

1st Grade Social Studies

Our Community and Beyond: First grade students will expand their knowledge of family and community through explorations in history, geography, and economics and learn about their role as a citizen in their home, school, and community

Unit	Standard		Breakdown
Unit 1 - People Everywhere	SS.1.A.2.5	Distinguish between historical fact and fiction using various materials.	<ul style="list-style-type: none"> • Read two short texts, one historical fact (e.g., Benjamin Franklin and his kite) and the other fiction (e.g., Paul Bunyan and Babe, the big blue ox). Students will circle the text that is fact. • Examine a picture or drawing of a real historical event and a picture or drawing of historical fiction. The students will list the facts and the fictional attributes of the pictures.
	SS.1.C.1.1	Explain the purpose of rules and laws in the school and community.	<ul style="list-style-type: none"> • Choose one of their classroom's rules and explain what the classroom would be like without that rule. • Given a writing prompt explaining a community law, such as the speed limit or using crosswalks. The prompt will ask the students to explain why that law is important.
	SS.1.C.1.2	Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.	<ul style="list-style-type: none"> • List three people in their school who have the power and authority to make or enforce rules.
	SS.1.C.2.1	Explain the rights and responsibilities students have in the school community.	<ul style="list-style-type: none"> • List three rights they have as a student (e.g., the right to be treated respectfully, the right to a safe learning environment). • List three responsibilities they have as students (e.g., come to school on time, not damaging school property).

Unit 1 - People Everywhere

SS.1.C.2.2	Describe the characteristics of responsible citizenship in the school community.	<ul style="list-style-type: none"> • Presented with a list of school citizenship characteristics, students must label as responsible (e.g., respect others' property, treat others with kindness, care for the environment) or irresponsible (e.g., being a bully, damaging school property). • Draw and label a picture showing a student acting responsibly. • Prompt "Describe three characteristics of a responsible student in the school community." Students will then write a short journal entry in response, describing the characteristics of a responsible citizen in the school community.
SS.1.C.2.3	Identify ways students can participate in the betterment of their school and community.	<ul style="list-style-type: none"> • List three actions they can take to make their school and community a better place (e.g., classroom jobs, take care of school garden, school service projects). • Identify, from a list of actions, things that
SS.1.C.3.2	Recognize symbols and individuals that represent American constitutional democracy.	<ul style="list-style-type: none"> • Draw three symbols of American constitutional democracy (e.g., American flag, Statue of Liberty, bald eagle). • Presented with a number of pictures, some of American symbols (e.g., American flag, Statue of Liberty) and some of other objects (e.g., a house, a puppy). Students will circle the pictures that represent American symbols.
SS.1.G.1.1	Use physical and political/cultural maps to locate places in Florida.	<ul style="list-style-type: none"> • Label important cities on a political or cultural map of Florida. Examples include, but are not limited to Tallahassee, St. Augustine, and student's hometown. • Label important places on a physical map of Florida (Examples include, but are not limited to, Lake Okeechobee, Florida Keys, the Everglades).
SS.1.G.1.3	Construct a basic map using key elements including cardinal directions and map symbols.	<ul style="list-style-type: none"> • Draw a map of their school building and school grounds, including writing north, south, east, and west in the correct locations and map symbols with a legend. • Draw a map of their home or school, including writing north, south, east, and west in the correct locations and map symbols with a legend.

Unit 2 - Where We Live

SS.1.G.1.4	Identify a variety of physical features using a map and globe.	<ul style="list-style-type: none"> • Identify an ocean, peninsula, lake, river, swamp, gulf, hill, mountain, valley, plain, island, coast, and bay on a landscape map by labeling each. • Identify an ocean, peninsula, lake, river, gulf, mountain range, island, and coast on a globe.
SS.1.G.1.5	Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.	<ul style="list-style-type: none"> • Provided with a political map of the state of Florida on which they will label the Gulf of Mexico, the student's hometown, and the Atlantic Ocean. • Provided with a globe on which they will verbally identify the state of Florida, the Atlantic Ocean, and the Gulf of Mexico.
SS.1.A.1.1	Develop an understanding of a primary source.	<ul style="list-style-type: none"> • Given several examples of primary sources (e.g., a video or audio recording, an artifact, a diary entry, a photograph). • Provide one example of a primary source. Students will provide a written response. • Bring one or more examples of a primary source to school (e.g., photographs, a piece of art they created, an arrowhead they found). The students will share their items with the class and the items can be displayed in the classroom as a "primary source museum."
SS.1.A.2.4	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.	<ul style="list-style-type: none"> • Provided with pictures or the names of several historical figures (e.g., a soldier, Rosa Parks, and Abraham Lincoln). Students will list character ideals of those individuals (e.g., bravery, honesty). • Given a character ideal (e.g., bravery) and will identify a person from history who possessed that character ideal.
SS.1.A.3.1	Use terms related to time to sequentially order events that have occurred in school, home, or community.	<ul style="list-style-type: none"> • List three things that happen during the school day, putting them in sequential order. • List three things that happen once a week in school or at home, putting them in sequential order.

