A Look at…

First Grade

in California Public Schools

and the
Common Core State Standards

CURRICULUM FRAMEWORKS AND INSTRUCTIONAL RESOURCES DIVISION
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What will my child learn in first grade?

I've been teaching fifth grade, and this year I've been reassigned to first grade. What does the first-grade curriculum look like?

I'm the principal of a small, private elementary school, and I want to be sure my students are meeting the state's standards. How can I find out what students are expected to learn at each grade?

In August 2010, the state adopted the Common Core State Standards for English language arts and mathematics. How will the new standards enhance first-grade curriculum?

This chapter is organized by sections for each subject, describing what students should know and be able to do by the end of first grade. Each section includes a brief overview of what the student should have learned before entering first grade, followed by a description of the first-grade standards. Each subject concludes with a list of the first-grade standards for that content area. The English language arts and mathematics sections include the new Common Core State Standards (CCSS), with California additions.

For a more in-depth discussion of each subject, please review the state-adopted curriculum frameworks for kindergarten through grade twelve. The frameworks are posted on the CDE Curriculum and Instruction Web page at http://www.cde.ca.gov/ci/cr/cf/allfwks.asp.

English Language Arts

Overview

For students to become lifelong readers and writers, it is essential that they learn early reading and language skills through a strong, integrated instructional process. Becoming a fluent and skillful reader requires extensive engagement with the English language, including understanding the sounds and symbols that make up language, hearing and talking about stories and events, and connecting words with ideas to express in writing and speaking.

Standards-based instruction is critical to developing students' literacy and proficiency in English language arts. The standards describe what students are expected to know and be able to do by the end of this school year. In 2010, California adopted new standards in English language arts: the CCSS, with California additions. The CCSS integrate the strands of English language arts: Reading, Writing, Speaking and Listening, and Language. The new standards will be implemented gradually over the next several years as curriculum frameworks, instructional materials, and assessments based on the CCSS are adopted.

There are many similarities between the CCSS and the 1997 California English language arts standards, but there are some notable differences. For instance, in the CCSS, the standards in kindergarten through grade six are divided into the following strands: Reading, Writing, Speaking and Listening, and Language. The 1997 California English language arts standards are organized around domains: Reading, Writing, Written and Oral English Language Conventions, and Listening and Speaking. The CCSS often extend or enhance the content of the 1997 California English language arts standards. For example, the CCSS focus on more informational text, participating in shared research writing projects, vocabulary acquisition and use, and text-analysis skills for reading comprehension.

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This section provides an overview of the new CCSS for first-grade English language arts. It includes a review of the important English language arts skills and concepts from kindergarten (prerequisite skills) and guidance to ensure success for English learners. A complete list of the first-grade CCSS for English language arts, with California additions, can be found at the end of this section. A complete list of the first-grade 1997 California English language arts standards is located on the CDE Content Standards Web page at http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf.

What First-Grade Students Should Know

A primary focus of language arts instruction in kindergarten was making sense of the alphabet and its role in reading. Students produced the most frequent sounds for each consonant and isolated and pronounced the initial, medial vowel, and final sounds in consonant-vowel-consonant words. They blended two or three phonemes into recognizable words, read high-frequency words by sight, and read emergent-reader texts with purpose and understanding.

Students used a variety of reading comprehension strategies, including the use of pictures and context to make predictions, retelling stories, answer and ask questions, and describe connections between events, ideas, and pieces of information in a text. They compared and contrasted similar stories and texts, identified key details in both narrative and informational texts, and engaged in group reading activities.

Students printed letters and words, phonetically spelled the beginning of words, and used frequently occurring verbs and nouns, including regular plural nouns. They composed opinion pieces, informative/explanatory texts, and narratives by using a combination of drawing, dictation, and writing. Students also engaged in collaborative conversations with peers and adults about kindergarten topics and learned how to follow rules, such as listening to others and taking turns speaking about topics.

What Students Learn in First Grade

First-grade students extend their knowledge of language arts in significant and exciting ways, learning skills that enable them to read and write more independently. By the end of first grade, students should read proficiently at grade level and have the ability to decode and recognize increasingly complex words accurately and automatically. Students increase their academic and content-specific vocabulary by reading a variety of literature and informational text. Students further develop their communication skills as they engage with peers and adults in collaborative conversations that provide additional opportunities to express their ideas and experiences. As first-grade students learn to write for different purposes, they apply their growing knowledge of language structures and conventions.

In order to master the first-grade English language arts content, students need to practice decoding skills. To develop comprehension skills, students need exposure to a variety of high-quality literature and informational texts.

Reading

The following section is organized according to three major areas: reading standards for literature, for informational text, and in foundational skills.

Reading Standards for Literature

In first grade, some of the CCSS for reading literature emphasize verbal interaction between student and teacher in order to develop the student's comprehension of literature. Students use key details when talking or writing about a story or book and emphasize their use to describe characters, settings, and major events. The 1997 California English language arts standards for literary response and analysis focus on the student's ability to identify and describe a story's beginning, middle, and end as well as the plot, setting, and characters. The new CCSS continue this development of structural awareness but go further by asking students to demonstrate an understanding of a central message or lesson. Students also learn to differentiate between types of text: those that provide information and those that appeal to the senses and suggest feelings. The CCSS also set the new expectation that students will be able to compare and contrast the adventures and experiences of story characters. This early introduction to literary analysis provides a strong foundation in critical thinking that students will develop throughout their academic careers.

Reading Standards for Informational Text

Beginning in kindergarten, the CCSS balance the reading of informational text with the reading of literature.

Beginning in kindergarten, the CCSS balance the reading of informational text with the reading of literature. First-grade students learn to read appropriately complex informational text—and to read it independently and proficiently. As students participate in English language arts activities related to informational text, they make connections to other content areas. Content standards in mathematics, history–social science, and science are reinforced as students read informational text that develops concepts and academic vocabulary in those content areas.

Both the CCSS and the 1997 California English language arts standards provide students with opportunities to learn key comprehension strategies through teacher modeling and extensive guided practice. For example, students relate prior knowledge to textual information, confirm predictions by indentifying supporting text, use context to resolve ambiguities about the meaning of words and sentences, and identify text that uses sequence or other logical order.

However, the CCSS go further by setting the expectation that students know and use various text structures and features (table of contents, glossaries, electronic menus, and icons) to locate key facts or information in a text. Students also learn to identify the main topic and retell key details of a text; to compare and contrast two texts on the same topic; and to describe the connection between two individuals, events, ideas, or pieces of information in a text.

Reading Standards in Foundational Skills

The CCSS and the 1997 California English language arts standards are similar in that both foster student understanding and working knowledge of concepts of print, the alphabetic principle, and other foundational skills and concepts for reading. In both sets of standards, students develop phonological awareness, basic decoding, and word-recognition skills. Concepts of print are augmented in the CCSS to include organization and basic features of text. Students should read grade-level text with accuracy, at an appropriate rate, and with expression that resembles natural speech. This fluency provides a bridge to reading comprehension.

First-grade students recognize the explicit relationship between the words they hear and the phonemic structure of language. Students become not only phonemically aware but also phonemically proficient in identifying, producing, and manipulating sounds. Students should receive systematic and extensive instruction and practice in:

- analyzing words at the phoneme level;
- producing sounds;
- adding, deleting, and changing selected sounds;
- manipulating increasingly longer words (three to four phonemes).

Students learn decoding skills by systematically progressing from simple word types (e.g., consonant-vowel-consonant), word lengths (e.g., number of phonemes), and word complexity (e.g., phonemes in the word, position of blends, stop sounds) to more complex words. At each fundamental stage (e.g., letter-sound correspondences, blending, reading whole words), students practice skills that have been modeled for them. Initially, students read controlled decodable text, which serves as an intermediary step until they are able to read grade-level literature and informational text.

The CCSS extend the 1997 California English language arts standards by calling for students to use the knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Students decode two-syllable words by breaking the words into syllables. Students also apply phonics and word-analysis skills to decode words both in isolation and in grade-level text.

Writing

The CCSS for first-grade writing, like the 1997 California standards, combine the important skills of writing with a focus, forming and documenting ideas, responding to fiction and nonfiction works, and recognizing the role of organization and text structure in different writing applications. Students begin to understand that writing is a process and learn to apply it appropriately to write brief narratives and descriptions of objects, persons, places, or events. Writing activities for students use good models as examples and encourage talking and writing about books and events.

Students begin to understand that writing is a process…

The CCSS go beyond the 1997 California English language arts standards to include additional sophisticated skills and instructional practices in writing. Students write informative/explanatory texts and opinion pieces in addition to narrative writing pieces. To meet grade-level expectations for opinion pieces, students provide supporting reasons and facts and a sense of closure. Students write narratives that recount two or more sequenced events and use words to signal event order. They work collaboratively with peers and participate in shared research and writing projects, which include the use of digital tools to edit and publish their work.

Speaking and Listening

In first grade, the CCSS for speaking and listening focus on the skills students need to participate in collaborative conversations with peers and adults about grade-level topics and texts. These topic- and text-based conversations are important additions to students' speaking and listening skills. Collaborative conversations provide students with opportunities to use new vocabulary and academic language.

The basic skills for conversations that students learn under the 1997 California English language arts standards are to listen attentively, ask questions for clarification and understanding, and stay on topic when speaking. The CCSS further develop these basic skills as students engage in collaborative conversations with diverse partners, building on others' comments through multiple exchanges on a topic or text.

Students learn to ask and answer questions for different purposes (e.g., to gather additional information or to clarify issues), and in different situations, such as when a text is read aloud or when information is provided by a speaker or presented through other media. Students continue to memorize and recite poems, rhymes, and songs with expression and to give, restate, and follow simple two-step directions.

In both the 1997 California English language arts standards and the CCSS, students describe people, places, things, and events. The CCSS introduce students to the use of drawings and other visual displays as additions to their descriptions and to clarify their ideas, thoughts, and feelings.

Language

Students in first grade are introduced to the basic elements of English grammar and usage for spoken and written language. Speaking and writing in complete sentences are a focus under the 1997 California English language arts standards, and specific attention is given to singular and plural subjects and verbs. The use of complete sentences to communicate, emphasized in the 1997 California English language arts standards, continues in the CCSS for both writing and speaking. The CCSS maintain students' focus on subject–verb agreement while extending instruction on the use of pronouns to include proper, personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone; everything*).

In addition to learning the four types of end punctuation, students under the CCSS are expected to name and recognize the four types of sentences: declarative, interrogative, exclamatory, and imperative. Instruction in language conventions such as capitalization continues, with the addition of capitalization rules for dates and names. In writing, students learn to use high-frequency words and also learn to recognize common spelling patterns and frequently used irregular words. Specific grammar elements and language conventions taught in first grade help form a base for future grades to build knowledge of both spoken and written formal English.

To encourage the use of academic language, the 1997 California English language arts standards call for students to be familiar with categories of words and concepts. The CCSS call for sophisticated vocabulary instruction to help students gain facility with an array of strategies and learn about word relationships and nuances in word meanings. Rather than learning vocabulary words that may not be related to grade-level texts and topics, students learn techniques to help them gain meaning of unknown words in their reading. Students' vocabularies expand through increased exposure to academic language and the use of high-frequency, grade-appropriate words in speaking and listening and in writing.

Students gain independence in making meaning of unknown words by using scaffolding strategies introduced in the CCSS. Some of these concepts appear in second and third grade in the 1997 California English language arts standards. Other vocabulary skills and concepts that students learn under the CCSS include simple roots and affixes, using context clues at the sentence level, defining words by category or key attributes, describing real-life connections between words and their use, attention to verbs and adjectives, and the use of high-frequency conjunctions (e.g., *because, since*) to flag simple relationships. In addition, students accrue a broader vocabulary by responding to text they have read or heard read aloud.

Extra Support for Struggling Readers

Reading is the key to success in all content areas. First-grade students who do not achieve success in phonological awareness, phonics, and word-recognitions skills may experience academic difficulties. Early screening can identify specific areas of instructional needs that can be addressed in a timely manner. Struggling readers—any student experiencing difficulty learning to read, which may include those who use nonstandard English, English learners, and students with disabilities—need additional support to participate in daily lessons with their peers and to ensure they will experience success. Instructional support for students should include:

- flexible grouping for differentiated instruction;
- opportunities to preteach key skills, strategies, and concepts;
- extra instructional support in phonological awareness for those experiencing difficulties;
- direct, explicit instruction in language development to address grammatical structures of oral and written standard English;
- opportunities in vocabulary instruction within context, including academic language;
- opportunities to build background knowledge;
- reinforcement and extension of the regular classroom program.

Support for English Learners

English-language development (ELD) is a critical component of the language arts program for English learners and comes with direct, explicit, and systematic instruction in reading and writing. Instructional programs for English learners should be planned according to the students' assessed level of literacy (reading and writing) in English and in their primary language as well as their proficiency in English (listening, speaking, reading, and writing). Students with strong literacy skills in their primary language have an advantage: They can concentrate on learning English rather than on receiving initial instruction in reading and writing. Students who enter first grade with little prior schooling and limited English skills must learn to read and write while learning English. They begin language arts instruction in English, with literacy instruction augmented by concurrent formal linguistic instruction in English (i.e., ELD).

Knowledge of letter-sound correspondences and phonological awareness of the sounds should be included in the lesson before teaching English learners to blend sounds. Additional phonological and letter-sound instruction is provided as needed. Modeling and practice can be provided by the teacher or by native English-speaking peers.

After assessment, English learners should be provided with instruction on new letter sounds and blending or on new word types. Such instruction will enable them to catch up with their classmates and accomplish lesson objectives.

The following suggestions provide support to English learners:

- Find out whether students have had previous instruction or experiences (or both) with the words included in the instruction and ensure they understand their meaning.

