

Florida Standards

Social Studies

with revised Civics & Holocaust Ed (AD2021/IMPL 2023)

Grade: 1

Adopted 2014

Strand	FL.SS.1.A.	American History
Standard	SS.1.A.1.	Historical Inquiry and Analysis
Benchmark	SS.1.A.1.1.	Develop an understanding of a primary source. <u>NYSTROM YOUNG CITIZENS LSRs</u> Grade 1 Leveled Student Reader: Brave Explorers Grade 1 Leveled Student Reader: Ruby Bridges Grade 1 Leveled Student Reader: Cesar Chavez Grade 1 Leveled Student Reader: What are weather and Climate? Grade 1 Leveled Student Reader: Suburban America Grade 1 Leveled Student Reader: Exploring India Grade 1 Leveled Student Reader: Frontier America <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 1: Lesson 4: D: Primary Sources 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 <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Grade 1 Group Activity Card: Chapter 1: Lesson 4: Section D: Primary Sources <u>NYSTROM YOUNG CITIZENS Student Book</u> Chapter 1: D: Primary Sources pages. 40-41 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 1 Handout: 4e Towns Past and Present - Chapter 4: Lesson 2: Closure, p. 73
Benchmark	SS.1.A.1.2.	Understand how to use the media center/other sources to find answers to questions about a historical topic. <u>NYSTROM YOUNG CITIZENS 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 Grade 1 Teacher's Guide: Chapter 3 Project, pp.162-164

		Grade 1 Teacher's Guide: Chapter 7: Introductory Activity: Modifications and Differentiation, p. 330 Grade 1 Teacher's Guide: Chapter 7: Lesson 3: Modifications and Differentiation, p. 357 Grade 1 Teacher's Guide: Chapter 7: Lesson Closure, p. 358 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 1 Handout: 4e Towns Past and Present - Chapter 4: Lesson 2: Closure, p. 73 Grade 1 Handout 7h Cultures in North and South America- Chapter 7: Lesson 3: Closure, p. 136
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Strand	FL.SS.1.A.	American History
Standard	SS.1.A.2.	Historical Knowledge
Benchmark	SS.1.A.2.1.	Understand history tells the story of people and events of other times and places. <u>NYSTROM YOUNG CITIZENS 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 <u>NYSTROM YOUNG CITIZENS 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 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 1 Handout: 6g People of the United States - Chapter 6: Lesson 3: Closure, p. 111 <u>NYSTROM YOUNG CITIZENS 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! <u>NYSTROM YOUNG CITIZENS 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

Benchmark	SS.1.A.2.2.	Compare life now with life in the past. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 1 Review , p.55-56 Grade 1 Teacher's Guide: Chapter 1: Lesson 4 Closure, p.54 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 2: Lesson 4:D: What were schools like in the past?, p. 106-107 Grade 1 Teacher's Guide: Chapter 3: Lesson 4: A: What changes do people make to their land?, p. 154-156
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		Grade 1 Teacher's Guide: Chapter5: lesson 4:C- What was our state like long ago? pp. 250-251 Grade 1 Teacher's Guide: Chapter 5: Lesson Closure: Our State's History, p. 253 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 1 Student Book: Chapter 1: Lesson 4: C. What was life like for your family in the past?, p.38-39 Grade 1 Student Book: Chapter 2: Lesson 4:D: What Were Schools Like in the Past?, pp. 70-71 Grade 1 Student Book: Chapter 3: Lesson 4: A: What changes do people make to their land? Pgs. 96-97 Grade 1 Student Book: Chapter 5:Lesson 4:C: What was my state like long ago? pp. 158-159 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 1 Handout: 1i Families in the Past - Chapter 1: Lesson 4: Closure, p. 16 Grade 1 Handout 2i: What Were Schools Like in the Past? Chapter 2: Lesson 4 Grade 1 Handout 2j:Making Choices in School Chapter 2 Lesson 4 Closure, p. 38 Grade 1 Handout 5h: What was my state like long ago? Chapter 5: Lesson 4:C, p. 93 Grade 1 Handout 5i: Lesson Closure: Our State's History <u>NYSTROM YOUNG CITIZENS LSRs</u> Ruby Bridges: How Did She Change American Schools?
Benchmark	SS.1.A.2.3.	Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage. <u>NYSTROM YOUNG CITIZENS 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: 1h: Compare Past and Present: Chapter 1: Lesson 4:C, p. 15 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 Grade 1 Handout: 7i Culture in Asia - Chapter 7: Lesson 4: Section C, p. 137 <u>NYSTROM YOUNG CITIZENS 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 Grade 1 Student Book: Chapter 7: Lesson 4: C. What traditions do people have in Asia?, p.220-221 <u>NYSTROM YOUNG CITIZENS 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 <u>NYSTROM YOUNG CITIZENS LSRs</u>

