New York Social Studies

Grade 1: Social Studies Practices & My Family and Other Families, Now and Long Ago

Adopted 2017

Gathering, Interpreting and Using Evidence	1. **Develop questions about his/her family.** A.1.1
	2. **Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).** A.1.2
	3. **Identify the creator and/or author of different forms of evidence.** A.1.3
	4. **Identify opinions of others.** A.1.4
	6. **Create understanding of the past by using primary and secondary sources.** A.1.6
Chronological Reasoning and Causation	1. **Retell a real-life family event in sequential order.** B.1.1
	2. **Understand the concept of time measurements, including days, weeks, months and years.** B.1.2
	3. **Identify causes and effects, using examples from his/her family life.** B.1.3
	5. **Identify change over time in his/her family.** B.1.5
	6. **Identify events of the past, present, and future in his/her family life.** B.1.6
	7. **Recognize and identify patterns of continuity in his/her family.** B.1.7
Comparison and Contextualization	1. **Identify similarities and differences between neighborhoods.** C.1.1
	2. **Identify similarities and/or differences between him/her and others with detail.** C.1.2
	Describe an event in his/her family. C.1.3

Skip to main content

	4. **Understand the concepts of geography, economics, and history that apply to his/her family.** C.1.4
Geographic Reasoning	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.** D.1.1
	2. **Identify human activities and human-made features; identify natural events or physical features.** D.1.2
	3. **Describe how environment affects his/her and other people's activities.** D.1.3
	4. **Identify a pattern and a process.** D.1.4
	5. **Describe how human activities alter places.** D.1.5
Economics and Economic Systems	1. **Explain how scarcity affects choices made by families and communities, and identify costs and benefits associated with these choices.** E.1.1
	2. **Distinguish between a consumer and a producer and their relationship to goods and services.** E.1.2
	3. **Explain how people earn money and explain other ways that people receive money.** E.1.3
Civic Participation	1. **Demonstrate respect for the rights of others in discussions, regardless of whether one agrees with the other viewpoints.** F.1.1
	2. **Participate in activities that focus on a classroom or school issue or problem.** F.1.2
	4. **Identify the role of the individual in classroom and school participation.** F.1.4
	5. **Show respect in issues involving difference and conflict; participate in the resolution of differences and conflict.** F.1.5
	6. **Identify situations in which social actions are required.** F.1.6
	7. **Identify the president of the United States and the school principal and their leadership responsibilities.** F.1.7
	8. **Identify rights and responsibilities in the classroom and school.** F.1.8
My Family and Other Families, Now and Long Ag	Key Idea **Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.** 1.1
	Conceptual Understanding Families are a basic unit of all societies, and different people define family differently. 1.1.A

Skip to main content

i. Students will listen to stories about different families and will identify characteristics that are the same and different. 1.1.A.I

Conceptual Understanding People and families of diverse racial, religious, national, and ethnic groups share their beliefs, customs, and traditions, which creates a multicultural community. 1.1.B

i. Students will identify traditions that are associated with their families, and tell why the tradition is important. 1.1.B.I

Conceptual Understanding Awareness of America's rich diversity fosters intercultural understanding. 1.1.C

i. Students will compare the cultural similarities and differences between various ethnic and cultural groups found in New York State. 1.1.C.I

Key Idea **There are significant individuals, historical events, and symbols that are important to American cultural identity.** 1.2

Conceptual Understanding The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage. 1.2.A

i. Students will listen to stories about historical events, folklore, and popular historical figures and identify the significance of the event or person. 1.2.A.I

ii. 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. 1.2.A.II

Conceptual Understanding The Pledge of Allegiance and patriotic songs play an important role in understanding and examining the nation's history, values, and beliefs. 1.2.B

i. Students will be able to recite the Pledge of Allegiance, to begin to understand its purpose and its general meaning, and to sing patriotic songs such as America the Beautiful, America ("My Country 'Tis of Thee"), and The Star Spangled Banner and begin to understand the general meaning of the lyrics. 1.2.B.I

Key Idea **A citizen is a member of a community or group. Students are citizens of their local and global communities.** 1.3

Conceptual Understanding An engaged and active citizen participates in the activities of the group or community and makes positive contributions. 1.3.A

i. Students will participate in group activities and contribute to the work of the group. 1.3.A.I

Skip to main content

Conceptual Understanding Traits of a responsible citizen include respecting others, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources. 1.3.B

i. Students will explain the traits of a responsible citizen and model actions of responsible citizens. 1.3.B.I

Conceptual Understanding As global citizens, we are connected to people and cultures beyond our own community and nation, and we have a shared responsibility to protect and respect our world. 1.3.C

i. Students will discuss ways that they can protect and respect our world and its people. 1.3.C.I

Key Idea **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.** 1.4

Conceptual Understanding Rules and laws are developed to protect people's rights and for the safety and welfare of the community. 1.4.A

i. Students will discuss the difference between rules and laws, and determine why school rules were developed and what the consequences are of not following the rules. 1.4.A.I

