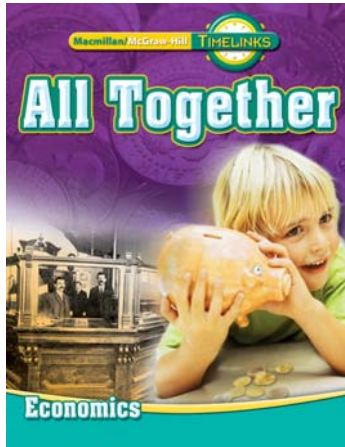
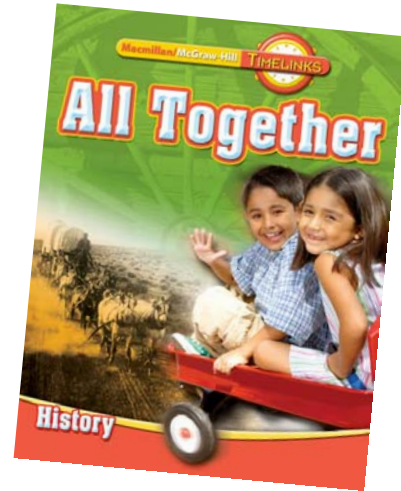
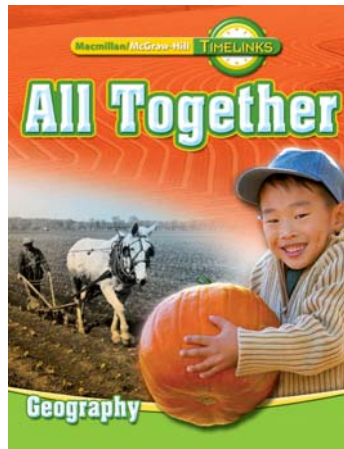




**Macmillan  
McGraw-Hill**

History and Social Science  
Curriculum Framework  
Grade 1

Massachusetts



# All Together

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## STANDARDS

## PAGE REFERENCES

### Grade 1

#### True Stories and Folk Tales from America and from Around the World

In first grade, children listen to and read folk tales and true stories from America and from around the world. They learn about major historical events, figures, and symbols related to the United States of America and its national holidays and why they are important to Americans. As students study concepts in geography, civics, economics, and history, they also learn about each other's families and about the achievements of different people in different times and places.

STANDARDS	PAGE REFERENCES
<b>Grade 1 Concepts and Skills</b>	
<p>Students should be able to:</p> <p>Apply concepts and skills learned in previous grades.</p>	
<b>History and Geography</b>	
<p>1. Identify temporal sequences such as days, weeks, months, years, and seasons. Use correctly words and phrases related to time (<i>now, in the past, in the future</i>) and recognize the existence of changing historical periods (<i>other times, other places</i>). (H)</p>	<p><b>Student Edition:</b></p> <p><i>Unit 1 – Culture 20, R1</i></p> <p><i>Unit 2 – Geography 24-25</i></p> <p><i>Unit 3 – History 5-9, 11, 12-15, 19-23</i></p> <p><i>Grades K-3 Citizenship 5</i></p> <p><b>Leveled Readers:</b></p> <p>Grade 1 Approaching Level Reader <i>The Apple Man</i></p> <p>Grade 1 On Level Reader <i>The Apple Man</i></p> <p>Grade 1 Beyond Level Reader <i>The Apple Man</i></p> <p><b>Teacher’s Edition:</b></p> <p><i>Unit 3 – History BR 5, 11; CCA 8; F 1, 40</i></p>

STANDARDS	PAGE REFERENCES
<p>2. Place events in students' own lives in chronological order. (H)</p>	<p>Practicing sequencing and retelling will aid students in placing life events in chronological order.</p> <p><b>Student Edition:</b></p> <p><i>Unit 1 – Culture 7, 13, 21, 25, 29</i></p> <p><i>Unit 3 – History 8-9</i></p> <p><i>Unit 4 – Economics 7, 13, 19, 27</i></p> <p><i>Unit 5 – Citizenship 23, 29</i></p> <p><b>Leveled Readers:</b></p> <p>Grade 1 Approaching Level Reader <i>Making Tamales</i></p> <p>Grade 1 On Level Reader <i>Making Tamales</i></p> <p>Grade 1 Beyond Level Reader <i>Making Tamales</i></p> <p>Grade 1 Approaching Level Reader <i>Jane Addams</i></p> <p>Grade 1 On Level Reader <i>Jane Addams</i></p> <p>Grade 1 Beyond Level Reader <i>Jane Addams</i></p> <p>Grade 1 Approaching Level Reader <i>Jobs at School</i></p> <p>Grade 1 On Level Reader <i>Jobs at School</i></p> <p>Grade 1 Beyond Level Reader <i>Jobs at School</i></p> <p>Grade 1 Approaching Level Reader <i>The Apple Man</i></p> <p>Grade 1 On Level Reader <i>The Apple Man</i></p> <p>Grade 1 Beyond Level Reader <i>The Apple Man</i></p>
<p>3. Read dates on a calendar and associate them with days of the week. (H)</p>	<p><b>Student Edition:</b></p> <p><i>Unit 1 – Culture 20-21</i></p>

