

Course/Practices		Social Studies Practices PK–12
Standards	1	Engage in Democratic Processes – Students will understand the principles of government, the benefits of democratic systems, and their responsibilities as citizens.
Objective	1.A.	<p>Students will demonstrate an understanding of the virtues that citizens should use when interacting with each other and the virtues that guided official government institutions.</p> <p><u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 2 Project, p. 110–112 Grade 1 Teacher's Guide: Chapter 2: Lesson 3: B. How can we make good classroom rules?, p. 93–95 Grade 1 Teacher's Guide: Chapter 4 Project, p. 207–210 Grade 1 Teacher's Guide: Chapter 4 Review, p. 206 Grade 1 Teacher's Guide: Chapter 4: Lesson 1: C. How are the laws of a town made?, p. 180–181 Grade 1 Teacher's Guide: Chapter 4: Lesson 4 Closure, p. 205 Grade 1 Teacher's Guide: Chapter 4: Lesson 4: A. How do people help their town?, p. 199–200</p> <p><u>NYSYC Student Book</u> Grade 1 Student Book: Chapter 2: Lesson 2: B. Listening and Speaking in School, p. 53–55 Grade 1 Student Book: Chapter 2: Lesson 3: B. How can we make good classroom rules?, p. 61 Grade 1 Student Book: Chapter 4: Lesson 1: C. How are the laws of a town made?, p. 108 Grade 1 Student Book: Chapter 4: Lesson 4: A. How do people help their town?, p. 126–127 Grade 1 Student Book: Chapter 6: Lesson 1: A. What does everyone have in common?, p. 165</p> <p><u>NYSYC Activity Sheets</u> Grade 1 Handout: Chapter 1 Review, p. 17–24 Grade 1 Handout: Chapter 4 Review, p. 78–83 Grade 1 Handout: 4h Helping Our Town - Chapter 4: Lesson 4: Closure, p. 77</p>
Objective	1.B.	<p>Students will demonstrate an understanding of the important institutions of their society and the principles that these institutions are intended to reflect.</p> <p><u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 4 Project, p. 207–210 Grade 1 Teacher's Guide: Chapter 4 Review, p. 206 Grade 1 Teacher's Guide: Chapter 4: Lesson 1: A. What does a town government do?, p. 175–177 Grade 1 Teacher's Guide: Chapter 4: Lesson 1: B. What are the rules of a town?, p. 178–179 Grade 1 Teacher's Guide: Chapter 4: Lesson 1: C. How are the laws of a town made?, p. 180–181 Grade 1 Teacher's Guide: Chapter 6 Review, p. 314–315 Grade 1 Teacher's Guide: Chapter 6: Lesson 1 Closure, p. 285 Grade 1 Teacher's Guide: Chapter 6: Lesson 1: A. What does everyone have in common?, p. 277–279 Grade 1 Teacher's Guide: Chapter 6: Lesson 1: B. Who runs the national government?, p. 280–282 Grade 1 Teacher's Guide: Chapter 6: Lesson 1: C. How are national and state governments alike and different?, p. 283–284</p> <p><u>NYSYC Student Book</u> Grade 1 Student Book: Chapter 5: Lesson 2: A. What do state governments provide?, p. 143 Grade 1 Student Book: Chapter 5: Lesson 2: B. What is the difference between local and state government?, p. 144 Grade 1 Student Book: Chapter 6: Lesson 1: B. Who runs the national government?, p. 166–167</p>

		<p><u>NYSYC Activity Sheets</u> Grade 1 Handout: 6a Who Runs the National Government? - Chapter 6: Lesson 1: Section B, p. 105</p>
<p>Objective</p>	<p>1.C.</p>	<p>Students will demonstrate understanding of the processes and rules by which groups of people make decisions, govern themselves, and address public problems.</p> <p><u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 1 Project, p. 57–59 Grade 1 Teacher's Guide: Chapter 1 Review, p. 55–56 Grade 1 Teacher's Guide: Chapter 1: Lesson 2 Closure, p. 35 Grade 1 Teacher's Guide: Chapter 1: Lesson 2: A. What are family rules?, p. 29–31 Grade 1 Teacher's Guide: Chapter 1: Lesson 2: B. Where do rules come from?, p. 31–33 Grade 1 Teacher's Guide: Chapter 1: Lesson 2: C. Why do we obey rules?, p. 33–34 Grade 1 Teacher's Guide: Chapter 2: Lesson 2: B. Listening and Speaking in School, p. 84–86 Grade 1 Teacher's Guide: Chapter 2: Lesson 3: A. How should we behave in school?, p. 90–92 Grade 1 Teacher's Guide: Chapter 2: Lesson 3: B. How can we make good classroom rules?, p. 93–95 Grade 1 Teacher's Guide: Chapter 2: Lesson 3: Lesson 3 Closure, p. 98 Grade 1 Teacher's Guide: Chapter 3 Project, p. 162–164 Grade 1 Teacher's Guide: Chapter 4 Project, p. 207–210 Grade 1 Teacher's Guide: Chapter 4 Review, p. 206 Grade 1 Teacher's Guide: Chapter 4: Lesson 1 Closure, p. 182 Grade 1 Teacher's Guide: Chapter 4: Lesson 1: B. What are the rules of a town?, p. 178–179 Grade 1 Teacher's Guide: Chapter 4: Lesson 1: C. How are the laws of a town made?, p. 180–181 Grade 1 Teacher's Guide: Chapter 4: Lesson 4 Closure, p. 205</p> <p><u>NYSYC Student Book</u> Grade 1 Student Book: Chapter 1: Lesson 2: A. What are family rules?, p. 23 Grade 1 Student Book: Chapter 1: Lesson 2: B. Where do rules come from?, p. 25 Grade 1 Student Book: Chapter 1: Lesson 2: C. Why do we obey rules?, p. 26–27 Grade 1 Student Book: Chapter 2: Lesson 3: B. How can we make good classroom rules?, p. 61 Grade 1 Student Book: Chapter 4: Lesson 1: B. What are the rules of a town?, p. 107 Grade 1 Student Book: Chapter 4: Lesson 1: C. How are the laws of a town made?, p. 108 Grade 1 Student Book: Chapter 4: Lesson 4: A. How do people help their town?, p. 126–127</p> <p><u>NYSYC Activity Sheets</u> Grade 1 Handout: Chapter 1 Review, p. 17–24 Grade 1 Handout: Chapter 2 Review, p. 39–44 Grade 1 Handout: 1c Why Do We Obey Rules? - Chapter 1: Lesson 2: Section C, p. 10 Grade 1 Handout: 1d Family Rules - Chapter 1: Lesson 2: Closure, p. 11 Grade 1 Handout: 2g School Rules - Chapter 2: Lesson 3: Closure, p. 34 Grade 1 Handout: 4b What Are the Rules of a Town? - Chapter 4: Lesson 1: Section B, p. 69 Grade 1 Handout: 4c Town Government - Chapter 4: Lesson 1: Closure, p. 70 Grade 1 Handout: 5e State and Local Governments - Chapter 5: Lesson 2: Closure, p. 90 Grade 1 Handout: 6b How Are National and State Governments Alike and Different? - Chapter 6: Lesson 1: Section C, p. 106 Grade 1 Handout: 6c Our Country's Government - Chapter 6: Lesson 1: Closure, p. 107</p>
<p>Course/Practices</p>	<p>Social Studies Practices PK–12</p>	

Standards	2	Analyze and Address Authentic Civic Issues – Students will demonstrate the ability to engage in reflective, critical and independent thinking as an active learner rather than a passive recipient of information.
Objective	2.A.	Students will demonstrate the capability for developing essential, compelling, and supporting questions that can frame and advance assisted or independent inquiry. <u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 2 Project, p. 110–112 Grade 1 Teacher's Guide: Chapter 6 Project, p. 316–318
Objective	2.B.	Students will demonstrate the ability to investigate problems and develop solutions, adapting and applying their work in the social studies in order to engage in active civic life. <u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 2 Project, p. 110–112 Grade 1 Teacher's Guide: Chapter 6 Project, p. 316–318
Course/Practices		Social Studies Practices PK–12
Standards	3	Acquire, Apply, and Evaluate Evidence – Students will utilize interdisciplinary tools and master the basic concepts of the social studies in order to acquire and apply content understanding in all related fields of study.
Objective	3.A.	Students will develop skills and practices which demonstrate an understanding that historical inquiry is based on the analysis and evaluation of evidence and its credibility. <u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 1: Lesson 4: A. When did your family come to live here?, p. 44–47 Grade 1 Teacher's Guide: Chapter 1: Lesson 4: D. Primary Sources, p. 52–53 Grade 1 Teacher's Guide: Chapter 2 Project, p. 110–112 Grade 1 Teacher's Guide: Chapter 3 Project, p. 162–164 Grade 1 Teacher's Guide: Chapter 3: Lesson 4: C. Primary and Secondary Sources, p. 158–159 Grade 1 Teacher's Guide: Chapter 5 Review, p. 254 Grade 1 Teacher's Guide: Chapter 5: Lesson 4 Closure, p. 253 Grade 1 Teacher's Guide: Chapter 5: Lesson 4: A. How do we learn about history?, p. 245–247 Grade 1 Teacher's Guide: Chapter 5: Lesson 4: B. Researching as a Team, p. 248–249 Grade 1 Teacher's Guide: Chapter 6 Project, p. 316–318 Grade 1 Teacher's Guide: Chapter 6: Lesson 3 Closure, p. 304 Grade 1 Teacher's Guide: Chapter 6: Lesson 3: B. Analyzing Sources, p. 298–300 <u>NYSYC Student Book</u> Grade 1 Student Book: Chapter 1: Lesson 4: D. Primary Sources, p. 40–41 Grade 1 Student Book: Chapter 3: Lesson 4: C. Primary and Secondary Sources, p. 101 Grade 1 Student Book: Chapter 5: Lesson 4: A. How do we learn about history?, p. 154–155 Grade 1 Student Book: Chapter 5: Lesson 4: B. Researching as a Team, p. 156 Grade 1 Student Book: Chapter 6: Lesson 3: B. Analyzing Sources, p. 178–179 <u>NYSYC Activity Sheets</u> Grade 1 Handout: 4e Towns Past and Present - Chapter 4: Lesson 2: Closure, p. 73 Grade 1 Handout: 6f Analyzing Sources - Chapter 6: Lesson 3: Section B, p. 110

		<p><u>NYSYC Group Activity Cards</u> Grade 1 Group Activity Card: Chapter 1: Lesson 4: Section D: Primary Sources Grade 1 Group Activity Card: Chapter 3: Lesson 4: Section C: Hull House</p> <p><u>NYSYC LSRs</u> Grade 1 Leveled Student Reader: Brave Explorers Grade 1 Leveled Student Reader: Cesar Chavez Grade 1 Leveled Student Reader: Exploring India Grade 1 Leveled Student Reader: Frontier America Grade 1 Leveled Student Reader: Suburban America</p>
<p>Objective</p>	<p>3.B.</p>	<p>Students will demonstrate an understanding of geographic concepts and develop mastery of geographic tools and ways of thinking in order to become geographically informed.</p> <p><u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 1: Lesson 1: D. Where do we live?, p. 26–27 Grade 1 Teacher's Guide: Chapter 1: Lesson 4: A. When did your family come to live here?, p. 44–47 Grade 1 Teacher's Guide: Chapter 2: Lesson 1: A. What do we find in our school?, p. 73–75 Grade 1 Teacher's Guide: Chapter 3 Project, p. 162–164 Grade 1 Teacher's Guide: Chapter 3 Review, p. 161 Grade 1 Teacher's Guide: Chapter 3: Lesson 1 Closure, p. 134 Grade 1 Teacher's Guide: Chapter 3: Lesson 1: A. What is in the neighborhood?, p. 124–126 Grade 1 Teacher's Guide: Chapter 3: Lesson 1: B. How do maps show places and things?, p. 127–129 Grade 1 Teacher's Guide: Chapter 3: Lesson 1: C. Using a Map, p. 129–131 Grade 1 Teacher's Guide: Chapter 3: Lesson 1: D. Writing Directions, p. 131–133 Grade 1 Teacher's Guide: Chapter 3: Lesson 2: B. What are goods and services?, p. 137–139 Grade 1 Teacher's Guide: Chapter 4: Introductory Activity, p. 173–174 Grade 1 Teacher's Guide: Chapter 4: Lesson 1: B. What are the rules of a town?, p. 178–179 Grade 1 Teacher's Guide: Chapter 4: Lesson 2: A. Why do people choose to live in certain places?, p. 183–184 Grade 1 Teacher's Guide: Chapter 4: Lesson 2: B. Why did people move to Maplewood in the past?, p. 185–186 Grade 1 Teacher's Guide: Chapter 4: Lesson 2: C. How does a town get goods and services?, p. 187–189 Grade 1 Teacher's Guide: Chapter 4: Lesson 3 Closure, p. 198 Grade 1 Teacher's Guide: Chapter 4: Lesson 3: B. Finding Your Town, p. 194–195 Grade 1 Teacher's Guide: Chapter 4: Lesson 4: A. How do people help their town?, p. 199–200 Grade 1 Teacher's Guide: Chapter 5 Project, p. 255–257 Grade 1 Teacher's Guide: Chapter 5: Introductory Activity, p. 219–220 Grade 1 Teacher's Guide: Chapter 5: Lesson 1 Closure, p. 230 Grade 1 Teacher's Guide: Chapter 5: Lesson 1: A. What is a state?, p. 221–223 Grade 1 Teacher's Guide: Chapter 5: Lesson 1: B. What natural features does a state have?, p. 224–225 Grade 1 Teacher's Guide: Chapter 5: Lesson 1: C. How does a map show a state's features?, p. 226–227 Grade 1 Teacher's Guide: Chapter 6: Lesson 2: A. What is weather like in the United States?, p. 286–288 Grade 1 Teacher's Guide: Chapter 6: Lesson 2: B. What are different parts of the United States like?, p. 289–291 Grade 1 Teacher's Guide: Chapter 6: Lesson 3: A. What new people arrived in America?, p. 295–297 Grade 1 Teacher's Guide: Chapter 6: Lesson 3: D. Making Connections, p. 302–303 Grade 1 Teacher's Guide: Chapter 7: Introductory Activity, p. 329–330 Grade 1 Teacher's Guide: Chapter 7: Lesson 1 Closure, p. 339 Grade 1 Teacher's Guide: Chapter 7: Lesson 1: A. Where are we in the world?, p. 331–333 Grade 1 Teacher's Guide: Chapter 7: Lesson 1: B. How do maps and globes show the whole world?, p. 334–336</p>

