

First Grade Standards: SOCIAL STUDIES

*Note: This information has been adapted from the 2020 Colorado State Standards as presented on the Colorado Department of Education (CDE) website. It is *not* an exhaustive or detailed list. All standards mentioned represent skills grade-level students should have mastered by the end of the grade-level year. If you desire further information, please visit the Standards page on the CDE website: <https://www.cde.state.co.us/standardsandinstruction/standards>

This document provides tiered support in addressing the academic standards. Families can choose to approach their curriculum selection and content-area instruction in one or all of three categories: a general **Overview** of expectations and “social studies” behaviors, **Learning Objectives** (a “fly by” glance of concepts a student masters throughout the school year) and **Guiding Questions** and **Specific Skills** (expanded ideas to guide and explain the learning objectives). As you consider lesson planning for each grade level, use the “Overview” and “Learning Objectives” checklists to help you plan out your year. (Note that specific time periods/social studies content to cover is not explicitly stated (except for some guidelines pertaining to Colorado history). Therefore, we highly recommend using the Core Knowledge Sequence ([click here](#)) to help you in your planning.) Start with the end in mind: If my child needs to know how to _____ by the end of the school year, what learning activities can be implemented to introduce and then reinforce the concepts? Think next about smaller steps in learning that your child needs to master in order to reach that end goal. Also keep in mind that most objectives are not learned in isolation, meaning learning objectives are often combined. You don’t need to ensure your child has mastered learning objective #1 before moving on to the next. Combining two or more objectives in a week’s lesson plan can make for more creative and integrated learning. If you are using a reputable and research-based curriculum, then your child will most likely be working his/her way through these learning objectives in a well-paced and consistent manner. (A brief sampling of solid curriculum options can be found on the CSP website under “Homeschool Resources.”)

Overview

Expectations for 1st Grade Students:

- **History:** Use words related to time, sequence and change; identify diverse perspectives and traditions of families, including their own, from many cultures that have shaped the United States; ask questions and discuss ideas about patterns and chronological order of events from the past.
- **Geography:** Use maps and globes to represent the earth; understand the nature of a community and its relationship to the environment; identify how communities differ in both physical and cultural characteristics.
- **Economics:** Discuss financial (money) responsibility; provide examples of the types of job choices available to people in their family and community. Personal Financial Literacy: Plan how to spend, share, and save money.
- **Civics:** Identify and explain the meaning of holidays, symbols, and notable people and places representative of our diverse society.

Throughout 1st Grade You May Find Students:

- Using vocabulary related to time, sequence and change, calendars, and the past; describing significant life events; discussing family and cultural traditions (holidays, celebrations) and comparing those with the traditions and cultures of others; exploring the meaning behind American symbols.
- Using maps, globes and other geographic vocabulary (direction, distance, land, water); talking about directions (north, south, east, west) to describe how to get to a given location; reciting their personal address and explaining how to find places on a map.

- Discussing short-term money goals (saving to buy something special) and providing examples of how to raise and save money to meet a goal; providing examples of community businesses and what they make and provide.
- Demonstrating the ability to be a leader and team member; explaining some examples of family and school jobs (responsibilities); demonstrating what it means to be a responsible member of a community; discussing the characteristics of responsible leaders.

Learning Objectives

History:

1. Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.
2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Geography:

3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.
4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.

Economics:

5. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.
6. Apply economic reasoning skills to make informed personal financial decisions.

Civics:

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.
8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

Guiding Questions and Specific Skills

History

1. Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.
 - A. Guiding Questions
 - Why is it important to know the order of events?
 - How do we organize time?
 - What has happened in your life and what does that tell you about yourself?
 - B. Specific Skills
 - Ask questions and discuss ideas about patterns and chronological order of events from the past.
 - Arrange life events in chronological order.
 - Use words related to time, sequence, and change. For example: past, present, future, change, first, next, and last.

- Identify the organizational components of a calendar. For example: year, months, weeks, days, and notable events.
- Determine events from the past, present, and future using the components of a calendar.
- Distinguish between primary and secondary sources.
- Identify information from primary and/or secondary sources that answer questions about patterns and chronological order of events from the past.
- Learn that historical thinkers examine change and/or continuity over a period of time and record events in sequential order to increase understanding, see relationships, understand cause and effect, and organize information.
- Read and/or listen to historical fiction.

2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

A. Guiding Questions

- What symbols are representative of our multicultural and democratic way of life?
- What is a culture?
- How are these cultures different and similar to one another?