		Grade 1 Leveled Student Reader: Exploring India <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> 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 the New Year!
Benchmark	SS.1.A.2.4.	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> 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 6 Review , p.314-315 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 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 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 1 Student Book: Chapter 6: Lesson 1: B. Who runs the national government?, p.166-167 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 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 1 Handout: 6g People of the United States - Chapter 6: Lesson 3: Closure, p. 111 <u>NYSTROM YOUNG CITIZENS 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! <u>NYSTROM YOUNG CITIZENS 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
Benchmark	SS.1.A.2.5.	Distinguish between historical fact and fiction using various materials. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 2 Project , p.110-112

		Grade 1 Teacher's Guide: Chapter 3: Lesson 3:D p. 151-152 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: Lesson 4:B What do symbols of our country mean? p. 307-308 Grade 1 Teacher's Guide: Chapter 6 Project , p.316-318 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 1 Handout: 4e Towns Past and Present - Chapter 4: Lesson 2: Closure, p. 73 Grade 1 Handout: 6g People of the United States: Chapter 6: Lesson 3: Closure, p.111 <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Grade 1 Group Activity Card: Chapter 4: Lesson 2: Section D: Johnny Appleseed
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Strand	FL.SS.1.A.	American History
Standard	SS.1.A.3.	Chronological Thinking
Benchmark	SS.1.A.3.1.	Use terms related to time to sequentially order events that have occurred in school, home, or community. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 1 Project , p.57-59 Grade 1 Teacher's Guide: Chapter 1: Lesson 4 Closure, p.54 Grade 1 Teacher's Guide: Chapter 1: Lesson 4: B. Time Lines, p.47-49 Grade 1 Teacher's Guide: Chapter 3 Review, p.161 Grade 1 Teacher's Guide: Chapter 3: Introductory Activity, p.123 Grade 1 Teacher's Guide: Chapter 3: Lesson 4 Closure, p.160 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: Lesson 2: B. Why did people move to Maplewood in the past?, p.185-186 Grade 1 Teacher's Guide: Chapter 5: Lesson 4: C. What was our state like long ago?, p.250-251 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 1 Student Book: Chapter 1: Lesson 4: B. Time Lines, p.36-37 Grade 1 Student Book: Chapter 3: Lesson 4: B. How do neighborhoods change?, p.99 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 1 Handout: - Chapter 1 Review, p. 17-24 Grade 1 Handout: - Chapter 4 Review, p. 78-83 Grade 1 Handout: 2a What Do We Do during a School Day? : - Chapter 2: Lesson 1: Section B, p. 27 Grade 1 Handout: 2b Our School - Chapter 2: Lesson 1: Closure, p. 28 Grade 1 Handout: 4e Towns Past and Present - Chapter 4: Lesson 2: Closure, p. 73 Grade 1 Handout: 5h What Was Our State like Long Ago? : - Chapter 5: Lesson 4: Section C, p. 93 Grade 1 Handout: 5i Our State's History - Chapter 5: Lesson 4: Closure, p. 94