		<p>Grade 1 Teacher's Guide: Chapter 7: Lesson 1: C. What have people drawn on maps and globes?, p. 336–338 Grade 1 Teacher's Guide: Chapter 7: Lesson 2: A. Why is climate different around the world?, p. 340–342 Grade 1 Teacher's Guide: Chapter 7: Lesson 4: A. What traditions do people have in Africa?, p. 359–361 Grade 1 Teacher's Guide: Chapter 7: Lesson 4: B. What traditions do people have in Europe?, p. 362–364 Grade 1 Teacher's Guide: Chapter 7: Lesson 4: C. What traditions do people have in Asia?, p. 364–366 Grade 1 Teacher's Guide: Chapter 7: Lesson 4: D. What traditions do people have in Australia?, p. 366–368</p> <p><u>NYSYC Student Book</u> Grade 1 Atlas, p. 226–236 Grade 1 Student Book: Chapter 1: Lesson 4: A. When did your family come to live here?, p. 34 Grade 1 Student Book: Chapter 3: Lesson 1: B. How do maps show places and things?, p. 77 Grade 1 Student Book: Chapter 3: Lesson 1: C. Using a Map, p. 79 Grade 1 Student Book: Chapter 3: Lesson 1: D. Writing Directions, p. 81 Grade 1 Student Book: Chapter 3: Lesson 4: A. What changes do people make to their land?, p. 96 Grade 1 Student Book: Chapter 4: Lesson 3: B. Finding Your Town, p. 122 Grade 1 Student Book: Chapter 4: Lesson 3: C. How do our surroundings affect our lives?, p. 124–125 Grade 1 Student Book: Chapter 5: Lesson 1: C. How does a map show a state's features?, p. 138 Grade 1 Student Book: Chapter 5: Lesson 1: D. What symbols represent our state?, p. 140 Grade 1 Student Book: Chapter 7: Lesson 1: B. How do maps and globes show the whole world?, p. 196–199 Grade 1 Student Book: Chapter 7: Lesson 1: C. What have people drawn on maps and globes?, p. 200–201</p> <p><u>NYSYC Activity Sheets</u> Grade 1 Handout: Chapter 3 Review, p. 60–64 Grade 1 Handout: Chapter 4 Review, p. 78–83 Grade 1 Handout: Chapter 5 Review, p. 95–102 Grade 1 Handout: Chapter 7 Review, p. 139–145 Grade 1 Handout: 3a How Do Maps Show Places and Things? - Chapter 3: Lesson 1: Section B, p. 47 Grade 1 Handout: 3b Writing Directions - Chapter 3: Lesson 1: Section D, p. 48–50 Grade 1 Handout: 3c Finding Our Way in the Neighborhood - Chapter 3: Lesson 1: Closure, p. 51 Grade 1 Handout: 4d Why Did People Move to Maplewood? - Chapter 4: Lesson 2: Section B, p. 71–72 Grade 1 Handout: 4f Different Towns - Chapter 4: Lesson 3: Closure, p. 74 Grade 1 Handout: 5a How Does a Map Show a State's Features? - Chapter 5: Lesson 1: Section C, p. 86 Grade 1 Handout: 5b Places in a State - Chapter 5: Lesson 1: Closure, p. 87 Grade 1 Handout: 7a Continents and Oceans - Chapter 7: Lesson 1: Section A, p. 128–129 Grade 1 Handout: 7b Continent Cartographer - Chapter 7: Lesson 1: Section B, p. 130 Grade 1 Handout: 7c Mapping the World - Chapter 7: Lesson 1: Closure, p. 131</p> <p><u>NYSYC LSRs</u> Grade 1 Leveled Student Reader: Brave Explorers Grade 1 Leveled Student Reader: Cesar Chavez Grade 1 Leveled Student Reader: Exploring India Grade 1 Leveled Student Reader: What Are Weather and Climate?</p>
Objective	3.C.	<p>Students will analyze the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings.</p> <p><u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 3 Review, p. 161</p>

		<p>Grade 1 Teacher's Guide: Chapter 3: Lesson 2 Closure, p. 143 Grade 1 Teacher's Guide: Chapter 3: Lesson 2: B. What are goods and services?, p. 137–139 Grade 1 Teacher's Guide: Chapter 3: Lesson 2: C. How do we get the things we need and want?, p. 140–142 Grade 1 Teacher's Guide: Chapter 3: Lesson 3 Closure, p. 153 Grade 1 Teacher's Guide: Chapter 3: Lesson 3: A. How do we use our money?, p. 144–146 Grade 1 Teacher's Guide: Chapter 3: Lesson 3: B. How do we get money?, p. 146–149 Grade 1 Teacher's Guide: Chapter 4: Lesson 2 Closure, p. 191 Grade 1 Teacher's Guide: Chapter 4: Lesson 2: C. How does a town get goods and services?, p. 187–189</p> <p><u>NYSYC Student Book</u> Grade 1 Student Book: Chapter 3: Lesson 2: B. What are goods and services?, p. 84 Grade 1 Student Book: Chapter 3: Lesson 2: C. How do we get the things we need and want?, p. 87 Grade 1 Student Book: Chapter 3: Lesson 3: A. How do we use our money?, p. 88 Grade 1 Student Book: Chapter 4: Lesson 2: C. How does a town get goods and services?, p. 115–117</p> <p><u>NYSYC Activity Sheets</u> Grade 1 Handout: Chapter 3 Review, p. 60–64 Grade 1 Handout: Chapter 4 Review, p. 78–83 Grade 1 Handout: 3e What Are Goods and Services? - Chapter 3: Lesson 2: Section B, p. 53 Grade 1 Handout: 3f Sellers and Consumers - Chapter 3: Lesson 2: Section C, p. 54 Grade 1 Handout: 3h Who Sells? Who Produces? - Chapter 3: Lesson 3: Section A, p. 56 Grade 1 Handout: 3i Producers and Consumers - Chapter 3: Lesson 3: Section B, p. 57</p>
Course/Practices		Social Studies Practices PK–12
Standards	4	Read Critically and Interpret Informational Sources – Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.
Objective	4.A.	<p>Students will comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.</p> <p><u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 1 Project, p. 57–59 Grade 1 Teacher's Guide: Chapter 1 Review, p. 55–56 Grade 1 Teacher's Guide: Chapter 1: Introductory Activity, p. 17–18 Grade 1 Teacher's Guide: Chapter 1: Lesson 1 Closure, p. 28 Grade 1 Teacher's Guide: Chapter 1: Lesson 1: A. Who is in a family?, p. 19–21 Grade 1 Teacher's Guide: Chapter 1: Lesson 1: B. What do families do for us?, p. 22–23 Grade 1 Teacher's Guide: Chapter 1: Lesson 1: C. What do we do for our families?, p. 24–25 Grade 1 Teacher's Guide: Chapter 1: Lesson 1: D. Where do we live?, p. 26–27 Grade 1 Teacher's Guide: Chapter 1: Lesson 2 Closure, p. 35 Grade 1 Teacher's Guide: Chapter 1: Lesson 2: A. What are family rules?, p. 29–31 Grade 1 Teacher's Guide: Chapter 1: Lesson 2: B. Where do rules come from?, p. 31–33 Grade 1 Teacher's Guide: Chapter 1: Lesson 2: C. Why do we obey rules?, p. 33–34 Grade 1 Teacher's Guide: Chapter 1: Lesson 3: A. What do families celebrate?, p. 36–38 Grade 1 Teacher's Guide: Chapter 1: Lesson 3: B. Compare Alike and Different, p. 38–40 Grade 1 Teacher's Guide: Chapter 1: Lesson 3: C. How are families different?, p. 40–42 Grade 1 Teacher's Guide: Chapter 1: Lesson 4: A. When did your family come to live here?, p. 44–47 Grade 1 Teacher's Guide: Chapter 1: Lesson 4: B. Time Lines, p. 47–49 Grade 1 Teacher's Guide: Chapter 1: Lesson 4: C. What was life like for your family in the past?, p. 50–52</p>

Grade 1 Teacher's Guide: Chapter 1: Lesson 4: D. Primary Sources, p. 52–53
 Grade 1 Teacher's Guide: Chapter 2 Project, p. 110–112
 Grade 1 Teacher's Guide: Chapter 2 Review, p. 109
 Grade 1 Teacher's Guide: Chapter 2: Introductory Activity, p. 71–72
 Grade 1 Teacher's Guide: Chapter 2: Lesson 1: A. What do we find in our school?, p. 73–75
 Grade 1 Teacher's Guide: Chapter 2: Lesson 1: B. What do we do during a school day?, p. 75–77
 Grade 1 Teacher's Guide: Chapter 2: Lesson 1: C. What do we do during a school year?, p. 77–79
 Grade 1 Teacher's Guide: Chapter 2: Lesson 2: A. Who makes our school better?, p. 81–83
 Grade 1 Teacher's Guide: Chapter 2: Lesson 2: B. Listening and Speaking in School, p. 84–86
 Grade 1 Teacher's Guide: Chapter 2: Lesson 2: C. Cause and Effect, p. 86–88
 Grade 1 Teacher's Guide: Chapter 2: Lesson 3: A. How should we behave in school?, p. 90–92
 Grade 1 Teacher's Guide: Chapter 2: Lesson 3: B. How can we make good classroom rules?, p. 93–95
 Grade 1 Teacher's Guide: Chapter 2: Lesson 3: C. Ending a Fight Peacefully, p. 95–97
 Grade 1 Teacher's Guide: Chapter 2: Lesson 4: A. Why can't the school have everything we want?, p. 99–101
 Grade 1 Teacher's Guide: Chapter 2: Lesson 4: B. What happens when we make a choice?, p. 102–103
 Grade 1 Teacher's Guide: Chapter 2: Lesson 4: C. Naming Problems and Finding Solutions, p. 104–105
 Grade 1 Teacher's Guide: Chapter 2: Lesson 4: D. What were schools like in the past?, p. 106–107
 Grade 1 Teacher's Guide: Chapter 3 Project, p. 162–164
 Grade 1 Teacher's Guide: Chapter 3: Introductory Activity, p. 123
 Grade 1 Teacher's Guide: Chapter 3: Lesson 1: A. What is in the neighborhood?, p. 124–126
 Grade 1 Teacher's Guide: Chapter 3: Lesson 1: B. How do maps show places and things?, p. 127–129
 Grade 1 Teacher's Guide: Chapter 3: Lesson 1: C. Using a Map, p. 129–131
 Grade 1 Teacher's Guide: Chapter 3: Lesson 1: D. Writing Directions, p. 131–133
 Grade 1 Teacher's Guide: Chapter 3: Lesson 2: A. What do we need and want?, p. 135–137
 Grade 1 Teacher's Guide: Chapter 3: Lesson 2: B. What are goods and services?, p. 137–139
 Grade 1 Teacher's Guide: Chapter 3: Lesson 2: C. How do we get the things we need and want?, p. 140–142
 Grade 1 Teacher's Guide: Chapter 3: Lesson 3: A. How do we use our money?, p. 144–146
 Grade 1 Teacher's Guide: Chapter 3: Lesson 3: B. How do we get money?, p. 146–149
 Grade 1 Teacher's Guide: Chapter 3: Lesson 3: C. Why do we choose what we choose?, p. 149–150
 Grade 1 Teacher's Guide: Chapter 3: Lesson 3: D. Fact and Opinion, p. 151–152
 Grade 1 Teacher's Guide: Chapter 3: Lesson 4: A. What changes do people make to their land?, p. 154–156
 Grade 1 Teacher's Guide: Chapter 3: Lesson 4: B. How do neighborhoods change?, p. 157–158
 Grade 1 Teacher's Guide: Chapter 3: Lesson 4: C. Primary and Secondary Sources, p. 158–159
 Grade 1 Teacher's Guide: Chapter 4 Project, p. 207–210
 Grade 1 Teacher's Guide: Chapter 4 Review, p. 206
 Grade 1 Teacher's Guide: Chapter 4: Introductory Activity, p. 173–174
 Grade 1 Teacher's Guide: Chapter 4: Lesson 1: A. What does a town government do?, p. 175–177
 Grade 1 Teacher's Guide: Chapter 4: Lesson 1: B. What are the rules of a town?, p. 178–179
 Grade 1 Teacher's Guide: Chapter 4: Lesson 1: C. How are the laws of a town made?, p. 180–181
 Grade 1 Teacher's Guide: Chapter 4: Lesson 2: A. Why do people choose to live in certain places?, p. 183–184
 Grade 1 Teacher's Guide: Chapter 4: Lesson 2: B. Why did people move to Maplewood in the past?, p. 185–186
 Grade 1 Teacher's Guide: Chapter 4: Lesson 2: C. How does a town get goods and services?, p. 187–189
 Grade 1 Teacher's Guide: Chapter 4: Lesson 2: D. Finding the Main Idea and Details, p. 189–190
 Grade 1 Teacher's Guide: Chapter 4: Lesson 3: A. What are different towns like?, p. 192–194
 Grade 1 Teacher's Guide: Chapter 4: Lesson 3: B. Finding Your Town, p. 194–195
 Grade 1 Teacher's Guide: Chapter 4: Lesson 3: C. How do our surroundings affect our lives?, p. 196–197
 Grade 1 Teacher's Guide: Chapter 4: Lesson 4: A. How do people help their town?, p. 199–200
 Grade 1 Teacher's Guide: Chapter 4: Lesson 4: B. Using Sequencing, p. 201–202