Unit 2 - Where We Live

SS.1.C.1.1	Explain the purpose of rules and laws in the school and community.	<ul style="list-style-type: none"> • Choose one of their classroom’s rules and explain what the classroom would be like without that rule. • Given a writing prompt explaining a community law, such as the speed limit or using crosswalks. The prompt will ask the students to explain why that law is important.
SS.1.E.1.6	Identify that people need to make choices because of scarce resources.	<ul style="list-style-type: none"> • Given a writing prompt asking them to solve a problem caused by scarce resources (e.g., Tom and three of his friends were coloring. They all wanted to use a blue marker, but there were only two. What could happen next?)
SS.1.G.1.2	Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes .	<ul style="list-style-type: none"> • Provided with a world map showing a compass rose, cardinal directions (north, south, east, west), north and south poles, equator, and a legend. Students will be asked to circle each map element in a specified color (Example: circle the compass rose in red). • Provided with a blank Florida state map. The students will draw a compass rose showing north, south, east, and west in an appropriate location on the map.
SS.1.G.1.3	Construct a basic map using key elements including cardinal directions and map symbols.	<ul style="list-style-type: none"> • Draw a map of their school building and school grounds, including writing north, south, east, and west in the correct locations and map symbols with a legend. • Draw a map of their home or school, including writing north, south, east, and west in the correct locations and map symbols with a legend.
SS.1.G.1.4	Identify a variety of physical features using a map and globe.	<ul style="list-style-type: none"> • Identify an ocean, peninsula, lake, river, swamp, gulf, hill, mountain, valley, plain, island, coast, and bay on a landscape map by labeling each. • Identify an ocean, peninsula, lake, river, gulf, mountain range, island, and coast on a globe.

Unit 2 - Where We Live	SS.1.G.1.5	Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.	<ul style="list-style-type: none"> • Provided with a political map of the state of Florida on which they will label the Gulf of Mexico, the student's hometown, and the Atlantic Ocean. • Provided with a globe on which they will verbally identify the state of Florida, the Atlantic Ocean, and the Gulf of Mexico.
	SS.1.G.1.6	Describe how location, weather, and physical environment affect the way people live in our community.	<ul style="list-style-type: none"> • Draw and label a picture of a person who lives in a cold area and a person who lives in a warm area, including the clothing they would wear, the food they might eat, how they might get around, the kind of home they might live in, and what kinds of things they may do. • Write a journal entry about how their lives would be different if they lived in a very different place, such as Alaska.
Unit 3 - Civics in a Snap	SS.1.C.1.1	Explain the purpose of rules and laws in the school and community.	<ul style="list-style-type: none"> • Choose one of their classroom's rules and explain what the classroom would be like without that rule. • Given a writing prompt explaining a community law, such as the speed limit or using crosswalks. The prompt will ask the students to explain why that law is important.
	SS.1.C.1.2	Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.	<ul style="list-style-type: none"> • List three people in their school who have the power and authority to make or enforce rules.
	SS.1.C.1.3	Give examples of the use of power without authority in the school and community.	<ul style="list-style-type: none"> • Give three examples of someone using power without the authority to do so (e.g., bullying, peer pressure, stealing). • Draw and label a picture to show a situation where someone is using power without authority.
	SS.1.C.2.1	Explain the rights and responsibilities students have in the school community.	<ul style="list-style-type: none"> • List three rights they have as a student (e.g., the right to be treated respectfully, the right to a safe learning environment). • List three responsibilities they have as students (e.g., come to school on time, not damaging school property).