Benchmark	SS.1.A.3.2.	Create a timeline based on the student's life or school events, using primary sources. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 1 Project , p.57-59 Grade 1 Teacher's Guide: Chapter 1: Lesson 4 Closure, p.54 Grade 1 Teacher's Guide: Chapter 1: Lesson 4: B. Time Lines, p.47-49 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 1 Student Book: Chapter 1: Lesson 4: B. Time Lines, p.36-37
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		NYSTROM YOUNG CITIZENS Activity Sheets Grade 1 Handout: - Chapter 1 Review, p. 17-24 Grade 1 Handout: - Chapter 4 Review, p. 78-83 Grade 1 Handout: 2a What Do We Do during a School Day? : - Chapter 2: Lesson 1: Section B, p. 27 Grade 1 Handout: 2b Our School - Chapter 2: Lesson 1: Closure, p. 28
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Strand	FL.SS.1.G.	Geography
Standard	SS.1.G.1.	The World in Spatial Terms
Benchmark	SS.1.G.1.1.	Use physical and political/cultural maps to locate places in Florida. NYSTROM YOUNG CITIZENS Teacher's Guide Grade 1 Teacher's Guide: Chapter 6: Lesson 2 Closure, p.294 Grade 1 Teacher's Guide: Chapter 6: Lesson 2: B. What are different parts of the United States like?, p.289-291 NYSTROM YOUNG CITIZENS Student Book 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 NYSTROM YOUNG CITIZENS Activity Sheets Grade 1 Handout: - Chapter 6 Review, p. 117-125 Grade 1 Handout: 6d What Are the Different Regions of the United States?: - Chapter 6: Lesson 2: Section B, p. 108

Benchmark	SS.1.G.1.2.	Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes . NYSTROM YOUNG CITIZENS Teacher's Guide 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 NYSTROM YOUNG CITIZENS Student Book 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
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		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 <u>NYSTROM YOUNG CITIZENS 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 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
Benchmark	SS.1.G.1.3.	Construct a basic map using key elements including cardinal directions and map symbols. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 3 Project , p.162-164 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 1 Handout: 4d Why Did People Move to Maplewood? - Chapter 4: Lesson 2: Section B, p. 71-72 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
Benchmark	SS.1.G.1.4.	Identify a variety of physical features using a map and globe. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> 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 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: 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: B. What are different parts of the United States like?, p.289-291 Grade 1 Teacher's Guide: Chapter 7: Lesson 4 Closure, p.369 Grade 1 Teacher's Guide: Chapter 7: Lesson 4: C. What traditions do people have in Asia?, p.364-366 <u>NYSTROM YOUNG CITIZENS Student Book</u> 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 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 1 Handout: - Chapter 5 Review, p. 95-102 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: 5b Places in a State - Chapter 5: Lesson 1: Closure, p. 87 Grade 1 Handout: 7i Culture in Asia - Chapter 7: Lesson 4: Section C, p. 137
Benchmark	SS.1.G.1.5.	Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u>

		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 Review, p.254 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 5: Lesson 2: A. What do state governments provide?, p.231-233 Grade 1 Teacher's Guide: Chapter 6: Lesson 2 Closure, p.294 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 7: Lesson 1: A. Where are we in the world?, p.331-333 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 1 Student Book: Chapter 5: Lesson 1: A. What is a state?, p.134 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 7: Lesson 1: A. Where are we in the world?, p.194-195 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 1 Handout: - Chapter 1 Review, p. 17-24 Grade 1 Handout: - Chapter 6 Review, p. 117-125 Grade 1 Handout: 6d What Are the Different Regions of the United States?: - Chapter 6: Lesson 2: Section B, p. 108
Benchmark	SS.1.G.1.6.	Describe how location, weather, and physical environment affect the way people live in our community. <u>NYSTROM YOUNG CITIZENS 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: A. What are different towns like?, p.192-194 Grade 1 Teacher's Guide: Chapter 6: Lesson 3: D. Making Connections, p.302-303 <u>NYSTROM YOUNG CITIZENS 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: 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 <u>NYSTROM YOUNG CITIZENS 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
Strand	FL.SS.1.E.	Economics
Standard	SS.1.E.1.	Beginning Economics
Benchmark	SS.1.E.1.1.	Recognize that money is a method of exchanging goods and services. <u>NYSTROM YOUNG CITIZENS 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 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 1 Student Book: Chapter 4: Lesson 2: C. How does a town get goods and services?, p.115-117 <u>NYSTROM YOUNG CITIZENS 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
Benchmark	SS.1.E.1.2.	Define opportunity costs as giving up one thing for another. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> 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 3: Lesson 3: C. Why do we choose what we choose?, p.149-150 <u>NYSTROM YOUNG CITIZENS Student Book</u> 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 3: C. Why do we choose what we choose?, p.92
Benchmark	SS.1.E.1.3.	Distinguish between examples of goods and services. <u>NYSTROM YOUNG CITIZENS 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: 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 <u>NYSTROM YOUNG CITIZENS 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 <u>NYSTROM YOUNG CITIZENS 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
Benchmark	SS.1.E.1.4.	Distinguish people as buyers, sellers, and producers of goods and services. <u>NYSTROM YOUNG CITIZENS 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 <u>NYSTROM YOUNG CITIZENS 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 <u>NYSTROM YOUNG CITIZENS 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
Benchmark	SS.1.E.1.5.	Recognize the importance of saving money for future purchases. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 3 Review, p.161 Grade 1 Teacher's Guide: Chapter 3: Lesson 3: C. Why do we choose what we choose?, p.149-150 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 1 Student Book: Chapter 3: Lesson 3: C. Why do we choose what we choose?, p.92
Benchmark	SS.1.E.1.6.	Identify that people need to make choices because of scarce resources. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> 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: Lesson 4: B. What happens when we make a choice?, p.102-103 Grade 1 Teacher's Guide: Chapter 2: Lesson 4: Lesson 4 Closure, p.108 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 7: Lesson 2: D. Why do different places trade with each other?, p.347-349 <u>NYSTROM YOUNG CITIZENS Student Book</u> 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 3: C. Why do we choose what we choose?, p.92 Grade 1 Student Book: Chapter 7: Lesson 2: D. Why do different places trade with each other?, p.208