	<p> Grade 1 Teacher's Guide: Chapter 4: Lesson 4: C. Writing Your Opinion, p. 203–204 Grade 1 Teacher's Guide: Chapter 5 Project, p. 255–257 Grade 1 Teacher's Guide: Chapter 5: Introductory Activity, p. 219–220 Grade 1 Teacher's Guide: Chapter 5: Lesson 1: A. What is a state?, p. 221–223 Grade 1 Teacher's Guide: Chapter 5: Lesson 1: B. What natural features does a state have?, p. 224–225 Grade 1 Teacher's Guide: Chapter 5: Lesson 1: C. How does a map show a state's features?, p. 226–227 Grade 1 Teacher's Guide: Chapter 5: Lesson 1: D. What symbols represent our state?, p. 228–229 Grade 1 Teacher's Guide: Chapter 5: Lesson 2: A. What do state governments provide?, p. 231–233 Grade 1 Teacher's Guide: Chapter 5: Lesson 2: B. What is the difference between local and state government?, p. 233–234 Grade 1 Teacher's Guide: Chapter 5: Lesson 2: C. Comparing Different Points of View, p. 235–236 Grade 1 Teacher's Guide: Chapter 5: Lesson 3: A. How do towns in the state work together to provide goods?, p. 238–240 Grade 1 Teacher's Guide: Chapter 5: Lesson 3: B. Using Charts and Graphs, p. 240–242 Grade 1 Teacher's Guide: Chapter 5: Lesson 4: A. How do we learn about history?, p. 245–247 Grade 1 Teacher's Guide: Chapter 5: Lesson 4: B. Researching as a Team, p. 248–249 Grade 1 Teacher's Guide: Chapter 5: Lesson 4: C. What was our state like long ago?, p. 250–251 Grade 1 Teacher's Guide: Chapter 5: Lesson 4: D. Writing a Narrative, p. 251–252 Grade 1 Teacher's Guide: Chapter 6 Project, p. 316–318 Grade 1 Teacher's Guide: Chapter 6: Introductory Activity, p. 275–276 Grade 1 Teacher's Guide: Chapter 6: Lesson 1: A. What does everyone have in common?, p. 277–279 Grade 1 Teacher's Guide: Chapter 6: Lesson 1: B. Who runs the national government?, p. 280–282 Grade 1 Teacher's Guide: Chapter 6: Lesson 1: C. How are national and state governments alike and different?, p. 283–284 Grade 1 Teacher's Guide: Chapter 6: Lesson 2: A. What is weather like in the United States?, p. 286–288 Grade 1 Teacher's Guide: Chapter 6: Lesson 2: B. What are different parts of the United States like?, p. 289–291 Grade 1 Teacher's Guide: Chapter 6: Lesson 2: C. How did the first people live on this land?, p. 291–293 Grade 1 Teacher's Guide: Chapter 6: Lesson 3: A. What new people arrived in America?, p. 295–297 Grade 1 Teacher's Guide: Chapter 6: Lesson 3: B. Analyzing Sources, p. 298–300 Grade 1 Teacher's Guide: Chapter 6: Lesson 3: C. What can we learn from the lives of important Americans?, p. 300–301 Grade 1 Teacher's Guide: Chapter 6: Lesson 3: D. Making Connections, p. 302–303 Grade 1 Teacher's Guide: Chapter 6: Lesson 4: A. Why do we say the Pledge of Allegiance?, p. 305–307 Grade 1 Teacher's Guide: Chapter 6: Lesson 4: B. What do symbols of our country mean?, p. 307–308 Grade 1 Teacher's Guide: Chapter 6: Lesson 4: C. What are some patriotic songs?, p. 309–310 Grade 1 Teacher's Guide: Chapter 6: Lesson 4: D. How do we remember important times for our country?, p. 311–312 Grade 1 Teacher's Guide: Chapter 7 Project, p. 372–375 Grade 1 Teacher's Guide: Chapter 7: Lesson 1: A. Where are we in the world?, p. 331–333 Grade 1 Teacher's Guide: Chapter 7: Lesson 1: B. How do maps and globes show the whole world?, p. 334–336 Grade 1 Teacher's Guide: Chapter 7: Lesson 1: C. What have people drawn on maps and globes?, p. 336–338 Grade 1 Teacher's Guide: Chapter 7: Lesson 2: A. Why is climate different around the world?, p. 340–342 Grade 1 Teacher's Guide: Chapter 7: Lesson 2: B. How does environment shape how people live?, p. 324–344 Grade 1 Teacher's Guide: Chapter 7: Lesson 2: C. How does environment shape how people play?, p. 345–347 Grade 1 Teacher's Guide: Chapter 7: Lesson 2: D. Why do different places trade with each other?, p. 347–349 Grade 1 Teacher's Guide: Chapter 7: Lesson 3: A. What do cultures have in common?, p. 351–353 Grade 1 Teacher's Guide: Chapter 7: Lesson 3: B. What traditions do people have in North America?, p. 353–355 Grade 1 Teacher's Guide: Chapter 7: Lesson 3: C. What traditions do people have in South America?, p. 355–357 Grade 1 Teacher's Guide: Chapter 7: Lesson 4: A. What traditions do people have in Africa?, p. 359–361 Grade 1 Teacher's Guide: Chapter 7: Lesson 4: B. What traditions do people have in Europe?, p. 362–364 Grade 1 Teacher's Guide: Chapter 7: Lesson 4: C. What traditions do people have in Asia?, p. 364–366 Grade 1 Teacher's Guide: Chapter 7: Lesson 4: D. What traditions do people have in Australia?, p. 366–368 </p>
--	---

NYSYC Student Book

Grade 1 Atlas, p. 226–236
 Grade 1 Patriots' Handbook, p. 238–247
 Grade 1 Student Book: Chapter 1: Lesson 1: A. Who is in a family?, p. 17
 Grade 1 Student Book: Chapter 1: Lesson 1: B. What do families do for us?, p. 18
 Grade 1 Student Book: Chapter 1: Lesson 1: C. What do we do for our families?, p. 19
 Grade 1 Student Book: Chapter 1: Lesson 1: D. Where do we live?, p. 20
 Grade 1 Student Book: Chapter 1: Lesson 2: A. What are family rules?, p. 23
 Grade 1 Student Book: Chapter 1: Lesson 2: B. Where do rules come from?, p. 25
 Grade 1 Student Book: Chapter 1: Lesson 2: C. Why do we obey rules?, p. 26–27
 Grade 1 Student Book: Chapter 1: Lesson 3: A. What do families celebrate?, p. 28
 Grade 1 Student Book: Chapter 1: Lesson 3: B. Compare Alike and Different, p. 31
 Grade 1 Student Book: Chapter 1: Lesson 3: C. How are families different?, p. 32–33
 Grade 1 Student Book: Chapter 1: Lesson 4: A. When did your family come to live here?, p. 34
 Grade 1 Student Book: Chapter 1: Lesson 4: B. Time Lines, p. 36–37
 Grade 1 Student Book: Chapter 1: Lesson 4: C. What was life like for your family in the past?, p. 38
 Grade 1 Student Book: Chapter 1: Lesson 4: D. Primary Sources, p. 40–41
 Grade 1 Student Book: Chapter 2: Lesson 1: A. What do we find in our school?, p. 45
 Grade 1 Student Book: Chapter 2: Lesson 1: B. What do we do during a school day?, p. 47
 Grade 1 Student Book: Chapter 2: Lesson 1: C. What do we do during a school year?, p. 48
 Grade 1 Student Book: Chapter 2: Lesson 2: A. Who makes our school better?, p. 51
 Grade 1 Student Book: Chapter 2: Lesson 2: B. Listening and Speaking in School, p. 53–55
 Grade 1 Student Book: Chapter 2: Lesson 2: C. Cause and Effect, p. 57
 Grade 1 Student Book: Chapter 2: Lesson 3: A. How should we behave in school?, p. 58–59
 Grade 1 Student Book: Chapter 2: Lesson 3: B. How can we make good classroom rules?, p. 61
 Grade 1 Student Book: Chapter 2: Lesson 3: C. Ending a Fight Peacefully, p. 63
 Grade 1 Student Book: Chapter 2: Lesson 4: A. Why can't the school have everything we want?, p. 64–65
 Grade 1 Student Book: Chapter 2: Lesson 4: B. What happens when we make a choice?, p. 67
 Grade 1 Student Book: Chapter 2: Lesson 4: C. Naming Problems and Finding Solutions, p. 68–69
 Grade 1 Student Book: Chapter 2: Lesson 4: D. What were schools like in the past?, p. 70–71
 Grade 1 Student Book: Chapter 3: Lesson 1: A. What is in the neighborhood?, p. 74
 Grade 1 Student Book: Chapter 3: Lesson 1: B. How do maps show places and things?, p. 77
 Grade 1 Student Book: Chapter 3: Lesson 1: C. Using a Map, p. 79
 Grade 1 Student Book: Chapter 3: Lesson 1: D. Writing Directions, p. 81
 Grade 1 Student Book: Chapter 3: Lesson 2: A. What do we need and want?, p. 82
 Grade 1 Student Book: Chapter 3: Lesson 2: B. What are goods and services?, p. 84
 Grade 1 Student Book: Chapter 3: Lesson 2: C. How do we get the things we need and want?, p. 87
 Grade 1 Student Book: Chapter 3: Lesson 3: A. How do we use our money?, p. 88
 Grade 1 Student Book: Chapter 3: Lesson 3: B. How do we get money?, p. 90
 Grade 1 Student Book: Chapter 3: Lesson 3: C. Why do we choose what we choose?, p. 92
 Grade 1 Student Book: Chapter 3: Lesson 3: D. Fact and Opinion, p. 94–95
 Grade 1 Student Book: Chapter 3: Lesson 4: A. What changes do people make to their land?, p. 96
 Grade 1 Student Book: Chapter 3: Lesson 4: B. How do neighborhoods change?, p. 99
 Grade 1 Student Book: Chapter 3: Lesson 4: C. Primary and Secondary Sources, p. 101
 Grade 1 Student Book: Chapter 4: Lesson 1: A. What does a town government do?, p. 105
 Grade 1 Student Book: Chapter 4: Lesson 1: B. What are the rules of a town?, p. 107

Grade 1 Student Book: Chapter 4: Lesson 1: C. How are the laws of a town made?, p. 108
 Grade 1 Student Book: Chapter 4: Lesson 2: A. Why do people choose to live in certain places?, p. 111
 Grade 1 Student Book: Chapter 4: Lesson 2: B. Why did people move to Maplewood in the past?, p. 113
 Grade 1 Student Book: Chapter 4: Lesson 2: C. How does a town get goods and services?, p. 115–117
 Grade 1 Student Book: Chapter 4: Lesson 2: D. Finding the Main Idea and Details, p. 118
 Grade 1 Student Book: Chapter 4: Lesson 3: A. What are different towns like?, p. 121
 Grade 1 Student Book: Chapter 4: Lesson 3: B. Finding Your Town, p. 122
 Grade 1 Student Book: Chapter 4: Lesson 3: C. How do our surroundings affect our lives?, p. 124–125
 Grade 1 Student Book: Chapter 4: Lesson 4: A. How do people help their town?, p. 126–127
 Grade 1 Student Book: Chapter 4: Lesson 4: B. Using Sequencing, p. 128–129
 Grade 1 Student Book: Chapter 4: Lesson 4: C. Writing Your Opinion, p. 130–131
 Grade 1 Student Book: Chapter 5: Lesson 1: A. What is a state?, p. 134
 Grade 1 Student Book: Chapter 5: Lesson 1: B. What natural features does a state have?, p. 137
 Grade 1 Student Book: Chapter 5: Lesson 1: C. How does a map show a state's features?, p. 138
 Grade 1 Student Book: Chapter 5: Lesson 1: D. What symbols represent our state?, p. 140
 Grade 1 Student Book: Chapter 5: Lesson 2: A. What do state governments provide?, p. 143
 Grade 1 Student Book: Chapter 5: Lesson 2: B. What is the difference between local and state government?, p. 144
 Grade 1 Student Book: Chapter 5: Lesson 2: C. Comparing Different Points of View, p. 147
 Grade 1 Student Book: Chapter 5: Lesson 3: A. How do towns in the state work together to provide goods?, p. 148–149
 Grade 1 Student Book: Chapter 5: Lesson 3: B. Using Charts and Graphs, p. 150–151
 Grade 1 Student Book: Chapter 5: Lesson 3: C. Writing Informational Texts, p. 152
 Grade 1 Student Book: Chapter 5: Lesson 4: A. How do we learn about history?, p. 154–155
 Grade 1 Student Book: Chapter 5: Lesson 4: B. Researching as a Team, p. 156
 Grade 1 Student Book: Chapter 5: Lesson 4: C. What was our state like long ago?, p. 159
 Grade 1 Student Book: Chapter 5: Lesson 4: D. Writing a Narrative, p. 160–161
 Grade 1 Student Book: Chapter 6: Lesson 1: A. What does everyone have in common?, p. 165
 Grade 1 Student Book: Chapter 6: Lesson 1: B. Who runs the national government?, p. 166–167
 Grade 1 Student Book: Chapter 6: Lesson 1: C. How are national and state governments alike and different?, p. 168–169
 Grade 1 Student Book: Chapter 6: Lesson 2: A. What is weather like in the United States?, p. 170–172
 Grade 1 Student Book: Chapter 6: Lesson 2: B. What are different parts of the United States like?, p. 173
 Grade 1 Student Book: Chapter 6: Lesson 2: C. How did the first people live on this land?, p. 174–175
 Grade 1 Student Book: Chapter 6: Lesson 3: A. What new people arrived in America?, p. 177
 Grade 1 Student Book: Chapter 6: Lesson 3: B. Analyzing Sources, p. 178–179
 Grade 1 Student Book: Chapter 6: Lesson 3: C. What can we learn from the lives of important Americans?, p. 180–181
 Grade 1 Student Book: Chapter 6: Lesson 3: D. Making Connections, p. 182–183
 Grade 1 Student Book: Chapter 6: Lesson 4: A. Why do we say the Pledge of Allegiance?, p. 184–185
 Grade 1 Student Book: Chapter 6: Lesson 4: B. What do symbols of our country mean?, p. 186–187
 Grade 1 Student Book: Chapter 6: Lesson 4: C. What are some patriotic songs?, p. 188
 Grade 1 Student Book: Chapter 6: Lesson 4: D. How do we remember important times for our country?, p. 190–191
 Grade 1 Student Book: Chapter 7: Lesson 1: A. Where are we in the world?, p. 194–195
 Grade 1 Student Book: Chapter 7: Lesson 1: B. How do maps and globes show the whole world?, p. 196–199
 Grade 1 Student Book: Chapter 7: Lesson 1: C. What have people drawn on maps and globes?, p. 200–201
 Grade 1 Student Book: Chapter 7: Lesson 2: A. Why is climate different around the world?, p. 202–203
 Grade 1 Student Book: Chapter 7: Lesson 2: C. How does environment shape how people play?, p. 206–207
 Grade 1 Student Book: Chapter 7: Lesson 2: D. Why do different places trade with each other?, p. 208
 Grade 1 Student Book: Chapter 7: Lesson 3: A. What do cultures have in common?, p. 210–211
 Grade 1 Student Book: Chapter 7: Lesson 3: B. What traditions do people have in North America?, p. 212–213
 Grade 1 Student Book: Chapter 7: Lesson 3: C. What traditions do people have in South America?, p. 214–215