- Assess what knowledge is assumed before each unit of instruction and provide any preteaching of key concepts.

- Have English learners draw on literary skills in their first language to use in English and build on the knowledge of reading skills acquired in their first language in English letter-sound correspondences.

- Include explicit models of the letter-sound correspondences that students are expected to know, and conduct correction in a way that encourages students to keep trying, helping them to see the progress they have made.

- Provide students with scaffolds to learn grammar skills and meet writing expectations.

Specially designed academic instruction in English (SDAIE) is one instructional strategy to meet the needs of English learners. For additional resources to support the teaching of English learners, please visit the CDE English Learners Web page at http://www.cde.ca.gov/sp/el/. The CDE has published an excellent resource, *Improving Education for English Learners: Research-Based Approaches* (2010b), that provides the most comprehensive and up-to-date strategies to serve English learners. Guidelines for using ELD and SDAIE strategies are provided, as well as recommended instructional practices. Information on the publication is available at the CDE Press Web page at http://www.cde.ca.gov/re/pn/rc/.

English learners need additional time and appropriate instructional support. The CCSS set rigorous expectations for student learning, and ELD instruction must accommodate these enhanced expectations. The following chart illustrates the enhancements in the CCSS for English language arts that may affect ELD instruction. This chart provides teachers with initial guidance in planning effective ELD instruction.

Transition to the Common Core State Standards Planning ELD Instruction: First Grade	
Reading Standards for Literature	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (**<u>See grade 1 Language standards 4-6 for additional expectations.</u>**) 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 6. Identify who is telling the story at various points in a text.
Reading Standards for Informational Text	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 7. Use the illustrations and details in a text to describe its key ideas. 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Writing Standards	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Speaking and Listening Standards	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Language Standards	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Use personal **(<u>subject, object</u>)**, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).

Note: California additions are in bold typeface and underlined.

The Standards

The CCSS, with California additions, that follow are the prepublication version of the standards prepared by the Sacramento County Office of Education (SCOE), updated on October 15, 2010. Content that is unique to the CCSS and was added by California to the multistate common core standards is in **bold typeface and underlined**. The SCOE document is available online at http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf (Outside Source). These grade-one CCSS for English language arts were adopted by the California State Board of Education on August 2, 2010. The CCSS College and Career Readiness (CCR) Anchor Standards (Appendix A) define the literacy expectations for students entering college and careers and provide the foundation for the K–12 language arts standards. Although the CCR Anchor Standards were not part of the State Board of Education action in August, they are essential to understanding the structure and cohesive nature of the CCSS.

A complete list of the grade-one 1997 California English language arts content standards is located on the CDE Content Standards Web page at http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf.

Common Core State Standards English Language Arts: Grade One	
Reading Standards for Literature	
Key Ideas and Details	
1.	Ask and answer questions about key details in a text.
2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3.	Describe characters, settings, and major events in a story, using key details.
Craft and Structure	
4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **(See grade 1 Language standards 4-6 for additional expectations.)**
5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
6.	Identify who is telling the story at various points in a text.
Integration of Knowledge and Ideas	
7.	Use illustrations and details in a story to describe its characters, setting, or events.
8.	(Not applicable to literature)
9.	Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity	
10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. **a. Activate prior knowledge related to the information and events in a text.** **b. Confirm predictions about what will happen next in a text.**
Reading Standards for Informational Text	
Key Ideas and Details	
1.	Ask and answer questions about key details in a text.
2.	Identify the main topic and retell key details of a text.
3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	
4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **(See grade 1 Language standards 4-6 for additional expectations.)**
5.	Know and use various text **structures (e.g., sequence) and text** features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of Knowledge and Ideas	
7.	Use the illustrations and details in a text to describe its key ideas.
8.	Identify the reasons an author gives to support points in a text.
9.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Level of Text Complexity	
10.	With prompting and support, read informational texts appropriately complex for grade 1. **a. Activate prior knowledge related to the information and events in a text.** **b. Confirm predictions about what will happen next in a text.**

Reading Standards: Foundational Skills	
Print Concepts	
1.	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness	
2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Phonics and Word Recognition	
3.	Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text**. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.
Fluency	
4.	Read with sufficient accuracy and fluency to support comprehension.

	a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing Standards	
Text Types and Purposes	
1.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Production and Distribution of Writing	
4.	(Begins in grade **2**)
5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	
7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
9.	(Begins in grade 4)
Range of Writing	
10.	(Begins in grade **2**).
Speaking and Listening Standards	
Comprehension and Collaboration	

1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **a. Give, restate, and follow simple two-step directions.**
3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Presentation of Knowledge and Ideas	
4.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **a. Memorize and recite poems, rhymes, and songs with expression.**
5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
Language Standards	
Conventions of Standard English	
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*). d. Use personal **(subject, object)**, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).

	e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., *during, beyond, toward*). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Knowledge of Language	
3.	(Begins in grade 2)
Vocabulary Acquisition and Use	
4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

	a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.
6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibblet because she nibbles too much because she likes that*).

Mathematics

Overview

Effective mathematics education provides students with a balanced instructional program. In such a program, students become proficient in basic computational skills and procedures, develop conceptual understandings, and become adept at problem solving. Standards-based mathematics instruction starts with basic material and increases in scope and content as the years progress. It is like an inverted pyramid, with the entire weight of the developing subject, including readiness for algebra, resting on the foundations built in the early grades.

In August 2010, California adopted new standards in mathematics: the Common Core State Standards (CCSS), with California additions. The CCSS comprise standards developed by the state-led CCSS Initiative and material taken from the 1997 California mathematics standards. The new standards will be implemented gradually over the next several years as curriculum frameworks, instructional materials, and assessments based on the CCSS are adopted.

There are many similarities between the CCSS and the 1997 California mathematics standards, but there are also a few noteworthy differences. For instance, the CCSS are organized by "domains" that add grade-level focus and vary slightly by grade. The domains for first grade are Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry. Furthermore, the CCSS do not include "key standards" as in the 1997 California mathematics standards. Instead, the CCSS are designed to have a greater focus at each grade and to develop mathematics topics in depth. In the early grades, the CCSS continue to emphasize concepts necessary for the study of more advanced mathematics in later years. To ensure that students have adequate time to achieve mastery, some of the 1997 California mathematics standards familiar to California's first-grade teachers will be taught in different grades after the CCSS are fully implemented.

This section provides an overview of the new CCSS for first-grade mathematics, including some highlights of how the first-grade curriculum, based on the 1997 California mathematics standards, changes with the implementation of the new CCSS. It includes a review of the important mathematical concepts and skills from kindergarten (prerequisite skills) and guidance on areas of mathematics that may be challenging for some English learners. A complete list of the first-grade CCSS for mathematics can be found at the end of this section. A complete list of the first-grade 1997 California mathematics standards is located on CDE Web page at http://www.cde.ca.gov/be/st/ss/documents/mathstandards.pdf.

What First-Grade Students Should Know

When entering first grade, students who have met the kindergarten CCSS for mathematics understand the relationship between numbers and quantities and have built a foundation for understanding place value. They can group and compare sets of concrete items and recognize whether there are more, fewer, or an equal number of items in different sets. They learned to count to 100 by ones and tens and can count forward starting from any number within this range.

Students can write numbers from 0 to 20 and can represent a number of objects with a written numeral. They are able to recognize, represent, name, and order a number of objects and have developed a clear sense of what a number is by using concrete objects to determine the answers to addition and subtraction. They can decompose the number 10 into pairs in several ways, using drawings or equations to record these decompositions, and can compose and decompose numbers from 11 to 19 into tens and ones. They added and subtracted within 5 fluently.

Students entering first grade can identify and describe both two- and three-dimensional geometric shapes as well as their relative positions. They can compose simple shapes to make larger shapes and analyze and compare shapes by parts and attributes.

What Students Learn in First Grade

First-grade students will extend their knowledge of mathematics as they learn to add and subtract within 20, develop an understanding of whole numbers and place value within 100, measure and order objects by length, interpret data (with up to three categories), and work with shapes to compose new shapes and partition shapes to create "equal shares" (decompose shapes).

Operations and Algebraic Thinking

Both the 1997 California mathematics standards and the CCSS emphasize addition and subtraction of small numbers at first grade. First-grade students develop arithmetic skills as they use addition and subtraction (within 20) to solve word problems and become fluent with these operations (within 10). Students use objects, drawings, and equations with symbols for unknowns to write and solve addition problems within 20 (with three whole numbers). Students work with addition and subtraction equations and demonstrate the meaning of an equal sign as they determine whether an equation is true or false. The CCSS foster understanding as students employ a variety of strategies (e.g., counting on, building or decomposing to 10, applying knowledge of the inverse relationship between addition and subtraction) and apply the properties of operations (e.g., commutative and associative properties) to addition and subtraction tasks.

Students use objects, drawings, and equations with symbols for unknowns to write and solve addition problems…

With implementation of the CCSS, work with the value of coins, a first-grade topic in the 1997 California mathematics standards, will now be introduced in grade two.

Number and Operations in Base Ten

Both the 1997 California mathematics standards and the CCSS focus on whole numbers and place value at first grade. Students use concrete models to deepen their understandings about place value and know that the digits of a two-digit number represent amounts of tens and ones. They add two-digit and one-digit numbers (or a two-digit number and a multiple of ten) within 100 and know that to add two-digit numbers, tens are added to tens, ones are added to ones, and that during the process sometimes a new ten is composed. They compare and order two-digit whole numbers by using the symbols for less than, equal to, or greater than (<, =, >).

First-graders expand their understanding of addition and subtraction by using mental math to find 10 more or 10 less than a two-digit number. They also subtract multiples of 10 from multiples of 10 (for positive or zero differences and numbers in the range 10-90). In the 1997 California mathematics standards, addition and

subtraction at first grade focused on problems with one- and two-digit numbers (e.g., 5 + 58 = __), and the sum of three one-digit numbers.

With full implementation of the CCSS, entering first-graders will already know how to count to 100 by ones and tens, a first-grade topic in the 1997 standards. First-graders will extend counting by ones from 100 to 120 and will read and write whole numbers to 120. Skip-counting by 2s and 5s (a first-grade topic in the 1997 standards, for numbers to 100) will be introduced in second grade for numbers to 1,000.

Measurement and Data

First-graders develop their measurement skills as they compare the lengths of three objects by using direct comparison or a nonstandard unit. By the end of first grade, students understand that the measured length of an object can be represented by the number of length units that span it with no gaps or overlaps. They read and record time to the nearest half hour on both analog and digital clocks. Students organize, represent, and interpret data with up to three categories and evaluate and discuss collected data points.

Both the 1997 California mathematics standards and the CCSS have first-graders describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape). As students work with patterns in sorting, they learn to reason about the most likely next term.

With implementation of the CCSS, the concept of weight (a first-grade topic in the 1997 California mathematics standards) will be introduced in kindergarten but not studied in depth until grade three, when volume is also introduced. Also, the use of picture graphs and bar graphs to represent data will be covered in grade two, a first-grade topic in the 1997 California mathematics standards.

Geometry

In both the 1997 California mathematics standards and the CCSS, first-graders study the attributes of geometric shapes. The CCSS emphasize differences between defining (e.g., triangles are closed and three-sided) and nondefining (e.g., color, orientation, size) attributes as students actively build and draw shapes to match defining attributes. Students build composite shapes from two- and three-dimensional shapes and are able to compose new shapes from the composite shape. First-graders also partition circles and rectangles into fractional pieces and learn the associated vocabulary (*halves*, *fourths*, and *quarters*).

With implementation of the CCSS, concepts of "putting shapes together and taking them apart," which were introduced in the 1997 California mathematics standards in grade two, will be developed at grade one. Fractional parts will be introduced at grade one instead of grade two (as was done in the 1997 California mathematics standards).

Support for English Learners

Students need to develop knowledge of mathematics as a language. However, the academic language of mathematics instruction and the specialized vocabulary of mathematics may pose special challenges for English learners.

The language of mathematics is precise compared with the English used in common discourse. English learners need opportunities to develop their knowledge of the features of language used to teach mathematics, such as *semantics* (how to translate the words of a problem into a symbolic representation), *syntax* (the order of words and phrases), and *mathematical discourse* (writing or talking about mathematical terms, concepts, and so on). The specialized vocabulary of mathematics should be explicitly taught and reinforced throughout the year.

The following points address areas that may pose special challenges for English learners in the early grades:

- At an early stage, students may have difficulty with English words such as *first, second, last, before, every, each, more,* and *equal*. Students may be unfamiliar with *sum, difference, solve, length,* and *value.*

- The different meanings of multiple-meaning words should be explicitly taught. These words may have a meaning in common discourse that is different from the meaning in mathematics–such as *table* or *face* (as in the face of a clock).

- The place value of some numbers between 10 and 20 is not obvious from their names (e.g., the number 16 is called *sixteen* in English, but "ten plus six" in other languages).

- The narrative descriptions of a word problem may require language skills that students have not yet mastered, particularly when the language of a word problem is ambiguous or includes idioms (e.g., *a dime a dozen*), comparatives (*greater than, less than, most often, least often*), or position words (*behind, below, in front of, to the right* or *left of*).

Instruction in mathematics, along with critical-thinking skills, should be promoted despite low literacy or limited proficiency in the English language. Specially designed academic instruction in English (SDAIE) is one instructional strategy to meet the needs of English learners. For additional resources to support the teaching of English learners, please visit the CDE English Learners Web page at http://www.cde.ca.gov/sp/el/.

