A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>	
<p><b>SS:GE:5: Environment and Society</b></p> <p>Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.</p>	
<p>SS:GE:2:5.1: Recognize the role of natural resources in daily life, e.g., food, clothing, or shelter. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, D: Material Wants and Needs)</p>	<p><b>Student Edition:</b> 12, 36, 38</p> <p><b>Teacher Edition:</b> C 22, 74; CCA –A 75; DI 75; M 22, 74; O 74; RL 23, 75; S 74; T 22, 74; TTT 75; UV 74</p>

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<p>SS:GE:2:5.2: Investigate how people use resources, e.g., building homes or the food they eat. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p>	<p><b>Student Edition:</b> 12</p> <p><b>Teacher Edition:</b> BI 22, 74; C 22, 74; CCA –A 75; DI 23, 75; M 22, 74; O 22, 74; RL 23, 75; S 22, 74; T 22, 74; UV 22, 74</p>
<p style="text-align: center;"><b>US / NH History (HI:1)</b></p> <p>The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.</p> <p>An effective study of history must focus on broad themes, important concepts, major issues and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. The five standards below invite students to share in the excitement and relevance of the past and to envision a better future.</p> <p><b>SS:HI:1: Political Foundations and Development</b></p> <p>Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</p>	
<p>SS:HI:2:1.1: Identify national and New Hampshire celebrations, monuments, symbols and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p>	<p><b>Student Edition:</b> 5, 32, 33, 50, 54</p> <p><b>Teacher Edition:</b> BI 8, 32, 64, 98, 106; C 8, 32, 64, 98, 106; CCA –A 63, 107; CCA –LA 65; DI 9, 65, 67, 98, 107; M 8, 32, 64, 66, 98, 106; O 8, 32, 64, 98, 106; RL 9, 65, 98, 107; S 8, 32, 64, 98, 106; T 8, 32, 64, 98, 106; TTT 9, 65, 107</p>

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<b>US / NH History (HI:2)</b>	
<b>SS:HI:2: Contacts, Exchanges &amp; International Relations</b> Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.	
SS:HI:2:2.1: Recognize that the world is interconnected, e.g., trade or transportation. (Themes: C: People, Places and Environment, D: Material Wants and Needs, F: Global Transformation)	See <i>All Together</i> © 2009 for the following references. <b>Student Edition:</b> <i>Unit 2</i> 21, 28-29 <i>Unit 4</i> 24-25, 27 <b>Teacher Edition:</b> <i>Unit 3:</i> BI 20; CCA 20; T 28 <i>Unit 4:</i> CCA 24; DI 25; RL 25
<b>SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions</b> Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.	
SS:HI:2:3.1: Identify individuals and/or groups who have profoundly affected life in the United States, e.g., Abraham Lincoln, or Pilgrims. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)	<b>Student Edition:</b> 27, 30, 31, 32 <b>Teacher Edition:</b> BI 60, 62; C 52, 58, 60, 62; DI 61, 63; LR 53; M 52, 58, 60, 62; O 60, 62; RL 59, 61; S 60, 62; T 52, 58, 60, 62; TTT 53, 59, 61; UV 60, 62
SS:HI:2:3.2: Explore art, music and literature of various time periods, e.g., spirituals or Native American Art. (Themes: J: Human Expression and Communication)	See <i>All Together</i> © 2009 for the following references. <b>Student Edition:</b> <i>Unit 3</i> 10 <b>Teacher Edition:</b> <i>Unit 1:</i> BI 20 <i>Unit 2:</i> RM 1 <i>Unit 3:</i> CCA 12, 34, UV 10
SS:HI:2:3.3: Recognize that groups have enhanced art, music and literature of our nation, e.g., Africa American or Irish. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, J: Human Expression and Communication)	See <i>All Together</i> © 2009 for the following references. <b>Student Edition:</b> <i>Unit 1</i> 11, 14-15, 24-25, 27-29, 32-40 <b>Teacher Edition:</b> <i>Unit 1:</i> AR 29; BR 27; CA 32; CCA 14, 33; DI 24; DR 28; LR 1E-1F; RL 28

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<b>US / NH History (HI:4)</b>	
<b>SS:HI:4: Economic Systems &amp; Technology</b> Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.	
SS:HI:2:4.1: Identify different segments of the United States economy, e.g., farm, manufacturing, or retail. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)	See <i>All Together</i> © 2009 for the following references. <b>Student Edition:</b> <i>Unit 2 8</i> <i>Unit 4 22-27</i> <b>Teacher Edition:</b> Unit 2: AR 27; BI 8; BR 23; CCA 24; DI 25
<b>US / NH History (HI:5)</b>	
<b>SS:HI:5: Social/Cultural</b> Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.	
SS:HI:2:5.1: Identify how the lives of women and children have changed over time in our country. (Themes: B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)	<b>Student Edition:</b> 29 <b>Teacher Edition:</b> BI 56, 58; C 56, 58; CCA –A 59; CCA – M 57; DI 57, 59; M 56, 58; O 56, 58; RL 57, 59; S 56, 58; T 56, 58; TTT 57; UV 56, 58
SS:HI:2:5.2: Identify the concept of diversity. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)	<b>Teacher Edition:</b> BI 4, 6, 8; CCA – GC 17; DI 9; T 8

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<b>World History (WH:1)</b>	
<p>The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalities and differences shared by the world's peoples past and present.</p> <p>The knowledge incorporated within the phrase "World History and Contemporary Issues" may be presented under a variety of course titles. Whatever the course, the most effective study will focus on important concepts, broad themes, major issues, and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. For students to fully participate in historical thinking and be prepared for life as decision-making citizens, they must be able to draw upon ideas, issues and events from the full range of human experience?</p>	
<b>SS:WH:1: Political Foundations and Developments</b>	
<p>Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</p>	
<p>SS:WH:2:1.1: Recognize that people of different countries have different social and political systems. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)</p>	<p><b>Teacher Edition:</b> CCA – GC 17</p>
<b>World History (WH:2)</b>	
<b>SS:WH:2: Contacts, Exchanges &amp; International Relations</b>	
<p>Students will demonstrate their understanding of the interactions of peoples and governments over time.</p>	
<b>World History (WH:3)</b>	
<b>SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions</b>	
<p>Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.</p>	
<p>SS:WH:2:3.1: Explore ways that societies around the world express themselves artistically, e.g., songs, dance or clothing. (Themes: J: Human Expression and Communication)</p>	<p><b>Teacher Edition:</b> BI 64; CCA – GC 17; CCA – LA 65; TTT 17</p>

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<b>World History (WH:4)</b>	
<b>SS:WH:4: Economic Systems &amp; Technology</b> Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.	
<b>World History (WH:5)</b>	
<b>SS:WH:5: Social/Cultural</b> Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.	
SS:WH:2:5.1: Identify the concepts of values and beliefs. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)	See <i>All Together</i> © 2009 for the following references. <b>Student Edition:</b> <i>Unit 1</i> 32 <i>Unit 2</i> 28-29 <i>Unit 3</i> 36-37 <i>Unit 4</i> 8-9, 18-19 <i>Unit 5</i> 10-11, 16-17, 23 <b>Teacher Edition:</b> Unit 1: CA 32; LR 1C-1D Unit 2: CCA 28 Unit 3: BI 8, 36 Unit 4: AR 19; BI 18; CCA 8, 9, 16; DI 9; M 8; RC 8 Unit 5: AR 23; CCA 16, 17; DI 17; M 16; RC 16; T 16