STANDARDS	PAGE REFERENCES
<p>4. Describe a map as a representation of a space, such as the classroom, the school, the neighborhood, town, city, state, country, or world. (G)</p>	<p><b>Student Edition:</b>  <i>Unit 1 – Culture</i> 31  <i>Unit 2 – Geography</i> 20-21, 31, 37, 38  <i>Unit 3 – History</i> 28-29, 39  <i>Unit 4 – Economics</i> 20-21, 29  <i>Grades K-3 World Atlas</i> 4-22</p> <p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture</i> CCA 8, 9, 33  <i>Unit 2 – Geography</i> BR 31; CCA 24, 32; DI 33; MGS 20-21  <i>Unit 3 – History</i> MGS 28  <i>Unit 4 – Economics</i> CCA 20  <i>Unit 5 – Citizenship</i> CCA 30, 31</p>
<p>5. Identify cardinal directions (north, east, south, west) and apply them to maps, locations in the classroom, school, playground, and community. (G)</p>	<p><b>Student Edition:</b>  <i>Unit 5 – Citizenship</i> 30-31, 39  <i>Grades K-3 World Atlas</i> 14, 15, 16, 18, 20, 21</p> <p><b>Leveled Readers:</b>  Grade 1 Approaching Level Reader <i>On Top of the World</i>  Grade 1 On Level Reader <i>On Top of the World</i>  Grade 1 Beyond Level Reader <i>On Top of the World</i></p> <p><b>Teacher’s Edition:</b>  <i>Unit 5 – Citizenship</i> CCA 31; MGS 30</p>
<p>6. Define and locate the North and South Poles and the equator. (G)</p>	<p><b>Student Edition:</b>  <i>Grades K-3 World Atlas</i> 22, 23</p> <p><b>Leveled Readers:</b>  Grade 1 Approaching Level Reader <i>On Top of the World</i>  Grade 1 On Level Reader <i>On Top of the World</i>  Grade 1 Beyond Level Reader <i>On Top of the World</i></p> <p><b>Teacher’s Edition:</b>  <i>Unit 2 – Geography</i> BI 34</p>

STANDARDS	PAGE REFERENCES
7. Define and give examples of a continent, mountain, river, lake, and ocean. (G)	<p><b>Student Edition:</b></p> <p><i>Unit 2 – Geography</i> 15, 16-17, 18-19, 32-33, 34-35, 36, R1-R3</p> <p><i>Unit 3 – History</i> 13, 28-29</p> <p><i>Grades K-3 World Atlas</i> 4-5, 6-7, 10-11, 23</p> <p><b>Teacher’s Edition:</b></p> <p><i>Unit 1 – Culture</i> CCA 8</p> <p><i>Unit 2 – Geography</i> AR 19, 35, BR 15; CCA 16, 18, 32; DI 17, 33; F 1; RL 31</p>
<b>Civics and Government</b>	
8. Give examples that show the meaning of the following words: <i>politeness, achievement, courage, honesty, and reliability</i> . (C)	<p><b>Student Edition:</b></p> <p><i>Unit 4 – Economics</i> 8-9</p> <p><b>Teacher’s Edition:</b></p> <p><i>Unit 4 – Economics</i> C 8; DI 9</p>
<b>Economics</b>	
9. Give examples of products (goods) that people buy and use. (E)	<p><b>Student Edition:</b></p> <p><i>Unit 4 – Economics</i> 6-7, 11, 12-13, 23, 24-25</p> <p><b>Teacher’s Edition:</b></p> <p><i>Unit 4 – Economics</i> AR 13; BR 23; CCA 26; CU 7; DR 12</p>
10. Give examples of services that people do for each other. (E)	<p><b>Student Edition:</b></p> <p><i>Unit 3 – History</i> 16-17</p> <p><i>Unit 4 – Economics</i> 2-3, 15, 16-17, 18-19, 28, 30, 31-38</p> <p><i>Unit 5 – Citizenship</i> 26-29</p> <p><i>Grades K-3 Citizenship</i> 36-37, 38</p> <p><b>Leveled Readers:</b></p> <p>Grade 1 Approaching Level Reader <i>Jobs at School</i></p> <p>Grade 1 On Level Reader <i>Jobs at School</i></p> <p>Grade 1 Beyond Level Reader <i>Jobs at School</i></p> <p><b>Teacher’s Edition:</b></p> <p><i>Unit 4 – Economics</i> 1E-1F; AR 19; BI 18; DI 17, 33; DR 16; PPE 2; RT 31</p> <p><i>Unit 5 – Citizenship</i> AR 29</p>