Grade: 1 - Adopted: 2021

Strand		Civics and Government
Standard	SS.1.CG.1.	Foundations of Government, Law and the American Political System

Benchmark	SS.1.CG.1.1.	Explain the purpose of rules and laws in the home, school and community.
Sub-Benchmark		Students will explain the role that rules and laws play in their daily life. <u>NYSTROM YOUNG CITIZENS 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: 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 <u>NYSTROM YOUNG CITIZENS 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 <u>NYSTROM YOUNG CITIZENS 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
Sub-Benchmark		Students will explain the difference between rules and laws. <u>NYSTROM YOUNG CITIZENS 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: 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 <u>NYSTROM YOUNG CITIZENS 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 <u>NYSTROM YOUNG CITIZENS 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
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Strand		Civics and Government
Standard	SS.1.CG.1.	Foundations of Government, Law and the American Political System
Benchmark	SS.1.CG.1.2.	Describe how the absence of rules and laws impacts individuals and the community.
Sub-Benchmark		Students will provide examples of rules and laws in their lives and in the community. <u>NYSTROM YOUNG CITIZENS 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: 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 <u>NYSTROM YOUNG CITIZENS 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 <u>NYSTROM YOUNG CITIZENS 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
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Sub-Benchmark		Students will recognize that disorder, injustice and harm to people can occur when there is an absence of rules and laws. <u>NYSTROM YOUNG CITIZENS 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: 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 <u>NYSTROM YOUNG CITIZENS 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 <u>NYSTROM YOUNG CITIZENS 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
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Strand		Civics and Government
Standard	SS.1.CG.2.	Civic and Political Participation
Benchmark	SS.1.CG.2.1.	Explain the rights and responsibilities students have in the school community.
Sub-Benchmark		Students will identify the rights (e.g., treated with respect, physically safe learning environment) and responsibilities (e.g., come to school on time, do not damage school property) students have as members of their school community. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 2 Project , p.110-112

		Grade 1 Teacher's Guide: Chapter 2: Lesson 3:A School Rules, pp. 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, pp. 95-97 Grade 1 Teacher's Guide: Chapter 2: Lesson Closure, p. 98 <u>NYSTROM YOUNG CITIZENS 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:A School Rules, pp. 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, pp.62-63 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 1 Activity Sheet 2f: Avoiding Fights, p. 32 Grade 1 Activity Sheet 2g: School Rules, p. 34
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Sub-Benchmark		Students will define rights as freedoms protected by laws and, in the school community, freedoms protected by rules. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> 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 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 1 Student Book: Chapter 6: Lesson 1: A. What does everyone have in common?, p.165
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Sub-Benchmark		Students will define responsibilities as things citizens should do to benefit the community. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 2 Project , p.110-112 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 <u>NYSTROM YOUNG CITIZENS Student Book</u> 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 Grade 1 Student Book: Chapter 6: Lesson 1: A. What does everyone have in common?, p.165 <u>NYSTROM YOUNG CITIZENS 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 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
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Strand		Civics and Government
Standard	SS.1.CG.2.	Civic and Political Participation
Benchmark	SS.1.CG.2.2.	Describe the characteristics of citizenship in the school community.