Transition to the Common Core State Standards

The following chart highlights a few topics that will continue to be addressed at the same grade level, and some of the changes to be considered, as California progresses toward full implementation of the first-grade CCSS for mathematics. The chart includes the column heading "Overview of Standards." For the 1997 California mathematics standards, this information is from the "strands" (e.g., Number Sense) and the "overarching" standards (e.g., Number Sense 1.0) at first grade. For the CCSS, the column lists the "domains" (e.g., Operations and Algebraic Thinking) and the "cluster headings" for the standards (e.g., Represent and solve problems involving addition and subtraction) at first grade.

The chart does not, and is not intended to, illustrate all of the differences between the two sets of standards—it is merely a beginning point for more in-depth discussion by teachers and other educators on how instruction may change.

The transition chart is followed by a complete set of the CCSS, with California additions, for first grade and then a table of the CCSS domains for kindergarten through grade six.

A Quick Look: Transition to the Common Core State Standards (CCSS)

Mathematics: Grade One

Overview of Standards **1997 California Mathematics Standards***	**Overview of Standards** **CCSS****	**Highlights**
Algebra and Functions ▪ Students use number sentences with operational symbols and expressions to solve problems. **Number Sense** ▪ Students understand and use numbers up to 100. ▪ Students demonstrate the meaning of addition and subtraction and use these operations to solve problems. ▪ Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places.	**Operations and Algebraic Thinking** ▪ Represent and solve problems involving addition and subtraction. ▪ Understand and apply properties of operations and the relationship between addition and subtraction. ▪ Add and subtract within 20. ▪ Work with addition and subtraction equations.	▪ Continue a focus on addition and subtraction within 20, but develop fluency with sums and difference within 10 **(fluency with numbers from 11 to 20 moves from grade one to grade two in the CCSS)**. ▲** ▪ Introduce the properties of operations as strategies to add and subtract **(moves from grade two to grade one in the CCSS)**.▼ ▪ Use objects, drawings and equations with symbols for unknowns to solve addition and subtraction problems (within 20), including word problems. ▪ Work with the value of coins **(moves from grade one to grade two in the CCSS)**.▲
	Number and Operations in Base Ten ▪ Extend the counting sequence. ▪ Understand place value. ▪ Use place value understanding and properties of operations to add and subtract.	▪ Begin counting to 100 in kindergarten–counting by ones and tens **(counting by ones from 31 to 100 and skip-counting moves from grade one to kindergarten in the CCSS)**.▼ ▪ Extend counting, reading, and writing whole numbers from 100 to 120 **(work with numbers from 100 to 120 moves from grade two to grade one in the CCSSS)**. ▼

* The 1997 California mathematics standards will continue to be assessed through the STAR system (in grades 2-11) until at least 2014.

** The ▼symbol indicates all or part of a concept in the 1997 California standards has moved to a lower grade in the CCSS; the ▲ symbol indicates movement to a higher grade. Listings without a symbol indicate that a concept will continue to be taught at the current grade level.

		▪ Use concrete models or drawings to reinforce understanding of topics such as place value, addition and subtraction. ▪ Add within 100 (two-digit and a one-digit number). Extend to a two-digit number and a multiple of 10. ▪ Subtract multiples of 10 for numbers in the range 10-90.
Measurement and Geometry ▪ Students use direct comparison and nonstandard units to describe the measurements of objects. ▪ Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space.	**Measurement and Data** ▪ Measure lengths indirectly and by iterating length units. ▪ Tell and write time. ▪ Represent and interpret data.	▪ Measure the length of objects using indirect comparison and by iterating length units **(a focus on weight and volume moves from grade one to grade three in the CCSS).▲** ▪ Organize, represent, and interpret data, with up to three categories **(specific use of picture graphs and bar graphs moves from grade one to grade two in the CCSS).▲** ▪ Describe, extend, and explain simple repeating patterns.
Statistics, Data Analysis, and Probability ▪ Students organize, represent, and compare data, by category, on simple graphs and charts. ▪ Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors.	**Geometry** ▪ Reason with shapes and their attributes.	▪ Build and draw shapes that possess certain attributes **(understanding attributes remains at grade one with an added focus on actively building and drawing in the CCSS).** ▪ Compose and decompose two- or three-dimensional shapes to create a composite shape **(putting shapes together and taking them apart moves from grade two to grade one in the CCSS).▼** ▪ Partition circles and rectangles into equal shares to introduce "part-whole" relationships and fractional terms, for example, halves, fourths, and quarters **(fractional parts moves from grade two to grade one in the CCSS).▼**

		▪ Describe the relative positions of objects, for example, above or behind **(moves from grade one to kindergarten in the CCSS)**. ▼
Mathematical Reasoning ▪ Students make decisions about how to set up a problem. ▪ Students solve problems and justify their reasoning. ▪ Students note connections between one problem and another.	**Standards for Mathematical Practice** 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning	▪ The CCSS include Standards for Mathematical Content (different at each grade) and Standards for Mathematical Practice (recurring throughout the grades). ▪ To master the grade level content, students will need to rely on their understanding of a concept and not only on procedures. Standards for Mathematical Practice define how students develop mathematical understanding as they make sense of a problem, reason abstractly, construct arguments, model with mathematics, use tools strategically, attend to precision, and look for structure and repeated reasoning. ▪ Standards for Mathematical Content that set an expectation of "understanding" are potential points of intersections between these standards and the Standards for Mathematical Practice. ▪ Standards for Mathematical Practice are similar to the previous 1997 California Mathematical Reasoning standards and should be evident throughout future curricula, assessments, and professional development.

The Standards

The CCSS, with California additions, that follow are the prepublication version of the standards prepared by the Sacramento County Office of Education (SCOE), updated on October 18, 2010. Content that is unique to California and was added to the multistate common core standards is in **bold typeface and underlined**. The SCOE document is available online at http://www.scoe.net/castandards/agenda/2010/math_ccs_recommendations.pdf (Outside Source). These grade-one CCSS for mathematics were adopted by the California State Board of Education on August 2, 2010.

A complete list of the grade-one 1997 California mathematics standards is located on the CDE Content Standards Web page at http://www.cde.ca.gov/be/st/ss/documents/mathstandards.pdf.

Common Core State Standards Mathematics: Grade One	
Operations and Algebraic Thinking (1.OA)	
Represent and solve problems involving addition and subtraction.	
1.	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.[1]
2.	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Understand and apply properties of operations and the relationship between addition and subtraction.	
3.	Apply properties of operations as strategies to add and subtract.[2] *Examples: If 8 + 3 = 11is known, then 3 + 8 = 11 is also known.(Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*
4.	Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*
Add and subtract within 20.	
5.	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
6.	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

[1] See the Glossary, Table 1, on the CCSS Initiative Web site at http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf.
[2] Students need not use formal terms for these properties.

Work with addition and subtraction equations.	
7.	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*
7.1	**Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 20.**
8.	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ☐ – 3, 6 + 6 = ☐.*
Number and Operations in Base Ten (1.NBT)	
Extend the counting sequence.	
1.	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
Understand place value.	
2.	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones – called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
3.	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
Use place value understanding and properties of operations to add and subtract.	
4.	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
5.	Given a two-digit number, mentally find 10 or more or 10 less than the number, without having to count; explain the reasoning used.
6.	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of

	operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
Measurement and Data (1.MD)	
Measure lengths indirectly and by iterating length units.	
1.	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2.	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*
Tell and write time.	
3.	Tell and write time in hours and half-hours using analog and digital clocks.
3.1	**Relate time to events (e.g., *before/after, shorter/longer*).**
Represent and interpret data.	
4.	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
4.1	**Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape). (CA-Standard SDAP 2.1)**
Geometry (1.G)	
Reason with shapes and their attributes.	
1.	Distinguish between defining attributes (e.g., triangles, are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
2.	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.[3]
3.	Partition circles and rectangles into two and four equal shares, describe the shares using words *halves, fourths,* and *quarters,* and use the phrases *half of, fourth of,* and *quarter of.* Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

[3] Students do not need to learn formal names such as "right rectangular prism."

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The CCSS for Mathematical Practice describe ways in which students of mathematics ought to engage with the subject matter as they grow in mathematical maturity and expertise. For a complete description of the eight Standards for Mathematical Practice, see Appendix B.

CCSS Domains

The CCSS are organized by domains. The following table lists all the domains that apply to kindergarten through grade eight, and it identifies which domains are addressed in kindergarten through grade six. The shaded row indicates a domain to be covered at later grades.

Domains	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six
Counting and Cardinality (CC)	X						
Operations and Algebraic Thinking (OA)	X	X	X	X	X	X	
Number and Operations in Base Ten (NBT)	X	X	X	X	X	X	
Measurement and Data (MD)	X	X	X	X	X	X	
Geometry (G)	X	X	X	X	X	X	X
Number and Operations – Fractions (NF)				X	X	X	
Ratios and Proportional Relationships (RP)							X
The Number System (NS)							X
Expressions and Equations (EE)							X
Statistics and Probability (SP)							X
Functions (F)							

History–Social Science

Overview

Students in the first grade are ready to learn more about the world in which they live and about their responsibilities to other people. They begin to learn how necessary it is for people and groups to work together and how to resolve problems through cooperation. Students' expanding sense of place and spatial relationships provides readiness for new geographic learning and a deeper understanding of chronology. Students also are ready to develop a deeper understanding of cultural diversity and to appreciate the many people from various backgrounds and ways of life in the world. Students also begin to develop economic literacy as they learn about work both in and outside the home and the exchange of goods and services for money.

Teachers are also encouraged to build understanding of history–social science concepts while furthering beginning literacy skills as outlined in the Common Core State Standards (CCSS). For example, shared readings of narrative and expository texts related to the history–social science standards can reinforce academic content vocabulary; concepts about print, phonemic awareness, and the alphabetic principle; analysis of text; and fluency.

What First-Grade Students Should Know

In kindergarten, students began the study of history–social science with concepts anchored in the experiences they brought to school from their families and communities. Students explored what it means to be a good citizen, national symbols, work (now and long ago), geography, time and chronology, and life in the past. The stories of ordinary and extraordinary people helped describe the range and continuity of human experience and introduced the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility.

What Students Learn in First Grade

The Rights and Responsibilities of Citizenship

Students learn about the values of fair play and good sportsmanship and respect for the rights and opinions of others. They build on their understanding of respect for rules by which we all must live. Students can discuss the class rules and understand how they developed. They can also consider questions: Who is responsible for enforcing the rules? What are the consequences if these rules are broken? In first grade, teachers can divide the class into two groups: one to create rules and one to evaluate the fairness of the rules. What criteria can students use to determine what makes a rule fair or unfair? Emphasis should be placed on having the students solve the

social problems and decision-making dilemmas that naturally arise in the classroom; for example, such situations may include problems in sharing scarce supplies, bullying students perceived as different, or in deciding how best to proceed on a group project when a dilemma arises. In using this approach, students will learn that problems are a normal and recurring feature of social life. They will also learn that they have the capacity to examine and solve problems.

Teachers can also introduce value-laden problems for discussion through reading stories and fairy tales that pose dilemmas appropriate for young students, such as Paul Galdone's *The Monkey and the Crocodile*, Lenny Hort's *The Boy Who Held Back the Sea*, and Francisco Jimenez's *La Mariposa*. Through listening to these stories and through the discussions and writing activities that follow, students gain deeper understanding of individual rights and responsibilities as well as social behavior. Throughout these lessons, the teacher's purpose is to help students develop those civic values that are important in a democratic society. Students can be given jobs in the classroom. Practicing democratic processes in the classroom helps students learn social studies content and develop social responsibility.

Teachers may illustrate a direct democracy and a representative democracy by demonstrating how these work in the classroom setting. To teach about a direct democracy, all students can vote on classroom decisions, such as which game will be played on a rainy day or which type of math manipulative will be used to build patterns. A class vote may be held using different methods (for example, raising hands or casting secret ballots). The process and the outcome could be the topic of discussion. Was it important to have everyone vote? Teachers make sure students understand that everyone had a direct voice in the decision. Conversely, having students select classroom leaders or table leaders who will make classroom decisions is a way to model a representative democracy. The advantages and disadvantages of these two models can be discussed with the students in order to help them develop a beginning understanding of citizenship and government.

Geography of the Community

Students' growing sense of place and spatial relationships makes possible important new geographic learning in first grade. To develop geographic literacy, teachers can build on students' sense of their neighborhood and the places students regularly go to shop, play, and visit. Students demonstrate their knowledge of this standard by making a map of their neighborhood, town, and county and then labeling a map with California, the United States, the continents, and oceans. Books such as *Me on the Map* by Joan Sweeney and *Maps and Globes* by Jack Knowlton may be used to teach students about cartography as well as build conceptual knowledge of community, city, state, country, continent, and world.

Students may construct a three-dimensional floor or table map of their immediate geographic region. Such an activity helps develop students' observational skills and spatial relationships and teaches the concepts of absolute and relative locations of people and places. Comparing the floor or table map to a picture map of this same region will help students make the connections between geographic features in the field, three-dimensional models of this region, and two-dimensional pictures or symbolic maps. Students should observe that the picture-symbol map "tells the same story" as the floor model but does so at a smaller scale. The picture-symbol map can also be hung upright without changing the spatial arrangement of these features and without altering their relationships to one another; for example, the supermarket is still north of the post office. These critical understandings are important in developing reading and interpretation skills with maps.

Finally, students learn how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation. Teachers may connect the learning about the interactions between the environment and people to Standards 1.5 and 1.6.