STANDARDS	PAGE REFERENCES
<p>11. Give examples of the choices people have to make about the goods and services they buy (e.g. a new coat, a tie, or a pair of shoes) and why they have to make choices (e.g., because they have a limited amount of money). (E)</p>	<p><b>Student Edition:</b>  <i>Unit 4 – Economics</i> 6-7, 12-13</p> <p><b>Leveled Readers:</b>            Grade 1 Approaching Level Reader <i>The Apple Man</i>            Grade 1 On Level Reader <i>The Apple Man</i>            Grade 1 Beyond Level Reader <i>The Apple Man</i></p> <p><b>Teacher’s Edition:</b>  <i>Unit 4 – Economics</i> AR 13; CU 7; DR 6, 12</p>
<p><b>Grade 1 Learning Standards</b></p> <p>Building on knowledge from previous years, students should be able to:</p>	
<p><b><u>United States Leaders, Symbols, Events, and Holidays</u></b></p>	
<p>1.1 On a map of the United States, locate Washington, D.C., and identify it as the capital of the United States of America; locate Boston and identify it as the capital of Massachusetts. (G)</p>	<p><b>Student Edition:</b>  <i>Unit 5 – Citizenship</i> 13  <i>Grades K-3 World Atlas</i> 12-13</p>
<p>1.2 Identify the current President of the United States, describe what presidents do, and explain that they get their authority from a vote by the people. (H, C)</p>	<p><b>Student Edition:</b>  <i>Unit 5 – Citizenship</i> 25, 29  <i>Grades K-3 Citizenship</i> 32-33</p>
<p>1.3 Identify and explain the meaning of American national symbols. (H, C)</p> <p>A. the American flag            B. the bald eagle            C. the White House            D. the Statue of Liberty</p>	<p><b>Student Edition:</b>  <i>Unit 3 – History</i> 35  <i>Unit 5 – Citizenship</i> 32-33, 34-35, 36-37  <i>Grades K-3 Citizenship</i> 10, 26-29</p> <p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture</i> CCA 20  <i>Unit 3 – History</i> AR 35  <i>Unit 5 – Citizenship</i> AR 37; BI 32, 36; BR 33; DI 35; DR 34</p>
<p>1.4 Demonstrate the ability to recite the Pledge of Allegiance, to explain its general meaning, and to sing national songs such as <i>America the Beautiful</i>, <i>My Country, ’tis of Thee, God Bless America</i>, and <i>The Star Spangled Banner</i> and explain the general meaning of the lyrics. (H, C)</p>	<p><b>Student Edition:</b>  <i>Unit 5 – Citizenship</i> 35  <i>Grades K-3 Citizenship</i> 20-21, 22-25</p> <p><b>Teacher’s Edition:</b>  <i>Unit 5 – Citizenship</i> DI 35</p>