Sub-Benchmark		Students will identify characteristics of responsible citizenship (e.g., respect others' property, treat people with dignity, care for environment, treat animals with kindness). <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 1 Review , p.55-56 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 2 Closure, p.35 Grade 1 Teacher's Guide: Chapter 1: Lesson 2: B. Where do rules come from?, p.31-33 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: Lesson 2: A. Who makes our school better?, p.81-83 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 3: Lesson 3 Closure, p.98 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 <u>NYSTROM YOUNG CITIZENS 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 2: Lesson 2: B. Listening and Speaking in School, p.53-55 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 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 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 1 Handout: - Chapter 1 Review, p. 17-24 Grade 1 Handout: - Chapter 4 Review, p. 78-83 Grade 1 Handout: 2f Avoiding Fights - Chapter 2: Lesson 3: Section C, p. 32-33 Grade 1 Handout: 2g School Rules - Chapter 2: Lesson 3: Closure, p. 34 Grade 1 Handout: 4h Helping Our Town - Chapter 4: Lesson 4: Closure, p. 77 Grade 1 Handout: 5d Hard Time or Rest - Chapter 5: Lesson 2: Section C, p. 89
Sub-Benchmark		Students will identify characteristics of irresponsible citizenship (e.g., damaging school property, bullying). <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 4: Lesson 1: B. What are the rules of a town?, p.178-179
Strand		Civics and Government
Standard	SS.1.CG.2.	Civic and Political Participation
Benchmark	SS.1.CG.2.3.	Recognize ways citizens can demonstrate patriotism.
Sub-Benchmark		Students will discuss appropriate ways to show respect during the Pledge of Allegiance and National Anthem (e.g., stand at attention, face the flag, pause conversations).

	<u>NYSTROM YOUNG CITIZENS 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 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 1 Patriots' Handbook, p.238-247 Grade 1 Student Book: Chapter 6: Lesson 4: C. What are some patriotic songs?, p.188 <u>NYSTROM YOUNG CITIZENS 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
Sub-Benchmark	Students will discuss how to show respect for the American flag (e.g., how to properly display and dispose of the American flag). <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> 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 <u>NYSTROM YOUNG CITIZENS 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 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 1 Handout: 6h The Pledge of Allegiance - Chapter 6: Lesson 4: Section A, p. 112
Sub-Benchmark	Students will discuss how to demonstrate patriotism during patriotic holidays and observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day). <u>NYSTROM YOUNG CITIZENS 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 Grade 1 Student Book: Chapter 7: Lesson 4: C. What traditions do people have in Asia?, p.220-221 <u>NYSTROM YOUNG CITIZENS 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 <u>NYSTROM YOUNG CITIZENS 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
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Strand		Civics and Government
Standard	SS.1.CG.2.	Civic and Political Participation
Benchmark	SS.1.CG.2.4.	Recognize symbols and individuals that represent the United States.
Sub-Benchmark		Students will recognize the national motto ("In God We Trust") and "We the People" as symbols that represent the United States. <u>NYSTROM YOUNG CITIZENS 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 <u>NYSTROM YOUNG CITIZENS 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 <u>NYSTROM YOUNG CITIZENS 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 <u>NYSTROM YOUNG CITIZENS 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

Sub-Benchmark		Students will recognize Benjamin Franklin, George Washington, Daniel Webster and Martin Luther King Jr. as individuals who represent the United States. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u>
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		Grade 1 Teacher's Guide: Chapter 6: Lesson 3: C. What can we learn from the lives of important Americans?, p.300-301 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 1 Student Book: Chapter 6: Lesson 3: C. What can we learn from the lives of important Americans?, p.180-181 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 1 Handout: 6g People of the United States - Chapter 6: Lesson 3: Closure, p. 111
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Strand		Civics and Government
Standard	SS.1.CG.2.	Civic and Political Participation
Benchmark	SS.1.CG.2.5.	Recognize symbols and individuals that represent Florida.
Sub-Benchmark		Students will recognize that the state motto ("In God We Trust") and the state day (Pascua Florida Day) are symbols that represent Florida. <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 1 Handout: 5j Our State Symbols-Chapter 5 <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Grade 1 Group Activity Card: Chapter 5: Lesson 1: Section D: State Symbols

