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# Table of Contents

Introduction .....	4.....
Purpose of this Document .....	4.....
Guiding Principles for the NYS1LS Resource .....	5.....
Students with Disabilities .....	6.....
Multilingual Learners .....	6.....
About First Graders .....	6.....
Key Terms and Concepts.....	7.....
The New York State First Grade Learning Standards .....	8.....
Organizational Structure .....	8.....
Domain 1: Approaches to Learning.....	10.....
Domain 2: Physical Development and Health .....	12....
Domain 3: Social and Emotional Learning .....	14.....
Domain 4: English Language Arts and Literacy.....	16....
Domain 5a: Cognition and Knowledge of the World: Mathematics .....	20
Domain 5b: Cognition and Knowledge of the World: Science.....	23
Domain 5c: Cognition and Knowledge of the World: Social Studies.....	25
Domain 5d: Cognition and Knowledge of the World: The Arts .....	27
Domain 5e: Cognition and Knowledge of the World: Technology, Computer Science, and Digital Literacy .....	30.....
Planning Curriculum and Instruction .....	32.....
References and Resources.....	40.....



## Guiding Principles for the NYS1LS Resource

The learning standards provided in this document serve as a resource for planning curriculum built upon knowledge and skill-building units of study.

All children are capable of learning, achieving, and making developmental progress. These standards are intended for all children regardless of economic, linguistic, and cultural differences or physical, learning, social-emotional and communication abilities. Children develop at different rates and each child is unique in their own development, growth, and acquisition of skills. Students should receive appropriate accommodations to ensure their maximum participation; their diversity should

## Students with Disabilities

It is essential that we have high expectations for what all students can learn. First grade students with disabilities must have opportunities to benefit from high quality instruction and to reach the first grade learning standards. Each student with a disability must have an IEP that is developed in consideration of State learning standards and includes annual goals aligned with and chosen to facilitate the student's attainment of the standards. Students with disabilities must also be provided appropriate special education and related services and supports (including accommodations, modifications, and scaffolding). The intensity of services and supports must be based on the individual strengths and needs of the students so that they can gain knowledge and skills as well as demonstrate what they have learned. In addition to supports and services, special education must include specially designed instruction, which means adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability. For more information about special education programs and services for students with disabilities, visit NYSED's Office of Special Education webpage (<http://www.p12.nysed.gov/specialed/>). Additional information can also be found in NYSED's Resource to Special Education Support Services (<http://www.p12.nysed.gov/earlylearning/documents/AResourceToSpecialEducationSupportServices.pdf> ).

## Multilingual Learners

A command of the English language is not a precondition to meeting every standard. As children progress in the grades and language acquisition, they can demonstrate mastery of many of the skills outlined in the standards in English, bilingually, or using their home language(s). Children can, for example, demonstrate understanding of word relationships and word meanings (1.ELAL.28.) in their home language. Rather than hinder progress towards the standards, the home language is an invaluable resource to advance learning. Intentional, strategic use of children's home languages in the first grade classroom can, for example, enhance student engagement, scaffold comprehension, support authentic assessment, and promote parental involvement <sup>2</sup>. "Research highlights many lifelong advantages associated with bilingualism. The ultimate purpose of the learning standards would be to develop children's potential, so they garner and sustain every possible advantage into adulthood. Promoting bilingualism and multilingualism as children develop proficiency in the English language is in keeping with that purpose." <sup>3</sup> For more information, see NYSED's English Language Learner/Multilingual Learner Educator Tools and Best Practices (<http://www.nysed.gov/bilingual-ed/>

Below is a list of key terms and concepts with definitions. These terms and general concepts are emphasized to ensure a common understanding among readers of the Resource.

