Colorado Social Studies

Grade 1

Adopted 2022

Prepared Graduates in Social Studies

1. **Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.** PG.1
2. **Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.** PG.2
3. **Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.** PG.3
4. **Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.** PG.4
5. **Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.** PG.5
6. **Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.** PG.6
7. **Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.** PG.7
8. **Apply economic reasoning skills to make informed personal financial decisions.** PG.8

First Grade — **History**

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1. Ask questions and discuss ideas about patterns and chronological order of events from the past. 1.H.1
    a. Arrange life events in chronological order. 1.H.1.A
    b. Use words related to time, sequence, and change. For example: Past, present, future, change, first, next, and last. 1.H.1.B
    c. Identify the organizational components of a calendar. For example: Year, months, weeks, days, and notable events. 1.H.1.C
    d. Determine events from the past, present, and future, using the components of a calendar. 1.H.1.D
    e. Distinguish between primary and secondary sources. 1.H.1.E
    f. Identify information from primary and/or secondary sources that answer questions about patterns and chronological order of events from the past. 1.H.1.F
    1. Recognize and describe cause-and-effect relationships and patterns from the past. 1.HES.1.1
    2. Demonstrate curiosity about patterns from the past. 1.HES.1.2
2. Explain how the diverse perspectives and traditions of families from many cultures have shaped the United States. 1.H.2
    a. Identify the unique characteristics of oneself as well as the similarities and differences between themselves and others. For example: Eye color, ability, individuality, family composition, etc. 1.H.2.A
    b. Discuss common and unique characteristics of different cultures, including African American, Latino, Asian American, Hawaiian/Pacific Islanders, Indigenous Peoples, LGBTQ, and religious minorities, using multiple sources of information. 1.H.2.B
    c. Understand that the United States is made up of the diverse perspectives and traditions of many cultures. For example: The diversity of foods available in the local community. 1.H.2.C
    1. Compare one's attitudes and beliefs to others. 1.HES.2.1
    2. Identify and explain several cultural perspectives that constitute our diverse society. 1.HES.2.2

Geography

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1. Use geographic terms and tools to describe places and spaces. 1.G.1
    a. Explain that maps and globes are different representations of Earth. 1.G.1.A
    b. Describe locations using terms related to direction and distance. For example: Forward and backward, left and right, near and far, is next to, and close. 1.G.1.B
    c. Recite an address including city, state, and country, and explain how those labels help find places on a map. 1.G.1.C
    d. Distinguish between land and water on a map and globe. 1.G.1.D
    e. Create simple maps showing both human and natural features. 1.G.1.E
    1. Identify key attributes of a variety of geographic tools. For example: Globes, maps, and GPS. 1.GES.1.1
    2. Find information using geographic technologies. 1.GES.1.2
2. Describe the characteristics of a community and how they are influenced by the environment. 1.G.2
    a. Provide examples of how individuals and families interact with their environment. 1.G.2.A
    b. Analyze how weather, climate and environmental characteristics influence individuals and the cultural characteristics of a family. 1.G.2.B
    c. Compare and contrast at least two different communities with respect to schools, neighborhoods, and culture. 1.G.2.C
    1. Identify and reflect upon personal connections to one or more families within the community. 1.GES.2.1
    2. Make observations and draw conclusions about the relationship between groups of people and their surroundings. 1.GES.2.2

Economics

1. Understand that individuals work in different types of jobs to earn an income. 1.E.1
    a. Identify the goods and/or services that different types of businesses produce in the local community. 1.E.1.A
    b. Give examples of different types of jobs held by family members and/or individuals in the local community. 1.E.1.B
    c. Compare at least two different job choices that individuals have with respect to the benefits and costs of each job. 1.E.1.C
    1. Ask questions to learn more about careers and other life pursuits. 1.EES.1.1
    2. Demonstrate an understanding of cause and effect related to personal decisions such as jobs. 1.EES.1.2

Civics

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1. Summarize how effective groups have responsible leaders and team members. 1.C.1
    a. Describe the characteristics of responsible leaders and how they communicate with others. 1.C.1.A
    b. Identify the attributes of a responsible team member and how they communicate with others. 1.C.1.B
    c. Demonstrate the ability to be both a leader and team member. 1.C.1.C
    d. Describe the qualities of an effective team. For example: Respectful disagreement, advocating for self and others, sharing responsibilities, and including others' perspectives. 1.C.1.D
    e. Listen and consider the ideas of others in order to make decisions as a group. 1.C.1.E
    1. Recognize personal characteristics, preferences, thoughts, and feelings regarding leadership. 1.CES.1.1
    2. Recognize emotional responses to ideas that differ from one's own when working in a group setting. 1.CES.1.2
    3. Recognize how members of a community rely on each other, considering personal contributions as applicable. 1.CES.1.3
2. Identify and explain how the significance of notable people, places, holidays, and civic symbols reflect the origins and values of the government and its citizens. 1.C.2
    a. Identify and explain the relevance of notable civic leaders from different community groups, including African American, Latino, Asian American, Hawaiian/Pacific Islander, Indigenous Peoples, LGBTQ, and religious minorities. 1.C.2.A
    b. Identify and explain the meaning of various civic symbols important to diverse community groups. For example: The American flag, the National Anthem, Statue of Liberty, Mount Rushmore, Crazy Horse Memorial, Liberty Bell, Emancipation Proclamation, a yellow sash (i.e., for women's rights), tribal flags of Native Nations whose ancestral homelands include present-day Colorado, LGBTQ Pride Flag, and the Colorado Flag. 1.C.2.B
    c. Identify and explain the relevance of significant civic places. For example: The state and national Capitol, the White House, and sites within the local community. 1.C.2.C
    d. Explain the significance of major civic holidays. For example: Veterans Day, Martin Luther King Day, Independence Day, Presidents' Day, Memorial Day, Juneteenth, Labor Day, Indigenous Peoples Day, and César Chávez Day. 1.C.2.D
    1. Compare attitudes and beliefs as an individual to others. 1.CES.2.1
    2. Recognize diversity among notable people, places, holidays, and civic symbols that constitute multiple perspectives within society. 1.CES.2.2

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1. Plan how to spend, share, and save money. 1.PF.1
    a. Discuss ways to earn or receive money. 1.PF.1.A
    b. Identify types of currency and how currency is used. For example: Cash, coins, credit card, and debit card. 1.PF.1.B
    c. Define types of transactions such as deposit, purchase, borrow, donate, and barter. 1.PF.1.C
    d. Find the value of a collection of a variety of coins. 1.PF.1.D
    1. Consider how to earn, spend, share, and save money knowing funds in any scenario are limited. 1.PFES.1.1
    2. Determine different choices they can make with their money and how those choices may affect others. 1.PFES.1.2
    3. Demonstrate curiosity, imagination, and eagerness to learn more. 1.PFES.1.3