Sub-Benchmark		Students will identify the current Florida governor and recognize the governor as an individual who represents the state. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 5: Lesson 2:B What is the difference between local and state government? p. 234 (Modifications and Differentiation) <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 1 Handout: 5j Our State Symbols-Chapter 5
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Strand		Civics and Government
Standard	SS.1.CG.3.	Structure and Functions of Government
Benchmark	SS.1.CG.3.1.	Recognize that the United States and Florida have Constitutions.
Sub-Benchmark		Students will define a constitution as an agreed-upon set of rules or laws. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 5 Review, p.254 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 6: Lesson 1: A. What does everyone have in common?, p.277-279 Grade 1 Teacher's Guide: Chapter 6: Lesson 1: C. How are national and state governments alike and different?, p.283-284 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 1 Patriots' Handbook, p.238-247 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: A. What does everyone have in common?, p.165 Grade 1 Student Book: Chapter 6: Lesson 1: C. How are national and state governments alike and different?, p.168-169

Sub-Benchmark		Students will recognize that the U.S. Constitution starts with “We the People.” <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 1 Patriots' Handbook, p.238-247
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Strand		Civics and Government
Standard	SS.1.CG.3.	Structure and Functions of Government
Benchmark	SS.1.CG.3.2.	Explain responsible ways for individuals and groups to make decisions.
Sub-Benchmark		Students will demonstrate characteristics of responsible decision-making. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 1 Teacher's Guide: Chapter 2 Project , p.110-112 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 <u>NYSTROM YOUNG CITIZENS Student Book</u> 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 Grade 1 Student Book: Chapter 6: Lesson 1: A. What does everyone have in common?, p.165 <u>NYSTROM YOUNG CITIZENS 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 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