Grade 1 Student Book: Chapter 7: Lesson 4: A. What traditions do people have in Africa?, p. 216–218
 Grade 1 Student Book: Chapter 7: Lesson 4: B. What traditions do people have in Europe?, p. 219
 Grade 1 Student Book: Chapter 7: Lesson 4: C. What traditions do people have in Asia?, p. 220–221
 Grade 1 Student Book: Chapter 7: Lesson 4: D. What traditions do people have in Australia?, p. 222–223

NYSYC Activity Sheets

Grade 1 Handout: Chapter 1 Review, p. 17–24
 Grade 1 Handout: Chapter 2 Review, p. 39–44
 Grade 1 Handout: Chapter 4 Review, p. 78–83
 Grade 1 Handout: 1b Living in a Family - Chapter 1: Lesson 1: Closure, p. 9
 Grade 1 Handout: 1e Compare Alike and Different - Chapter 1: Lesson 3: Section B, p. 12
 Grade 1 Handout: 2g School Rules - Chapter 2: Lesson 3: Closure, p. 34
 Grade 1 Handout: 2j Making Choices in School - Chapter 2: Lesson 4: Closure, p. 38
 Grade 1 Handout: 3a How Do Maps Show Places and Things? - Chapter 3: Lesson 1: Section B, p. 47
 Grade 1 Handout: 4e Towns Past and Present - Chapter 4: Lesson 2: Closure, p. 73
 Grade 1 Handout: 4g Using Sequencing - Chapter 4: Lesson 4: Section B, p. 75–76
 Grade 1 Handout: 5a How Does a Map Show a State's Features? - Chapter 5: Lesson 1: Section C, p. 86

NYSYC Group Activity Cards

Grade 1 Group Activity Card: Chapter 1: Lesson 4: Section D: Primary Sources
 Grade 1 Group Activity Card: Chapter 2: Lesson 4: Section C: Solving Problems
 Grade 1 Group Activity Card: Chapter 3: Lesson 4: Section C: Hull House
 Grade 1 Group Activity Card: Chapter 4: Lesson 2: Section D: Johnny Appleseed
 Grade 1 Group Activity Card: Chapter 5: Lesson 1: Section D: State Symbols
 Grade 1 Group Activity Card: Chapter 5: Lesson 1: Section D: State Symbols
 Grade 1 Group Activity Card: Chapter 5: Lesson 1: Section D: State Symbols
 Grade 1 Group Activity Card: Chapter 5: Lesson 1: Section D: State Symbols
 Grade 1 Group Activity Card: Chapter 5: Lesson 1: Section D: State Symbols
 Grade 1 Group Activity Card: Chapter 5: Lesson 1: Section D: State Symbols
 Grade 1 Group Activity Card: Chapter 6: Lesson 2: Section C: A Comanche Folktale
 Grade 1 Group Activity Card: Chapter 6: Lesson 2: Section C: A Coushatta Folktale
 Grade 1 Group Activity Card: Chapter 6: Lesson 2: Section C: A Haudenosaunee Folktale
 Grade 1 Group Activity Card: Chapter 6: Lesson 2: Section C: A Sioux Folktale
 Grade 1 Group Activity Card: Chapter 6: Lesson 2: Section C: A Yokut Folktale
 Grade 1 Group Activity Card: Chapter 6: Lesson 2: Section C: An Inuit Folktale
 Grade 1 Group Activity Card: Chapter 7: Lesson 4: Section A: Let's Celebrate Christmas!
 Grade 1 Group Activity Card: Chapter 7: Lesson 4: Section A: Let's Celebrate Diwali!
 Grade 1 Group Activity Card: Chapter 7: Lesson 4: Section A: Let's Celebrate Halloween!
 Grade 1 Group Activity Card: Chapter 7: Lesson 4: Section A: Let's Celebrate Hanukkah!
 Grade 1 Group Activity Card: Chapter 7: Lesson 4: Section A: Let's Celebrate Thanksgiving!
 Grade 1 Group Activity Card: Chapter 7: Lesson 4: Section A: Let's Celebrate the New Year!

NYSYC LSRs

Grade 1 Leveled Student Reader: Brave Explorers
 Grade 1 Leveled Student Reader: Cesar Chavez
 Grade 1 Leveled Student Reader: Exploring India
 Grade 1 Leveled Student Reader: Frontier America
 Grade 1 Leveled Student Reader: Ruby Bridges

		<p>Grade 1 Leveled Student Reader: Suburban America Grade 1 Leveled Student Reader: What Are Weather and Climate?</p>
<p>Objective</p>	<p>4.B.</p>	<p>Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts from historical, ethnic, and global perspectives.</p> <p><u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 1 Project, p. 57–59 Grade 1 Teacher's Guide: Chapter 1 Review, p. 55–56 Grade 1 Teacher's Guide: Chapter 1: Introductory Activity, p. 17–18 Grade 1 Teacher's Guide: Chapter 1: Lesson 1 Closure, p. 28 Grade 1 Teacher's Guide: Chapter 1: Lesson 1: A. Who is in a family?, p. 19–21 Grade 1 Teacher's Guide: Chapter 1: Lesson 1: B. What do families do for us?, p. 22–23 Grade 1 Teacher's Guide: Chapter 1: Lesson 1: C. What do we do for our families?, p. 24–25 Grade 1 Teacher's Guide: Chapter 1: Lesson 1: D. Where do we live?, p. 26–27 Grade 1 Teacher's Guide: Chapter 1: Lesson 2 Closure, p. 35 Grade 1 Teacher's Guide: Chapter 1: Lesson 2: A. What are family rules?, p. 29–31 Grade 1 Teacher's Guide: Chapter 1: Lesson 2: B. Where do rules come from?, p. 31–33 Grade 1 Teacher's Guide: Chapter 1: Lesson 2: C. Why do we obey rules?, p. 33–34 Grade 1 Teacher's Guide: Chapter 1: Lesson 3: A. What do families celebrate?, p. 36–38 Grade 1 Teacher's Guide: Chapter 1: Lesson 3: B. Compare Alike and Different, p. 38–40 Grade 1 Teacher's Guide: Chapter 1: Lesson 3: C. How are families different?, p. 40–42 Grade 1 Teacher's Guide: Chapter 1: Lesson 4: A. When did your family come to live here?, p. 44–47 Grade 1 Teacher's Guide: Chapter 1: Lesson 4: B. Time Lines, p. 47–49 Grade 1 Teacher's Guide: Chapter 1: Lesson 4: C. What was life like for your family in the past?, p. 50–52 Grade 1 Teacher's Guide: Chapter 1: Lesson 4: D. Primary Sources, p. 52–53 Grade 1 Teacher's Guide: Chapter 2 Project, p. 110–112 Grade 1 Teacher's Guide: Chapter 2 Review, p. 109 Grade 1 Teacher's Guide: Chapter 2: Introductory Activity, p. 71–72 Grade 1 Teacher's Guide: Chapter 2: Lesson 1: A. What do we find in our school?, p. 73–75 Grade 1 Teacher's Guide: Chapter 2: Lesson 1: B. What do we do during a school day?, p. 75–77 Grade 1 Teacher's Guide: Chapter 2: Lesson 1: C. What do we do during a school year?, p. 77–79 Grade 1 Teacher's Guide: Chapter 2: Lesson 2: A. Who makes our school better?, p. 81–83 Grade 1 Teacher's Guide: Chapter 2: Lesson 2: B. Listening and Speaking in School, p. 84–86 Grade 1 Teacher's Guide: Chapter 2: Lesson 2: C. Cause and Effect, p. 86–88 Grade 1 Teacher's Guide: Chapter 2: Lesson 3: A. How should we behave in school?, p. 90–92 Grade 1 Teacher's Guide: Chapter 2: Lesson 3: B. How can we make good classroom rules?, p. 93–95 Grade 1 Teacher's Guide: Chapter 2: Lesson 3: C. Ending a Fight Peacefully, p. 95–97 Grade 1 Teacher's Guide: Chapter 2: Lesson 4: A. Why can't the school have everything we want?, p. 99–101 Grade 1 Teacher's Guide: Chapter 2: Lesson 4: B. What happens when we make a choice?, p. 102–103 Grade 1 Teacher's Guide: Chapter 2: Lesson 4: C. Naming Problems and Finding Solutions, p. 104–105 Grade 1 Teacher's Guide: Chapter 2: Lesson 4: D. What were schools like in the past?, p. 106–107 Grade 1 Teacher's Guide: Chapter 3 Project, p. 162–164 Grade 1 Teacher's Guide: Chapter 3: Introductory Activity, p. 123 Grade 1 Teacher's Guide: Chapter 3: Lesson 1: A. What is in the neighborhood?, p. 124–126 Grade 1 Teacher's Guide: Chapter 3: Lesson 1: B. How do maps show places and things?, p. 127–129 Grade 1 Teacher's Guide: Chapter 3: Lesson 1: C. Using a Map, p. 129–131 Grade 1 Teacher's Guide: Chapter 3: Lesson 1: D. Writing Directions, p. 131–133</p>