Communicate, Communication, and Language	Throughout the standards and indicator statements, the terms communicate, communication, and language mean that children can use any language or means of expression, including home language(s), combination of home language(s) and English, sign language, or use of alternative methods.
Continuum and progression	The NYS1LS Resource should be understood as a set of learning progressions. The first grade learning standards described in this document represent reasonable expectations for the end of a full year of quality instruction. All children learn at different rates; therefore, children's learning is not uniform. Teachers might need to look at related standards below or above the first grade level to guide instructional approaches.
Emergent Reader, Early Reader	An emergent reader, including an emergent multilingual reader, is on the path to fluent literacy, before conventional reading and writing skills are developed. An emergent reader is one who begins to recognize letter sounds, familiar sight words, or symbolic representations of words. An early reader has moved beyond the emergent reader stage and is able to apply some reading strategies to interact with texts. An early reader begins to monitor their own reading and self-correct.
Domain	Domain refers to specific aspects of growth and change. When looking at child development, several domains or developmental areas are considered. These include approaches to learning; physical development and health; social and emotional learning; English language arts and literacy; and cognition and knowledge of the world.
Learning Standards	Learning standards are goals for New York State students. Learning standards should be considered the destination; learning ideally intended to be accomplished by the end of an instructional year.
Indicators	Indicators are observable and demonstrative and can be accomplished through play and active engagement. They are examples of how students might demonstrate they are moving towards or achieving the respective standard. The lists of indicators are not exhaustive; they are samples of observable behaviors children may exhibit. Some standards do not provide indicators while others have several. The indicators are not in a specific order, nor should they be used as a checklist. Not all children will demonstrate how they are moving toward the standard the same way.
Curriculum	Curriculum is the content, concepts, and skills students will learn. Curriculum addresses all domains of learning and all types of learners.
Instruction	Instruction includes the ways (approaches, strategies, environments, materials, interactions, scenarios) educators choose to teach the curriculum, based on the needs of their students.
Assessment	Assessment includes the processes used to learn more about student learning and progress. Assessment guides and informs teaching and allows students to reflect about their own learning.
Text	The word "text" encompasses far more than printed material. Text may also refer to speech, graphics, visual art, digital representations, video, and other visual and audio depictions of ideas, concepts, and experiences.

# Organizational Structure

## DOMAIN 1: Approaches to Learning (AL)

How children become involved in learning and acquiring knowledge.

## DOMAIN 2: Physical Development and Health (PDH)

Children's physical health and ability to engage in daily activities, both outdoors and inside.

## DOMAIN 3: Social and Emotional Learning (SEL)

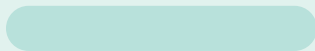
The emotional competence and ability to form positive relationships that give meaning to

## DOMAIN: COMMUNICATION, LANGUAGE, AND LITERACY PART B: ENGLISH LANGUAGE ARTS AND LITERACY (ELAL)

First graders are at varying stages of development as word readers, text comprehenders, and writers. Reading stages vary at this level from emergent readers to grade level and above. First graders should experience a balance of literature and informational texts in the context of instruction designed to create opportunities to engage with a variety of topics, texts, discussions, and writing that support authentic opportunities to engage with texts to bolster language development, word reading skills, and knowledge building. First graders should be exposed to and prompted to produce writing for a range of purposes (to entertain, to explain, to persuade).

Creating this learning environment can take a variety of formats, including shared readings, pretend readings, paired readings, learning activities, play that incorporates literacy and writing materials, talking, dictating stories and ideas, drawing and illustrating ideas, experimenting with written words, and other literacy activities. We refer to these instructional events as “reading or literacy experiences” because the focus is on using texts, printed and visual, to develop readers’ concepts of how meaning is conveyed through reading and writing while building their language and background knowledge within responsive units of study.

For more information on New York State’s Next Generation ELA Standards, including introductory text complexity statements, visit <http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards>.





