

Main Criteria: New York State Learning Standards and Core Curriculum

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 1

Correlation Options: Show Correlated

New York State Learning Standards and Core Curriculum

Science

Grade: 1 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.1.2.	Structure, Function, and Information Processing
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	1-LS1-1.	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
STRAND / DOMAIN / UNIFYING THEME	NY.1.3.	Space Systems: Patterns and Cycles
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	1-ESS1-2.	Make observations at different times of year to relate the amount of daylight to the time of year. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us

New York State Learning Standards and Core Curriculum

Social Studies

Grade: 1 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.1P.	Grade 1: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	1P.A.	Gathering, Interpreting and Using Evidence
STANDARD / CONCEPTUAL UNDERSTANDING	1P.A.1.	Develop questions about his/her family. <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 2 - Living Together
STRAND / DOMAIN / UNIFYING THEME	NY.1P.	Grade 1: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	1P.B.	Chronological Reasoning and Causation
STANDARD / CONCEPTUAL UNDERSTANDING	1P.B.4.	Identify change over time in his/her family. <u>Virtual Field Trips</u> Grade 2 - Living Together
STANDARD / CONCEPTUAL UNDERSTANDING	1P.B.6.	Recognize and identify patterns of continuity in his/her family. <u>Virtual Field Trips</u> Grade 2 - Living Together
STRAND / DOMAIN / UNIFYING THEME	NY.1P.	Grade 1: Social Studies Practices

CATEGORY / CLUSTER / KEY IDEA	1P.D.	Geographic Reasoning
STANDARD / CONCEPTUAL UNDERSTANDING	1P.D.1.	Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations, such as maps, photographs, satellite images, and models. Describe where places are in relation to each other. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
STANDARD / CONCEPTUAL UNDERSTANDING	1P.D.2.	Identify human activities and human-made features; identify natural events or physical features. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us Paris - City of Light - Grades K - 5
STANDARD / CONCEPTUAL UNDERSTANDING	1P.D.5.	Describe how human activities alter places. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
STRAND / DOMAIN / UNIFYING THEME	NY.1P.	Grade 1: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	1P.E.	Economics and Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	1P.E.1.	Explain how scarcity affects choices made by families and communities, and identify costs and benefits associated with these choices. <u>Virtual Field Trips</u> Grade 2 - Work and Money
STANDARD / CONCEPTUAL UNDERSTANDING	1P.E.2.	Distinguish between a consumer and a producer and their relationship to goods and services. <u>Virtual Field Trips</u> Grade 2 - Work and Money
STANDARD / CONCEPTUAL UNDERSTANDING	1P.E.3.	Explain how people earn money and explain other ways that people receive money. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Individual Development and Cultural Identity
STANDARD / CONCEPTUAL UNDERSTANDING	1.1.	Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.
EXPECTATION / CONTENT SPECIFICATION	1.1a.	Families are a basic unit of all societies, and different people define family differently.
GRADE EXPECTATION	1.1a.1.	Students will listen to stories about different families and will identify characteristics that are the same and different. <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 2 - Living Together
STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Individual Development and Cultural Identity

STANDARD / CONCEPTUAL UNDERSTANDING	1.1.	Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.
EXPECTATION / CONTENT SPECIFICATION	1.1b.	People and families of diverse racial, religious, national, and ethnic groups share their beliefs, customs, and traditions, which creates a multicultural community.
GRADE EXPECTATION	1.1b.1.	Students will identify traditions that are associated with their families, and tell why the tradition is important. <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 2 - Living Together
STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Individual Development and Cultural Identity
STANDARD / CONCEPTUAL UNDERSTANDING	1.2.	There are significant individuals, historical events, and symbols that are important to American cultural identity.
EXPECTATION / CONTENT SPECIFICATION	1.2a.	The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.
GRADE EXPECTATION	1.2a.1.	Students will listen to stories about historical events, folklore, and popular historical figures and identify the significance of the event or person. <u>Virtual Field Trips</u> Grade 2 - Early Americans Washington, DC - Grades K - 5
GRADE EXPECTATION	1.2a.2.	Students will explain when and why celebrate national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day are celebrated. <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government
STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Civic Ideals and Practices
STANDARD / CONCEPTUAL UNDERSTANDING	1.3.	A citizen is a member of a community or group. Students are citizens of their local and global communities.
EXPECTATION / CONTENT SPECIFICATION	1.3b.	Traits of a responsible citizen include respecting others, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources.
GRADE EXPECTATION	1.3b.1.	Students will explain the traits of a responsible citizen and model actions of responsible citizens. <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government
STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Civic Ideals and Practices
STANDARD / CONCEPTUAL UNDERSTANDING	1.4.	People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.