B. Specific Skills

- Understand that the diverse perspectives and traditions of families from many cultures have shaped the United States.
- Identify similarities and differences between themselves and others.
- Discuss common and unique characteristics of different cultures using multiple sources of information.
- Compare one's attitudes and beliefs to others.
- Identify and explain several cultural perspectives that constitute our diverse society.

Geography

1. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.

A. Guiding Questions

- How would an individual describe how to get somewhere without an address?
- What if we had no geographic tools?
- How could a flat map truly represent a round globe?
- Why do people not carry globes to help find their way?
- Why is an address necessary?

B. Specific Skills

- Locate places and spaces using geographic tools.
- Explain that maps and globes are different representations of Earth.
- 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.
- Recite and address including city, state, and country, and explain how those labels help find places on a map.
- Distinguish between land and water on a map and globe
- Create simple maps showing both human and natural features.
- Identify key attributes of a variety of geographic tools. For example: globes, maps, and GPS.

- Understand that spatial thinkers use geographic terms, tools, and technology in work and play to describe and find places. For example, pilots use maps to make flight plans, hikers use compasses to determine directions, and vacationers use maps to find unfamiliar places.
- Understand that spatial thinkers memorize addresses to help locate places. For example, knowing an address is necessary for an ambulance to find it or for a person to receive mail.

2. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.

A. Guiding Questions

- How are places like communities similar to and different from where you live?
- How do people celebrate traditions?
- How do people use resources in the local community?
- How do individuals in the community use the environment?

B. Specific Skills

- Describe the characteristics of a community and how the people in that community are influenced by the environment.
- Provide examples of how individuals and families interact with their environment.
- Analyze how weather, climate and environmental characteristics influence individuals and the cultural characteristics of a family.
- Compare and contrast at least two different families with respect to schools, neighborhoods, and culture.
- Describe a family tradition and explain its cultural significance with regard to other groups and the environment.
- Identify and reflect upon personal connections to one or more families within the community.
- Make observations and draw conclusions about the relationship between groups of people and their surroundings.
- Use disciplinary vocabulary in sentences.
- Identify maps, graphs, charts and diagrams as sources as information.

Economics

1. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.

A. Guiding Questions

- How are businesses different?
- What are the different types of jobs and their roles in a community?
- Why do people choose different jobs?

B. Specific Skills

- Understand that individuals work in different types of jobs to earn an income.
- Identify the goods and/or services that different types of businesses produce in the community.
- Give examples of different types of jobs held by family members and/or individuals in the local community.
- Compare at least two different job choices that individuals have with respect to the benefits and costs of each job.
- Ask questions to learn more about careers and other life pursuits.

- Demonstrate an understanding of cause and effect related to personal decisions such as jobs.

2. Apply economic reasoning skills to make informed personal financial decisions.

A. Guiding Questions

- How does an individual earn money?
- Why do people donate to charity?
- What are different methods of payment?
- Are all items purchased with money?

B. Specific Skills

- Plan how to spend, share, and save money.
- Discuss ways to earn or receive money.
- Identify types of currency and how currency is used.
- Define types of transactions such as deposit, purchase, borrow, and barter.
- Identify coins and find the value of a collection of two coins.
- Compare the benefits and costs of individual choices.
- Identify positive and negative incentives that influence the decisions people make.
- Explain the role of money in making exchange easier.

Civics

1. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

A. Guiding Questions

- How do you know if you are a responsible team member?
- How do you know if you are a responsible leader?
- What qualities make a responsible leader and can they change?
- How do you know when you are working with an effective team?

B. Specific Skills

- Understand that effective groups have responsible leaders and team members.
- Describe the characteristics of responsible leaders.
- Identify the attributes of a responsible team member.
- Demonstrate the ability to be both a leader and team member.
- Recognize personal characteristics, preferences, thoughts, and feelings with regard to leadership.
- Recognize emotional responses to ideas that differ from one's own when working in a group setting.
- Recognize how members of a community rely on each other.

2. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

A. Guiding Questions

- Why do we have national, community, and local celebrations and holidays?
- Who are notable people in the development of our country?
- How are new national symbols, songs, or holidays created?

B. Specific Skills

- Identify and explain the relevance of notable civic leaders from different community groups.
- 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, and a yellow sash (i.e., for women's rights).
- 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.
- Explain the significance of major civic holidays. For example: Veteran's Day, Martin Luther King Day, Independence Day, Earth Day, Memorial Day, Labor Day, and Cesar Chavez Day.
- Identify the American flag and the Colorado flag.
- Recognize diversity among notable people, places, holidays, and civic symbols that constitute multiple perspectives within society.
- Understand that symbols, songs, holidays, traditions, places, and people help to provide identity for the community and nation.