Symbols, Icons, and Traditions of the United States

First-grade students deepen their understanding of national identity and cultural literacy…

First-grade students deepen their understanding of national identity and cultural literacy by learning about national and state symbols. Students learn to recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "You're a Grand Old Flag"). They begin to understand the significance of national holidays and the heroism and achievements of the people associated with them. They learn to identify and understand American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people, ideas, and events associated with them. Teachers should focus on how these symbols provide a sense of identity for Americans and a sense of community across time. Literature such as Deborah Kent's *Lincoln Memorial*, Ann McGovern's *The Pilgrims' First Thanksgiving*, Lucille Recht Penner's *The Statue of Liberty*, and Patricia Ryon Quiri's *The National Anthem* can promote student learning of these symbols and events. Students can create a class "big book" of American symbols reinforcing the idea of the United States as one nation made up of peoples from around the world who share common democratic values and beliefs. Teachers can read to students Eve Bunting's *The Wall*, which helps them to understand the symbolic nature of monuments and how they represent civic values.

Life Today and Long Ago

Students learn about times past with an emphasis on continuity and change. They compare different times and places and how certain aspects of life change over time while some things stay the same. Schools, communities, and transportation of the past provide areas of study that students are familiar with in the present. Teachers can also examine areas such as work, clothing, games, and holidays to compare with the students' lives today. Informational books and stories, such as *My Great-Aunt Arizona* by Gloria Houston, can help students develop historical empathy and understand life in the past. Primary sources can be introduced by using photographs (and videos or artifacts) of schools, transportation, and clothing.

Cultural Literacy: One Nation, Many People

This standard focuses on the people from many places, cultures, and religions who live in the United States and who have contributed to its richness. Through stories of today as well as folktales and legends, students discover the many ways in which people, families, and cultural groups are alike despite their varied ancestry. Teachers should utilize quality literature such as *Everybody Cooks Rice* by Norah Dooley, *Whoever You Are* by Mem Fox, and Cinderella stories from multiple cultures (such as *Jouanah: A Hmong Cinderella* by Jewell Reinhart Coburn and Tzexa Cherta Lee) to teach and reinforce these concepts.

In developing this topic, teachers draw first from the rich fund of literature and folklore of those cultures represented among the families in the classroom and school. Then, as time allows, teachers can introduce literature from other cultures for comparison, emphasizing how American Indians and immigrants have helped to define California and America. Opportunities for students to discuss and dramatize these stories and analyze what these stories tell about the culture are critical. Understanding similarities and differences of people from various cultural backgrounds allows students to have increased awareness of the beliefs, customs, and traditions of others.

Economics: Goods and Services

In first grade, students acquire a beginning understanding of economics; for example, students learn about the use of money to purchase goods and services and the specialized work that people do in order to manufacture, transport, and market such goods and services. People exchange money for the goods and services they want and, because money is limited, people make choices about how to spend their money.

This standard can be taught in conjunction with, or build upon, the geographic exploration of the neighborhood and community. Students at this age level learn that the place where they live is connected with the wider world. They may focus on the trucks and railroad lines that bring products to the neighborhood for eventual sale in its stores; to an industrial region, near or far away, producing one or more needed products, such as bricks and building materials for new home construction or clothing for the stores; and to the airport or regional harbor that links this place with producers, suppliers, and families throughout the world.

Students can continue their development of analytical skills by identifying the costs of their decisions. They should recognize that a cost is what is given up to gain something, which fits with the economic concept of exchange. When students trade, they gain something and they give something up. What they give up is the cost of the choice. It should be emphasized that every choice has a cost (a simple example is the story of the three little pigs, where two of the pigs give up safety for play).

At the same time, students may enjoy literature that brings these economic activities alive and that builds sensitivity toward the many people who work cooperatively to get their jobs done. Stories such as *The Tortilla Factory* by Gary Paulsen illustrate the values of compassion, working together, and perseverance.

The Education and the Environment Initiative

The following curriculum units from the Education and the Environment Initiative (EEI) Curriculum can be used to provide instruction in the history–social science standards listed below.

First Grade		
Standard Number	**Standard Text**	**EEI Curriculum Unit Name**
1.2.4	Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.	*People and Places*
1.4.2	Study transportation methods of earlier days.	*On the Move*

For more information about EEI instructional units, visit the Environmental Protection Agency Web page at http://www.calepa.ca.gov/Education/EEI (Outside Source).

Support for English Learners

History–social science is particularly challenging for English learners. They must simultaneously develop fluency in a second language and also gain content and analysis skills in a complex subject area with high literacy demands. To learn English and achieve mastery of the history–social science content standards, students must participate in instructional programs that combine critical content knowledge and skill development in both English-language proficiency and the content standards and analysis skills contained in the *History–Social Science Framework for California Public Schools* (California Department of Education 2005).

All students should have an opportunity to actively engage with the history–social science content standards regardless of their proficiency in the English language. Effective instructional practices foster English-language development (ELD) and at the same time teach history–social science content. Early instruction in English literacy and content knowledge across all disciplines must be incorporated into ELD programs. In a structured English immersion program, history–social science for English learners continues to be taught while students are mastering English. In fact, most studies promote instruction in the content areas despite low literacy or limited proficiency in the English language, along with the critical-thinking and analysis skills and the particular reading strategies of the disciplines.

Teachers should align history–social science instruction with the grade-level expectations in the four domains (reading, writing, listening and speaking, and language) described in the CCSS for English language arts. Before classroom instruction, teachers need to determine what they want the students to learn, their students' English-language proficiency, and the language demands of each lesson's instructional materials.

Specially designed academic instruction in English (SDAIE) is one instructional strategy to meet the needs of English learners. For additional resources to support the teaching of English learners, please visit the CDE English Learners Web page at http://www.cde.ca.gov/sp/el/.

The Standards

The following grade-one history–social science content standards were adopted by the California State Board of Education on October 9, 1998. In addition, the recently adopted CCSS include standards for literacy in history/social studies. These standards do not replace the history–social science content standards but supplement them by setting specific requirements for reading and writing informational texts, including history–social science documents. The new standards will be implemented over the next several years as curriculum frameworks, instructional materials, and assessments based on the CCSS are adopted. See the English language arts section for more information about the CCSS for grade one.

History–Social Science Content Standards
Grade One: A Child's Place in Time and Space

1.1 Students describe the rights and individual responsibilities of citizenship.

1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community.

2. Understand 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."

1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/ or human characteristics of places.

1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.

2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.

3. Construct a simple map, using cardinal directions and map symbols.

4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

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.

1. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "America").

2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.

3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.

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 while others stay the same.

1. Examine the structure of schools and communities in the past.

2. Study transportation methods of earlier days.

3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

1. Recognize 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. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.

3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

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

1. Understand the concept of exchange and the use of money to purchase goods and services.

2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

Historical and Social Sciences Analysis Skills Kindergarten Through Grade Five

The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed *only in conjunction with* the content standards in kindergarten through grade five.

In addition to the standards for kindergarten through grade five, 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 in a chronological sequence and within a spatial context; they interpret time lines.

2. Students correctly apply terms related to time, 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 a map's or globe's legend, scale, and symbolic representations.

5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how 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 they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, 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 the historical contexts of those events.

2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those 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.

Science

Overview

Most children are natural scientists—they enjoy exploring, asking questions, playing with new objects, experimenting with different senses, observing, or using inventions to solve problems. In first grade, science teaching builds upon this innate curiosity by providing students the time, skills, and structures to formulate and investigate their questions.

First-grade students are expected to learn both the content and process of science. Effective science programs reflect a balanced, comprehensive approach that includes the teaching of investigation and experimentation skills along with direct instruction. Key elements of a balanced science program include explicit teaching of science content and concepts, identifying students' prior knowledge, and addressing student misconceptions. Investigation skills should also be highlighted, with students encouraged to find answers or reach conclusions using their own experiences or observations. High-quality science instruction should also develop students' command of the academic language of science and use standards-based connections with other core subjects to reinforce science teaching and learning.

Safety should always be the foremost consideration in teacher modeling, the design of demonstrations, investigation and experiments, and science projects. Safety must be taught. Knowing and following safe practices in science are a part of understanding the nature of science and scientific enterprise. Everyone involved in science education should become familiar with the *Science Safety Handbook for California Public Schools*, which is posted on the CDE Web page at http://www.cde.ca.gov/pd/ca/sc/documents/scisafebk2012.pdf The publication contains specific and useful information relevant to teachers, administrators, parents/guardians, and students.

What First-Grade Students Should Know

Students who have met the science standards for kindergarten know how to classify, compare, sort, and identify common objects. In kindergarten, they used descriptive language when recording observations, measurements, and predictions about the properties of materials. In physical science, students began the study of the properties of matter and its transformations, building a foundation for making observations and measurements primarily based on physical properties.

Observational skills and vocabulary were emphasized in life science. In kindergarten, students learned to describe the appearance and behavior of different animals and plants and explored related informational texts to enrich their observations of plants and animals.

In earth science, kindergarteners were introduced to the many different features and characteristics of Earth: mountains, rivers, ocean, valleys, deserts, and local landforms. They learned how changes in weather occurred from day to day and season to season and how these changes affected Earth and its inhabitants. They know that Earth contains resources for humans and that human consumption leads to waste that must be disposed of.

By the time they enter first grade, students are able to observe common objects by using their five senses, describe the properties of these objects, and compare and sort objects by at least one physical attribute (e.g.,

color, shape, texture, size, weight). Students know how to communicate their observations both orally and through drawings.

What Students Learn in First Grade

Students in first grade learn about the properties of solids, liquids, and gases and use words and drawings to record their observations about various objects. They deepen their understanding of the needs and structures of plants and animals. First-grade students also continue their study of weather, observing, measuring, and recording weather conditions regularly to learn more about day-to-day and seasonal changes. They use simple tools and technology, with adult assistance provided as necessary.

First-graders respond to *who, what, when, where,* and *how* questions. They expand their vocabulary by learning appropriate grade-level scientific terms (such as *freezing, melting, heating, dissolving,* and *evaporating*). They participate in classroom discussions to share ideas and evidence and learn to reevaluate their thinking when presented with new evidence. They make new observations when discrepancies exist between two descriptions of the same object or phenomenon. Science learning is facilitated by hands-on activities and games that include explicit teaching of scientific concepts and vocabulary.

Science topics in first grade are organized into four sets of standards: Physical Sciences, Life Sciences, Earth Sciences, and Investigation and Experimentation. As students learn the content defined by the standards in the Life, Earth, and Physical Sciences strands, they are also practicing investigation and experimentation skills. That is, the investigation and experimentation standards should be infused throughout science instruction.

Physical Sciences

Students learn that materials come in different forms—solids, liquids, and gases…

Students learn that materials come in different forms—solids, liquids, and gases—and observe the different properties of each form. They know that solids are rigid while liquids and gases conform to the shape of the vessel that contains them. Students draw pictures and tell or write stories that illustrate the differences between the properties of solids, liquids, and gases. In addition, students learn that the properties of substances can change when cooled, heated, or mixed together. This is a good opportunity to begin to safely introduce the use of basic science equipment, including thermometers, measuring cups, or cylinders.

Life Sciences

Students in first grade are ready to focus on the favorable habitats (usually including air and soil), water, and energy supply (sunlight or food) that living organisms need to survive. Students learn how plants and animals live in different environments and discuss the relationship between structural form and function.

First-graders learn about the types of organisms that live in different environments and the ways in which they have adapted to their surroundings. Examples of adaptations, such as giraffes' long necks or whales' thick, blubbery skin, should be easily identifiable by the students and discussed. Stories, videos, and electronic media about plants and animals can help students learn about life on Earth.

Students learn about what plants and animals need to survive, which is one of the foundations of ecology. Activities may include growing and caring for plants or field trips to observe animals. These activities may be supplemented with books and stories about plants and animals that live in a variety of environments. Students are also introduced to food chains and observe that all living organisms in an environment are interdependent.

In addition, first-graders are introduced to the concept of structural form and function. Specifically, they use inference skills to determine what type of food an animal will eat based on the shape of its teeth. Students learn

about the relationship between plant structures and their functions; for example, how roots take in water and nutrients from the soil and that green leaves are the sites where photosynthesis turns sunlight into food.

Earth Sciences

First-grade students learn that each season has its own predictable range of weather conditions. They learn how to use simple equipment (e.g., wind vanes and thermometers) to measure these conditions. Students learn that Earth receives energy from sunlight and that the warming of Earth has a strong influence on the weather. Throughout the school year, they record day-to-day and seasonal changes in the weather and discuss data on weather changes (such as wind and rainfall). Finally, students in first grade are made aware of the warming effect of the sun's rays on their skin and shown that the air, land, and water are similarly warmed.

Investigation and Experimentation

Students continue to develop the ability to make quantitative observations and comparisons by recording and using numbers. Students are taught to revisit their observations when there are differences or discrepancies between two descriptions of the same object or event. In addition, students learn how to record observations and data with pictures, numbers, written statements, and bar graphs.

The Education and the Environment Initiative

First-grade instruction continues the integration and importance of environmental literacy so students better understand how they influence the environment and how it influences them. The following units from the Education and the Environment Initiative (EEI) Curriculum can be used to provide instruction in the science standards listed below.

First Grade		
Standard Number	**Standard Text**	**EEI Curriculum Unit Name**
1.2.a.	Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.	*Surviving and Thriving*
1.2.c.	Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.	*Finding Shelter*
1.2.d.	Students know how to infer what animals eat from the shape of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).	*Open Wide! Look Inside!*

For more information about EEI instructional units, visit the Environmental Protection Agency Web page at http://www.calepa.ca.gov/Education/EEI (Outside Source).

Science Across the Content Areas

The first-grade science standards are readily integrated with other academic content standards. For example, in mathematics, students collect, categorize, and display data using graphs or charts. These skills are paralleled in, and reinforced by, the study of science.

Students develop written and oral language skills as they record observations, participate in shared research activities, and engage in discussions about science topics. They develop information literacy skills as they learn to use pictures and context to retrieve information and make predictions. Students write brief informative descriptions in which they supply some facts about a topic. Those expository descriptions may be aligned with the science standards that require students to record observations and data by using some written language.