# Domain 1: Approaches to Learning

## DOMAIN: APPROACHES TO LEARNING (AL)

Approaches to Learning contains key skill areas for 21st Century learners. Elementary students build and strengthen these skills when they are integrated throughout the daily curriculum, embedded within instructional practices, and activated during play, experiential, and cooperative learning. This domain area provides specific learning expectations that support the changing demands of the workforce from rote functions to an emphasis on working with new information and solving unstructured problems. The skills outlined by these learning standards are the result of the overall learning environment and culture, interactions, language, and instructional practices within classrooms. For example, teachers can support these skill areas by establishing a classroom environment that fosters risk-taking, imaginative thinking, oral language development, idea generation, collaboration, persistence, etc. Teachers can plan daily opportunities for spontaneous and intentional play, responsive activities, and projects that create opportunities for children to practice these skills independently and with peers while being supported by adults, within the content being taught. Multilingual Learners can demonstrate knowledge in English, their home language(s), or both for all content areas. For information on establishing a culturally-responsive classroom environment, reference the NYSED's Culturally Responsive-Sustaining Education Framework (<http://www.nysed.gov/common/nysed/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf>).

## PLAY AND ENGAGEMENT IN LEARNING

1.AL.1. Engages in cooperative, purposeful, and interactive play.

## The Practices

Throughout the New York State PK-12 Learning Standards, our practices represent the overarching approaches to learning expected of New York's students throughout their educational career and beyond. These include:

[Lifelong Practices of Readers and Writers](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf#page=8): <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf#page=8>

[Science and Engineering Practices](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nysscienceintro.pdf#page=4): <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nysscienceintro.pdf#page=4>

[Social Studies Practices](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-12-intro.pdf#page=10): <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-12-intro.pdf#page=10>

[Standards for Mathematical Practice](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-mathematics-p-12-standards.pdf#page=7): <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-mathematics-p-12-standards.pdf#page=7>

**CREATIVITY AND IMAGINATION**

1.AL.3. Approaches tasks and problems using materials/strategies in uncommon and creative ways to create, try, or do something new

1.AL.3. Indicators:

- a. Uses materials/props in novel ways to represent ideas, characters, and objects
- b. Begins to bring ideas/concepts together from other areas of learning to further understanding
- c. Communicates their own ideas

**CURIOSITY AND INITIATIVE**

1.AL.4. Explores and asks questions for information about a growing range of topics, ideas, and tasks

1.AL.4. Indicators:

- a. Demonstrates interest in exploring new materials and learning from the environment and new experiences
- b. Asks questions to learn from others or understand something (e.g. show me how you did that)

**PERSISTENCE**

1.AL.5. Demonstrates persistence

1.AL.5. Indicators:

- a. Resists distraction and maintains attention to a task or activity (e.g., teacher instruction, activities) with minimal redirection
- b. Continues with or returns to activities despite distractions or interruptions
- c. Persists despite frustration or disappointment; shows pride in accomplishments

1.AL.6. Demonstrates organizational skills

1.AL.6. Indicators:

- a. Organizes materials appropriately (e.g., puts things away when finished, organizes materials by category)
- b. Carries out organized routines (e.g., gathers and returns math manipulatives)
- c. Describes and implements multiple steps to be followed for an activity or project

# Domain 2: Physical Development and Health

## DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH (PDH)

Many teachers are concerned about ensuring adequate physical development and health opportunities without sacrificing cognitive and academic learning time. The good news is that research has shown strong links between healthy eating, physical activity, and improved academic achievement. Multiple opportunities are to be built into the daily curriculum and routines to foster physical development and health. In addition to a daily schedule that provides ample time for planned physical activities and outings, teachers can integrate physical development and health with other domains of learning. For example, they can incorporate opportunities for large and small muscle movement through games, music, dance, and art; promote healthy habits in authentic ways through learning centers and play; and build a sense of well-being through routines, integrated curriculum design, and instructional strategies.

New York State was in the process of finalizing K-12 standards in this area at the time of publication of this resource. The standards below are based on the most recent version (as of September 2019). To view the most recent NYS Learning Standards for Physical Education, visit <http://www.nysed.gov/curriculum-instruction/physical-education/>.

