

**Main Criteria:** Massachusetts Curriculum Frameworks

**Secondary Criteria: Virtual Field Trips Subjects:**

Science, Social Studies

**Grade: 1**

**Correlation Options:** Show Correlated

**Massachusetts Curriculum Frameworks**

**Science**

Grade: 1 - Adopted: 2016

| FOCUS / COURSE | MA.1-ESS. | Grade 1: Earth and Space Sciences |
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| STRAND         | ESS1.     | Earth's Place in the Universe     |

STANDARD / CONCEPT / SKILL      1-ESS1-2.      Analyze provided data to identify relationships among seasonal patterns of change, including relative sunrise and sunset time changes, seasonal temperature and rainfall or snowfall patterns, and seasonal changes to the environment.

**Virtual Field Trips**

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

**Massachusetts Curriculum Frameworks**

**Social Studies**

Grade: 1 - Adopted: 2018

| FOCUS / COURSE |   | Standards for History and Social Science Practice – Pre-Kindergarten to Grade 12 |
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| STRAND         | 1 | Demonstrate civic knowledge, skills, and dispositions.                           |

STANDARD / CONCEPT / SKILL      Civic knowledge includes the core knowledge in the Content Standards relating to civics and government, economics, geography, and history.

**Virtual Field Trips**

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Paris - City of Light - Grades K - 5

STANDARD / CONCEPT / SKILL      Civic participatory skills encompass knowing how to make and support arguments, use the political process to communicate with elected officials and representatives of government, and plan strategically for civic change.

**Virtual Field Trips**

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

STANDARD / CONCEPT / SKILL      Civic dispositions encompass values, virtues, and behaviors, such as respect for others, commitment to equality, capacity for listening, and capacity for communicating in ways accessible to others.

**Virtual Field Trips**

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

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| STRAND | 7 | <p>Determine next steps and take informed action, as appropriate. One of the main goals of teaching history and the social science is to provide opportunities for students to practice using the knowledge and skills that enable them to participate in civic life. Some examples of those opportunities include: Exploring questions or problems in the form of classroom discussions, essays, research papers, and other products of research; Engaging in discourse about public policy beyond the classroom through social media, letters to the editor, oral presentations in public settings, or community service learning projects. This Standard corresponds to Writing Standards 1 and 2 and Speaking and Listening Standards 1-6 for Literacy in History and Social Science.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 1 - All About Work</p> <p>Grade 1 - Families and Neighbors</p> <p>Grade 1 - Let's Learn About the Government</p> <p>Grade 1 - Life Long Ago</p> <p>Grade 1 - The Earth Around Us</p> <p>Grade 2 - Early Americans</p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 2 - Living Together</p> <p>Grade 2 - Our Government At Work</p> <p>Grade 2 - Work and Money</p> <p>Jerusalem - Then and Now (Younger Grades)</p> <p>Paris - City of Light - Grades K - 5</p> <p>Washington, DC - Grades K - 5</p> |
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| FOCUS / COURSE |          | Grade 1 Content Standards: Leadership, Cooperation, Unity, and Diversity                                              |
| STRAND         | Topic 1. | Civics: communities, elections, and leadership – Supporting Question: What does it mean to belong to or lead a group? |

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| STANDARD / CONCEPT / SKILL | 4 | <p>Analyze examples of leadership and leaders from history, everyday life, and from literature and informational texts read or read aloud, and describe the qualities of a good leader.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 1 - Let's Learn About the Government</p> |
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| STANDARD / CONCEPT / SKILL | 5 | <p>Give examples of why members of a group who hold different views need ways to make decisions, and explain how members of a group can make fair decisions or choose leaders by voting.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 1 - Let's Learn About the Government</p> <p>Grade 2 - Our Government At Work</p> |
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| STANDARD / CONCEPT / SKILL | 6 | <p>Explain that an election is a kind of voting in which people select leaders.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 2 - Our Government At Work</p> |
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| STANDARD / CONCEPT / SKILL | 7 | <p>Identify some leaders who are chosen by elections (e.g., the President of the United States, the Governor of Massachusetts, the captain of a soccer team) and explain their roles.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 1 - Let's Learn About the Government</p> <p>Grade 2 - Our Government At Work</p> |
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| FOCUS / COURSE             |          | Grade 1 Content Standards: Leadership, Cooperation, Unity, and Diversity                                                                                        |
| STRAND                     | Topic 1. | Civics: communities, elections, and leadership – Supporting Question: What does it mean to belong to or lead a group?                                           |
| STANDARD / CONCEPT / SKILL | 8        | Demonstrate understanding that members of a town, city, or nation in the United States are called citizens, and that their rights and responsibilities include: |