In 2010, California adopted the Common Core State Standards (CCSS) including standards for literacy in science. These standards do not replace the science content standards but supplement them by setting specific requirements for reading and writing informational texts, including science documents. The new standards will be implemented over the next several years as curriculum frameworks, instructional materials, and assessments based on the CCSS are adopted. Refer to the English language arts section for more information about the CCSS for first grade.

Support for English Learners

All students, regardless of English language proficiency, should have access to high quality science instruction. With its focus on domain-specific vocabulary acquisition and utilization of hands-on, collaborative activities, a balanced first-grade science program provides many opportunities for English-language development (ELD). However, science instruction may still present challenges for some English learners. Specific challenges include learning science-related terms and academic vocabulary. Directions may be complex and contain multiple steps. Visual information may not be easily comprehensible.

Some strategies that may help students understand new science concepts and processes include connecting to students' background knowledge, experiences, and familiar terminology; focusing on key science terms before, during, and after a lesson; and utilizing different formats (e.g., charts, graphs, pictures).

Students benefit from clear and consistent classroom routines, group or peer interaction to share information, processes, and activities that are relevant and meaningful. ELD is especially enhanced by (1) opportunities for informal conversations about content and concepts, (2) modeling the appropriate use of equipment, and (3) an adequate amount of wait time for student response.

The Standards

The following grade-one science content standards were adopted by the California State Board of Education on October 9, 1998.

Science Content Standards Grade One	
Physical Sciences	
1.	**Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept:**
1.a.	Students know solids, liquids, and gases have different properties.
1.b.	Students know the properties of substances can change when the substances are mixed, cooled, or heated.
Life Sciences	
2.	**Plants and animals meet their needs in different ways. As a basis for understanding this concept:**
2.a.	Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
2.b.	Students know both plants and animals need water, animals need food, and plants need light.
2.c.	Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
2.d.	Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eat plants).
2.e.	Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.
Earth Sciences	
3.	**Weather can be observed, measured, and described. As the basis for understanding this concept:**
3.a.	Students know how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.
3.b.	Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.
3.c.	Students know the sun warms the land, air, and water.

Investigation and Experimentation	
4.	**Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:**
4.a.	Draw pictures that portray some features of the thing being described.
4.b.	Record observations and data with pictures, numbers, or written statements.
4.c	Record observations on a bar graph.
4.d.	Describe the relative position of objects by using two references (e.g., above and next to, below and left of).
4.e.	Make new observations when discrepancies exist between two descriptions or the same object or phenomenon.

Visual and Performing Arts

Overview

In first grade, students begin to develop the focus needed to succeed when creating and performing art, as well as to learn to listen when others speak. As they sing, play music, do dramatics, draw, and paint, their purpose and intent become apparent. They learn how artists in the past performed the same activities that contemporary artists perform today. By connecting the arts with other content areas, students build their vocabulary and early reading skills, such as defining the plot, predicting, summarizing, and recognizing the sequence of events in a story.

What First-Grade Students Should Know

In kindergarten, students developed the vocabulary and skills unique to the arts. In dance, students learned how to move through space, control their movements, and compare different types of dances. In music, they sang and played instruments, became aware of music in everyday life, and learned about music from various cultures. In theatre, students learned the practices and vocabulary of the discipline, including basic acting skills. Finally, in the visual arts, students learned to identify basic concepts such as shape, texture, and perspective and used this visual information to create works of art on paper and in three-dimensional constructions.

What Students Learn in First Grade

Dance

Students use locomotor movements that carry them across the room as well as axial movements of different parts of their bodies while staying in place. As they learn to vary their movements by using different degrees of force or energy, their movements become dynamic. By joining the movements, students can perform brief dance sequences with a beginning, middle, and end, as in a story. They incorporate variety and patterns and find that they can express emotions in the way they move. And through folk and traditional dances, students learn more about why, when, and where people dance and how dances are similar or different.

Music

Singing and playing classroom instruments improve students' listening skills, accuracy and technique, and understanding of musical forms. By improvising simple rhythmic accompaniments and learning singing games from various cultures, students begin their creative work in music. They focus their listening and relate to music and dance by creating and performing movements.

Theatre

Acting through facial expressions, gestures, and movements alone helps students develop characters. Without prior rehearsing or scripting to improve their ability to improvise, students can create scenes. For example, they can create tableaux, which are enjoyable and provide a useful learning experience. In that activity they perform a silent, motionless depiction of a scene from, for example, a story, famous painting, or moment in history. In the process, they identify the cultural and geographic origins of stories.

Visual Arts

Working in flat, two-dimensional formats, students create three-dimensional works of art through the use of texture and color. Along with learning the elements of art, such as line, color, shape, and texture, students describe a variety of subject matter in works of art. For example, they can examine landscapes portrayed in early-morning light or at night; seascapes on a calm or stormy day; portraits of men and women, boys and girls; and still-life compositions of objects large to small, bright to dull, and rough to smooth.

The Standards

The visual and performing arts content standards provide expectations for students in four disciplines: dance, music, theatre, and visual arts. At each grade level, the standards are grouped under five strands:

The visual and performing arts content standards provide expectations for students in four disciplines: dance, music, theatre, and visual arts.

1. **Artistic perception** refers to processing, analyzing, and responding to sensory information through the use of the language and skills unique to dance, music, theatre, and the visual arts.

2. **Creative expression** involves creating a work, performing, and participating in the arts disciplines.

3. **Historical and cultural context** concerns the work students do toward understanding the historical contributions and cultural dimensions of an arts discipline.

4. **Aesthetic valuing** includes analyzing and critiquing works of dance, music, theatre, and the visual arts.

5. **Connections, relationships, and applications** involve connecting and applying what is learned in one arts discipline and comparing it to learning in the other arts, other subject areas, and careers.

When reading the standards at a particular grade level, one must know which standards were accomplished in all the previous grade levels to understand how expectations are based on prior learning. In addition, an examination of the standards for any of the art forms at a given grade level reveals overlaps and points of connection across the strands because the strands and the content standards for the four disciplines are intrinsically related.

Key Content Standards

Each arts discipline and artistic process has many entry points throughout the grades. Because particular ideas, concepts, and experiences are critical to student achievement at certain times in their artistic and cognitive development, the standards provide students with a picture of what is essential to know and be able to do, from kindergarten through grade eight, in each of the four arts disciplines. The key content standards provide a beginning point for standards-based instruction in each grade of elementary and middle school and focus on fundamental content that students need in order to move to the next level of understanding and expression. Like the complete standards, the key standards build up content in each successive grade level and spiral throughout the curriculum for kindergarten through grade eight. They are essential in preparing students for beginning-level high school arts courses in which they engage in more focused and independent work. Key standards are indicated in the list below with an asterisk (*).

The following grade-one visual and performing arts content standards were adopted by the California State Board of Education on January 10, 2001.

Visual and Performing Arts Content Standards
Grade One

Component Strand: 1.0 Artistic Perception

Dance Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance	**Music** Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music	**Theatre** Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre	**Visual Arts** Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts
Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance. **Development of Motor Skills and Technical Expertise** 1.1 Demonstrate the ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g., skip lightly, turn strongly, fall heavily). **Comprehension and Analysis of Dance Elements** 1.2* Perform short movement problems, emphasizing the element of space (e.g., shapes/lines, big/small, high/low). **Development of Dance Vocabulary** 1.3 Name basic locomotor and axial movements (e.g., skip, slide, stretch, roll).	Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music. **Read and Notate Music** 1.1 Read, write, and perform simple patterns of rhythm and pitch, using beat, rest, and divided beat (two sounds on one beat). **Listen to, Analyze, and Describe Music** 1.2 Identify simple musical forms (e.g., phrase, AB, echo). 1.3 Identify common instruments visually and aurally in a variety of music.	Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre. **Development of the Vocabulary of Theatre** 1.1* Use the vocabulary of the theatre, such as *play*, *plot* (*beginning*, *middle*, and *end*), *improvisation*, *pantomime*, *stage*, *character*, and *audience*, to describe theatrical experiences. **Comprehension and Analysis of the Elements of Theatre** 1.2 Observe and describe the traits of a character.	Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. **Develop Perceptual Skills and Visual Arts Vocabulary** 1.1 Describe and replicate repeated patterns in nature, in the environment, and in works of art. 1.2 Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials). **Analyze Art Elements and Principles of Design** 1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.

*Indicates a key standard.

Component Strand: 2.0 Creative Expression			
Dance Creating, Performing, and Participating in Dance	**Music** Creating, Performing, and Participating in Music	**Theatre** Creating, Performing, and Participating in Theatre	**Visual Arts** Creating, Performing, and Participating in the Visual Arts
Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance. **Creation/Invention of Dance Movements** 2.1 Use improvisation to discover movements in response to a specific movement problem (e.g., find a variety of ways to walk; create five types of circular movement). 2.2 Respond in movement to a wide range of stimuli (e.g., music, books, pictures, rhymes, fabrics, props). **Application of Choreographic Principles and Processes to Creating Dance** 2.3* Create a short movement sequence with a beginning, a middle, and an end. 2.4 Create shapes and movements at low, middle, and high levels. 2.5 Imitate simple movement patterns. **Communication of Meaning in Dance** 2.6 Express basic emotional qualities (e.g., angry, sad, excited, happy) through movement. 2.7 Perform improvised movement ideas for peers. **Development of Partner and Group Skills** 2.8* Work with others in a group to solve a specific dance problem (e.g., design three shapes—high, medium, and low; create slow and fast movements).	Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate. **Apply Vocal and Instrumental Skills** 2.1* Sing with accuracy in a developmentally appropriate range. 2.2 Sing age-appropriate songs from memory. 2.3 Play simple accompaniments on classroom instruments. **Compose, Arrange, and Improvise** 2.4* Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.	Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them. **Development of Theatrical Skills** 2.1* Demonstrate skills in pantomime, tableau, and improvisation. **Creation/Invention in Theatre** 2.2 Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or a pantomime.	Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. **Skills, Processes, Materials, and Tools** 2.1* Use texture in two-dimensional and three-dimensional works of art. 2.2 Mix secondary colors from primary colors and describe the process. 2.3 Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and papier maché) to create form and texture in works of art. **Communication and Expression Through Original Works of Art** 2.4 Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art. 2.5 Create a representational sculpture based on people, animals, or buildings. 2.6 Draw or paint a still life, using secondary colors. 2.7 Use visual and actual texture in original works of art. 2.8 Create artwork based on observations of actual objects and everyday scenes.

*Indicates a key standard.

Component Strand: 3.0 Historical and Cultural Context			
Dance Understanding the Historical Contributions and Cultural Dimensions of Dance	**Music** Understanding the Historical Contributions and Cultural Dimensions of Music	**Theatre** Understanding the Historical Contributions and Cultural Dimensions of Theatre	**Visual Arts** Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers. **Development of Dance** 3.1 Name and perform folk/traditional dances from other countries. 3.2 Describe aspects of the style, costumes, and music of a dance. 3.3 List commonalities among basic locomotor movements in dances from various countries. **History and Function of Dance** 3.4 Identify where and when people dance.	Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers. **Role of Music** 3.1 Recognize and talk about music and celebrations of the cultures represented in the school population. **Diversity of Music** 3.2 Sing and play simple singing games from various cultures. 3.3 Use a personal vocabulary to describe voices, instruments, and music from diverse cultures. 3.4 Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form).	Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre. **Role and Cultural Significance of Theatre** 3.1* Identify the cultural and geographic origins of stories. **History of Theatre** 3.2 Identify theatrical conventions, such as props, costumes, masks, and sets. 3.3 Describe the roles and responsibilities of audience and actor.	Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. **Role and Development of the Visual Arts** 3.1 Recognize and discuss the design of everyday objects from various time periods and cultures. 3.2* Identify and describe various subject matter in art (e.g., landscapes, seascapes, portraits, still life). **Diversity of the Visual Arts** 3.3 View and then describe art from various cultures. 3.4 Identify art objects from various cultures (e.g., Japanese screen painting, Mexican tin art, African masks) and describe what they have in common and how they differ.

*Indicates a key standard.

Component Strand: 4.0 Aesthetic Valuing			
Dance Responding to, Analyzing, and Making Judgments About Works of Dance	**Music** Responding to, Analyzing, and Making Judgments About Works of Music	**Theatre** Responding to, Analyzing, and Critiquing Theatrical Experiences	**Visual Arts** Responding to, Analyzing, and Making Judgments About Works in the Visual Arts
Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities. **Description, Analysis, and Criticism of Dance** 4.1 Use basic dance vocabulary to identify and describe a dance observed or performed (e.g., shapes, levels, directions, tempo/fast-slow). **Meaning and Impact of Dance** 4.2* Describe the experience of dancing two different dances (e.g., Seven Jumps, La Raspa). 4.3 Describe how they communicate an idea or a mood in a dance (e.g., with exaggerated everyday gesture or emotional energies).	Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses. **Derive Meaning** 4.1* Create movements to music that reflect focused listening. 4.2 Describe how ideas or moods are communicated through music.	Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities. **Critical Assessment of Theatre** 4.1 Describe what was liked about a theatrical work or a story. **Derivation of Meaning from Works of Theatre** 4.2 Identify and discuss emotional reactions to a theatrical experience.	Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. **Derive Meaning** 4.1 Discuss works of art created in the classroom, focusing on selected elements of art (e.g., shape/form, texture, line, color). 4.2 Identify and describe various reasons for making art. **Make Informed Judgments** 4.3 Describe how and why they made a selected work of art, focusing on the media and technique. 4.4 Select something they like about their work of art and something they would change.

*Indicates a key standard.