### PHYSICAL DEVELOPMENT

1.PDH.1. [NY.S1.1-4] Demonstrates competency in a variety of motor skills and movement patterns through sport skills, games, dance, movement, rhythmic activities, and lifetime activities

#### 1.PDH.1. Indicators:

- a. Demonstrates emerging forms of locomotor, non-locomotor, and manipulative skills
- b. Demonstrates emerging forms of locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities

1.PDH.2. [NY.S2.1-2] Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance of activities

**PHYSICAL HEALTH AND WELL-BEING**

1.PDH.4. [NY.S5.1-3] Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression

1.PDH.4. Indicators:

- a. Recognizes how physical activity contributes to overall wellness
- b. Recognizes and attempts challenging skills
- c. Describes positive feelings and personal reasons for enjoying and participating in physical activities (e.g., Running makes me feel happy.)

**PHYSICAL SAFETY**

1.PDH.5. [NY.S4.1-3] Exhibits responsible personal and social behavior that respects self and others through self-awareness and management, social awareness and relationship skills, and responsible decision-making

1.PDH.5. Indicators:

- a. Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings
- b. Recognizes and follows directions in physical activity settings (e.g., taking turns, sharing)
- c. Recognizes and follows directions in physical activity settings (e.g., safe behaviors, following rules)

**RESOURCE MANAGEMENT**

1.PDH.6. [NY.S6.1-2] Recognizes career opportunities and manages personal and community resources to achieve and maintain overall wellness

1.PDH.6. Indicator:

- a. Identifies personal resources that support participation in physical activity



# Domain 3: Social and Emotional Learning

## DOMAIN: SOCIAL AND EMOTIONAL LEARNING (SEL)

All children learn within social contexts and relationships. Learning through social context and relationships is especially important for young children, making the social and emotional domain a key lever to support children's learning across all domains. Extensive research indicates a strong connection between social emotional competencies and greater well-being and better school performance. It also supports the brain's ability to hold onto and work with information, concentrate, filter distractions, and adapt. This domain area has become increasingly important across all age and grade spans, not only to support academic achievement, but also for overall wellbeing through adulthood. Like all areas of learning and development, children's social and emotional development varies greatly just by nature of the child's maturity and experience and should be viewed as benchmarks. The instructional goal is for children to have ample opportunities to develop and practice social emotional skills, observe and experience positive behavior models, and establish and reinforce positive relationships with caring adults and peers.

NYSED developed student learning benchmarks to support social and emotional development for K-12. The K-12 benchmarks are organized by grade bands. The benchmarks are banded across grades Kindergarten-Grade 3.

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1.SEL.6. Uses communication and social skills to interact effectively with others [2C.]

1.SEL.6. Indicators:

- a. Identifies ways to work and play well with others [2C.1a.]
- b. Demonstrates adaptability and appropriate social behavior at school [2C.1b.]

1.SEL.7. [2D.] Demonstrates the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways

1.SEL.7. Indicators:

- a. Identifies problems and conflicts commonly experienced by peers [2D.1A.]
- b. Identifies approaches to resolving conflicts constructively [2D.1b.]

1.SEL.8. [3A.] Considers ethical, safety, and societal factors in making decisions

1.SEL.8. Indicators:

- a. Explains why acts that hurt others are wrong [3A.1a.]
- b. Identifies social norms and safety considerations that guide behavior [3A.1b.]

### DECISION-MAKING SKILLS

1.SEL.9. [3B.] Applies decision-making skills to deal responsibly with daily academic and social situations

1.SEL.9. Indicators:

- a. Identifies a range of decisions that students make at school and at home [3B.1a.]
- b. Makes positive choices when interacting with classmates [3B.1b.]

1.SEL.10. [3C.] Contributes to the well-being of one's school and community

1.SEL.10. Indicators:

- a. Identifies and performs roles that contribute to one's classroom [3C.1a.]
- b. Identifies and performs roles that contribute to one's family [3C.1a.]

### ADAPTABILITY

1.SEL.11. Adapts to change

1.SEL.11. Indicators:

- a. Adjusts behavior for different settings and/or events
- b. Uses strategies to cope with change

# Domain 4: English Language Arts and Literacy

## DOMAIN: English Language Arts and Literacy

First graders are at varying stages of development as word readers, text comprehenders, and writers. Reading stages vary at this level from emergent readers to grade level and above. First graders should experience a balance of literature and informational texts in the context of instruction designed to create opportunities to engage with a variety of topics, texts, discussions, and writing that support authentic opportunities to engage with texts to bolster language development, word reading skills, and knowledge building. First graders should be exposed to and prompted to produce writing for a range of purposes (to entertain, to explain, to persuade).