Unit 3 - Civics in a Snap

SS.1.C.2.2	Describe the characteristics of responsible citizenship in the school community.	<ul style="list-style-type: none"> • Presented with a list of school citizenship characteristics, students must label as responsible (e.g., respect others' property, treat others with kindness, care for the environment) or irresponsible (e.g., being a bully, damaging school property). • Draw and label a picture showing a student acting responsibly. • Prompt "Describe three characteristics of a responsible student in the school community." Students will then write a short journal entry in response, describing the characteristics of a responsible citizen in the school community.
SS.1.C.2.3	Identify ways students can participate in the betterment of their school and community.	<ul style="list-style-type: none"> • List three actions they can take to make their school and community a better place (e.g., classroom jobs, take care of school garden, school service projects). • Identify, from a list of actions, things that they can do to help their school and community by circling the helpful actions (e.g., helpful: don't litter; not helpful: leave messes).
SS.1.C.2.4	Show respect and kindness to people and animals.	<ul style="list-style-type: none"> • Participate in role-playing exercises to demonstrate kindness in various situations featuring people and animals. • Draw and label a picture showing a way in which we can be kind and show respect to other people.
SS.1.C.3.1	Explain how decisions can be made or how conflicts might be resolved in fair and just ways.	<ul style="list-style-type: none"> • Given a sample problem (e.g., another student has taken your toy), and they will show how they could solve that problem in a fair and just way through role-playing, sharing, listening, and talking to others. • Draw and label a picture showing a way in which a conflict might be resolved in a fair and just way. • List three ways in which they have resolved conflicts in a fair and just way.

<p>Unit 3 - Civics in a Snap</p>	<p>SS.1.C.3.2</p>	<p>Recognize symbols and individuals that represent American constitutional democracy.</p>	<ul style="list-style-type: none"> • Draw three symbols of American constitutional democracy (e.g., American flag, Statue of Liberty, bald eagle). • Presented with a number of pictures, some of American symbols (e.g., American flag, Statue of Liberty) and some of other objects (e.g., a house, a puppy). Students will circle the pictures that represent American symbols.
<p>Unit 4 - World of Work</p>	<p>SS.1.A.1.1</p>	<p>Develop an understanding of a primary source.</p>	<ul style="list-style-type: none"> • Given several examples of primary sources (e.g., a video or audio recording, an artifact, a diary entry, a photograph). • Provide one example of a primary source. Students will provide a written response. • Bring one or more examples of a primary source to school (e.g., photographs, a piece of art they created, an arrowhead they found). The students will share their items with the class and the items can be displayed in the classroom as a “primary source museum.”
	<p>SS.1.A.2.4</p>	<p>Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.</p>	<ul style="list-style-type: none"> • Provided with pictures or the names of several historical figures (e.g., a soldier, Rosa Parks, and Abraham Lincoln). Students will list character ideals of those individuals (e.g., bravery, honesty). • Given a character ideal (e.g., bravery) and will identify a person from history who possessed that character ideal.

Unit 4 - World of Work

SS.1.C.2.2	Describe the characteristics of responsible citizenship in the school community.	<ul style="list-style-type: none"> • Presented with a list of school citizenship characteristics, students must label as responsible (e.g., respect others' property, treat others with kindness, care for the environment) or irresponsible (e.g., being a bully, damaging school property). • Draw and label a picture showing a student acting responsibly. • Prompt "Describe three characteristics of a responsible student in the school community." Students will then write a short journal entry in response, describing the characteristics of a responsible citizen in the school community.
SS.1.E.1.1	Recognize that money is a method of exchanging goods and services.	<p>List ways in which they can get something they want (e.g., purchase with money, trade).</p> <p>List things they can use money for (e.g., pay someone for a job, purchase something).</p>
SS.1.E.1.2	Define opportunity costs as giving up one thing for another.	<ul style="list-style-type: none"> • Draw and label a picture to show the meaning of opportunity cost. • Give three examples of when they have used opportunity cost in their own lives.
SS.1.E.1.3	Distinguish between examples of goods and services.	<ul style="list-style-type: none"> • Given a list of goods (e.g., candy bar, dress) and services (e.g., cleaning, cooking). Students will indicate for each example whether it is a good or a service. • Draw and label a picture of a good and a picture of a service. • Make a list of goods and a list of services they have experienced in their own lives.
SS.1.E.1.5	Recognize the importance of saving money for future purchases.	<ul style="list-style-type: none"> • List three things they may need or want to purchase in the future for which they would need to save money (e.g., bicycle, video game, computer). • Given a writing prompt asking what would happen if they spent all their money now and didn't save any for the future.

