

Carmel Unified School District

First Grade California Content Standards outside of Common Core



Dear Parents,

This document describes the California Content Standards, outside of Common Core English language arts and math, that you can expect your child to learn at this grade level. These outcomes should be realized by the end of the school year.

Science Standards

Asking meaningful questions and conducting careful investigations is the basis for scientific progress. Students will demonstrate an understanding of the following concepts:

Physical Sciences

- States of Matter

Life Sciences

- Plants

Earth Sciences

- Weather

History/Social Studies Standards

Students describe the rights and individual responsibilities of citizenship, in terms of:

1. the making of rules by direct democracy (everyone votes on the rules) and by representative democracy (a smaller elected group makes the rules); examples of both in their classroom, school and community
2. the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the “Golden Rule”

Students compare and contrast the absolute and relative locations of people and places and describe the physical and human characteristics of places by:

1. using maps and globes to locate their local community, the State of California, the United States, the seven continents, and the four oceans
2. comparing the information from a three-dimensional model to a picture of the same location
3. constructing a simple map, using cardinal directions and map symbols
4. describing how location, weather, and physical environments affect the way people live, including their food, clothing, shelter, transportation, and recreation

Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time, in terms of:

1. the Pledge of Allegiance, and the songs that express American ideals (e.g., My Country ‘Tis of Thee)
2. national holidays and the heroism and achievements of the people associated with them
3. American symbols, landmarks, and essential documents such as the flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, and the Declaration of Independence; ability to explain the people and events associated with them

Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time and others stay the same, in terms of:

1. the structure of schools and communities in the past
2. transportation methods of earlier days
3. similarities and differences in the work (inside and outside the home), dress, manners, stories, games and festivals of earlier generations, drawing from biographies, oral history, and folklore

Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents, in terms of:

1. the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community and the benefits and challenges of a diverse population
2. the difficulties, successes and ways in which American Indian and immigrant populations have helped define Californian and American culture
3. comparisons of the beliefs, customs, ceremonies, traditions and social practices of the varied cultures drawing from folklore

Students understand basic economic concepts and the role of individual choice in a free-market economy, in terms of:

1. the concept of exchange and the use of money to purchase goods and services
2. the specialized work that people do to manufacture, transport, and market goods and services and the contribution of those who work in the home

The Arts Standards

- Explore design elements (shape, line, value, color, texture, and form) with emphasis on contrast (differences)
- Create two-dimensional and three-dimensional art using a variety of media such as paint, printmaking, ceramics, found objects and fiber
- Identify and describe art genres such as landscape, portrait, seascape and still life; identify types of art such as photography, jewelry, textiles and sculpture
- Talk about how different people throughout time have responded to everyday life through art, theatre, dance, and music
- Execute movements such as balancing, stretching, leaping and skipping; explore making shapes, such as lines, angles and curves, with their bodies
- Explore moving through space (high, medium, low, off the ground, collapsed) in pathways such as zigzags, circles, or straight lines; express pitch (high/low), tempo (fast/slow), and dynamics (loud/soft)
- Improvise or choreograph a simple sequence of movements to imitate machines, animals or people at work and play
- Create original works of theatre such as improvisations and dramatizations; perform works created by others
- Learn vocabulary and terminology related to the arts
- Identify or improvise rhythmic and melodic patterns
- Perform songs from various genres and cultures
- Apply appropriate criteria when evaluating their own work and the work of others
- Connect concepts about art, music, drama and dance to other subject areas and to lifelong learning

Physical Education Standards

- Students explain that the desire to learn (motivation) increases learning
- Students demonstrate the qualities of movement as they perform a variety of fundamental locomotor and nonlocomotor skills
- Students follow playground rules when using playground equipment and playing games during recess and lunch
- Students appreciate their personal body image when participating in movement activities
- Students explain the physical changes occurring with their bodies in terms of height and weight and the impact on movement performance
- Students analyze movement performance using dynamic stability to learn or improve movement
- Students explain the relationship of exercise and nutrition to physical activity and energy
- Students participate in pretesting, post testing and a variety of fitness development exercises
- Students demonstrate understanding of safety for self and others
- Students realize consistent patterns of expected behaviors and time intervals on the playground
- Students describe what they do when they go outside for physical education

Health Standards

- Understand ways in which one can enhance and maintain physical and emotional health and well-being
- Understand behaviors that prevent disease and speed recovery from illness
- Understand behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to situations that help to protect one's health
- Know how to play a positive, active role in promoting the emotional health of their families
- Know how to promote positive health practices within the school and community, including positive relationships with peers
- Begin to understand the variety of physical, mental, emotional, and social changes that occur throughout life
- Begin to understand and appreciate the individual differences in growth and development
- Begin to identify products, services, and information that may be helpful or harmful to their health