Grade 1 Teacher's Guide: Chapter 3: Lesson 2: A. What do we need and want?, p. 135–137
 Grade 1 Teacher's Guide: Chapter 3: Lesson 2: B. What are goods and services?, p. 137–139
 Grade 1 Teacher's Guide: Chapter 3: Lesson 2: C. How do we get the things we need and want?, p. 140–142
 Grade 1 Teacher's Guide: Chapter 3: Lesson 3: A. How do we use our money?, p. 144–146
 Grade 1 Teacher's Guide: Chapter 3: Lesson 3: B. How do we get money?, p. 146–149
 Grade 1 Teacher's Guide: Chapter 3: Lesson 3: C. Why do we choose what we choose?, p. 149–150
 Grade 1 Teacher's Guide: Chapter 3: Lesson 3: D. Fact and Opinion, p. 151–152
 Grade 1 Teacher's Guide: Chapter 3: Lesson 4: A. What changes do people make to their land?, p. 154–156
 Grade 1 Teacher's Guide: Chapter 3: Lesson 4: B. How do neighborhoods change?, p. 157–158
 Grade 1 Teacher's Guide: Chapter 3: Lesson 4: C. Primary and Secondary Sources, p. 158–159
 Grade 1 Teacher's Guide: Chapter 4 Project, p. 207–210
 Grade 1 Teacher's Guide: Chapter 4 Review, p. 206
 Grade 1 Teacher's Guide: Chapter 4: Introductory Activity, p. 173–174
 Grade 1 Teacher's Guide: Chapter 4: Lesson 1: A. What does a town government do?, p. 175–177
 Grade 1 Teacher's Guide: Chapter 4: Lesson 1: B. What are the rules of a town?, p. 178–179
 Grade 1 Teacher's Guide: Chapter 4: Lesson 1: C. How are the laws of a town made?, p. 180–181
 Grade 1 Teacher's Guide: Chapter 4: Lesson 2: A. Why do people choose to live in certain places?, p. 183–184
 Grade 1 Teacher's Guide: Chapter 4: Lesson 2: B. Why did people move to Maplewood in the past?, p. 185–186
 Grade 1 Teacher's Guide: Chapter 4: Lesson 2: C. How does a town get goods and services?, p. 187–189
 Grade 1 Teacher's Guide: Chapter 4: Lesson 2: D. Finding the Main Idea and Details, p. 189–190
 Grade 1 Teacher's Guide: Chapter 4: Lesson 3: A. What are different towns like?, p. 192–194
 Grade 1 Teacher's Guide: Chapter 4: Lesson 3: B. Finding Your Town, p. 194–195
 Grade 1 Teacher's Guide: Chapter 4: Lesson 3: C. How do our surroundings affect our lives?, p. 196–197
 Grade 1 Teacher's Guide: Chapter 4: Lesson 4: A. How do people help their town?, p. 199–200
 Grade 1 Teacher's Guide: Chapter 4: Lesson 4: B. Using Sequencing, p. 201–202
 Grade 1 Teacher's Guide: Chapter 4: Lesson 4: C. Writing Your Opinion, p. 203–204
 Grade 1 Teacher's Guide: Chapter 5 Project, p. 255–257
 Grade 1 Teacher's Guide: Chapter 5: Introductory Activity, p. 219–220
 Grade 1 Teacher's Guide: Chapter 5: Lesson 1: A. What is a state?, p. 221–223
 Grade 1 Teacher's Guide: Chapter 5: Lesson 1: B. What natural features does a state have?, p. 224–225
 Grade 1 Teacher's Guide: Chapter 5: Lesson 1: C. How does a map show a state's features?, p. 226–227
 Grade 1 Teacher's Guide: Chapter 5: Lesson 1: D. What symbols represent our state?, p. 228–229
 Grade 1 Teacher's Guide: Chapter 5: Lesson 2: A. What do state governments provide?, p. 231–233
 Grade 1 Teacher's Guide: Chapter 5: Lesson 2: B. What is the difference between local and state government?, p. 233–234
 Grade 1 Teacher's Guide: Chapter 5: Lesson 2: C. Comparing Different Points of View, p. 235–236
 Grade 1 Teacher's Guide: Chapter 5: Lesson 3: A. How do towns in the state work together to provide goods?, p. 238–240
 Grade 1 Teacher's Guide: Chapter 5: Lesson 3: B. Using Charts and Graphs, p. 240–242
 Grade 1 Teacher's Guide: Chapter 5: Lesson 4: A. How do we learn about history?, p. 245–247
 Grade 1 Teacher's Guide: Chapter 5: Lesson 4: B. Researching as a Team, p. 248–249
 Grade 1 Teacher's Guide: Chapter 5: Lesson 4: C. What was our state like long ago?, p. 250–251
 Grade 1 Teacher's Guide: Chapter 5: Lesson 4: D. Writing a Narrative, p. 251–252
 Grade 1 Teacher's Guide: Chapter 6 Project, p. 316–318
 Grade 1 Teacher's Guide: Chapter 6: Introductory Activity, p. 275–276
 Grade 1 Teacher's Guide: Chapter 6: Lesson 1: A. What does everyone have in common?, p. 277–279
 Grade 1 Teacher's Guide: Chapter 6: Lesson 1: B. Who runs the national government?, p. 280–282
 Grade 1 Teacher's Guide: Chapter 6: Lesson 1: C. How are national and state governments alike and different?, p. 283–284
 Grade 1 Teacher's Guide: Chapter 6: Lesson 2: A. What is weather like in the United States?, p. 286–288
 Grade 1 Teacher's Guide: Chapter 6: Lesson 2: B. What are different parts of the United States like?, p. 289–291

Grade 1 Teacher's Guide: Chapter 6: Lesson 2: C. How did the first people live on this land?, p. 291–293
 Grade 1 Teacher's Guide: Chapter 6: Lesson 3: A. What new people arrived in America?, p. 295–297
 Grade 1 Teacher's Guide: Chapter 6: Lesson 3: B. Analyzing Sources, p. 298–300
 Grade 1 Teacher's Guide: Chapter 6: Lesson 3: C. What can we learn from the lives of important Americans?, p. 300–301
 Grade 1 Teacher's Guide: Chapter 6: Lesson 3: D. Making Connections, p. 302–303
 Grade 1 Teacher's Guide: Chapter 6: Lesson 4: A. Why do we say the Pledge of Allegiance?, p. 305–307
 Grade 1 Teacher's Guide: Chapter 6: Lesson 4: B. What do symbols of our country mean?, p. 307–308
 Grade 1 Teacher's Guide: Chapter 6: Lesson 4: C. What are some patriotic songs?, p. 309–310
 Grade 1 Teacher's Guide: Chapter 6: Lesson 4: D. How do we remember important times for our country?, p. 311–312
 Grade 1 Teacher's Guide: Chapter 7 Project, p. 372–375
 Grade 1 Teacher's Guide: Chapter 7: Lesson 1: A. Where are we in the world?, p. 331–333
 Grade 1 Teacher's Guide: Chapter 7: Lesson 1: B. How do maps and globes show the whole world?, p. 334–336
 Grade 1 Teacher's Guide: Chapter 7: Lesson 1: C. What have people drawn on maps and globes?, p. 336–338
 Grade 1 Teacher's Guide: Chapter 7: Lesson 2: A. Why is climate different around the world?, p. 340–342
 Grade 1 Teacher's Guide: Chapter 7: Lesson 2: B. How does environment shape how people live?, p. 324–344
 Grade 1 Teacher's Guide: Chapter 7: Lesson 2: C. How does environment shape how people play?, p. 345–347
 Grade 1 Teacher's Guide: Chapter 7: Lesson 2: D. Why do different places trade with each other?, p. 347–349
 Grade 1 Teacher's Guide: Chapter 7: Lesson 3: A. What do cultures have in common?, p. 351–353
 Grade 1 Teacher's Guide: Chapter 7: Lesson 3: B. What traditions do people have in North America?, p. 353–355
 Grade 1 Teacher's Guide: Chapter 7: Lesson 3: C. What traditions do people have in South America?, p. 355–357
 Grade 1 Teacher's Guide: Chapter 7: Lesson 4: A. What traditions do people have in Africa?, p. 359–361
 Grade 1 Teacher's Guide: Chapter 7: Lesson 4: B. What traditions do people have in Europe?, p. 362–364
 Grade 1 Teacher's Guide: Chapter 7: Lesson 4: C. What traditions do people have in Asia?, p. 364–366
 Grade 1 Teacher's Guide: Chapter 7: Lesson 4: D. What traditions do people have in Australia?, p. 366–368

NYSYC Student Book

Grade 1 Atlas, p. 226–236
 Grade 1 Patriots' Handbook, p. 238–247
 Grade 1 Student Book: Chapter 1: Lesson 1: A. Who is in a family?, p. 17
 Grade 1 Student Book: Chapter 1: Lesson 1: B. What do families do for us?, p. 18
 Grade 1 Student Book: Chapter 1: Lesson 1: C. What do we do for our families?, p. 19
 Grade 1 Student Book: Chapter 1: Lesson 1: D. Where do we live?, p. 20
 Grade 1 Student Book: Chapter 1: Lesson 2: A. What are family rules?, p. 23
 Grade 1 Student Book: Chapter 1: Lesson 2: B. Where do rules come from?, p. 25
 Grade 1 Student Book: Chapter 1: Lesson 2: C. Why do we obey rules?, p. 26–27
 Grade 1 Student Book: Chapter 1: Lesson 3: A. What do families celebrate?, p. 28
 Grade 1 Student Book: Chapter 1: Lesson 3: B. Compare Alike and Different, p. 31
 Grade 1 Student Book: Chapter 1: Lesson 3: C. How are families different?, p. 32–33
 Grade 1 Student Book: Chapter 1: Lesson 4: A. When did your family come to live here?, p. 34
 Grade 1 Student Book: Chapter 1: Lesson 4: B. Time Lines, p. 36–37
 Grade 1 Student Book: Chapter 1: Lesson 4: C. What was life like for your family in the past?, p. 38
 Grade 1 Student Book: Chapter 1: Lesson 4: D. Primary Sources, p. 40–41
 Grade 1 Student Book: Chapter 2: Lesson 1: A. What do we find in our school?, p. 45
 Grade 1 Student Book: Chapter 2: Lesson 1: B. What do we do during a school day?, p. 47
 Grade 1 Student Book: Chapter 2: Lesson 1: C. What do we do during a school year?, p. 48
 Grade 1 Student Book: Chapter 2: Lesson 2: A. Who makes our school better?, p. 51
 Grade 1 Student Book: Chapter 2: Lesson 2: B. Listening and Speaking in School, p. 53–55
 Grade 1 Student Book: Chapter 2: Lesson 2: C. Cause and Effect, p. 57

Grade 1 Student Book: Chapter 2: Lesson 3: A. How should we behave in school?, p. 58–59
 Grade 1 Student Book: Chapter 2: Lesson 3: B. How can we make good classroom rules?, p. 61
 Grade 1 Student Book: Chapter 2: Lesson 3: C. Ending a Fight Peacefully, p. 63
 Grade 1 Student Book: Chapter 2: Lesson 4: A. Why can't the school have everything we want?, p. 64–65
 Grade 1 Student Book: Chapter 2: Lesson 4: B. What happens when we make a choice?, p. 67
 Grade 1 Student Book: Chapter 2: Lesson 4: C. Naming Problems and Finding Solutions, p. 68–69
 Grade 1 Student Book: Chapter 2: Lesson 4: D. What were schools like in the past?, p. 70–71
 Grade 1 Student Book: Chapter 3: Lesson 1: A. What is in the neighborhood?, p. 74
 Grade 1 Student Book: Chapter 3: Lesson 1: B. How do maps show places and things?, p. 77
 Grade 1 Student Book: Chapter 3: Lesson 1: C. Using a Map, p. 79
 Grade 1 Student Book: Chapter 3: Lesson 1: D. Writing Directions, p. 81
 Grade 1 Student Book: Chapter 3: Lesson 2: A. What do we need and want?, p. 82
 Grade 1 Student Book: Chapter 3: Lesson 2: B. What are goods and services?, p. 84
 Grade 1 Student Book: Chapter 3: Lesson 2: C. How do we get the things we need and want?, p. 87
 Grade 1 Student Book: Chapter 3: Lesson 3: A. How do we use our money?, p. 88
 Grade 1 Student Book: Chapter 3: Lesson 3: B. How do we get money?, p. 90
 Grade 1 Student Book: Chapter 3: Lesson 3: C. Why do we choose what we choose?, p. 92
 Grade 1 Student Book: Chapter 3: Lesson 3: D. Fact and Opinion, p. 94–95
 Grade 1 Student Book: Chapter 3: Lesson 4: A. What changes do people make to their land?, p. 96
 Grade 1 Student Book: Chapter 3: Lesson 4: B. How do neighborhoods change?, p. 99
 Grade 1 Student Book: Chapter 3: Lesson 4: C. Primary and Secondary Sources, p. 101
 Grade 1 Student Book: Chapter 4: Lesson 1: A. What does a town government do?, p. 105
 Grade 1 Student Book: Chapter 4: Lesson 1: B. What are the rules of a town?, p. 107
 Grade 1 Student Book: Chapter 4: Lesson 1: C. How are the laws of a town made?, p. 108
 Grade 1 Student Book: Chapter 4: Lesson 2: A. Why do people choose to live in certain places?, p. 111
 Grade 1 Student Book: Chapter 4: Lesson 2: B. Why did people move to Maplewood in the past?, p. 113
 Grade 1 Student Book: Chapter 4: Lesson 2: C. How does a town get goods and services?, p. 115–117
 Grade 1 Student Book: Chapter 4: Lesson 2: D. Finding the Main Idea and Details, p. 118
 Grade 1 Student Book: Chapter 4: Lesson 3: A. What are different towns like?, p. 121
 Grade 1 Student Book: Chapter 4: Lesson 3: B. Finding Your Town, p. 122
 Grade 1 Student Book: Chapter 4: Lesson 3: C. How do our surroundings affect our lives?, p. 124–125
 Grade 1 Student Book: Chapter 4: Lesson 4: A. How do people help their town?, p. 126–127
 Grade 1 Student Book: Chapter 4: Lesson 4: B. Using Sequencing, p. 128–129
 Grade 1 Student Book: Chapter 4: Lesson 4: C. Writing Your Opinion, p. 130–131
 Grade 1 Student Book: Chapter 5: Lesson 1: A. What is a state?, p. 134
 Grade 1 Student Book: Chapter 5: Lesson 1: B. What natural features does a state have?, p. 137
 Grade 1 Student Book: Chapter 5: Lesson 1: C. How does a map show a state's features?, p. 138
 Grade 1 Student Book: Chapter 5: Lesson 1: D. What symbols represent our state?, p. 140
 Grade 1 Student Book: Chapter 5: Lesson 2: A. What do state governments provide?, p. 143
 Grade 1 Student Book: Chapter 5: Lesson 2: B. What is the difference between local and state government?, p. 144
 Grade 1 Student Book: Chapter 5: Lesson 2: C. Comparing Different Points of View, p. 147
 Grade 1 Student Book: Chapter 5: Lesson 3: A. How do towns in the state work together to provide goods?, p. 148–149
 Grade 1 Student Book: Chapter 5: Lesson 3: B. Using Charts and Graphs, p. 150–151
 Grade 1 Student Book: Chapter 5: Lesson 3: C. Writing Informational Texts, p. 152
 Grade 1 Student Book: Chapter 5: Lesson 4: A. How do we learn about history?, p. 154–155
 Grade 1 Student Book: Chapter 5: Lesson 4: B. Researching as a Team, p. 156
 Grade 1 Student Book: Chapter 5: Lesson 4: C. What was our state like long ago?, p. 159
 Grade 1 Student Book: Chapter 5: Lesson 4: D. Writing a Narrative, p. 160–161

