California History-Social Science

Grade 1

Adopted 1998

Historical and Social Sciences Analysis 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. K-5.CST.1
2. Students correctly apply terms related to time, including past, present, future, decade, century, and generation. K-5.CST.2
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. K-5.CST.3
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. K-5.CST.4
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. K-5.CST.5

Research, Evidence, and Point of View

1. Students differentiate between primary and secondary sources. K-5.REP.1
2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. K-5.REP.2
3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events. K-5.REP.3

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events. K-5.HI.1
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. K-5.HI.2
3. Students identify and interpret the multiple causes and effects of historical events. K-5.HI.3

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Students conduct cost-benefit analyses of historical and current events. K-5.HI.4

A Child's Place in Time and Space

1. **Students describe the rights and individual responsibilities of citizenship.** 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 makes the rules), giving examples of both systems in their classroom, school, and community. 1.1.1
    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." 1.1.2
2. **Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.** 1.2
    1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans. 1.2.1
    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. 1.2.2
    3. Construct a simple map, using cardinal directions and map symbols. 1.2.3
    4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation. 1.2.4
3. **Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.** 1.3
    1. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "America"). 1.3.1
    2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them. 1.3.2
    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. 1.3.3
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.** 1.4
    1. Examine the structure of schools and communities in the past. 1.4.1
    2. Study transportation methods of earlier days. 1.4.2
    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. 1.4.3
5. **Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.** 1.5

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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. 1.5.1
2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture. 1.5.2
3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore. 1.5.3

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6. **Students understand basic economic concepts and the role of individual choice in a free-market economy.** 1.6
    1. Understand the concept of exchange and the use of money to purchase goods and services. 1.6.1
    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. 1.6.2