

## Standards for Grade 1

### A CHILD'S PLACE IN TIME AND SPACE

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people and for the rules by which we all must live: fair play, good sportsmanship, respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

#### *Teaching Timeline for the Standards/Benchmarks in your Curriculum*

- Indicate when the respective benchmarks will be taught:

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Trimester 1	Trimester 2	Trimester 3	

#### *Integration of Standards/Benchmarks with the Social Teachings of the Church*

- Indicate with which theme you will integrate the teaching of the respective benchmarks:

1: Human Dignity	4: Dignity and Work Rights of Workers
2: Human Rights	5: Option for the Poor
3: Call to Family and Community	6: Global Solidarity
	7: Care for God's Creation

#### *Integration of Standards/Benchmarks with other Subject Matter*

- Indicate with which other curricular subjects you will integrate the teaching of the respective benchmarks:

L.A.: language arts	M: mathematics	SC: science
FA: fine arts	T: technology	O: other

#### *Available Resources*

- Indicate to what degree your teacher resources and/or the student textbook are adequate to help students become proficient for the respective benchmarks:

#A: Adequate      #PA: Partially adequate      #NA: Not Adequate

#### *Assessment – Degree of Emphasis*

- Indicate to what degree the you have included the respective benchmarks in your teaching:

0: Not taught      M: Minimal Emphasis      B: Basic Emphasis      S: Strong Emphasis

#### *Assessment – Degree of Mastery*

- Indicate to what degree students have mastered the benchmark:

1: Only a <i>few</i> of the students are proficient	2: About <i>half</i> of the students are proficient	3: <i>Most</i> of the students are proficient
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## Grade 1 – Standard 1

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

Legend

**T: Timeline:** Q=quarter Tr=trimester

**I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7**

**I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other**

**R: Resources:** A=adequate PA=partially adequate NA=not adequate

**A: Degree of teaching emphasis** 0: not taught M=minimal emphasis B=basic S=strong

**A: Degree of mastery** 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
1.1.1 the making of rules by direct democracy (everyone votes on the rules) and by representative democracy (a smaller elected group make the rules); examples of both in their classroom, school and community	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5 7	6	SC T FA O		S	
1.1.2 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"	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5 7	6	SC T FA O		S	

## Grade 1 – Standard 2

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

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**R: Resources:** A=adequate PA=partially adequate NA=not adequate

**A: Degree of teaching emphasis** 0: not taught M=minimal emphasis B=basic S=strong

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Benchmarks	T		I			R	A	
1.2.1 using maps and globes to locate their local community, the State of California, the United States, the seven continents, and the four oceans	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5 7	6	SC T FA O		S	
1.2.2 comparing the information from a three-dimensional model to a picture of the same location	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5 7	6	SC T FA O		S	
1.2.3 constructing a simple map, using cardinal directions and map symbols	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5 7	6	SC T FA O		S	
1.2.4 describing how location, weather, and physical environments affect the way people live, including their food, clothing, shelter, transportation, and recreation	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5 7	6	SC T FA O		S	

## Grade 1 – Standard 3

**1.3. 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:**

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Benchmarks	T		I			R	A	
1.3.1 the Pledge of Allegiance, and the songs that express American ideals (e.g., My Country 'Tis of Thee)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5	6	SC		<b>S</b>	
			7		T FA O			
1.3.2 national holidays and the heroism and achievements of the people associated with them	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5	6	SC		<b>S</b>	
			7		T FA O			
1.3.3 American symbols, landmarks and essential documents such as the flag, the bald eagle, the Statute of Liberty, the U.S. Constitution, and the Declaration of Independence; explain the people and events associated with them	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5	6	SC		<b>S</b>	
			7		T FA O			

**Grade 1 – Standard 4**

**1.4. 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:**

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<b>Benchmark</b>	<b>T</b>		<b>I</b>			<b>R</b>	<b>A</b>	
1.4.1 the structure of schools and communities in the past	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5 7	6	SC T FA O		<b>S</b>	
1.4.2 transportation methods of earlier days	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5 7	6	SC T FA O		<b>S</b>	
1.4.3 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	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5 7	6	SC T FA O		<b>S</b>	

## Grade 1 – Standard 5

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

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Benchmarks	T		I			R	A	
1.5.1 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	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T			
					FA			
					O			
1.5.2 the difficulties, successes and ways in which American Indian and immigrant populations have helped define Californian and American culture	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T			
					FA			
					O			
1.5.3 comparisons of the beliefs, customs, ceremonies, traditions and social practices of the varied cultures drawing from folklore	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T			
					FA			
					O			

**Grade 1 – Standard 6**

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

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Benchmarks	T		I			R	A	
1.6.1 the concept of exchange and the use of money to purchase goods and services	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5	6	SC		<b>S</b>	
			7		T FA O			
1.6.2 the specialized work that people do to manufacture, transport, and market goods and services and the contribution of those who work in the home	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	<b>0</b>	<b>1</b>
	Q2	Tr2	1	2	LA	PA	<b>M</b>	<b>2</b>
	Q3	Tr3	3	4	M	NA	<b>B</b>	<b>3</b>
	Q4		5	6	SC		<b>S</b>	
			7		T FA O			

<p style="text-align: center;"><b>Historical and Social Sciences Analysis</b> <b>Skills</b> <b>Grades K-5</b></p>
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**PLEASE NOTE**

The intellectual skills noted below are to be learned through and applied to the content standards for grades K-5. They are to be assessed only in conjunction with the content standards in grades K-5 and are not to be assessed in isolation.

*In addition to the standards for grades K-5, students demonstrate the following intellectual, reasoning, reflection and research skills:*

**Chronological and Spatial Thinking**

1. students place key events and people of the historical era they are studying both in a chronological sequence and within a spatial context; they interpret timelines
2. students apply terms related to time correctly, including past, present, future, decade, century, and generation
3. students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same
4. students use map and globe skills to determine the absolute locations of places and interpret information available through the map's legend, scale, and symbolic representations
5. students judge the significance of the relative location of a place (e.g., close to a harbor, trade routes) and analyze how those relative advantages or disadvantages can change over time

**Research, Evidence and Point of View**

1. students differentiate between primary and secondary sources
2. students pose relevant questions about events encountered in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photos, maps, art and architecture
3. students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events

**Historical Interpretation**

- 1: students summarize the key events of the era they are studying and explain their historical contexts
- 2: students identify the human and physical characteristics of the places they are studying and explain how these features form the unique character of these places
- 3: students identify and interpret the multiple causes and effects of historical events
- 4: students conduct cost/benefit analyses of historical and current events