

# California State Science Standards

## Kindergarten

### Science Content Standards.

#### 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:

1. Observe common objects by using the five senses.
2. Describe the properties of common objects.
3. Describe the relative position of objects by using one reference (e.g., above or below).
4. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).

When students observe the videos, they discuss objects, comparing and sorting them into categories. “The Months Song,” “Four Seasons,” “Days of the Week” songs - (Food) (Movement), and “Clap Your Hands.”

## Grade One

### Science Content Standards.

#### Life Sciences

5. Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight. Within the videos, “Months” and “Seasons” the changing seasons show what happens to plant life under time frame conditions.

## **Earth Sciences**

3. Weather can be observed, measured, and described. As a basis for understanding this concept:

1. 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.

2. 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. Students know the sun warms the land, air, and water.

## **Grade Two**

### **Science Content Standards.**

#### **Physical Sciences**

1. The motion of objects can be observed and measured. As a basis for understanding this concept:

1. Students know the position of an object can be described by locating it in relation to another

object or to the background.

2. Students know an object's motion can be described by recording the change in position of the object over time.

## **Grade Three**

### **Science Content Standards.**

#### **Physical Sciences**

1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

1. Students know energy comes from the Sun to Earth in the form of light.

2. Light has a source and travels in a direction. As a basis for understanding this concept:

1. Students know sunlight can be blocked to create shadows.

3. Students know the color of light striking an object affects the way the object is seen.

#### **Earth Sciences**

4. Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept:

1. Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.

2. Students know the way in which the Moon's appearance changes during the four-week lunar cycle.
3. Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.
4. Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.
5. Students know the position of the Sun in the sky changes during the course of the day and from season to season.

## **Grade Five**

### **Science Content Standards.**

#### **Earth Sciences**

3. Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.

**“The Four Seasons” and “Months” videos demonstrate or illustrate plant growth throughout the seasons. Also, these two videos show the relationship between the Earth, Moon, and the Sun in our solar system. The two “Days**

of the Week” songs can prompt discussions about calendar relationships with months and the seasons. The “Clap Your Hands” song illustrates shadows and physical motion.

## Grade Five

History-Social Science Content Standards.

### United States History and Geography: Making a New Nation

Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. ...

#### **5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.**

3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.

#### **5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.**

1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies ...

6. Describe the introduction of slavery into America, ...

#### **5.7 Students describe the people and events**

**associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.**

6. Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").

**5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.**

1. Discuss the waves of immigrants from Europe between 1789 and 1850 ...

5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.

**5.9 Students know the location of the current 50 states and the names of their capitals.**

The "Fifty States" illustrate, label, and refer to emigration history, from discovery to slavery, to the "melting pot" makeup of our country in an enjoyable video presentation. Students can engage in discussions referencing aspects displayed in the video.

[U.S. Education Standards](#) > [National Standards](#) > [Physical Education and Health Standards](#) > [Health](#) > **Grade K-4**

**GRADE K - 4**

- \* **Health Promotion and Disease Prevention**
- \* **Health Information, Products and Services**
- \* **Reducing Health Risks**

- \* **Health Influences**
- \* **Using Communication Skills to Promote Health**
- \* **Setting Goals for Good Health**
- \* **Health Advocacy**

**NPH-H.K-4.1 HEALTH PROMOTION AND DISEASE PREVENTION** *Students will comprehend concepts related to health promotion and disease prevention.--*

- \* Describe relationships between personal health behaviors and individual well being.
- \* Identify indicators of mental, emotional, social, and physical health during childhood.
- \* Describe the basic structure and functions of the human body systems.

“Clap Your Hands” and “The Days of the Week” (movement) give students an entertaining entry prompt into discussions on functions of the body.

- \* Identify health problems that should be detected and treated early.

“Just Say No!” can prompt discussions into health risks associated with smoking and drug use.

**NPH-H.K-4.3 REDUCING HEALTH RISKS** *Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks--*

- \* Identify responsible health behaviors.
- \* Identify personal health needs.
- \* Compare behaviors that are safe to those that are risky or harmful.
- \* Demonstrate strategies to improve or maintain

personal health.

The songs “Just Say No!” and “Character Counts in School” give students an entertaining forum (prompt) to discuss health-enhancing behaviors.

**NPH-H.K-4.4 INFLUENCES ON HEALTH** *Students will analyze the influence of culture, media, technology, and other factors on health--*

- \* Explain how media influences thoughts, feelings, and health behaviors.
- \* Describe ways technology can influence personal health.

Students access technology to observe and listen to the audio/video presentations.

**NPH-H.K-4.5 USING COMMUNICATION SKILLS TO PROMOTE HEALTH** *Students will demonstrate the ability to use interpersonal communication skills to enhance health--*

- \* Demonstrate ways to communicate care, consideration, and respect of self and others.
- \* Demonstrate attentive listening skills to build and maintain healthy relationships.
- \* Demonstrate refusal skills to enhance health.
- \* Differentiate between negative and positive behaviors used in conflict situations.
- \* Demonstrate non-violent strategies to resolve conflicts.

The song “Character Counts in School” highlights and demonstrates appropriate social behaviors.

**NPH-H.K-4.6 SETTING GOALS FOR GOOD HEALTH** *Students will demonstrate the ability to use goal-*

***setting and decision-making skills to enhance health--***

- \* Demonstrate the ability to apply a decision-making process to health issues and problems.
- \* Predict outcomes of positive health decisions.
- \* Set a personal health goal and track progress toward its achievement.

Students will make a commitment not to smoke, take drugs, or drink alcoholic beverages. (“Just Say No!”)