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| INDICATOR                  |          | electing leaders who serve fixed terms;<br><br><b>Virtual Field Trips</b><br>Grade 2 - Our Government At Work                                                                                                                                                                                                                                                                                                       |
| FOCUS / COURSE             |          | Grade 1 Content Standards: Leadership, Cooperation, Unity, and Diversity                                                                                                                                                                                                                                                                                                                                            |
| STRAND                     | Topic 1. | Civics: communities, elections, and leadership – Supporting Question: What does it mean to belong to or lead a group?                                                                                                                                                                                                                                                                                               |
| STANDARD / CONCEPT / SKILL | 10       | Evaluate the qualities of a good citizen or member of the community, drawing on examples from history, literature, informational texts, news reports, and personal experiences.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Our Government At Work                                                                                                                 |
| FOCUS / COURSE             |          | Grade 1 Content Standards: Leadership, Cooperation, Unity, and Diversity                                                                                                                                                                                                                                                                                                                                            |
| STRAND                     | Topic 2. | Geography: places to explore – Supporting Question: How can maps help people locate places and learn about them?                                                                                                                                                                                                                                                                                                    |
| STANDARD / CONCEPT / SKILL | 1        | Explain that a map represents spaces and helps one identify locations and features.<br><br><b>Virtual Field Trips</b><br>Grade 2 - Land and Water Around Us                                                                                                                                                                                                                                                         |
| STANDARD / CONCEPT / SKILL | 2        | Identify and use language for cardinal directions (north, east, south, west) when locating and describing places on a map; use a map to identify the location of major cities and capitals (e.g., Boston, Massachusetts, Washington D.C., Mexico City, Mexico) and investigate factors that explain why these locations became important cities.<br><br><b>Virtual Field Trips</b><br>Washington, DC - Grades K - 5 |
| STANDARD / CONCEPT / SKILL | 3        | Explain that a city that is called a capital is the center of government for a state or nation.<br><br><b>Virtual Field Trips</b><br>Grade 2 - Land and Water Around Us                                                                                                                                                                                                                                             |
| FOCUS / COURSE             |          | Grade 1 Content Standards: Leadership, Cooperation, Unity, and Diversity                                                                                                                                                                                                                                                                                                                                            |
| STRAND                     | Topic 3. | History: unity and diversity in the United States – Supporting Question: What does the motto, “Out of Many, One” mean and why is it a good motto of the United States?                                                                                                                                                                                                                                              |
| STANDARD / CONCEPT / SKILL | 2        | Demonstrate understanding of the ways people show pride in belonging to the United States by recognizing and explaining the meaning of unifying symbols, phrases, and songs:                                                                                                                                                                                                                                        |
| INDICATOR                  | a.       | national symbols (e.g., the United States flag, the bald eagle, the White House, and the Statue of Liberty)<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government<br>Grade 1 - Life Long Ago<br>Grade 2 - Our Government At Work<br>Washington, DC - Grades K - 5                                                                                                                         |

| FOCUS / COURSE             |          | Grade 1 Content Standards: Leadership, Cooperation, Unity, and Diversity                                                                      |
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| STRAND                     | Topic 4. | Economics: resources and choices (shared with grade 2) – Supporting Question: How do the resources of an area affect its industries and jobs? |
| STANDARD / CONCEPT / SKILL |          | Resources                                                                                                                                     |

INDICATOR 2 Distinguish a renewable resource from a non-renewable resource.