Sub-Benchmark		Students will explain how multiple perspectives contribute to the unity of the United States. <u>NYSTROM YOUNG CITIZENS 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 <u>NYSTROM YOUNG CITIZENS 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 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 1 Handout: 6g People of the United States - Chapter 6: Lesson 3: Closure, p. 111 <u>NYSTROM YOUNG CITIZENS 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
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	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! 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 Hanukkah! Grade 1 Group Activity Card: Chapter 7: Lesson 4: Section A: Let's Celebrate Christmas! <u>NYSTROM YOUNG CITIZENS 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
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MA.K12.MTR.1.1	Actively participate in effortful learning both individually and collectively. Mathematicians who participate in effortful learning both individually and with others: - Analyze the problem in a way that makes sense given the task. - Ask questions that will help with solving the task. - Build perseverance by modifying methods as needed while solving a challenging task. - Stay engaged and maintain a positive mindset when working to solve tasks. - Help and support each other when attempting a new method or approach. Clarifications Teachers who encourage students to participate actively in effortful learning both individually and with others: - Cultivate a community of growth mindset learners. - Foster perseverance in students by choosing tasks that are challenging. - Develop students' ability to analyze and problem solve. - Recognize students' effort when solving challenging problems. General Information Subject Area: Mathematics (B.E.S.T. - Effective starting 2022-2023) Grade: K12 Strand: Mathematical Thinking and Reasoning Standard: Actively participate in effortful learning both individually and collectively. Date Adopted or Revised: 08/20 Status: State Board Approved	Student Book; Chapter 5, Lesson 3; (using charts and graphs), pps. 150-151 Student Book; Chapter 3, Lesson 1; (writing directions), pps. 80-81 Teacher's Guide; Chapter 1, Lesson 2; Extending -- Math (survey/display data), p.31 Teacher's Guide; Chapter 1, Lesson 4; Extending -- Mathematics (list/chart data as a group), p.47 Teacher's Guide; Chapter 3, Lesson 2; Extending – Dramatic Play & Math (pretend store), p. 142 Teacher's Guide; Chapter 3, Lesson 3; Extending –Math (tally, graph, compare), p. 146 Teacher's Guide; Chapter 7, Lesson 4; Extending – Math (discuss probability) p. 361
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MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. Clarifications Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations. General Information Subject Area: Mathematics (B.E.S.T. - Effective starting 2022-2023) Grade: K12 Strand: Mathematical Thinking and Reasoning Standard: Demonstrate understanding by representing problems in multiple ways. Date Adopted or Revised: 08/20 Status: State Board Approved	Student Book; Chapter 1, Lesson 4; Timelines, pps. 36-37 Student Book; Chapter 5, Lesson 1; (how does a map show a state’s features?), pps. 138-139 Student Book; Chapter 5, Lesson 3; (using charts and graphs), pps. 150-151 Student Book; Chapter 6, Lesson 1; (analyzing sources), pps. 128-129 Teacher’s Guide; Chapter 1, Lesson 2; Extending -- Math (survey/display data), p.31 Teacher’s Guide; Chapter 2, Lesson 2; Extending -- Math (patterns), p.86 Teacher’s Guide; Chapter 2, Lesson 3; Extending -- Math (sharing data), p. 95 Teacher’s Guide; Chapter 3, Lesson 3; Extending –Math (tally, graph, compare), p. 146 Teacher’s Guide; Chapter 5, Lesson 1; Extending –Math (license plate patterns), p. 229
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MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. Clarifications Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. General Information Subject Area: Mathematics (B.E.S.T. - Effective starting 2022-2023) Grade: K12 Strand: Mathematical Thinking and Reasoning Standard: Complete tasks with mathematical fluency. Date Adopted or Revised: 08/20 Status: State Board Approved	Student Book; Chapter 5, Lesson 3; (using charts and graphs), pps. 150-151 Student Book; Chapter 1, Lesson 4; Timelines, pps. 36-37 Student Book; Chapter 4, Lesson 4; (using sequencing), pps. 128-129 Student Book; Chapter 6, Lesson 1; (analyzing sources), pps. 128-129 Teacher’s Guide; Chapter 2, Lesson 3; Extending -- Math (sharing data), p. 95 Teacher’s Guide; Chapter 3, Lesson 2; Extending – Dramatic Play & Math (pretend store), p. 142 Teacher’s Guide; Chapter 5, Lesson 3; Researching Skills (using charts and graphs), pps. 240-242
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MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. Clarifications Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers. General Information Subject Area: Mathematics (B.E.S.T. - Effective starting 2022-2023) Grade: K12 Strand: Mathematical Thinking and Reasoning Standard: Engage in discussions that reflect on the mathematical thinking of self and others. Date Adopted or Revised: 08/20 Status: State Board Approved	Student Book; Chapter 5, Lesson 1; (how does a map show a state's features?), pps. 138-139 Student Book; Chapter 3, Lesson 2; (what are goods and services), pps. 84-85 Student Book; Chapter 3, Lesson 3; (what do we do with money), pps. 88-89 Teacher's Guide; Chapter 2, Lesson 3; Extending -- Math (sharing data), p. 95 Teacher's Guide; Chapter 3, Lesson 2; Extending – Dramatic Play & Math (pretend store), p. 142 Teacher's Guide; Chapter 3, Lesson 3; Extending –Math (tally, graph, compare), p. 146 Teacher's Guide; Chapter 5, Lesson 1; Extending –Math (license plate patterns), p. 229 Teacher's Guide; Chapter 7, Lesson 3; Extending – Math (tally languages) p. 352
