

Grade 1 Standard Matrix

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
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ENGLISH-LANGUAGE ARTS

1.17	Reading: Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).				X	X				X
2.1	Writing: Write brief narratives (e.g., fictional, autobiographical) describing an experience.		X	X	X		X	X		
2.2	Writing: Write brief expository descriptions of a real object, person, place, or event, using sensory details.	X	X	X				X	X	X
2.2	Listening & Speaking: Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.		X	X	X	X	X	X		
2.3	Listening & Speaking: Relate an important life event or personal experience in a simple sequence.		X	X	X	X	X	X		
2.4	Listening & Speaking: Provide descriptions with careful attention to sensory detail.	X	X	X		X		X	X	X

MATHEMATICS

1.0	Number Sense: Students understand and use numbers up to 100.						X			
2.1	Number Sense: Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.	X	X	X		X	X			
1.1	Algebra & Functions: Write and solve number sentences from problem situations that express relationships involving addition and subtraction.	X	X	X			X			
1.2	Measurement & Geometry: Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).		X				X		X	
2.1	Measurement & Geometry: Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.	X		X						
1.1	Statistics, Data Analysis, & Probability: Sort objects and data by common attributes and describe the categories.					X				

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SCIENCE

2.d

Life Science: Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).

X

2.e

Life Science: Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.

X

3.b

Earth Science: 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.

X

HISTORY/SOCIAL SCIENCE

1.1.2

Social Science: 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."

X

X

1.2.1

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

X

X

X

X

1.2.4

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

X

X

X

X

X

1.4.2

Social Science: Study transportation methods of earlier days.

X

X

1.4.3

Social Science: 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.

X

X

1.5.3

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

X

1.6.1

Social Science: Understand the concept of exchange and the use of money to purchase goods and services.

X

Grade 1



PHYSICAL EDUCATION		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
1.1	Physical Education: Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and with the body at high, medium, and low levels in space.		X							
1.22	Physical Education: Create or imitate movement in response to rhythms and music.				X					
2.1	Physical Education: Identify moving from right to left, and left to right, and identify right and left sides of the body.		X							
3.1	Physical Education: Participate in physical activities that are enjoyable and challenging.		X							
3.2	Physical Education: Participate 3-4 times per week, for increasing amounts of time, in moderate to vigorous physical activities that increase breathing and heart rate.		X				X			
4.2	Physical Education: Explain the importance of drinking water during and after physical activity.								X	
4.3	Physical Education: Explain that nutritious food provides energy for alertness and mental concentration.								X	
4.4	Physical Education: Explain that the heart is the most important muscle in the body and is approximately the size of the fist.						X			
4.6	Physical Education: Identify physical activities that cause the heart to beat faster.						X			
4.12	Physical Education: Identify and list the body components of bones, muscles, organs, tissue, and fat.						X			
5.2	Physical Education: Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.		X							
5.3	Physical Education: Demonstrate the characteristics of sharing and cooperation in a physical activity setting.		X							X
5.4	Physical Education: Invite others to use equipment and/or apparatus before repeating a turn.		X							X



Grade 1



HEALTH FRAMEWORK

1

Health Framework Expectation: Students will demonstrate ways in which they can enhance and maintain their health and well-being.

X

X

X

X

X

X

5

Health Framework Expectation: Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.

X