**Virtual Field Trips**

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

| FOCUS / COURSE             |          | Grade 1 Content Standards: Leadership, Cooperation, Unity, and Diversity                                                                      |
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| STRAND                     | Topic 4. | Economics: resources and choices (shared with grade 2) – Supporting Question: How do the resources of an area affect its industries and jobs? |
| STANDARD / CONCEPT / SKILL |          | Earning Income                                                                                                                                |

INDICATOR 4 Explain what it means to be employed and define the terms income, wages, and salary.

**Virtual Field Trips**

Grade 1 - All About Work

Grade 2 - Work and Money

| FOCUS / COURSE             |          | Grade 1 Content Standards: Leadership, Cooperation, Unity, and Diversity                                                                      |
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| STRAND                     | Topic 4. | Economics: resources and choices (shared with grade 2) – Supporting Question: How do the resources of an area affect its industries and jobs? |
| STANDARD / CONCEPT / SKILL |          | Buying Goods and Services                                                                                                                     |

INDICATOR 5 Give examples of products (goods) that people buy and use.

**Virtual Field Trips**

Grade 1 - All About Work

Grade 2 - Work and Money

INDICATOR 6 Give examples of services people do for each other.

**Virtual Field Trips**

Grade 1 - All About Work

Grade 2 - Work and Money

INDICATOR 7 Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two).

**Virtual Field Trips**

Grade 1 - All About Work

Grade 2 - Work and Money

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| INDICATOR | 8 | Analyze examples of voluntary choices people make about buying goods and services (e.g., to buy from a company that supports its workers or protects the environment). |
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**Virtual Field Trips**

Grade 1 - All About Work

Grade 2 - Work and Money

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| FOCUS / COURSE             |          | Grade 1 Content Standards: Leadership, Cooperation, Unity, and Diversity                                                                      |
| STRAND                     | Topic 4. | Economics: resources and choices (shared with grade 2) – Supporting Question: How do the resources of an area affect its industries and jobs? |
| STANDARD / CONCEPT / SKILL |          | Saving                                                                                                                                        |

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| INDICATOR | 9 | Compare and contrast reasons why people save some of their money (e.g., deciding to put some of it aside for later for a future purchase, for a charitable donation or for an emergency). |
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**Virtual Field Trips**

Grade 1 - All About Work

Grade 2 - Work and Money

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| FOCUS / COURSE             |  | History and Social Science and the Standards for Literacy                     |
| STRAND                     |  | Grade 1 Speaking and Listening Standards [SL] Comprehension and Collaboration |
| STANDARD / CONCEPT / SKILL |  | Comprehension and Collaboration                                               |

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| INDICATOR | 2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
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**Virtual Field Trips**

Grade 1 - All About Work

Grade 1 - Families and Neighbors

Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

Grade 2 - Early Americans

Grade 2 - Land and Water Around Us

Grade 2 - Living Together

Grade 2 - Our Government At Work

Grade 2 - Work and Money

Jerusalem - Then and Now (Younger Grades)

Paris - City of Light - Grades K - 5

Washington, DC - Grades K - 5

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| INDICATOR | 3 | <p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 1 - All About Work</p> <p>Grade 1 - Families and Neighbors</p> <p>Grade 1 - Let's Learn About the Government</p> <p>Grade 1 - Life Long Ago</p> <p>Grade 1 - The Earth Around Us</p> <p>Grade 2 - Early Americans</p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 2 - Living Together</p> <p>Grade 2 - Our Government At Work</p> <p>Grade 2 - Work and Money</p> <p>Jerusalem - Then and Now (Younger Grades)</p> <p>Paris - City of Light - Grades K - 5</p> <p>Washington, DC - Grades K - 5</p> |
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| FOCUS / COURSE             |  | History and Social Science and the Standards for Literacy                     |
| STRAND                     |  | Grade 1 Speaking and Listening Standards [SL] Comprehension and Collaboration |
| STANDARD / CONCEPT / SKILL |  | Presentation of Knowledge and Ideas                                           |

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| INDICATOR | 4 | <p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 1 - Families and Neighbors</p> <p>Grade 1 - The Earth Around Us</p> <p>Grade 2 - Living Together</p> |
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