EXPECTATION / CONTENT SPECIFICATION	1.4b.	Governments exist at the local, state, and national levels to represent the needs of the people, create and enforce laws, and help resolve conflicts.
GRADE EXPECTATION	1.4B.1.	Students will begin to understand that there are local, state, and national levels of government and will identify some actions that the government takes. <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work
STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Geography, Humans, and the Environment
STANDARD / CONCEPTUAL UNDERSTANDING	1.5.	The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.
EXPECTATION / CONTENT SPECIFICATION	1.5b.	Maps are used to locate important places in the community, state, and nation, such as capitals, monuments, hospitals, museums, schools, and cultural centers.
GRADE EXPECTATION	1.5b.1.	Students will use a map of the community and provide directions to another student on how to get from the school to another place identified on the map. <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together
STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Geography, Humans, and the Environment
STANDARD / CONCEPTUAL UNDERSTANDING	1.5.	The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.
EXPECTATION / CONTENT SPECIFICATION	1.5c.	Symbols are used to represent physical features and man-made structures on maps and globes.
GRADE EXPECTATION	1.5c.1.	Students will closely read maps making use of the legends to understand symbols and what they represent. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Geography, Humans, and the Environment
STANDARD / CONCEPTUAL UNDERSTANDING	1.6.	People and communities depend on and modify their physical environment in order to meet basic needs.
EXPECTATION / CONTENT SPECIFICATION	1.6a.	People and communities depend on the physical environment for natural resources.
GRADE EXPECTATION	1.6a.1.	Students will identify natural resources required to meet basic needs. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us
STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago

CATEGORY / CLUSTER / KEY IDEA		Geography, Humans, and the Environment
STANDARD / CONCEPTUAL UNDERSTANDING	1.6.	People and communities depend on and modify their physical environment in order to meet basic needs.
EXPECTATION / CONTENT SPECIFICATION	1.6b.	Roads, dams, bridges, farms, parks, and dwellings are all examples of how people modify the physical environment to meet needs and wants.
GRADE EXPECTATION	1.6b.1.	Students will identify how the physical environment of their community has been modified to meet needs and wants. <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together
STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Geography, Humans, and the Environment
STANDARD / CONCEPTUAL UNDERSTANDING	1.6.	People and communities depend on and modify their physical environment in order to meet basic needs.
EXPECTATION / CONTENT SPECIFICATION	1.6c.	People interact with their physical environment in ways that may have a positive or a negative effect.
GRADE EXPECTATION	1.6c.1.	Students will identify positive and negative effects that human interaction can have on the physical environment. <u>Virtual Field Trips</u> Grade 2 - Land and Water Around Us
STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Time, Continuity, and Change
STANDARD / CONCEPTUAL UNDERSTANDING	1.7.	Families have a past and change over time. There are different types of documents that relate family histories. (NOTE: Teachers will use their professional judgment and demonstrate sensitivity regarding the varied family structures of their students and availability of information.)
EXPECTATION / CONTENT SPECIFICATION	1.7b.	Families change over time, and family growth and change can be documented and recorded.
GRADE EXPECTATION	1.7b.1.	Students will examine the changes in their family over time and how the family growth and change could be documented and recorded. <u>Virtual Field Trips</u> Grade 2 - Living Together
STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Time, Continuity, and Change
STANDARD / CONCEPTUAL UNDERSTANDING	1.7.	Families have a past and change over time. There are different types of documents that relate family histories. (NOTE: Teachers will use their professional judgment and demonstrate sensitivity regarding the varied family structures of their students and availability of information.)
EXPECTATION / CONTENT SPECIFICATION	1.7c.	Families of long ago have similarities and differences with families today.
GRADE EXPECTATION	1.7c.1.	Students will examine families of the past and compare them with their family. They will identify characteristics that have been passed

		on through the generations. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago
STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	1.9.	People have many economic wants and needs, but limited resources with which to obtain them.
EXPECTATION / CONTENT SPECIFICATION	1.9a.	Scarcity means that people's wants exceed their limited resources.
GRADE EXPECTATION	1.9a.1.	Students will provide examples of scarcity by identifying wants that exceed resources. <u>Virtual Field Trips</u> Grade 2 - Work and Money
STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	1.9.	People have many economic wants and needs, but limited resources with which to obtain them.
EXPECTATION / CONTENT SPECIFICATION	1.9b.	Families and communities must make choices due to unlimited needs and wants, and scarce resources; these choices involve costs.
GRADE EXPECTATION	1.9b.1.	Students will examine choices that families make due to scarcity, and identify costs associated with these choices. <u>Virtual Field Trips</u> Grade 2 - Work and Money
STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	1.10.	People make economic choices as producers and consumers of goods and services.
EXPECTATION / CONTENT SPECIFICATION	1.10a.	Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill.
GRADE EXPECTATION	1.10a.1.	Students will identify examples of goods and services. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	1.10.	People make economic choices as producers and consumers of goods and services.
EXPECTATION / CONTENT SPECIFICATION	1.10b.	A producer makes goods or provides a service, while a consumer uses or benefits from the goods or services.
GRADE EXPECTATION	1.10b.1.	Students will identify examples of a producer and a consumer.

		<u>Virtual Field Trips</u> Grade 2 - Work and Money
STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	1.10.	People make economic choices as producers and consumers of goods and services.
EXPECTATION / CONTENT SPECIFICATION	1.10c.	People and families work to earn money to purchase goods and services that they need or want.
GRADE EXPECTATION	1.10c.1.	Students will examine how earning money through work is related to the purchase of goods and services. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	1.10.	People make economic choices as producers and consumers of goods and services.
EXPECTATION / CONTENT SPECIFICATION	1.10d.	People make decisions about how to spend and save the money that they earn.
GRADE EXPECTATION	1.10d.1.	Students will examine decisions that people make about spending and saving money. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money

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