Creating this learning environment can take a variety of formats, including shared readings, pretend readings, paired readings, learning activities, play that incorporates literacy and writing materials, talking, dictating stories and ideas, drawing and illustrating ideas, experimenting with written words, and other literacy activities. We refer to these instructional events as “reading or literacy experiences” because the focus is on using texts, printed and visual, to develop readers’ concepts of how meaning is conveyed through reading and writing while building their language and background knowledge within responsive units of study.

For more information on New York State’s Next Generation ELA Standards, including introductory text complexity statements, visit <http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards>.

To further support the implementation of the ELA Standards, additional guidance is provided through a series of topic briefs produced for NYSED by Nonie K. Lesaux, PhD and Emily Phillips Galloway, EdD (<http://www.nysed.gov/bilingual-ed/linguistically-diverse-learners-and-nys-next-generation-p-12-learning-standards>).

## Phonics and Word Recognition

1.ELAL.3. [1RF3] Knows and applies phonics and word analysis skills in decoding words

1.ELAL.3. Indicators:

- a. Knows the letter-sound correspondences for common blends and consonant digraphs (e.g., sh, ch, th) [1RF3a]
- b. Decodes long vowel sounds in regularly spelled one-syllable words (e.g., nal- e conventions and common vowel teams) [1RF3b]
- c. Decodes regularly spelled one-syllable words [1RF3c]
- d. Determines the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound [1RF3d]
- e. Decodes two-syllable words following patterns by breaking the words into syllables [1RF3e]
- f. Recognizes and identifies root words and simple suffixes (e.g., run, runs; walk, walked) [1RF3f]
- g. Reads most common high-frequency words by sight [1RF3g]

Note: Multilingual Learners can demonstrate this standard when they recognize that letters have similar and different sounds in English and their home language(s).

## Fluency

1.ELAL.4. [1RF4] Reads beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension

1.ELAL.4. Indicators:

- a. Reads beginning reader texts, appropriate to the individual student ability, orally with accuracy, appropriate rate, and expression on successive readings [1RF4a]
- b. Uses context to confirm or self-correct word recognition and understanding, rereading as necessary [1RF4b]

Note: The word “text” encompasses far more than printed material. Text may also refer to speech, graphics, visual art, digital representations, video, and other visual and audio depictions of ideas, concepts, and experiences.

## READING LITERARY AND INFORMATIONAL TEXTS

## Key Ideas and Details

1.ELAL.5. [1R1] Develops and answers questions about key ideas and details in a text

1.ELAL.6. [1R2] Identifies a main topic or central idea in a text and retells important details

Note: Non-verbal students can retell using sign language or a storyboard or by alternative methods. Multilingual learners can also use a storyboard or retell in English, their home language(s), or both.

ELAL.7. [1R3] Describes characters, settings, and major events in a story, or pieces of information in a text

## Craft and Structure

1.ELAL.8. [1R4] Identifies specific words that express feelings and senses

1.ELAL.9. [1R5] Identifies a variety of genres and explains major differences between literary and informational texts



Note: The following are examples of literature and informational text types.

**LITERATURE:** picture books, stories, drama, poetry, fiction, fairytales, nursery rhymes, folk tales, tall tales, and other literary texts

**INFORMATIONAL TEXTS:** picture books, non fiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources

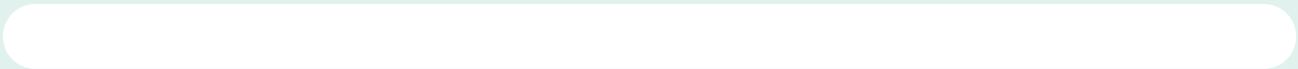
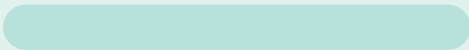
1.ELAL.10. [1R6] Describes how illustrations and details support the point of view or purpose of the text

#### Integration of Knowledge and Ideas

1.ELAL.11. [1R7] Uses illustrations and details in literary and informational texts to discuss story elements and/or topics

1.ELAL.12. [1R8] Identifies specific information an author or illustrator gives that supports ideas in a text

1.ELAL.13. [1R9] Makes connections between self and text (texts and other people/worldt3ydt3ydt3ydt3ydtR.11.



