

A Guide to the Colorado Academic Standards



Working Together

To support families and teachers in realizing the goals of the Colorado Academic Standards, this guide provides an overview of the learning expectations for First Grade Social Studies. This guide offers some learning experiences students may engage in during this school year, experiences that may also be supported at home.

Why Standards?

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure students are successful in college, careers, and life. The standards aim to improve what students learn and how they learn in ten content areas – emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

Social Studies for Elementary Schools (k-5)

The social studies standards in the elementary years begin with individuals and families and move from there to explorations of neighborhoods, communities, the state of Colorado, and the United States. In each grade students investigate historical events, examine geographic features and resources, consider economic decision-making processes, and define civic roles and responsibilities.

Where can I learn more?

- Contact your school district regarding local decisions related to standards, curriculum, resources, and instruction.
- Colorado Academic Standards Booklets: <http://www.cde.state.co.us/standardsandinstruction/GradeLevelBooks.asp>
- Stephanie Hartman, Social Studies Content Specialist at 720-498-2084, Hartman_s@cde.state.co.us



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At the end of
First Grade,
students can...



Social Studies Learning Expectations for First Grade

History

Use words related to time, sequence and change; identify past events important to their family and arrange them in chronological order.

Geography

Explain that maps and globes are different ways to represent the earth; 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.

Civics

Identify and explain the meaning of national symbols (the U.S. Flag, the bald eagle) and significant national places (the White House, the Statue of Liberty).

Throughout the First Grade, you may find students...

- Using vocabulary related to time, sequence and change, calendars, and the past; and 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 provide 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.