Grade 1 Student Book: Chapter 6: Lesson 1: A. What does everyone have in common?, p. 165
 Grade 1 Student Book: Chapter 6: Lesson 1: B. Who runs the national government?, p. 166–167
 Grade 1 Student Book: Chapter 6: Lesson 1: C. How are national and state governments alike and different?, p. 168–169
 Grade 1 Student Book: Chapter 6: Lesson 2: A. What is weather like in the United States?, p. 170–172
 Grade 1 Student Book: Chapter 6: Lesson 2: B. What are different parts of the United States like?, p. 173
 Grade 1 Student Book: Chapter 6: Lesson 2: C. How did the first people live on this land?, p. 174–175
 Grade 1 Student Book: Chapter 6: Lesson 3: A. What new people arrived in America?, p. 177
 Grade 1 Student Book: Chapter 6: Lesson 3: B. Analyzing Sources, p. 178–179
 Grade 1 Student Book: Chapter 6: Lesson 3: C. What can we learn from the lives of important Americans?, p. 180–181
 Grade 1 Student Book: Chapter 6: Lesson 3: D. Making Connections, p. 182–183
 Grade 1 Student Book: Chapter 6: Lesson 4: A. Why do we say the Pledge of Allegiance?, p. 184–185
 Grade 1 Student Book: Chapter 6: Lesson 4: B. What do symbols of our country mean?, p. 186–187
 Grade 1 Student Book: Chapter 6: Lesson 4: C. What are some patriotic songs?, p. 188
 Grade 1 Student Book: Chapter 6: Lesson 4: D. How do we remember important times for our country?, p. 190–191
 Grade 1 Student Book: Chapter 7: Lesson 1: A. Where are we in the world?, p. 194–195
 Grade 1 Student Book: Chapter 7: Lesson 1: B. How do maps and globes show the whole world?, p. 196–199
 Grade 1 Student Book: Chapter 7: Lesson 1: C. What have people drawn on maps and globes?, p. 200–201
 Grade 1 Student Book: Chapter 7: Lesson 2: A. Why is climate different around the world?, p. 202–203
 Grade 1 Student Book: Chapter 7: Lesson 2: C. How does environment shape how people play?, p. 206–207
 Grade 1 Student Book: Chapter 7: Lesson 2: D. Why do different places trade with each other?, p. 208
 Grade 1 Student Book: Chapter 7: Lesson 3: A. What do cultures have in common?, p. 210–211
 Grade 1 Student Book: Chapter 7: Lesson 3: B. What traditions do people have in North America?, p. 212–213
 Grade 1 Student Book: Chapter 7: Lesson 3: C. What traditions do people have in South America?, p. 214–215
 Grade 1 Student Book: Chapter 7: Lesson 4: A. What traditions do people have in Africa?, p. 216–218
 Grade 1 Student Book: Chapter 7: Lesson 4: B. What traditions do people have in Europe?, p. 219
 Grade 1 Student Book: Chapter 7: Lesson 4: C. What traditions do people have in Asia?, p. 220–221
 Grade 1 Student Book: Chapter 7: Lesson 4: D. What traditions do people have in Australia?, p. 222–223

NYSYC Activity Sheets

Grade 1 Handout: Chapter 1 Review, p. 17–24
 Grade 1 Handout: Chapter 2 Review, p. 39–44
 Grade 1 Handout: Chapter 4 Review, p. 78–83
 Grade 1 Handout: 1b Living in a Family - Chapter 1: Lesson 1: Closure, p. 9
 Grade 1 Handout: 1e Compare Alike and Different - Chapter 1: Lesson 3: Section B, p. 12
 Grade 1 Handout: 2g School Rules - Chapter 2: Lesson 3: Closure, p. 34
 Grade 1 Handout: 2j Making Choices in School - Chapter 2: Lesson 4: Closure, p. 38
 Grade 1 Handout: 3a How Do Maps Show Places and Things? - Chapter 3: Lesson 1: Section B, p. 47
 Grade 1 Handout: 4e Towns Past and Present - Chapter 4: Lesson 2: Closure, p. 73
 Grade 1 Handout: 4g Using Sequencing - Chapter 4: Lesson 4: Section B, p. 75–76
 Grade 1 Handout: 5a How Does a Map Show a State’s Features? - Chapter 5: Lesson 1: Section C, p. 86

NYSYC Group Activity Cards

Grade 1 Group Activity Card: Chapter 1: Lesson 4: Section D: Primary Sources
 Grade 1 Group Activity Card: Chapter 2: Lesson 4: Section C: Solving Problems
 Grade 1 Group Activity Card: Chapter 3: Lesson 4: Section C: Hull House
 Grade 1 Group Activity Card: Chapter 4: Lesson 2: Section D: Johnny Appleseed
 Grade 1 Group Activity Card: Chapter 5: Lesson 1: Section D: State Symbols
 Grade 1 Group Activity Card: Chapter 5: Lesson 1: Section D: State Symbols

		<p>Grade 1 Group Activity Card: Chapter 5: Lesson 1: Section D: State Symbols Grade 1 Group Activity Card: Chapter 5: Lesson 1: Section D: State Symbols Grade 1 Group Activity Card: Chapter 5: Lesson 1: Section D: State Symbols Grade 1 Group Activity Card: Chapter 5: Lesson 1: Section D: State Symbols Grade 1 Group Activity Card: Chapter 6: Lesson 2: Section C: A Comanche Folktale Grade 1 Group Activity Card: Chapter 6: Lesson 2: Section C: A Coshatta Folktale Grade 1 Group Activity Card: Chapter 6: Lesson 2: Section C: A Haudenosaunee Folktale Grade 1 Group Activity Card: Chapter 6: Lesson 2: Section C: A Sioux Folktale Grade 1 Group Activity Card: Chapter 6: Lesson 2: Section C: A Yokut Folktale Grade 1 Group Activity Card: Chapter 6: Lesson 2: Section C: An Inuit Folktale Grade 1 Group Activity Card: Chapter 7: Lesson 4: Section A: Let's Celebrate Christmas! Grade 1 Group Activity Card: Chapter 7: Lesson 4: Section A: Let's Celebrate Diwali! Grade 1 Group Activity Card: Chapter 7: Lesson 4: Section A: Let's Celebrate Halloween! Grade 1 Group Activity Card: Chapter 7: Lesson 4: Section A: Let's Celebrate Hanukkah! Grade 1 Group Activity Card: Chapter 7: Lesson 4: Section A: Let's Celebrate Thanksgiving! Grade 1 Group Activity Card: Chapter 7: Lesson 4: Section A: Let's Celebrate the New Year!</p> <p><u>NYSYC LSRs</u> Grade 1 Leveled Student Reader: Brave Explorers Grade 1 Leveled Student Reader: Cesar Chavez Grade 1 Leveled Student Reader: Exploring India Grade 1 Leveled Student Reader: Frontier America Grade 1 Leveled Student Reader: Ruby Bridges Grade 1 Leveled Student Reader: Suburban America Grade 1 Leveled Student Reader: What Are Weather and Climate?</p>
Course/Practices		Social Studies Practices PK–12
Standards	5	Engage in Evidence-Based Writing – Students will apply effective communication skills by demonstrating a variety of evidence-based written products designed for multiple purposes and tasks, in order to demonstrate their understandings of social studies concepts, ideas, and content.
Objective	5.A.	<p>Students will summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content.</p> <p><u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 1: Lesson 1: B. What do families do for us?, p. 22–23 Grade 1 Teacher's Guide: Chapter 1: Lesson 2: C. Why do we obey rules?, p. 33–34 Grade 1 Teacher's Guide: Chapter 1: Lesson 3: B. Compare Alike and Different, p. 38–40 Grade 1 Teacher's Guide: Chapter 1: Lesson 4: A. When did your family come to live here?, p. 44–47 Grade 1 Teacher's Guide: Chapter 1: Lesson 4: B. Time Lines, p. 47–49 Grade 1 Teacher's Guide: Chapter 2 Project, p. 110–112 Grade 1 Teacher's Guide: Chapter 2 Review, p. 109 Grade 1 Teacher's Guide: Chapter 2: Introductory Activity, p. 71–72 Grade 1 Teacher's Guide: Chapter 3 Project, p. 162–164 Grade 1 Teacher's Guide: Chapter 3: Lesson 3: B. How do we get money?, p. 146–149 Grade 1 Teacher's Guide: Chapter 3: Lesson 3: D. Fact and Opinion, p. 151–152 Grade 1 Teacher's Guide: Chapter 4: Lesson 1: C. How are the laws of a town made?, p. 180–181 Grade 1 Teacher's Guide: Chapter 4: Lesson 3: B. Finding Your Town, p. 194–195 Grade 1 Teacher's Guide: Chapter 5: Lesson 4 Closure, p. 253</p>

		<p>Grade 1 Teacher's Guide: Chapter 5: Lesson 4: B. Researching as a Team, p. 248–249 Grade 1 Teacher's Guide: Chapter 6 Project, p. 316–318 Grade 1 Teacher's Guide: Chapter 6: Introductory Activity, p. 275–276</p> <p><u>NYSYC Student Book</u> Grade 1 Student Book: Chapter 1: Lesson 4: D. Primary Sources, p. 40–41 Grade 1 Student Book: Chapter 5: Lesson 4: B. Researching as a Team, p. 156</p> <p><u>NYSYC Activity Sheets</u> Grade 1 Handout: 4e Towns Past and Present - Chapter 4: Lesson 2: Closure, p. 73</p>
Objective	5.B.	<p>Students will engage in authentic inquiry to acquire, refine, and share knowledge through written presentations related to social studies.</p> <p><u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 1: Lesson 4: A. When did your family come to live here?, p. 44–47 Grade 1 Teacher's Guide: Chapter 2 Project, p. 110–112 Grade 1 Teacher's Guide: Chapter 3 Project, p. 162–164 Grade 1 Teacher's Guide: Chapter 5: Lesson 4 Closure, p. 253 Grade 1 Teacher's Guide: Chapter 5: Lesson 4: B. Researching as a Team, p. 248–249 Grade 1 Teacher's Guide: Chapter 6 Project, p. 316–318</p> <p><u>NYSYC Student Book</u> Grade 1 Student Book: Chapter 1: Lesson 4: D. Primary Sources, p. 40–41 Grade 1 Student Book: Chapter 5: Lesson 4: B. Researching as a Team, p. 156</p> <p><u>NYSYC Activity Sheets</u> Grade 1 Handout: 4e Towns Past and Present - Chapter 4: Lesson 2: Closure, p. 73</p>
Course/Practices		1st Grade Content Standards
Standards	1.1.	The student will analyze their role as a citizen in a community.
Objective	1.1.1.	<p>Identify the main purpose of government, its rules and laws, including the concept of consequences for one's actions when a law or rule is violated.</p> <p><u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 1: Lesson 2 Closure, p. 35 Grade 1 Teacher's Guide: Chapter 1: Lesson 2: A. What are family rules?, p. 29–31 Grade 1 Teacher's Guide: Chapter 1: Lesson 2: B. Where do rules come from?, p. 31–33 Grade 1 Teacher's Guide: Chapter 1: Lesson 2: C. Why do we obey rules?, p. 33–34 Grade 1 Teacher's Guide: Chapter 4: Lesson 1 Closure, p. 182 Grade 1 Teacher's Guide: Chapter 4: Lesson 1: B. What are the rules of a town?, p. 178–179 Grade 1 Teacher's Guide: Chapter 4: Lesson 1: C. How are the laws of a town made?, p. 180–181</p> <p><u>NYSYC Student Book</u> Grade 1 Student Book: Chapter 1: Lesson 2: B. Where do rules come from?, p. 25 Grade 1 Student Book: Chapter 1: Lesson 2: C. Why do we obey rules?, p. 26–27 Grade 1 Student Book: Chapter 2: Lesson 3: B. How can we make good classroom rules?, p. 61 Grade 1 Student Book: Chapter 4: Lesson 1: B. What are the rules of a town?, p. 107</p>

		<p>Grade 1 Student Book: Chapter 4: Lesson 1: C. How are the laws of a town made?, p. 108</p> <p><u>NYSYC Activity Sheets</u> Grade 1 Handout: Chapter 1 Review, p. 17–24 Grade 1 Handout: 1c Why Do We Obey Rules? - Chapter 1: Lesson 2: Section C, p. 10 Grade 1 Handout: 1d Family Rules - Chapter 1: Lesson 2: Closure, p. 11 Grade 1 Handout: 2g School Rules - Chapter 2: Lesson 3: Closure, p. 34 Grade 1 Handout: 4b What Are the Rules of a Town? - Chapter 4: Lesson 1: Section B, p. 69 Grade 1 Handout: 4c Town Government - Chapter 4: Lesson 1: Closure, p. 70 Grade 1 Handout: 5e State and Local Governments - Chapter 5: Lesson 2: Closure, p. 90</p>
Objective	1.1.2.	<p>Describe how citizens within communities work together to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p><u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 4 Project, p. 207–210 Grade 1 Teacher's Guide: Chapter 4 Review, p. 206 Grade 1 Teacher's Guide: Chapter 4: Lesson 1: C. How are the laws of a town made?, p. 180–181 Grade 1 Teacher's Guide: Chapter 4: Lesson 4 Closure, p. 205</p> <p><u>NYSYC Student Book</u> Grade 1 Student Book: Chapter 4: Lesson 1: C. How are the laws of a town made?, p. 108 Grade 1 Student Book: Chapter 4: Lesson 4: A. How do people help their town?, p. 126–127</p> <p><u>NYSYC Activity Sheets</u> Grade 1 Handout: 6b How Are National and State Governments Alike and Different? - Chapter 6: Lesson 1: Section C, p. 106 Grade 1 Handout: 6c Our Country's Government - Chapter 6: Lesson 1: Closure, p. 107</p>
Objective	1.1.3.	<p>Explain patriotic traditions including The Pledge of Allegiance, demonstration of appropriate flag etiquette, and proper behavior during the playing of The Star-Spangled Banner.</p> <p><u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 6 Review, p. 314–315 Grade 1 Teacher's Guide: Chapter 6: Lesson 4 Closure, p. 313 Grade 1 Teacher's Guide: Chapter 6: Lesson 4: A. Why do we say the Pledge of Allegiance?, p. 305–307 Grade 1 Teacher's Guide: Chapter 6: Lesson 4: B. What do symbols of our country mean?, p. 307–308 Grade 1 Teacher's Guide: Chapter 6: Lesson 4: C. What are some patriotic songs?, p. 309–310</p> <p><u>NYSYC Student Book</u> Grade 1 Patriots' Handbook, p. 238–247 Grade 1 Student Book: Chapter 6: Lesson 4: A. Why do we say the Pledge of Allegiance?, p. 184–185 Grade 1 Student Book: Chapter 6: Lesson 4: B. What do symbols of our country mean?, p. 186–187 Grade 1 Student Book: Chapter 6: Lesson 4: C. What are some patriotic songs?, p. 188</p> <p><u>NYSYC Activity Sheets</u> Grade 1 Handout: Chapter 6 Review, p. 117–125 Grade 1 Handout: 6h The Pledge of Allegiance - Chapter 6: Lesson 4: Section A, p. 112 Grade 1 Handout: 6i Patriotic Songs - Chapter 6: Lesson 4: Section C, p. 113–114</p>