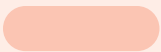
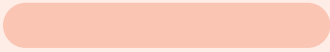






1.MATH.14. [NY-1.NBT.5] Given a two-digit number, mentally finds 10 more or 10 less than the number, without having to count; explains the reasoning used

1.MATH.15. [NY-1.NBT.6] Subtracts multiples of 10 from multiples of 10 in the range of 10-90 using concrete models



# Domain 5B:



**STRUCTURE, FUNCTION, AND INFORMATION PROCESSING**

1.SCI.5. [1-LS1-1.] Uses 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

Note: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.

1.SCI.6. [1-LS1-2.] Reads texts and uses media to determine patterns in behavior of parents and offspring that help offspring survive

Note: Examples of patterns or behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).

1.SCI.7. [1-LS3-1.] Makes observations to construct an evidence-based account that some young plants and animals are similar to, but not exactly like, their parents

Note: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same. Assessment does not include inheritance of animals that undergo metamorphosis or hybrids.

**SPACE SYSTEMS: PATTERNS AND CYCLES**

1.SCI.8. [1-ESS1-1.] Uses observations of the Sun, Moon, and stars to describe patterns that can be predicted

Note: Patterns could include that the Sun and Moon appear to rise along the eastern horizon, move in a predictable pathway across the sky, and set along the western horizon; and stars other than our Sun are visible at night depending on weather and other conditions such as light pollution but not visible during the day. Assessment of star patterns is limited to stars being seen at night and not during the day.

1.SCI.9. [1-ESS1-2.] Makes observations at different times of the year to relate the amount of daylight to the time of year

Note: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall. Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.

**ENGINEERING DESIGN**

\*Engineering Design standards are organized in grade bands. The student is expected to know and be able to use these skills by the end of 2nd grade.

\*1.SCI.10. [K-2-ETS1-1.] Asks questions, makes observations, and gathers information about a situation people want to change in order to define a simple problem that can be solved through the development of a new or improved object or tool

\*1.SCI.11. [K-2-ETS1-2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem

\*1.SCI.12. [K-2-ETS1-3.] Analyzes data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs

# Domain 5C: Cognition and Knowledge of the World: Social Studies

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD  
SOCIAL STUDIES (SOC)

Social Studies in first grade focuses on children's natural interest in learning about themselves, other people, and their role in the larger world. First graders are learning about "My Family and Other Families, Now and Long Ago." First graders explore families and develop an awareness of cultural



1.SOC.4. [1.4] Communicates rules and laws are developed to protect people's rights and for the safety and welfare of the community

1.SOC.4. Indicators:

- a. Discusses the difference between rules and laws [1.4a]
- b. Determines why school rules were developed and identifies consequences [1.4a]

1.SOC.5. [1.4] Understands governments are created in an attempt to establish order

1.SOC.5. Indicators:

- a. Begins to understand that there are local, state, and national levels of government [1.4b]
- b. Identifies some actions that the government takes [1.4b]

### GEOGRAPHY, HUMANS, AND THE ENVIRONMENT

1.SOC.6. [1.5] Begins to understand the location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary

1.SOC.6. Indicators:

- a. Uses cardinal directions within the classroom to describe the locations of objects (e.g., desks, bookcases) [1.5a]
- b. Creates a map of the classroom by using symbols to represent objects [1.5a]
- c. Uses maps to locate important places [1.5b]
- d. Uses legends to interpret symbols on maps [1.5c]

1.SOC.7. [1.6] Begins to understand that people and communities depend on and modify their physical environment in order to meet basic needs

1.SOC.7. Indicators:

- a. Identifies natural resources required to meet basic needs [1.6a]
- b. Identifies how the physical environment of their community has been modified to meet needs and wants (e.g., roads, dams, bridges, farms, parks, dwellings) [1.6b]
- c. Identifies positive and negative effects that human interaction can have on the physical environment [1.6c]

### TIME, CONTINUITY, AND CHANGE

Rules and Safety

\*Teachers should use their professional judgement and demonstrate sensitivity regarding the varied family structures of their students and availability of information.

