

# 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](#)

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  - 2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.** [PG.2](#)

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  - 3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.** [PG.3](#)

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  - 4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.** [PG.4](#)

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  - 5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.** [PG.5](#)

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  - 6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.** [PG.6](#)

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  - 7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.** [PG.7](#)

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  - 8. Apply economic reasoning skills to make informed personal financial decisions.** [PG.8](#)
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## First Grade

### History

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**

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## Geography

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**

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## 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**

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## Civics

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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## Personal Financial Literacy

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**