Objective	1.1.4.	<p>Identify important symbols of the United States' including the Bald Eagle and the Liberty Bell, and explain their meanings.</p> <p><u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 5 Review, p. 254 Grade 1 Teacher's Guide: Chapter 5: Introductory Activity, p. 219–220 Grade 1 Teacher's Guide: Chapter 5: Lesson 1 Closure, p. 230 Grade 1 Teacher's Guide: Chapter 5: Lesson 1: D. What symbols represent our state?, p. 228–229 Grade 1 Teacher's Guide: Chapter 6 Project, p. 316–318 Grade 1 Teacher's Guide: Chapter 6 Review, p. 314–315 Grade 1 Teacher's Guide: Chapter 6: Lesson 4 Closure, p. 313 Grade 1 Teacher's Guide: Chapter 6: Lesson 4: A. Why do we say the Pledge of Allegiance?, p. 305–307 Grade 1 Teacher's Guide: Chapter 6: Lesson 4: B. What do symbols of our country mean?, p. 307–308 Grade 1 Teacher's Guide: Chapter 6: Lesson 4: C. What are some patriotic songs?, p. 309–310 Grade 1 Teacher's Guide: Chapter 6: Lesson 4: D. How do we remember important times for our country?, p. 311–312</p> <p><u>NYSYC Student Book</u> Grade 1 Patriots' Handbook, p. 238–247 Grade 1 Student Book: Chapter 5: Lesson 1: D. What symbols represent our state?, p. 140 Grade 1 Student Book: Chapter 6: Lesson 4: A. Why do we say the Pledge of Allegiance?, p. 184–185 Grade 1 Student Book: Chapter 6: Lesson 4: B. What do symbols of our country mean?, p. 186–187 Grade 1 Student Book: Chapter 6: Lesson 4: C. What are some patriotic songs?, p. 188</p> <p><u>NYSYC Activity Sheets</u> Grade 1 Handout: Chapter 5 Review, p. 95–102 Grade 1 Handout: Chapter 6 Review, p. 117–125 Grade 1 Handout: 6i Patriotic Songs - Chapter 6: Lesson 4: Section C, p. 113–114 Grade 1 Handout: 6k American Patriotism - Chapter 6: Lesson 4: Closure, p. 116</p> <p><u>NYSYC Group Activity Cards</u> Grade 1 Group Activity Card: Chapter 5: Lesson 1: Section D: State Symbols Grade 1 Group Activity Card: Chapter 5: Lesson 1: Section D: State Symbols Grade 1 Group Activity Card: Chapter 5: Lesson 1: Section D: State Symbols Grade 1 Group Activity Card: Chapter 5: Lesson 1: Section D: State Symbols Grade 1 Group Activity Card: Chapter 5: Lesson 1: Section D: State Symbols Grade 1 Group Activity Card: Chapter 5: Lesson 1: Section D: State Symbols</p>
Course/Practices		1st Grade Content Standards
Standards	1.2.	The student will demonstrate knowledge of basic geographic concepts.
Objective	1.2.1.	<p>Describe how natural physical features affect how people in a community live.</p> <p><u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 1: Lesson 1: D. Where do we live?, p. 26–27 Grade 1 Teacher's Guide: Chapter 3 Project, p. 162–164 Grade 1 Teacher's Guide: Chapter 3 Review, p. 161 Grade 1 Teacher's Guide: Chapter 3: Lesson 1 Closure, p. 134 Grade 1 Teacher's Guide: Chapter 3: Lesson 1: A. What is in the neighborhood?, p. 124–126 Grade 1 Teacher's Guide: Chapter 3: Lesson 1: B. How do maps show places and things?, p. 127–129</p>

		<p>Grade 1 Teacher's Guide: Chapter 3: Lesson 2: B. What are goods and services?, p. 137–139 Grade 1 Teacher's Guide: Chapter 3: Lesson 4: B. How do neighborhoods change?, p. 157–158 Grade 1 Teacher's Guide: Chapter 4: Introductory Activity, p. 173–174 Grade 1 Teacher's Guide: Chapter 4: Lesson 2 Closure, p. 191 Grade 1 Teacher's Guide: Chapter 4: Lesson 2: A. Why do people choose to live in certain places?, p. 183–184 Grade 1 Teacher's Guide: Chapter 4: Lesson 2: C. How does a town get goods and services?, p. 187–189 Grade 1 Teacher's Guide: Chapter 4: Lesson 3: A. What are different towns like?, p. 192–194</p> <p><u>NYSYC Student Book</u> Grade 1 Student Book: Chapter 3: Lesson 1: A. What is in the neighborhood?, p. 74 Grade 1 Student Book: Chapter 3: Lesson 1: B. How do maps show places and things?, p. 77 Grade 1 Student Book: Chapter 3: Lesson 1: C. Using a Map, p. 79</p> <p><u>NYSYC Activity Sheets</u> Grade 1 Handout: Chapter 3 Review, p. 60–64 Grade 1 Handout: 3c Finding Our Way in the Neighborhood - Chapter 3: Lesson 1: Closure, p. 51 Grade 1 Handout: 4a Changes to the Park - Chapter 4: Introductory Activity, p. 67–68</p>
Objective	1.2.2.	<p>Compare the features of urban and rural communities.</p> <p><u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 1: Lesson 1: D. Where do we live?, p. 26–27 Grade 1 Teacher's Guide: Chapter 3 Project, p. 162–164 Grade 1 Teacher's Guide: Chapter 3 Review, p. 161 Grade 1 Teacher's Guide: Chapter 3: Lesson 1 Closure, p. 134 Grade 1 Teacher's Guide: Chapter 3: Lesson 1: A. What is in the neighborhood?, p. 124–126 Grade 1 Teacher's Guide: Chapter 3: Lesson 1: B. How do maps show places and things?, p. 127–129 Grade 1 Teacher's Guide: Chapter 3: Lesson 1: D. Writing Directions, p. 131–133 Grade 1 Teacher's Guide: Chapter 3: Lesson 4: A. What changes do people make to their land?, p. 154–156 Grade 1 Teacher's Guide: Chapter 3: Lesson 4: B. How do neighborhoods change?, p. 157–158 Grade 1 Teacher's Guide: Chapter 4 Review, p. 206 Grade 1 Teacher's Guide: Chapter 4: Introductory Activity, p. 173–174 Grade 1 Teacher's Guide: Chapter 4: Lesson 2 Closure, p. 191 Grade 1 Teacher's Guide: Chapter 4: Lesson 2: A. Why do people choose to live in certain places?, p. 183–184 Grade 1 Teacher's Guide: Chapter 4: Lesson 2: C. How does a town get goods and services?, p. 187–189 Grade 1 Teacher's Guide: Chapter 4: Lesson 3 Closure, p. 198 Grade 1 Teacher's Guide: Chapter 4: Lesson 3: A. What are different towns like?, p. 192–194 Grade 1 Teacher's Guide: Chapter 6: Lesson 3: D. Making Connections, p. 302–303</p> <p><u>NYSYC Student Book</u> Grade 1 Student Book: Chapter 3: Lesson 1: A. What is in the neighborhood?, p. 74 Grade 1 Student Book: Chapter 3: Lesson 1: B. How do maps show places and things?, p. 77 Grade 1 Student Book: Chapter 3: Lesson 1: C. Using a Map, p. 79 Grade 1 Student Book: Chapter 4: Lesson 3: A. What are different towns like?, p. 121 Grade 1 Student Book: Chapter 4: Lesson 3: B. Finding Your Town, p. 122 Grade 1 Student Book: Chapter 4: Lesson 3: C. How do our surroundings affect our lives?, p. 124–125</p>

		<p><u>NYSYC Activity Sheets</u> Grade 1 Handout: Chapter 3 Review, p. 60–64 Grade 1 Handout: Chapter 4 Review, p. 78–83 Grade 1 Handout: 3c Finding Our Way in the Neighborhood - Chapter 3: Lesson 1: Closure, p. 51 Grade 1 Handout: 4a Changes to the Park - Chapter 4: Introductory Activity, p. 67–68 Grade 1 Handout: 4f Different Towns - Chapter 4: Lesson 3: Closure, p. 74</p> <p><u>NYSYC LSRs</u> Grade 1 Leveled Student Reader: Suburban America</p>
<p>Objective</p>	<p>1.2.3.</p>	<p>Identify cardinal directions and locations on a map.</p> <p><u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 3 Project, p. 162–164 Grade 1 Teacher's Guide: Chapter 3 Review, p. 161 Grade 1 Teacher's Guide: Chapter 3: Lesson 1 Closure, p. 134 Grade 1 Teacher's Guide: Chapter 3: Lesson 1: B. How do maps show places and things?, p. 127–129 Grade 1 Teacher's Guide: Chapter 3: Lesson 1: C. Using a Map, p. 129–131 Grade 1 Teacher's Guide: Chapter 3: Lesson 1: D. Writing Directions, p. 131–133 Grade 1 Teacher's Guide: Chapter 4: Introductory Activity, p. 173–174 Grade 1 Teacher's Guide: Chapter 4: Lesson 3 Closure, p. 198 Grade 1 Teacher's Guide: Chapter 4: Lesson 3: B. Finding Your Town, p. 194–195 Grade 1 Teacher's Guide: Chapter 5 Project, p. 255–257 Grade 1 Teacher's Guide: Chapter 5: Lesson 1 Closure, p. 230 Grade 1 Teacher's Guide: Chapter 5: Lesson 1: A. What is a state?, p. 221–223 Grade 1 Teacher's Guide: Chapter 5: Lesson 1: C. How does a map show a state's features?, p. 226–227 Grade 1 Teacher's Guide: Chapter 6: Lesson 2: A. What is weather like in the United States?, p. 286–288 Grade 1 Teacher's Guide: Chapter 6: Lesson 2: B. What are different parts of the United States like?, p. 289–291 Grade 1 Teacher's Guide: Chapter 6: Lesson 3: D. Making Connections, p. 302–303 Grade 1 Teacher's Guide: Chapter 7: Introductory Activity, p. 329–330 Grade 1 Teacher's Guide: Chapter 7: Lesson 1: A. Where are we in the world?, p. 331–333 Grade 1 Teacher's Guide: Chapter 7: Lesson 1: B. How do maps and globes show the whole world?, p. 334–336 Grade 1 Teacher's Guide: Chapter 7: Lesson 4: B. What traditions do people have in Europe?, p. 362–364 Grade 1 Teacher's Guide: Chapter 7: Lesson 4: C. What traditions do people have in Asia?, p. 364–366</p> <p><u>NYSYC Student Book</u> Grade 1 Student Book: Chapter 3: Lesson 1: B. How do maps show places and things?, p. 77 Grade 1 Student Book: Chapter 3: Lesson 1: C. Using a Map, p. 79 Grade 1 Student Book: Chapter 3: Lesson 1: D. Writing Directions, p. 81 Grade 1 Student Book: Chapter 5: Lesson 1: C. How does a map show a state's features?, p. 138 Grade 1 Student Book: Chapter 7: Lesson 1: C. What have people drawn on maps and globes?, p. 200–201</p> <p><u>NYSYC Activity Sheets</u> Grade 1 Handout: Chapter 3 Review, p. 60–64 Grade 1 Handout: Chapter 4 Review, p. 78–83 Grade 1 Handout: 3a How Do Maps Show Places and Things? - Chapter 3: Lesson 1: Section B, p. 47 Grade 1 Handout: 3c Finding Our Way in the Neighborhood - Chapter 3: Lesson 1: Closure, p. 51</p>

		Grade 1 Handout: 4d Why Did People Move to Maplewood? - Chapter 4: Lesson 2: Section B, p. 71–72 Grade 1 Handout: 5b Places in a State - Chapter 5: Lesson 1: Closure, p. 87
Objective	1.2.4.	Describe the concepts of continents and oceans. <u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 7 Review, p. 370–371 Grade 1 Teacher's Guide: Chapter 7: Lesson 1 Closure, p. 339 Grade 1 Teacher's Guide: Chapter 7: Lesson 1: A. Where are we in the world?, p. 331–333 Grade 1 Teacher's Guide: Chapter 7: Lesson 1: B. How do maps and globes show the whole world?, p. 334–336 Grade 1 Teacher's Guide: Chapter 7: Lesson 1: C. What have people drawn on maps and globes?, p. 336–338 Grade 1 Teacher's Guide: Chapter 7: Lesson 4 Closure, p. 369 <u>NYSYC Student Book</u> Grade 1 Atlas, p. 226–236 Grade 1 Student Book: Chapter 7: Lesson 1: A. Where are we in the world?, p. 194–195 Grade 1 Student Book: Chapter 7: Lesson 1: B. How do maps and globes show the whole world?, p. 196–199 Grade 1 Student Book: Chapter 7: Lesson 1: C. What have people drawn on maps and globes?, p. 200–201 Grade 1 Student Book: Chapter 7: Lesson 2: A. Why is climate different around the world?, p. 202–203 <u>NYSYC Activity Sheets</u> Grade 1 Handout: Chapter 7 Review, p. 139–145 Grade 1 Handout: 5a How Does a Map Show a State's Features? - Chapter 5: Lesson 1: Section C, p. 86 Grade 1 Handout: 7a Continents and Oceans - Chapter 7: Lesson 1: Section A, p. 128–129 Grade 1 Handout: 7c Mapping the World - Chapter 7: Lesson 1: Closure, p. 131
Objective	1.2.5.	Describe community customs and traditions as basic elements of culture. <u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 1: Lesson 3: B. Compare Alike and Different, p. 38–40 Grade 1 Teacher's Guide: Chapter 1: Lesson 3: C. How are families different?, p. 40–42 Grade 1 Teacher's Guide: Chapter 2: Lesson 3: A. How should we behave in school?, p. 90–92 <u>NYSYC Student Book</u> Grade 1 Student Book: Chapter 1: Lesson 3: B. Compare Alike and Different, p. 31 <u>NYSYC Activity Sheets</u> Grade 1 Handout: Chapter 7 Review, p. 139–145 Grade 1 Handout: 7f Common Culture - Chapter 7: Lesson 3: Section A, p. 134 Grade 1 Handout: 7j Cultures in Other Continents - Chapter 7: Lesson 4: Closure, p. 138 <u>NYSYC Group Activity Cards</u> Grade 1 Group Activity Card: Chapter 7: Lesson 4: Section A: Let's Celebrate Diwali! Grade 1 Group Activity Card: Chapter 7: Lesson 4: Section A: Let's Celebrate the New Year!
Course/Practices		1st Grade Content Standards
Standards	1.3.	The student will examine important events and historical figures in the nation's past.
Objective	1.3.1.	Describe the contributions of people and groups who have shaped our history.