STANDARDS	PAGE REFERENCES
<p>1.5 Give reasons for celebrating the events or people commemorated in national and Massachusetts holidays. On a calendar for the current year, identify the months for Labor Day, Columbus Day, Veterans' Day, Thanksgiving, Martin Luther King, Jr. Day, Presidents' Day, Patriots' Day, Memorial Day, Flag Day, and Independence Day. (H, C, G)</p>	<p><b>Student Edition:</b>  <i>Unit 3 – History 3, 26-27</i>  <i>Unit 5 – Citizenship 6-7</i>  <i>Grades K-3 Citizenship 2-19</i></p> <p><b>Leveled Readers:</b>  <i>Grade 1 Approaching Level Reader The First Thanksgiving</i>  <i>Grade 1 On Level Reader The First Thanksgiving</i>  <i>Grade 1 Beyond Level Reader The First Thanksgiving</i></p> <p><b>Teacher's Edition:</b>  <i>Unit 5 – Citizenship AR 7; DR 6</i></p>
<p>1.6 Give reasons for noting the days that mark the changes in seasons. (G)</p>	<p><b>Student Edition:</b>  <i>Unit 2 – Geography 24-25</i></p> <p><b>Leveled Readers:</b>  <i>Grade 1 Approaching Level Reader On Top of the World</i>  <i>Grade 1 On Level Reader On Top of the World</i>  <i>Grade 1 Beyond Level Reader On Top of the World</i></p> <p><b>Teacher's Edition:</b>  <i>Unit 1 – Culture BI 12</i>  <i>Unit 2 – Geography DI 25; DR 24</i></p>
<p><b><u>Individuals, Families, and Communities Now and Long Ago</u></b></p>	
<p>1.7 After reading or listening to folktales, legends, and stories from America (e.g., Johnny Appleseed, Paul Bunyan, Davy Crockett, John Henry, and Annie Oakley) and from around the world (e.g., Anansi, Issun Boshi, the Knee-High Man, Lon Po Po, and Medio Pollito), describe the main characters and their qualities. (H)</p>	<p><b>Leveled Readers:</b>  <i>Grade 1 Approaching Level Reader The Apple Man</i>  <i>Grade 1 On Level Reader The Apple Man</i>  <i>Grade 1 Beyond Level Reader The Apple Man</i></p> <p><b>Teacher's Edition:</b>  <i>Unit 4 – Economics 1C-1D</i></p>

STANDARDS	PAGE REFERENCES
<p>1.8 After reading or listening to stories about famous Americans of different ethnic groups, faiths, and historical periods (e.g., Neil Armstrong, Cesar Chavez, Roberto Clemente, Thomas Edison, Bill Gates, Daniel Inouye, Thurgood Marshall, Rosa Parks, Colin Powell, Sacagawea, Jonas Salk, Harriett Beecher Stowe, Clarence Thomas, Booker T. Washington, and the Wright Brothers) describe their qualities or distinctive traits. (H, C)</p> <p><i>Teachers are free to choose whatever biographies they wish.</i></p>	<p><b>Student Edition:</b>  <i>Unit 3 – History 36-37</i></p> <p><b>Leveled Readers:</b></p> <p>Grade 1 Approaching Level Reader <i>Coretta Scott King</i></p> <p>Grade 1 On Level Reader <i>Coretta Scott King</i></p> <p>Grade 1 Beyond Level Reader <i>Coretta Scott King</i></p> <p>Grade 1 Approaching Level Reader <i>Daniel Inouye</i></p> <p>Grade 1 On Level Reader <i>Daniel Inouye</i></p> <p>Grade 1 Beyond Level Reader <i>Daniel Inouye</i></p> <p>Grade 1 Approaching Level Reader <i>In Space with Ellen Ochoa</i></p> <p>Grade 1 On Level Reader <i>In Space with Ellen Ochoa</i></p> <p>Grade 1 Beyond Level Reader <i>In Space with Ellen Ochoa</i></p> <p>Grade 1 Approaching Level Reader <i>Jane Addams</i></p> <p>Grade 1 On Level Reader <i>Jane Addams</i></p> <p>Grade 1 Beyond Level Reader <i>Jane Addams</i></p> <p>Grade 1 Approaching Level Reader <i>The Declaration of Independence</i></p> <p>Grade 1 On Level Reader <i>The Declaration of Independence</i></p> <p>Grade 1 Beyond Level Reader <i>The Declaration of Independence</i></p> <p><b>Teacher’s Edition:</b></p> <p><i>Unit 1 – Culture 1C-1D</i></p> <p><i>Unit 2 – Geography 1C-1D</i></p> <p><i>Unit 3 – History 1C-1D</i></p> <p><i>Unit 4 – Economics 1C-1D</i></p> <p><i>Unit 5 – Citizenship 1C-1D</i></p>

STANDARDS	PAGE REFERENCES
<p>1.9 Explain that Americans have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families. (H)</p>	<p><b>Student Edition:</b>  <i>Unit 1 – Culture</i> 2-3, 11, 12-13, 14-15, 20-21  <i>Unit 3 – History</i> 14-15  <i>Grades K-3 Citizenship</i> 2-19</p> <p><b>Leveled Readers:</b>  Grade 1 Approaching Level Reader <i>Making Tamales</i>  Grade 1 On Level Reader <i>Making Tamales</i>  Grade 1 Beyond Level Reader <i>Making Tamales</i></p> <p><b>Teacher’s Edition:</b>  <i>Unit 1 – Culture</i> 1E-1F; AR 29; BR 11; C 14; DI 15</p>