

Main Criteria: California Content Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 1

Correlation Options: Show Correlated

California Content Standards

Science

Grade: 1 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CA.1-LS.	LIFE SCIENCE
PERFORMANCE STANDARD / MODE	1-LS1.	From Molecules to Organisms: Structures and Processes
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:
FOUNDATION / PROFICIENCY LEVEL	1-LS1-1.	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
CONTENT STANDARD / DOMAIN / PART	CA.1-ESS.	EARTH AND SPACE SCIENCE
PERFORMANCE STANDARD / MODE	1-ESS1.	Earth's Place in the Universe
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:
FOUNDATION / PROFICIENCY LEVEL	1-ESS1-2.	Make observations at different times of year to relate the amount of daylight to the time of year. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us

California Content Standards

Social Studies

Grade: 1 - Adopted: 1998

CONTENT STANDARD / DOMAIN / PART	CA.1.	A Child's Place in Time and Space
PERFORMANCE STANDARD / MODE	1.1.	Students describe the rights and individual responsibilities of citizenship.
EXPECTATION / SUBSTRAND	1.1.1.	Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work
CONTENT STANDARD / DOMAIN / PART	CA.1.	A Child's Place in Time and Space
PERFORMANCE STANDARD / MODE	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.
EXPECTATION / SUBSTRAND	1.2.1.	Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.

		<u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
CONTENT STANDARD / DOMAIN / PART	CA.1.	A Child's Place in Time and Space
PERFORMANCE STANDARD / MODE	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.
EXPECTATION / SUBSTRAND	1.3.3.	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. <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 2 - Our Government At Work Washington, DC - Grades K - 5
CONTENT STANDARD / DOMAIN / PART	CA.1.	A Child's Place in Time and Space
PERFORMANCE STANDARD / MODE	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.
EXPECTATION / SUBSTRAND	1.4.1.	Examine the structure of schools and communities in the past. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
EXPECTATION / SUBSTRAND	1.4.2.	Study transportation methods of earlier days. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
EXPECTATION / SUBSTRAND	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. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago
CONTENT STANDARD / DOMAIN / PART	CA.1.	A Child's Place in Time and Space
PERFORMANCE STANDARD / MODE	1.5.	Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.
EXPECTATION / SUBSTRAND	1.5.1.	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. <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together
EXPECTATION / SUBSTRAND	1.5.2.	Understand the ways in which American Indians and immigrants have helped define Californian and American culture. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 2 - Our Government At Work

EXPECTATION / SUBSTRAND	1.5.3.	Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore. <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 2 - Early Americans Grade 2 - Living Together Jerusalem - Then and Now (Younger Grades)
CONTENT STANDARD / DOMAIN / PART	CA.1.	A Child's Place in Time and Space
PERFORMANCE STANDARD / MODE	1.6.	Students understand basic economic concepts and the role of individual choice in a free-market economy.
EXPECTATION / SUBSTRAND	1.6.1.	Understand the concept of exchange and the use of money to purchase goods and services. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
EXPECTATION / SUBSTRAND	1.6.2.	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. <u>Virtual Field Trips</u> Grade 2 - Work and Money
CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: 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.
PERFORMANCE STANDARD / MODE	K-5.CST.	Chronological and Spatial Thinking
EXPECTATION / SUBSTRAND	K-5.CST.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. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 2 - Living Together
EXPECTATION / SUBSTRAND	K-5.CST.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. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
EXPECTATION / SUBSTRAND	K-5.CST.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. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: 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.

PERFORMANCE STANDARD / MODE	K-5.REPV.	Research, Evidence, and Point of View
EXPECTATION / SUBSTRAND	K-5.REPV.2.	Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: 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.
PERFORMANCE STANDARD / MODE	K-5.HI.	Historical Interpretation
EXPECTATION / SUBSTRAND	K-5.HI.1.	Students summarize the key events of the era they are studying and explain the historical contexts of those events. <u>Virtual Field Trips</u> Grade 2 - Early Americans Washington, DC - Grades K - 5
EXPECTATION / SUBSTRAND	K-5.HI.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. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us Paris - City of Light - Grades K - 5 Washington, DC - Grades K - 5