1.SOC.8. [1.7] Recognizes families have a past and change over time

1.SOC.8. Indicators:

- a. Creates and shares a personal timeline of their life, school year, and family events with the help of family members [1.7a]
- b. Examines families of the past and compares them with their family [1.7b]

1.SOC.9. [1.8, 1.8a] Develops an awareness that historical sources (including artifacts, letters, maps, photographs, newspapers, etc.) reveal information about how life in the past differs from the present

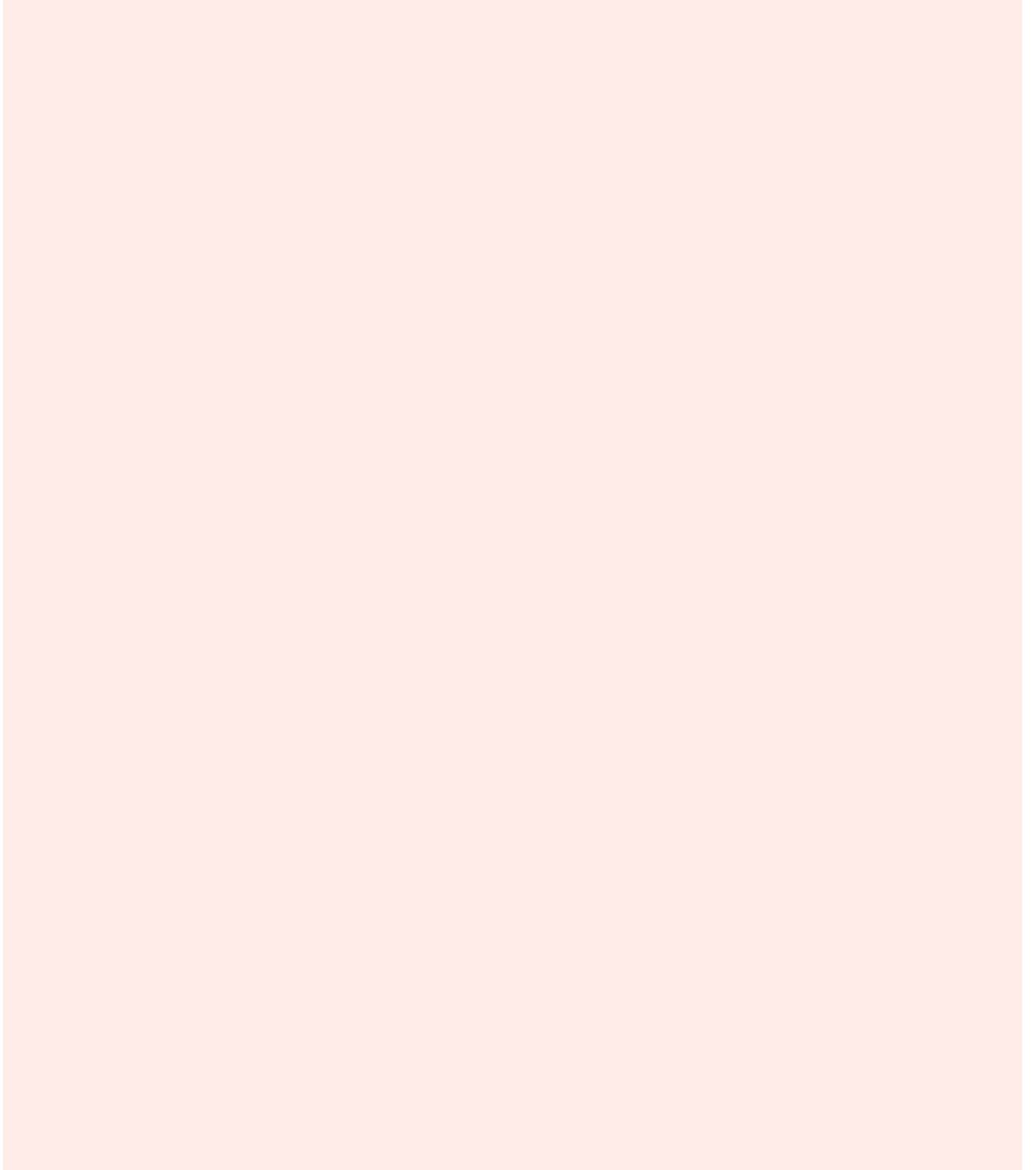
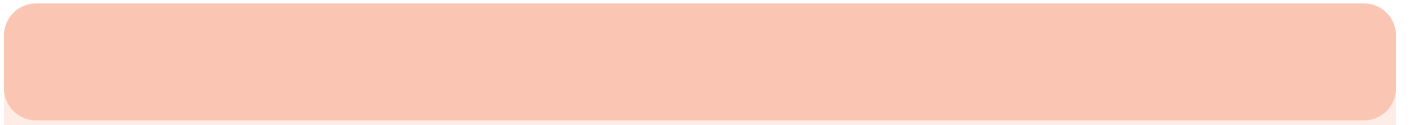
1.SOC.9. Indicators:

- a. Interviews family members to learn about their family histories [1.8b]
- b. Describes the main characters and qualities after listening to biographies and legends [1.8b]

### ECONOMIC SYSTEMS

1.SOC.10. [1.9] Understands people may have unlimited wants and needs, but limited resources

1.SOC.11. [1.10] Recognizes that people make choices about the purchase of goods and services









1.TECH.4. Applies the knowledge and thinking skills of technology to address real-life problems and make informed decisions

1.TECH.4. Indicator:

- a. Recognizes technology problems and issues that affect their home, school, or community and suggests possible solutions



# Planning Curriculum and Instruction

## Interdisciplinary Unit of Study – Planning Template

The planning template that follows illustrates one way to plan an interdisciplinary unit of study that aligns with the first grade learning standards. The template leaves room to build on student interest, and can be tailored to meet individual needs. While including traditional components of integrated unit planning, this template also includes space for intentional planning of family and community involvement, outdoor and gross motor activities, as well as connections with special area teachers. This is meant to be a resource for the field, to use if it is helpful, in planning meaningful curricula to best support first graders' learning and development.

# Unit Overview

## Unit Topic

Names the topic on which the unit of study focuses.

## Essential Question

An essential question is an authentic, child-friendly question that connects the knowledge and skills that children should develop throughout the unit. Essential questions are 'big' questions for which there is no single answer.

## Focus Questions

Focus questions represent the major inquiries of the unit. They build over time and require children to make connections across content areas.

## Student Outcomes

Student outcomes are the learning targets for children. What are children able to do as a result of instruction?

## Academic Vocabulary



# Learning Standards

Domain 1: Approaches to Learning

Domain 2: Physical Development and Health

Domain 3: Social and Emotional Learning

Domain 4: English Language Arts and Literacy

Reading



Week 3	Week 4	
		510 -119.547 510 -112. Focus Question(s)
		Foundational Texts for Read Aloud(s)
		Large Group Instruction  Small Group Instruction  Supporting Texts

Connections with Special Area Teachers:

Planning for Learning Centers

	Week 1	Week 2
Blocks Learning Center		
Math and Manipulatives Learning Center		
Dramatic Play Learning Center		
Creative Arts Learning Center		
Literacy and Writing Learning Center		
Science and Nature Learning Center		

Planning for Learning Centers

Week 3

Week 4

Blocks Learning Center

Math and Manipulatives Learning Center

Dramatic Play Learning Center

Creative Arts Learning Center

Literacy and Writing Learning Center

Science and Nature Learning Center

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