Conceptual Understanding Governments exist at the local, state, and national levels to represent the needs of the people, create and enforce laws, and help resolve conflicts. 1.4.B

i. Students will begin to understand that there are local, state, and national levels of government and will identify some actions that the government takes. 1.4.B.I

Conceptual Understanding Children can participate in problem solving, decision making, and conflict resolution within their home, school, and community. 1.4.C

i. Students will be given opportunities to solve problems, make decisions, and resolve conflicts. 1.4.C.I

Key Idea **The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.** 1.5

Conceptual Understanding Maps and map tools, such as legends and cardinal directions, can help us navigate from one place to the next, provide directions, or trace important routes. 1.5.A

i. Students will use cardinal directions within the classroom to describe the locations of objects (e.g., desks, bookcases) and create a map of the classroom by using symbols to represent objects. 1.5.A.I

Skip to main content

Conceptual Understanding Maps are used to locate important places in the community, state, and nation, such as capitals, monuments, hospitals, museums, schools, and cultural centers. 1.5.B

i. 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. 1.5.B.I

Conceptual Understanding Symbols are used to represent physical features and man-made structures on maps and globes. 1.5.C

i. Students will closely read maps making use of the legends to understand symbols and what they represent. 1.5.C.I

Key Idea **People and communities depend on and modify their physical environment in order to meet basic needs.** 1.6

Conceptual Understanding People and communities depend on the physical environment for natural resources. 1.6.A

i. Students will identify natural resources required to meet basic needs. 1.6.A.I

Conceptual Understanding Roads, dams, bridges, farms, parks, and dwellings are all examples of how people modify the physical environment to meet needs and wants. 1.6.B

i. Students will identify how the physical environment of their community has been modified to meet needs and wants. 1.6.B.I

Conceptual Understanding People interact with their physical environment in ways that may have a positive or a negative effect. 1.6.C

i. Students will identify positive and negative effects that human interaction can have on the physical environment. 1.6.C.I

Key Idea **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.)** 1.7

Conceptual Understanding Personal and family history is a source of information for individuals about the people and places around them. 1.7.A

i. Students will create personal time lines of their life, school year, and family events with the help of family members. Students will demonstrate an understanding of sequence and chronology and share their time lines with each other. 1.7.A.I

Skip to main content

Conceptual Understanding Families change over time, and family growth and change can be documented and recorded. 1.7.B

i. Students will examine the changes in their family over time and how the family growth and change could be documented and recorded. 1.7.B.I

Conceptual Understanding Families of long ago have similarities and differences with families today. 1.7.C

i. 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. 1.7.C.I

Conceptual Understanding Sequence and chronology can be identified in terms of days, weeks, months, years, and seasons when describing family events and histories. 1.7.D

i. Students will use sequence and chronological terms when describing family events. 1.7.D.I

Key Idea **Historical sources reveal information about how life in the past differs from the present.** 1.8

Conceptual Understanding Various historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers. 1.8.A

i. Students will be exposed to various historical sources, including artifacts, letters, maps, photographs, and newspapers. 1.8.A.I

Conceptual Understanding Oral histories, biographies, and family time lines relate family histories. 1.8.B

i. Students will interview family members to learn about their family histories. Students will develop a family time line as an extension of their personal time line. 1.8.B.I

ii. Students will describe the main characters and qualities after listening to biographies and legends. 1.8.B.II

Key Idea **People have many economic wants and needs, but limited resources with which to obtain them.** 1.9

Conceptual Understanding Scarcity means that people's wants exceed their limited resources. 1.9.A

i. Students will provide examples of scarcity by identifying wants that exceed resources. 1.9.A.I

Conceptual Understanding Families and communities must make choices due to unlimited needs and wants, and scarce resources; these choices involve costs. 1.9.B

i. Students will examine choices that families make due to scarcity, and identify costs associated with these choices. 1.9.B.I

Conceptual Understanding People use tools, technologies, and other resources to meet their needs and wants. 1.9.C

Skip to main content

i. Students will examine how tools, technology, and other resources can be used to meet needs and wants. 1.9.C.I

Key Idea **People make economic choices as producers and consumers of goods and services.** 1.10

Conceptual Understanding Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill. 1.10.A

i. Students will identify examples of goods and services. 1.10.A.I

Conceptual Understanding A producer makes goods or provides a service, while a consumer uses or benefits from the goods or services. 1.10.B

i. Students will identify examples of a producer and a consumer. 1.10.B.I

Conceptual Understanding People and families work to earn money to purchase goods and services that they need or want. 1.10.C

i. Students will examine how earning money through work is related to the purchase of goods and services. 1.10.C.I

Conceptual Understanding People make decisions about how to spend and save the money that they earn. 1.10.D

i. Students will examine decisions that people make about spending and saving money. 1.10.D.I