Component Strand: 5.0 Connections, Relationships, Applications			
Dance Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers	**Music** Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers	**Theatre** Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers	**Visual Arts** Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers
Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance. **Connections and Applications Across Disciplines** 5.1 Demonstrate curricular concepts through dance (e.g., growth cycle, animal movement). 5.2 Give examples of how dance relates to other subjects (e.g., mathematics—shape, counting; language arts—beginning, middle, and end).	Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music. **Connections and Applications** 5.1 Recognize and explain how people respond to their world through music. **Careers and Career-Related Skills** 5.2 Describe how the performance of songs and dances improves after practice and rehearsal.	Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre. **Connections and Applications** 5.1 Apply the theatrical concept of beginning, middle, and end to other content areas. For example, act out the life cycle of a butterfly. **Careers and Career-Related Skills** 5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.	Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts. **Connections and Applications** 5.1 Clap out rhythmic patterns found in the lyrics of music and use symbols to create visual representations of the patterns. 5.2 Compare and contrast objects of folk art from various time periods and cultures. **Visual Literacy** 5.3 Identify and sort pictures into categories according to the elements of art emphasized in the works (e.g., color, line, shape/form, texture). **Careers and Career-Related Skills** 5.4 Describe objects designed by artists (e.g., furniture, appliances, cars) that are used at home and at school.

Health

Overview

Through health education, students learn skills that enable them to make healthy choices and avoid high-risk behaviors. They also learn health concepts and acquire related knowledge. Students develop communication skills, decision-making and goal-setting skills, refusal techniques, and the ability to access health information and assess its accuracy. They learn health skills and content simultaneously.

Health literacy is a primary goal of health education. *Health literacy* is defined as the capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services to enhance health. The knowledge and skills that comprise health literacy are woven throughout the health education content standards.

The health education content standards provide a vision of what students need to know and be able to do so they can adopt and maintain healthy behaviors. The eight overarching content standards are taught within the context of six content areas. For grades one through six, only three content areas are addressed each year to allow for sufficient time for effective instruction. The three content areas for first grade are Growth and Development, Injury Prevention and Safety, and Personal and Community Health.

First-grade students begin to develop independence from their families, but adult approval, understanding, and praise are still important. At this age, students start to become less concerned about themselves and more aware of their places in the world. Friendships become more important. They want to be liked and accepted by friends. Although their sense of right and wrong is growing stronger, first-grade students do not yet make wise decisions consistently. Rules at home and at school enable first-graders to learn how to be safe, healthy, and helpful.

What First-Grade Students Should Know

In kindergarten, students learned basic health concepts and skills in all six topic areas. They learned how to plan nutritious meals and snacks and the importance of physical activity for good health. They learned that living things grow and gained knowledge of their own body parts and the five senses. Concepts and skills for staying safe at home and school and while riding in a vehicle or on a bicycle were introduced. Kindergarten students also learned how to identify trusted adults, the people students can go to for medical, vision, and dental care and for help with mental and emotional health concerns. By the end of kindergarten, students demonstrated ways to prevent the spread of disease, such as washing hands, and practices that are good for the environment, such as turning off lights and picking up trash.

What Students Learn in First Grade

In first grade, student learning is centered on three topic areas: Growth and Development, Injury Prevention and Safety, and Personal and Community Health. Students learn more about how living things grow, their own body parts, and their families. Personal safety is a major focus, including safety at home, at school, and in the

community. Students learn how to identify and report dangerous situations. In first grade, students begin to learn refusal skills in personal-safety situations and how to ask for help from trusted adults when feeling unsafe. First grade also includes instruction on bullying, inappropriate touching, and conflict resolution. Students learn about personal hygiene, common health problems and diseases, and sun safety. They practice behaviors that promote their health and development as they acquire more skills in obtaining valid information, communicating, making decisions, and setting goals. They also begin to promote the health and well-being of others.

Growth and Development

In first grade, students learn more about the growth and development of their own bodies and are able to describe how things grow and change over time. They learn that people, animals, and plants do not just grow bigger, but also change as they age. They learn the correct anatomical names for major internal and external body parts. Knowledge of body parts and systems is linked to behaviors that promote healthy growth and development (e.g., exercise is good for the heart and lungs, a bicycle helmet protects the brain). First-grade students learn about and are able to explain why sleep and rest are important for proper growth and good health. They know that their bodies grow during sleep and that rest can give their bodies more energy.

Students are more aware of their role in their family, so this is a good time for them to learn about the various roles, responsibilities, and individual needs of family members. Learning about growth and development incorporates the stages of a person's life cycle, and the lens of their families is one way that students can learn about how people change and mature. For example, by the end of first grade, students can describe the ways in which the needs of their grandparents and other older family members may differ from the needs of younger family members. As a beginning step for learning how to access accurate and valid information, first-grade students also recognize that parents, guardians, family members, and other trusted adults can provide information about growth and development.

Injury Prevention and Safety

Being safe at home, at school, and in the community is a major focus of the first-grade health education standards. Essential concepts covered under injury prevention and safety include conflict resolution, bullying, distinguishing between appropriate and inappropriate touching, and the dangers of weapons. In first grade, students learn about the characteristics of safe and unsafe places, practice responses to emergencies and potentially dangerous situations, and develop a list of people who can help them if they feel unsafe or threatened. They also learn about ways to report dangerous situations. They learn refusal skills to use when their personal safety is threatened (e.g., saying no, walking away) and nonviolent means to resolve conflicts.

Being safe at home, at school, and in the community is a major focus of the first-grade health education standards.

By the end of first grade, students can identify safety information on product labels, understand the meaning of basic safety-related signs and warnings, and identify safety hazards and ways to reduce risk of injury at home, at school, and in the community. They can explain why protective gear, such as bicycle helmets and seat belts, increases safety. Students put into action their knowledge and skills related to injury prevention and safety by encouraging others to practice safe behaviors in the classroom and on the playground.

Personal and Community Health

The topic of personal and community health incorporates a range of health content and skills. First-grade students learn how family members and friends influence their health behaviors, who promotes health in their school and community, and how to effectively ask for assistance for health-related problems. By the end of first grade, students can demonstrate decision-making and goal-setting skills that help them practice good dental and personal hygiene. They understand the importance of sun safety and can demonstrate ways to protect themselves from the sun, including the selection and application of sunscreen.

Personal health and community health overlap, especially in the area of disease transmission. First-grade students learn about preventing the spread of communicable diseases and the importance of and proper techniques for handwashing and covering coughs and sneezes, actions that protect their own health and the health of others. Students learn about the symptoms of common health problems and illnesses (e.g., obesity, asthma, allergies, diabetes, colds) and the difference between communicable and noncommunicable diseases. They learn about chronic diseases and conditions and can demonstrate support for students who have them.

Community health instruction in first grade also includes the environment and emergency situations. Students discuss how individual behavior affects the environment and the community and learn to identify materials that can be reduced, reused, or recycled. Their knowledge of emergency situations broadens to include natural disasters such as floods, fire, and earthquakes. With attention to both personal and community safety, they learn and can demonstrate appropriate behaviors during disaster drills.

Support for English Learners

Teachers may need to modify instruction to meet the instructional needs of English learners. Strategies to support learning may include using graphic organizers, pictures and other visual cues; summarizing or paraphrasing text; and additional time and providing opportunities for practice and interactions with classmates and the teacher. As in other subject areas, the academic language of health must be directly taught to all students, but English learners may need additional opportunities to use new words. The interpersonal-communication, decision-making, and health-promotion skills of health education provide opportunities for students to use the academic language necessary to gain access to health content. Comparing alternatives and justifying choices require the use of academic language and provide meaningful situations for students to practice using new vocabulary and content knowledge.

The Standards

The following grade-one health education content standards were adopted by the California State Board of Education on March 12, 2008.

Health Education Content Standards
Grade One

Overarching Standards

Standard 1: Essential Health Concepts
All students will comprehend essential concepts related to enhancing health.

Standard 2: Analyzing Health Influences
All students will demonstrate the ability to analyze internal and external influences that affect health.

Standard 3: Accessing Valid Health Information
All students will demonstrate the ability to access and analyze health information, products, and services.

Standard 4: Interpersonal Communication
All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Standard 5: Decision Making
All students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Goal Setting
All students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Practicing Health-Enhancing Behaviors
All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Standard 8: Health Promotion
All students will demonstrate the ability to promote and support personal, family, and community health.

Growth and Development

Standard 1: Essential Concepts	
1.1.G	Describe how living things grow and mature.
1.2.G	Identify anatomical names of major internal and external body parts.
1.3.G	Identify a variety of behaviors that promote healthy growth and development.
1.4.G	Describe how members of a family have various roles, responsibilities, and individual needs.
Standard 2: Analyzing Influences	
2.1.G	Explain why sleep and rest are important for proper growth and good health.

Standard 3: Accessing Valid Information	
3.1.G	Recognize parents, guardians, and other trusted adults as resources for information about growth and development.
Standard 4: Interpersonal Communication	
Skills for this content area are not identified until grade three.	
Standard 5: Decision Making	
Skills for this content area are not identified until grade three.	
Standard 6: Goal Setting	
Skills for this content area are not identified until grade five.	
Standard 7: Practicing Health-Enhancing Behaviors	
Skills for this content area are not identified until grade three.	
Standard 8: Health Promotion	
Skills for this content area are not identified until grade three.	
Standard 1: Essential Concepts	
1.1.S	Describe characteristics of safe and unsafe places.
1.2.S	Identify labels of products that give information about cautions and dangers.
1.3.S	Discuss the meaning of basic safety-related signs, symbols, and warning labels.
1.4.S	Identify safety hazards in the home, at school, and in the community.
1.5.S	Identify ways to reduce risk of injuries at home, at school, and in the community.
1.6.S	Explain the importance of telling an adult if someone is in danger or being bullied.
1.7S	Distinguish between appropriate and inappropriate touching.
1.8.S	Explain why the back seat is the safest place for young people to be when riding in a vehicle equipped with air bags.
1.9.S	Define and explain the dangers of weapons and the importance of telling a trusted adult if you see or hear about someone having a weapon.[1]

[1] See *Education Code* (*EC*) Section 49330 for the legal definition of a weapon (i.e., injurious object).

1.10.S	Identify ways to reduce risk of injuries while traveling in an automobile or bus (e.g., wearing a safety belt).
1.11.S	Demonstrate proper lifting and carrying techniques for handling heavy backpacks and book bags.
1.12.S	Define simple conflict resolution techniques.
1.13.S	Identify refusal skills when in personal-safety situations (e.g., use a clear "no" statement, walk or run away, change subject, delay).
Standard 2: Analyzing Influences	
2.1.S	Describe internal and external influences that could lead to or prevent injury or violence.
Standard 3: Accessing Valid Information	
3.1.S	List people to go to for help if feeling unsafe or threatened.
Standard 4: Interpersonal Communication	
4.1.S	Describe how to report dangerous situations.
4.2.S	Identify ways to report inappropriate touching.
Standard 5: Decision Making	
5.1.S	Analyze steps to take in emergency or potentially dangerous situations.
5.2.S	Identify the benefits of using nonviolent means to resolve conflicts.
5.3.S	Assess reasons for reporting weapons possession.[2]
5.4.S	Analyze why wearing a helmet when biking, skateboarding, or in-line skating increases safety.
Standard 6: Goal Setting	
Skills for this content area are not identified until grade four.	
Standard 7: Practicing Health-Enhancing Behaviors	
7.1.S	Practice ways to stay safe at home, at school, and in the community.
7.2.S	Practice emergency, fire, and safety plans at home and at school.
7.3.S	Explain appropriate protective gear and equipment.
Standard 8: Health Promotion	

[2] *EC* Section 49330.

8.1.S	Encourage others to practice safe behaviors in the classroom and on the playground.
Standard 1: Essential Concepts	
1.1.P	Explain the importance of effective dental and personal hygiene practices.
1.2.P	Identify the importance of sun safety.
1.3.P	Discuss the importance of preventing the transmission of germs.
1.4.P	Identify ways to prevent the transmission of communicable diseases.
1.5.P	Describe symptoms of some common health problems and illnesses, including chronic diseases (e.g., asthma, allergies, diabetes, influenza).
1.6.P	Explain the difference between communicable diseases and noncommunicable diseases.
1.7.P	Discuss how individual behavior affects the environment and community.
1.8.P	Identify materials that can be reduced, reused, or recycled.
1.9.P	Identify emergency situations (e.g., injuries, abductions, fires, floods, earthquakes).
Standard 2: Analyzing Influences	
2.1.P	Explain how family and friends influence positive health practices.
Standard 3: Accessing Valid Information	
3.1.P	Identify individuals in the school and in the community who promote health.
3.2.P	Explain why parents or guardians keep a health record for their child.
Standard 4: Interpersonal Communication	
4.1.P	Demonstrate effective communication skills when asking for assistance with health-related problems.
4.2.P	Demonstrate effective communication skills in an emergency situation.
Standard 5: Decision Making	
5.1.P	Use a decision-making process to evaluate how personal hygiene behaviors promote one's health.
Standard 6: Goal Setting	
6.1.P	Make a plan to practice dental and personal hygiene.

Standard 7: Practicing Health-Enhancing Behaviors	
7.1.P	Demonstrate proper tooth brushing and flossing techniques.
7.2.P	Demonstrate techniques for preventing disease transmission (e.g., covering sneezes and coughs, frequent hand washing).
7.3.P	Demonstrate proper ways of protecting oneself from the sun and ways to select and apply sunscreen.
7.4.P	Demonstrate appropriate behaviors during fire drills, earthquake drills, and other disaster drills.
Standard 8: Health Promotion	
8.1.P	Educate family and peers to protect against skin damage from the sun.
8.2.P	Demonstrate the ability to support other students who have chronic diseases and conditions (e.g., asthma, allergies, diabetes, and epilepsy).