		<p><u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 6 Review, p. 314–315 Grade 1 Teacher's Guide: Chapter 6: Lesson 2: C. How did the first people live on this land?, p. 291–293 Grade 1 Teacher's Guide: Chapter 6: Lesson 3: A. What new people arrived in America?, p. 295–297 Grade 1 Teacher's Guide: Chapter 6: Lesson 3: C. What can we learn from the lives of important Americans?, p. 300–301</p> <p><u>NYSYC Student Book</u> Grade 1 Student Book: Chapter 6: Lesson 3: A. What new people arrived in America?, p. 177 Grade 1 Student Book: Chapter 6: Lesson 3: C. What can we learn from the lives of important Americans?, p. 180–181 Grade 1 Student Book: Chapter 6: Lesson 4: D. How do we remember important times for our country?, p. 190–191</p> <p><u>NYSYC Activity Sheets</u> Grade 1 Handout: 6g People of the United States - Chapter 6: Lesson 3: Closure, p. 111</p> <p><u>NYSYC Group Activity Cards</u> Grade 1 Group Activity Card: Chapter 3: Lesson 4: Section C: Hull House Grade 1 Group Activity Card: Chapter 4: Lesson 2: Section D: Johnny Appleseed Grade 1 Group Activity Card: Chapter 6: Lesson 2: Section C: A Comanche Folktale Grade 1 Group Activity Card: Chapter 6: Lesson 2: Section C: A Coushatta Folktale Grade 1 Group Activity Card: Chapter 6: Lesson 2: Section C: A Haudenosaunee Folktale Grade 1 Group Activity Card: Chapter 6: Lesson 2: Section C: A Sioux Folktale Grade 1 Group Activity Card: Chapter 6: Lesson 2: Section C: A Yokut Folktale Grade 1 Group Activity Card: Chapter 6: Lesson 2: Section C: An Inuit Folktale Grade 1 Group Activity Card: Chapter 7: Lesson 4: Section A: Let's Celebrate Thanksgiving!</p> <p><u>NYSYC LSRs</u> Grade 1 Leveled Student Reader: Brave Explorers Grade 1 Leveled Student Reader: Cesar Chavez Grade 1 Leveled Student Reader: Frontier America Grade 1 Leveled Student Reader: Ruby Bridges Grade 1 Leveled Student Reader: Suburban America</p>
Objective	1.3.2.	<p>Identify ways that communities commemorate important places and events of the past.</p> <p><u>NYSYC Activity Sheets</u> Grade 1 Handout: Chapter 1 Review, p. 17–24 Grade 1 Handout: Chapter 6 Review, p. 117–125 Grade 1 Handout: 1g Family Traditions - Chapter 1: Lesson 3: Closure, p. 14 Grade 1 Handout: 6j Important Dates in America - Chapter 6: Lesson 4: Section D, p. 115 Grade 1 Handout: 6k American Patriotism - Chapter 6: Lesson 4: Closure, p. 116 Grade 1 Handout: 7g Celebrations - Chapter 7: Lesson 3: Section C, p. 135</p> <p><u>NYSYC Student Book</u> Grade 1 Patriots' Handbook, p. 238–247 Grade 1 Student Book: Chapter 1: Lesson 3: A. What do families celebrate?, p. 28 Grade 1 Student Book: Chapter 6: Lesson 4: D. How do we remember important times for our country?, p. 190–191 Grade 1 Student Book: Chapter 7: Lesson 3: C. What traditions do people have in South America?, p. 214–215 Grade 1 Student Book: Chapter 7: Lesson 4: A. What traditions do people have in Africa?, p. 216–218</p>

		<p>Grade 1 Student Book: Chapter 7: Lesson 4: C. What traditions do people have in Asia?, p. 220–221</p> <p><u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 1: Introductory Activity, p. 17–18 Grade 1 Teacher's Guide: Chapter 1: Lesson 3 Closure, p. 43 Grade 1 Teacher's Guide: Chapter 1: Lesson 3: A. What do families celebrate?, p. 36–38 Grade 1 Teacher's Guide: Chapter 1: Lesson 3: B. Compare Alike and Different, p. 38–40 Grade 1 Teacher's Guide: Chapter 6 Review, p. 314–315 Grade 1 Teacher's Guide: Chapter 6: Lesson 4: D. How do we remember important times for our country?, p. 311–312 Grade 1 Teacher's Guide: Chapter 7: Lesson 3 Closure, p. 358</p> <p><u>NYSYC LSRs</u> Grade 1 Leveled Student Reader: Exploring India</p>
Objective	1.3.3.	<p>Explain why people may see events from different points of view.</p> <p><u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 6 Review, p. 314–315 Grade 1 Teacher's Guide: Chapter 6: Lesson 2: C. How did the first people live on this land?, p. 291–293 Grade 1 Teacher's Guide: Chapter 6: Lesson 3: A. What new people arrived in America?, p. 295–297 Grade 1 Teacher's Guide: Chapter 6: Lesson 3: C. What can we learn from the lives of important Americans?, p. 300–301</p> <p><u>NYSYC Student Book</u> Grade 1 Student Book: Chapter 6: Lesson 3: A. What new people arrived in America?, p. 177 Grade 1 Student Book: Chapter 6: Lesson 3: C. What can we learn from the lives of important Americans?, p. 180–181 Grade 1 Student Book: Chapter 6: Lesson 4: D. How do we remember important times for our country?, p. 190–191</p> <p><u>NYSYC Activity Sheets</u> Grade 1 Handout: 6g People of the United States - Chapter 6: Lesson 3: Closure, p. 111</p> <p><u>NYSYC Group Activity Cards</u> Grade 1 Group Activity Card: Chapter 3: Lesson 4: Section C: Hull House Grade 1 Group Activity Card: Chapter 4: Lesson 2: Section D: Johnny Appleseed Grade 1 Group Activity Card: Chapter 6: Lesson 2: Section C: A Comanche Folktale Grade 1 Group Activity Card: Chapter 6: Lesson 2: Section C: A Coughatta Folktale Grade 1 Group Activity Card: Chapter 6: Lesson 2: Section C: A Haudenosaunee Folktale Grade 1 Group Activity Card: Chapter 6: Lesson 2: Section C: A Sioux Folktale Grade 1 Group Activity Card: Chapter 6: Lesson 2: Section C: A Yokut Folktale Grade 1 Group Activity Card: Chapter 6: Lesson 2: Section C: An Inuit Folktale Grade 1 Group Activity Card: Chapter 7: Lesson 4: Section A: Let's Celebrate Thanksgiving!</p> <p><u>NYSYC LSRs</u> Grade 1 Leveled Student Reader: Brave Explorers Grade 1 Leveled Student Reader: Cesar Chavez Grade 1 Leveled Student Reader: Frontier America Grade 1 Leveled Student Reader: Ruby Bridges Grade 1 Leveled Student Reader: Suburban America</p>

Objective	1.3.4.	<p>Identify primary sources and how they help us to learn about the past.</p> <p><u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 2 Project, p. 110–112 Grade 1 Teacher's Guide: Chapter 5: Lesson 4 Closure, p. 253 Grade 1 Teacher's Guide: Chapter 5: Lesson 4: B. Researching as a Team, p. 248–249 Grade 1 Teacher's Guide: Chapter 6 Project, p. 316–318</p> <p><u>NYSYC Activity Sheets</u> Grade 1 Handout: 4e Towns Past and Present - Chapter 4: Lesson 2: Closure, p. 73</p>
Course/Practices	1st Grade Content Standards	
Standards	1.4.	The student will describe the characteristics of the American economic system.
Objective	1.4.1.	<p>Summarize the need for money, how money is earned and how money and credit are used in order to meet needs and wants, including the costs and benefits of spending and saving.</p> <p><u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 3 Review, p. 161 Grade 1 Teacher's Guide: Chapter 3: Lesson 2 Closure, p. 143 Grade 1 Teacher's Guide: Chapter 3: Lesson 2: C. How do we get the things we need and want?, p. 140–142 Grade 1 Teacher's Guide: Chapter 3: Lesson 3 Closure, p. 153 Grade 1 Teacher's Guide: Chapter 3: Lesson 3: A. How do we use our money?, p. 144–146 Grade 1 Teacher's Guide: Chapter 3: Lesson 3: B. How do we get money?, p. 146–149 Grade 1 Teacher's Guide: Chapter 3: Lesson 3: C. Why do we choose what we choose?, p. 149–150</p> <p><u>NYSYC Student Book</u> Grade 1 Student Book: Chapter 2: Lesson 4: A. Why can't the school have everything we want?, p. 64–65 Grade 1 Student Book: Chapter 2: Lesson 4: B. What happens when we make a choice?, p. 67 Grade 1 Student Book: Chapter 3: Lesson 2: B. What are goods and services?, p. 84 Grade 1 Student Book: Chapter 3: Lesson 2: C. How do we get the things we need and want?, p. 87 Grade 1 Student Book: Chapter 3: Lesson 3: A. How do we use our money?, p. 88 Grade 1 Student Book: Chapter 3: Lesson 3: B. How do we get money?, p. 90 Grade 1 Student Book: Chapter 3: Lesson 3: C. Why do we choose what we choose?, p. 92 Grade 1 Student Book: Chapter 4: Lesson 2: C. How does a town get goods and services?, p. 115–117</p> <p><u>NYSYC Activity Sheets</u> Grade 1 Handout: Chapter 3 Review, p. 60–64 Grade 1 Handout: 3g How Do We Get What We Need? - Chapter 3: Lesson 2: Closure, p. 55 Grade 1 Handout: 3j What Do We Do with Money? - Chapter 3: Lesson 3: Closure, p. 58</p>
Objective	1.4.2.	<p>Describe the role of banks in an economy.</p> <p><u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 3 Review, p. 161 Grade 1 Teacher's Guide: Chapter 3: Lesson 2: C. How do we get the things we need and want?, p. 140–142</p> <p><u>NYSYC Student Book</u> Grade 1 Student Book: Chapter 4: Lesson 2: C. How does a town get goods and services?, p. 115–117</p>

		<p><u>NYSYC Activity Sheets</u> Grade 1 Handout: Chapter 3 Review, p. 60–64 Grade 1 Handout: 3g How Do We Get What We Need? - Chapter 3: Lesson 2: Closure, p. 55</p>
Objective	1.4.3.	<p>Identify and explain the roles of consumers and producers in the American economy.</p> <p><u>NYSYC Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 3 Review, p. 161 Grade 1 Teacher's Guide: Chapter 3: Lesson 2 Closure, p. 143 Grade 1 Teacher's Guide: Chapter 3: Lesson 2: C. How do we get the things we need and want?, p. 140–142 Grade 1 Teacher's Guide: Chapter 3: Lesson 3: A. How do we use our money?, p. 144–146</p> <p><u>NYSYC Student Book</u> Grade 1 Student Book: Chapter 3: Lesson 2: C. How do we get the things we need and want?, p. 87 Grade 1 Student Book: Chapter 3: Lesson 3: A. How do we use our money?, p. 88 Grade 1 Student Book: Chapter 4: Lesson 2: C. How does a town get goods and services?, p. 115–117</p> <p><u>NYSYC Activity Sheets</u> Grade 1 Handout: Chapter 3 Review, p. 60–64 Grade 1 Handout: 3f Sellers and Consumers - Chapter 3: Lesson 2: Section C, p. 54 Grade 1 Handout: 3h Who Sells? Who Produces? - Chapter 3: Lesson 3: Section A, p. 56 Grade 1 Handout: 3i Producers and Consumers - Chapter 3: Lesson 3: Section B, p. 57</p>
Objective	1.4.4.	<p>Explain supply and demand.</p> <p><u>NYSYC Student Book</u> Grade 1 Student Book: Chapter 3: Lesson 3: C. Why do we choose what we choose?, p. 92</p>