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MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. Clarifications Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking. General Information Subject Area: Mathematics (B.E.S.T. - Effective starting 2022-2023) Grade: K12 Strand: Mathematical Thinking and Reasoning Standard: Use patterns and structure to help understand and connect mathematical concepts. Date Adopted or Revised: 08/20 Status: State Board Approved	Student Book; Chapter 1, Lesson 4; Timelines, pps. 36-37 Student Book; Chapter 3, Lesson 3; (what do we do with money), pps. 88-89 Student Book; Chapter 4, Lesson 4; (using sequencing), pps. 128-129 Teacher's Guide; Chapter 1, Lesson 2; Extending -- Math (survey/display data), p.31 Teacher's Guide; Chapter 2, Lesson 2; Extending -- Math (patterns), p.86 Teacher's Guide; Chapter 5, Lesson 1; Extending --Math (license plate patterns), p. 229 Teacher's Guide; Chapter 5, Lesson 3; Researching Skills (using charts and graphs), pps. 240-242 Teacher's Guide; Chapter 6, Lesson 4; Extending -- Math (dimensions) p. 308
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MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. Clarifications Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, “Does this solution make sense? How do you know?” • Reinforce that students check their work as they progress within and after a task. • Strengthen students’ ability to verify solutions through justifications. General Information Subject Area: Mathematics (B.E.S.T. - Effective starting 2022-2023) Grade: K12 Strand: Mathematical Thinking and Reasoning Standard: Assess the reasonableness of solutions. Date Adopted or Revised: 08/20 Status: State Board Approved	Student Book; Chapter 2, Lesson 4; (naming problems and finding solutions), pps. 68-69 Student Book; Chapter 3, Lesson 1; (writing directions), pps. 80-81 Student Book; Chapter 6, Lesson 1; (analyzing sources), pps. 128-129 Teacher’s Guide; Chapter 3, Lesson 3; Extending –Math (tally, graph, compare), p. 146 Teacher’s Guide; Chapter 5, Lesson 3; Researching Skills (using charts and graphs), pps. 240-242 Teacher’s Guide; Chapter 6, Lesson 4; Extending – Math (dimensions) p. 308
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MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. Clarifications Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines. General Information Subject Area: Mathematics (B.E.S.T. - Effective starting 2022-2023) Grade: K12 Strand: Mathematical Thinking and Reasoning Standard: Apply mathematics to real-world contexts. Date Adopted or Revised: 08/20 Status: State Board Approved	Student Book; Chapter 1, Lesson 4; Timelines, pps. 36-37 Student Book; Chapter 2, Lesson 4; (what happens when we make a choice), pps. 66-67 Student Book; Chapter 3, Lesson 3; (what do we do with money), pps. 88-89 Teacher's Guide; Chapter 1, Lesson 2; Extending -- Math (survey/display data), p.31 Teacher's Guide; Chapter 1, Lesson 4; Extending -- Mathematics (list/chart data), p.47 Teacher's Guide; Chapter 3, Lesson 2; Extending – Dramatic Play & Math (pretend store), p. 142 Teacher's Guide; Chapter 5, Lesson 3; Researching Skills (using charts and graphs), pps. 240-242 Teacher's Guide; Chapter 7, Lesson 3; Extending – Math (tally languages) p. 352
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ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting. General Information Subject Area: English Language Development Grade: K12 Body Of Knowledge: English Language Development for English Language Learners Cluster: Language of Social and Instructional Purposes Date Adopted or Revised: 06/14 Status: State Board Approved	Student Book; Chapter 2, Lesson 2; Communicating Skills (listening and speaking in school), pps. 52-55 Teacher's Guide; Chapter 3, Lesson 2; Extending – Dramatic Play & Math (pretend store), p. 142 Teacher's Guide; Chapter 5, Lesson 3; Communicating Skills (writing informational texts), pps. 242-243
ELD.K12.ELL.SS.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. General Information Subject Area: English Language Development Grade: K12 Body Of Knowledge: English Language Development for English Language Learners Cluster: Language of Social Studies Date Adopted or Revised: 06/14 Status: State Board Approved	Student Book; Chapter 5, Lesson 2; (comparing point of view), pps. 146-147 Student Book; Chapter 5, Lesson 3; (writing informational texts), pps. 151-152 Student Book; Chapter 5, Lesson 3; (writing a narrative) pps. 160-161 Student Book; Chapter 6, Lesson 1; (analyzing sources), pps. 128-129 Teacher's Guide; Chapter 5, Lesson 3; Communicating Skills (writing informational texts), pps. 242-243
HE.1.C.2.4	Recognize health consequences for not following rules. Clarifications Injuries, arguments, hurt feelings, and pollution. General Information Subject Area: Health Education Grade: 1 Strand: Health Literacy Concepts Standard: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Date Adopted or Revised: 02/14 Status: State Board Approved	Student Book; Chapter 1, Lesson 2; Family Rules (rules help us stay healthy), p. 23 Student Book; Chapter 2, Lesson 3; Collaborating Skills (how to end a fight peacefully), pps. 36-37