Physical Education

Overview

Elementary physical education programs emphasize the importance of physical activity and personal fitness. Fitness is developed through the activities in the daily lessons, which emphasize physical activity, continuous movement, and challenges that involve overloading the major muscle groups. Students have opportunities to understand the fitness components, fitness assessment, and the need for a lifetime of physical activity. Participation in physical activity also can be an important venue for the social, psychological, and emotional development of children.

The elementary school physical education program emphasizes the development of fundamental locomotor, nonlocomotor, and manipulative skills. The movement framework, basic biomechanical and motor learning principles (see Appendixes C, D, and E in the *Physical Education Framework for California Public Schools* [California Department of Education 2009]), and fundamental game tactics are also part of the content for elementary school students.

State law requires that schools provide students in first grade with at least 200 minutes of physical education each 10 school days (California *Education Code* Section 51210[g]). Recess and lunch time do not count toward the required instructional minutes.

The grade-one physical education model content standards are organized by five overarching content standards. Under each of the overarching standards are grade-level model content standards that provide a vision of what students in first grade need to know and be able to do. Together, the content standards represent the essential skills and knowledge that all students need to be physically active and enjoy a healthy lifestyle.

Students in first grade are genuinely excited about learning in physical education. They anticipate the excitement and fun associated with moving and learning.

First-graders continue a moderate and steady growth in height and weight. They can plan and carry out simple tasks and responsibilities. Appropriate early physical education experiences can extend, expand, and clarify social skills that students refine through experience.

Students in first grade are genuinely excited about learning in physical education. They anticipate the excitement and fun associated with moving and learning. The teacher can harness this energy and enthusiasm and channel it to help students develop skills and build a solid movement foundation.

What First-Grade Students Should Know

In kindergarten, students learned locomotor and nonlocomotor movements and how to manipulate (e.g., strike, toss, kick, bounce) objects, such as lightweight balls and beanbags. They learned the names of and how to describe locomotor and nonlocomotor skills. By the end of kindergarten, many students can demonstrate the proper form for jumping, hopping, galloping, sliding, walking, running, leaping, and skipping. During the kindergarten year, students learned stretching exercises and practiced nonlocomotor movements, including bending, stretching, swaying, and twisting. They also learned that muscles move bones, the heart is a muscle, and the lungs and the heart work together to send oxygen to the other muscles.

What Students Learn in First Grade

In grade one, students practice and build on the foundational skills they learned in kindergarten. Students continue to practice and improve their locomotor skills, jumping, hopping, galloping, sliding, walking, running, leaping, and skipping with more confidence. They learn about movement qualities, particularly space and time. Their improving hand–eye coordination and reaction time make the manipulation of objects easier, but they must practice basic manipulative skills to improve their technique. Static and dynamic balances also improve, which allows for the learning of more advanced tumbling and dancing skills. First-grade students also learn to share, take turns, and work with others.

Overarching Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

First-grade students continue to improve their locomotor and nonlocomotor skills by practicing the skills using a variety of movement qualities. The first-grade emphasis is on the qualities of movement, especially the effort aspects of space (areas, levels, planes, pathways, directions) and time (fast, slow, the tempo of the music). (Please see Appendix C in the *Physical Education Framework for California Public Schools*.) Students also learn about other aspects of effort, including weight (strong, light), flow (free, bound), and relationships to objects and people (behind, in front of). Students combine locomotor skills into sequences and then, using various qualities of movement, create sequences to accompany selected pieces of music. The sequences connect with skills in Visual and Performing Standard 4.1. Nonlocomotor skills are also practiced, such as balancing skills in which different bases of support are used and symmetrical and asymmetrical shapes are formed.

First-grade students review log rolls learned in kindergarten and progress to forward rolls in tumbling. They extend their jump-rope skills from jumping over a stationary rope to jumping over a swinging rope and landing softly on both feet. Students continue to practice throwing, catching, kicking, and dribbling using a variety of objects (e.g., balls, balloons) and striking using a variety of striking implements (e.g., arms, hands, feet, short-handled paddle). By the end of first grade, students demonstrate the correct technique for catching a gently thrown ball.

Overarching Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Standard 2 represents the cognitive knowledge that supports the skills learned in Standard 1. First-grade students expand their movement vocabulary to describe directions (right, left), spatial relationships (e.g., over, under, behind), boundaries, and movement patterns (underhand, overhand). They learn about impact force and how to reduce it when catching. They can distinguish between similar locomotor skills, such as galloping and sliding. Students learn in greater detail the correct technique for manipulative skills (e.g., hand and finger position for catching a ball, position of nonstriking foot when kicking), building on what they learned in kindergarten.

Overarching Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.

First-grade students continue to perform moderate to vigorous physical activities three to four days each week for increasing periods of time. Muscular strength and endurance continue to be developed through activities performed on playground equipment, such as horizontal ladders, horizontal bars, and climbing apparatus. First-grade students increase the difficulty of their activity. For example, they now should traverse a horizontal ladder. They also experiment with different body positions, such as the "v" sit, push-up, and squat (with a knee bend no greater than 90 degrees), which are used in later grade levels for more advanced exercises. Although first-grade students typically do not lack flexibility, this is an appropriate time to have students demonstrate stretching exercises for the arms, shoulders, back, and legs while stressing the importance of not hyperflexing or hyperextending the joints.

Overarching Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Standard 4 provides the cognitive information to support the fitness activities described in Standard 3. As students engage in moderate to vigorous physical activities, they discover that their heart beats faster and breathing accelerates to provide oxygenated blood to the muscles. Students not only experience these physical changes, they learn to articulate them as well. Students learn that stronger muscles produce greater force, more flexible muscles allow more range of motion, and an increase in endurance allows an individual to move for longer periods of time. They learn that to prevent injury, proper body position must be used when they are exercising. They also learn that water, oxygen, and food act as fuel for the body.

Overarching Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

First-grade students participate willingly in new activities and respond in acceptable ways to challenges, successes, and failure. They are learning to share, cooperate, and work in groups without interfering with others. With assistance from the teacher, first-grade students begin to understand the characteristics for sharing, working with others, and being an effective partner.

Support for English Learners

The goal of physical education programs in California is to ensure universal access to high-quality curriculum and instruction so that every student can meet or exceed the state's physical education model content standards. To reach that goal, teachers design instruction to meet the instructional needs of each student. Different instructional approaches may be needed for English learners to gain access to physical education content. Specially designed academic instruction in English (SDAIE), also known as sheltered instruction, provides students with a variety of interactive and multimodal means to obtain information. With sheltered instruction techniques, teachers modify the language demands of the lesson. Cooperative learning with high levels of interaction may also be an effective strategy. (See the *Physical Education Framework for California Public Schools* [California Department of Education 2009], Chapter 7, "Universal Access," for more information.)

Physical education instruction can also provide opportunities for students to develop their English-language skills as vocabulary is developed through physical activity instruction (e.g., “Stand on the blue square”; “Move around the cone”) and demonstrations of locomotor movements that include labeling of the movement (e.g., the teacher says, “Skip to the line,” and students demonstrate skipping). Letter recognition can be reinforced by using beanbags with letters printed on them and asking students to name the letter before tossing or catching the beanbag. The names of body parts can be taught through physical activities (e.g., the teacher instructs students to bend their knees as he or she completes movements involving the bending of knees).

Support for Students with Special Needs

Successful participation in physical activities by students with special needs depends on the teacher’s skill and training in providing instruction and support to all students. When systematically planned differentiation strategies are used, students with special needs can benefit from appropriately challenging curriculum and instruction. The strategies for differentiating instruction include pacing, complexity, depth, and novelty. Despite the modifications made, however, the focus is to always help students meet the physical education model content standards to the best of their ability.

In helping students achieve at their grade level, teachers use instructional resources aligned with the standards and provide additional learning and practice opportunities. Some students with 504 Plans or individualized education programs (IEPs) are eligible for special education services in physical education. A student’s 504 Plan or IEP often includes suggestions for techniques to ensure that the student has full access to a program designed to provide him or her with appropriate learning opportunities and that uses instructional materials and strategies to best meet his or her needs. The 504 Plan or IEP also determines which services or combination of services best met the student’s need. See the *Physical Education Framework for California Public Schools* (California Department of Education 2009), Chapter 7, “Universal Access,” for more information. The framework is posted at http://www.cde.ca.gov/ci/pe/cf/index.asp.

The Standards

The following grade-one physical education model content standards were adopted by the California State Board of Education on January 12, 2005.

Physical Education Model Content Standards Grade One	
STANDARD 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.	
Movement Concepts	
1.1	Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.
1.2	Travel over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills.

1.3	Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping.
1.4	Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills).
1.5	Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving.
Body Management	
1.6	Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support.
Locomotor Movement	
1.7	Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form.
1.8	Land on both feet after taking off on one foot and on both feet.
1.9	Jump a swinging rope held by others.
Manipulative Skills	
1.10	Demonstrate the underhand movement (throw) pattern.
1.11	Demonstrate the overhand movement (throw) pattern.
1.12	Demonstrate the two-handed overhead (throw) pattern.
1.13	Catch, showing proper form, a gently thrown ball.
1.14	Catch a self-tossed ball.
1.15	Catch a self-bounced ball.
1.16	Kick a rolled ball from a stationary position.
1.17	Kick a stationary ball, using a smooth, continuous running approach.
1.18	Strike a balloon upward continuously, using arms, hands, and feet.
1.19	Strike a balloon upward continuously, using a large, short-handled paddle.
1.20	Dribble a ball in a forward direction, using the inside of the foot.
1.21	Dribble a ball continuously with one hand.
Rhythmic Skills	
1.22	Create or imitate movement in response to rhythms and music.

Movement Concepts	
2.1	Identify the right and left sides of the body and movement from right to left and left to right.
2.2	Identify people/objects that are within personal space and within boundaries.
Body Management	
2.3	Identify the base of support of balanced objects.
Locomotor Movement	
2.4	Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements.
Manipulative Skills	
2.5	Identify examples of underhand and overhand movement patterns.
2.6	Explain that in the underhand throw, the position of the fingers at the moment of release can influence the direction a tossed object and a thrown object travel.
2.7	Explain that the nonthrowing arm and hand provide balance and can influence the direction a tossed object and a thrown object travel.
2.8	Explain that the point of release influences the direction of a tossed object and of a thrown object.
2.9	Describe the proper hand and finger position for catching a ball.
2.10	Demonstrate and explain how to reduce the impact force while catching an object.
2.11	Identify the placement of the nonkicking foot when kicking with a smooth, running approach.
2.12	Identify the location of the contact point to strike an object upward.
2.13	Determine and analyze how much force is needed to move the ball forward while dribbling with the hand and with the foot.
Fitness Concepts	
3.1	Participate in physical activities that are enjoyable and challenging.
Aerobic Capacity	

3.2	Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.
Muscular Strength/Endurance	
3.3	Demonstrate, for increasing periods of time, a “v” sit position, a push-up position with arms extended, and a squat position.
3.4	Move from a sitting to a standing position and from a lying to a sitting position without using arms to brace oneself while on the floor.
3.5	Travel hand-over-hand along a horizontal ladder or hang from an overhead bar.
Flexibility	
3.6	Stretch arms, shoulders, back, and legs without hyperflexing or hyperextending the joints.
Body Composition	
3.7	Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.
Assessment	
3.8	Identify and use two indicators of increased capacity for vigorous physical activity to measure a change in activity levels.
Fitness Concepts	
4.1	Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.
4.2	Explain the importance of drinking water during and after physical activity.
4.3	Explain that nutritious food provides energy for alertness and mental concentration.
Aerobic Capacity	
4.4	Recognize that the heart is the most important muscle in the body and is approximately the size of a fist.
4.5	Explain that increasing the heart rate during physical activity strengthens the heart muscle.
4.6	Identify physical activities that cause the heart to beat faster.
4.7	Describe the role of blood in transporting oxygen from the lungs.
Muscular Strength/Endurance	

4.8	Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force.
4.9	Discuss how prolonged physical activity increases endurance, allowing movement to occur for longer periods of time.
Flexibility	
4.10	Explain that the proper body position while stretching and strengthening will help prevent injury.
4.11	Diagram how flexible muscles allow more range of motion in physical activity.
Body Composition	
4.12	Identify the body components (e.g., bones, muscles, organs, fat, and other tissues).
Self-Responsibility	
5.1	Participate willingly in new physical activities.
5.2	Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.
Social Interaction	
5.3	Demonstrate the characteristics of sharing and cooperation in physical activity.
5.4	Invite others to use equipment or apparatus before repeating a turn.
Group Dynamics	
5.5	Identify and demonstrate the attributes of an effective partner in physical activity.
5.6	Identify and demonstrate effective practices for working with a group without interfering with others.

World Languages

Overview

To succeed in the twenty-first century, today's students need to develop linguistic and cultural literacy, including academic knowledge and proficiency in English and in world languages and cultures. California schools teach a wide variety of languages spoken throughout the world, as well as American Sign Language (ASL). Because every language is a "foreign" language to those who do not know it, the term used in this document and in the standards is "world" languages.

Language learning needs to be a lifelong endeavor.

Students no longer simply learn about languages and cultures; rather, they are provided with opportunities to learn languages and cultures through participation in communicative interactions that prepare them for real-world language use and global citizenship. Language learning needs to be a lifelong endeavor.

What First-Grade Students Should Know

Although world language instruction is not a required subject for the elementary grades, instruction in world languages is encouraged to begin as early as possible. Some first-grade students may have participated in language instruction in kindergarten, but most will have had no formal instruction in another language. However, because of the diversity of students in California, most classrooms will include students who bring a rich variety of languages and cultures with them. Students may have learned a heritage language in their homes, be recent immigrants, or have acquired the ability to understand and/or produce one or more languages through contact in their communities or abroad.

What Students Learn in First Grade

The variety of languages and cultures in California classrooms provides opportunities for students to learn about and celebrate the contributions of many people to the local community and reinforce lessons from first-grade history–social science.

California schools offer a variety of language programs, some beginning in elementary school, continuing in middle school, and most typically in comprehensive high school. Elementary programs in language instruction include the following types:

- Immersion—a program in which at least 50 percent of the core curriculum instruction is in the target language.
- Foreign Language in the Elementary School (FLES)—a program that provides instruction for a minimum of 70 minutes a week. The goal is to develop proficiency in language and culture.
- Foreign Language Experience (FLEX)—a program that exposes students to the study of a language or languages and cultures to motivate them to pursue further study of a language.

These programs differ substantially in the number of hours allocated for instruction. All programs need to be age-appropriate to address students' cognitive, emotional, and social needs. Programs for heritage and native speakers may include immersion, specialized courses designed to meet learner needs, and accommodations for these learners in the world language classroom.

Organization of the Standards

The world language content standards, adopted by the State Board of Education in 2009, represent a strong consensus that the study of a wide variety of world languages and cultures is part of the core curriculum. The standards present the knowledge, skills, and abilities that all learners of world languages should acquire in the California public school system.

Because of the considerable number of languages spoken in California schools, the world language content standards were developed to accommodate all languages and the various stages a learner goes through to become proficient. Therefore, the standards are not language-specific. In addition, because of the various levels of student proficiency and the variety of California's language programs, the world language content standards are not designated for specific grade levels but rather describe levels of linguistic and cultural acquisition. The standards provide an organizing principle to ensure the continuous development of student proficiency, regardless of the multiple points of entry and exit from California's language programs. For these reasons, this section is also general and not specific to first grade, focusing on the organization of the world language content standards and the beginning level of language proficiency.

The standards are separated into five categories and four stages or levels of proficiency. The five categories are taught together and in practice merge into seamless instruction within the various stages. The categories are Content, Communication, Cultures, Structures, and Settings.

Content

The content of the language course includes vocabulary from a wide variety of topics that are age- and stage-appropriate. This content enables students to make connections and reinforce knowledge from other areas of the curriculum and to participate in everyday social interactions in the target language. As students develop their ability to communicate in the target language and culture, they address topics that increase in complexity.

Communication

Real-world communication occurs in a variety of ways. It may be interpersonal, in which listening, reading, viewing, speaking, signing, and writing occur as a shared activity among language users. It may be interpretive, in which language users listen, view, and read using knowledge of cultural products, practices, and perspectives. Or it may be presentational, in which speaking, signing, and writing occur. Students actively use language to transmit meaning while responding to real situations.

Cultures

To understand the connection between language and culture, students learn how a culture views the world. Students understand the ideas, attitudes, and values that shape that culture. These shared, common perspectives, practices, and products incorporate not only formal aspects of a culture—such as contributions of literature, the

arts, and science—but also the daily living practices, shared traditions, and common patterns of behavior acceptable to a society. Students acquire the ability to interact appropriately with individuals in the target culture, to communicate successfully, and to make connections and comparisons between languages and cultures.

Structures

Languages vary considerably in the structures that learners use to convey meaning; therefore, the curriculum will feature language-specific structures essential to accurate communication. As they acquire vocabulary in the target language, students grasp the associated concepts and understand the structures of the language to convey meaning. Students learn patterns in the language system, which consists of grammar rules and vocabulary and elements such as gestures and other forms of nonverbal communication. A language system also includes discourse, whereby speakers learn what to say to whom and when. As they progress in proficiency with language, students use linguistically and grammatically appropriate structures to comprehend and produce messages. Students identify similarities and differences among the languages they know.

Settings

For students to communicate effectively, they use elements of language appropriate for a given situation. Language conveys meaning best when the setting, or context, in which it is used is known. This knowledge of context assists students not only in comprehending meaning but also in using language that is culturally appropriate. Context also helps define and clarify the meaning of language that is new to the learner. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.

Stages of Proficiency

The world language content standards describe four levels of proficiency for each of the five categories. These levels of proficiency are based on the stages of the Language Learning Continuum, a framework developed by the College Board to indicate growth in linguistic and cultural proficiency. The stages provide benchmarks of progress:

- Stage I (Formulaic): Learners understand and produce signs, words, and phrases. (*Note:* It is common in the elementary school context for nonheritage learners to remain in Stage I for an extended period of time.)
- Stage II (Created): Learners understand and produce sentences and strings of sentences.
- Stage III (Planned): Learners understand and produce paragraphs and strings of paragraphs.
- Stage IV (Extended): Learners understand and produce cohesive texts composed of multiple paragraphs.

The Language Learning Continuum also includes Stage V (Tailored) proficiency, which represents performance typically achieved through university-level study. Stage V is not included in the standards.

The Standards

The world language content standards, adopted by the California State Board of Education on January 7, 2009, are organized by stage, not by grade level. Most first-grade students would be at Stage I, so only those standards are listed below. For a complete list of the standards for all four stages, view the world language content standards posted on the CDE Content Standards Web page (http://www.cde.ca.gov/be/st/ss/).

World Language Content Standards Stage I	
Content	
1.0	Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.
1.1	Students address discrete elements of daily life, including: a. Greetings and introductions b. Family and friends c. Pets d. Home and neighborhood e. Celebrations, holidays, and rites of passage f. Calendar, seasons, and weather g. Leisure, hobbies and activities, songs, toys and games, sports h. Vacations and travel, maps, destinations, and geography i. School, classroom, schedules, subjects, numbers, time, directions j. Important dates in the target culture k. Jobs l. Food, meals, restaurants m. Shopping, clothes, colors, and sizes n. Parts of the body, illness o. Technology
Communication	
1.0	Students use **formulaic** language (learned words, signs [ASL], and phrases).
1.1	Engage in oral, written, or signed (ASL) conversations.
1.2	Interpret written, spoken, or signed (ASL) language.
1.3	Present to an audience of listeners, readers, or ASL viewers.
Functions	
1.4	List, name, identify, enumerate.

1.5	Identify learned words, signs (ASL), and phrases in authentic texts.
1.6	Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.
1.0	Students use appropriate responses to rehearsed cultural situations.
1.1	Associate products, practices, and perspectives with the target culture.
1.2	Recognize similarities and differences within the target cultures and among students' own cultures.
1.3	Identify cultural borrowings.
1.0	Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.
1.1	Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.
1.2	Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.
1.0	Students use language in highly predictable common daily settings
1.1	Recognize age-appropriate cultural or language-use opportunities outside the classroom.

School Library

Overview

School libraries have evolved from having a focus on print materials to providing a rich selection of resources, both print and digital; from students learning how to search a card catalog to learning strategies for searching a variety of digital resources and using Web browsers; from basic literacy to information literacy (the ability to access, evaluate, and use information effectively). However, the skills learned from print transcend their use in books alone. "Students who understand systems of text organization are better equipped to use the Internet as it is today. Most notably, they expect worthy resources to have order. This may drive them to probe complex web sites, which, for all their bells and whistles, are fundamentally arranged like reference books, with A-Z lists and topical divisions" (Preston 2009, 80).

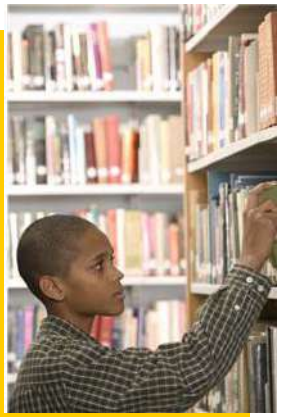
California *Education Code* Section 18100 reinforces the essential role of school libraries:

> The governing board of each school district shall provide school library services for the pupils and teachers of the district by establishing and maintaining school libraries or by contractual arrangements with another public agency.

The following describes what first-grade students should know and be able to do as a result of having an effective school library program at their school.

What First-Grade Students Should Know

In kindergarten, students began to learn the basics of information literacy by asking and answering questions about text. They identified types of everyday print and digital materials such as storybooks, poems, newspapers, and signs. Students identified personal interest and possible information sources to learn more about it. They learned where the library is located on campus and how to check out materials.



Students learned that printed and digital materials provide information by identifying meaning from simple symbols and pictures. Kindergarten students connected information and events in text to their own life experiences and identified basic facts and ideas in what was read or heard. Students listened and responded to stories based on well-known characters, themes, plots, and settings. Students learned to identify basic facts and ideas in simple passages.

Students entering first grade understand the need to adhere to privacy and safety guidelines and ask a trusted adult for permission before providing information in person, on a form, or online.

What Students Learn in First Grade

First-grade students read or have read to them a wide representation of grade-level-appropriate text, including classic and contemporary literature, magazines, newspapers, digital and online information, and informational text. Students read poems, rhymes, songs, and stories.

First-grade students respond to questions (e.g., those that ask *who*, *what*, *when*, *where*, and *how*). Students relate prior knowledge to information and are able to identify meaning from more complex symbols and pictures in print and digital materials. First-graders learn to share information orally and creatively with other students and audiences.

In first grade, students understand how to check out and care for a variety of library resources, both print and digital. They alphabetize to the first letter to locate books in the library. Students can identify the characteristics of fiction and nonfiction and can describe the roles of authors and illustrators and their contribution to print and digital materials. They can identify the front cover, back cover, and title page of a book, in both print and digital formats, and compare and contrast the differences. First-grade students are aware of the public library and can identify the services and resources available.

First-grade students recognize basic digital devices and the parts of a computer. They can demonstrate the correct procedure to turn a computer on and off and open and close applications. First-grade students know that the Internet allows a computer to be connected to the rest of the world and know to request assistance from a trusted adult when information sources make the student uncomfortable. Students also learn about the role of media to inform and entertain.

An added benefit for students is when the classroom teacher and school librarian collaborate to plan and implement a lesson that addresses different content areas. An example of a possible lesson that includes the history–social science, visual and performing arts, English language arts, and school library standards is provided below.

Sample Collaborative Lesson

Standards:

HSS 1.4.3	Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.
VPA TH 3.1	Identify the cultural and geographic origins of stories.
ELA RL.9	Compare and contrast the adventures and experiences of characters in stories.
SLS 4.1.b	Read poems, rhymes, songs, and stories.

Students visit the library, where they learn about stories from different times and cultures. The teacher librarian reads several versions of a story, such as Cinderella, and briefly describes other stories that are represented in the library's collection (print and digital). Students share some differences of the main character in two versions of a story, including information on the origin of the story.

The Standards

The model school library standards for students incorporate information literacy (the ability to access, evaluate, and use information effectively) and digital literacy (the ability to use digital technology, communications tools, or networks to access, manage, integrate, evaluate, create, and communicate) to enable students to function in a knowledge-based economy and society. They describe what students should know and be able to do by the end of first grade.

The standards are organized around four overarching concepts. Detailed standards explain what each student is expected to have successfully achieved by the end of a grade level (or school year). In addition, students are expected to have mastered the standards for previous grades and continue to use those skills and knowledge as they advance in school.

School library standards align with many of the academic content standards and are best learned through the content. The following grade-one model school library content standards were adopted by the California State Board of Education on September 16, 2010.

Model School Library Content Standards Grade One	
1. Students access information. The student will access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources.	
1.1 Recognize the need for information:	
1.1.a	Understand that printed and digital materials provide information by identifying meaning from more complex symbols and pictures.
1.2 Formulate appropriate questions:	
1.2.a	Ask *who*, *what*, *when*, *where*, and *how* questions.
1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies:	
1.3.a	Understand how to locate, check out, and care for a variety of library resources, both print and digital.
1.3.b	Alphabetize to the first letter to locate books in the library.
1.3.c	Identify basic digital devices and parts of a computer (e.g., DVD player, remote control, digital camera, monitor, power button, keyboard, mouse).
1.3.d	Identify the front cover, back cover, and title page of a book, in print and in digital formats, and compare and contrast them.
1.3.e	Identify the services and resources of the public library.
1.3.f	Demonstrate correct procedures to turn the computer on and off and open and close applications.
1.3.g	Identify the characteristics of fiction and nonfiction.
1.4 Retrieve information in a timely, safe, and responsible manner:	

1.4.a	Identify the need to request assistance from a trusted adult if the information source makes the student uncomfortable.
2.1 Determine the relevance of information:	
2.1.a	Connect the information and events found in print, media, and digital resources to prior knowledge.
2.2 Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources:	
2.2.a	Know the difference between the roles of media to inform and to entertain.
2.3 Consider the need for additional information:	
2.3.a	Determine whether additional information is needed to answer the questions.
3.1 Demonstrate ethical, legal, and safe use of information in print, media, and online resources:	
3.1.a	Describe the roles of authors and illustrators and their contribution to print and digital materials.
3.1.b	Understand that the Internet connects the user to the rest of the world.
3.2 Draw conclusions and make informed decisions:	
3.2.a	Organize information in a logical sequence.
3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding:	
3.3.a	Communicate understanding by using at least one fact or photograph, or both, found in a current and credible source.
4.1 Read widely and use various media for information, personal interest, and lifelong learning:	
4.1.a	Read a good representation of grade-level-appropriate text, making progress toward the goal of reading 500,000 words annually by grade four (e.g., classic and contemporary literature, magazines, newspapers, online information).
4.1.b	Read poems, rhymes, songs, and stories.

4.2 Seek, produce, and share information:	
4.2.a	Share information orally and creatively with peers and other audiences.
4.3 Appreciate and respond to creative expressions of information:	
4.3.a	Recollect, talk, and write about materials read.