Unit 5 - Florida Civics Project

SS.1.C.1.1	Explain the purpose of rules and laws in the school and community.	<ul style="list-style-type: none"> • Choose one of their classroom’s rules and explain what the classroom would be like without that rule. • Given a writing prompt explaining a community law, such as the speed limit or using crosswalks. The prompt will ask the students to explain why that law is important.
SS.1.C.1.2	Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.	<ul style="list-style-type: none"> • List three people in their school who have the power and authority to make or enforce rules.
SS.1.C.1.3	Give examples of the use of power without authority in the school and community.	<ul style="list-style-type: none"> • Give three examples of someone using power without the authority to do so (e.g., bullying, peer pressure, stealing). • Draw and label a picture to show a situation where someone is using power without authority.
SS.1.C.2.1	Explain the rights and responsibilities students have in the school community.	<ul style="list-style-type: none"> • List three rights they have as a student (e.g., the right to be treated respectfully, the right to a safe learning environment). • List three responsibilities they have as students (e.g., come to school on time, not damaging school property).
SS.1.C.2.2	Describe the characteristics of responsible citizenship in the school community.	<ul style="list-style-type: none"> • Presented with a list of school citizenship characteristics, students must label as responsible (e.g., respect others’ property, treat others with kindness, care for the environment) or irresponsible (e.g., being a bully, damaging school property). • Draw and label a picture showing a student acting responsibly. • Prompt “Describe three characteristics of a responsible student in the school community.” Students will then write a short journal entry in response, describing the characteristics of a responsible citizen in the school community.

Unit 5 - Florida Civics Project

SS.1.C.2.3	Identify ways students can participate in the betterment of their school and community.	<ul style="list-style-type: none">• List three actions they can take to make their school and community a better place (e.g., classroom jobs, take care of school garden, school service projects).• Identify, from a list of actions, things that they can do to help their school and community by circling the helpful actions (e.g., helpful: don't litter; not helpful: leave messes).
SS.1.C.2.4	Show respect and kindness to people and animals.	<ul style="list-style-type: none">• Participate in role-playing exercises to demonstrate kindness in various situations featuring people and animals.• Draw and label a picture showing a way in which we can be kind and show respect to other people.
SS.1.C.3.1	Explain how decisions can be made or how conflicts might be resolved in fair and just ways.	<ul style="list-style-type: none">• Given a sample problem (e.g., another student has taken your toy), and they will show how they could solve that problem in a fair and just way through role-playing, sharing, listening, and talking to others.• Draw and label a picture showing a way in which a conflict might be resolved in a fair and just way.• List three ways in which they have resolved conflicts in a fair and just way.
SS.1.C.3.2	Recognize symbols and individuals that represent American constitutional democracy.	<ul style="list-style-type: none">• Draw three symbols of American constitutional democracy (e.g., American flag, Statue of Liberty, bald eagle).• Presented with a number of pictures, some of American symbols (e.g., American flag, Statue of Liberty) and some of other objects (e.g., a house, a puppy). Students will circle the pictures that represent American symbols.

Unit 6 - Everything Changes

SS.1.A.1.1	Develop an understanding of a primary source.	<ul style="list-style-type: none">• Given several examples of primary sources (e.g., a video or audio recording, an artifact, a diary entry, a photograph).• Provide one example of a primary source. Students will provide a written response.• Bring one or more examples of a primary source to school (e.g., photographs, a piece of art they created, an arrowhead they found). The students will share their items with the class and the items can be displayed in the classroom as a “primary source museum.”
SS.1.A.2.1	Understand history tells the story of people and events of other times and places.	<ul style="list-style-type: none">• Provide three examples of a person or place in history.• Given examples of people from history (e.g., George Washington) and people from the present (e.g., mother, father). The students will circle the examples of historical figures.• Draw a picture and provide a short written explanation of an event that took place in history.
SS.1.A.2.2	Compare life now with life in the past.	<ul style="list-style-type: none">• Compare a picture of a home, clothing, or activities from the past with a picture of a home, clothing, or activities from the present and list their differences and similarities.• Examine artifacts from the past (e.g., a toy, a bonnet, an arrowhead, a lunch pail, a school slate) and answer the following prompts regarding each artifact: 1) What was this artifact used for in the past? 2) What do we use today to accomplish the same task? 3) Is this object still used today?

Unit 6 - Everything Changes

SS.1.A.2.3	Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.	<ul style="list-style-type: none"> • Draw a picture or provide a written response to express the event, person, or ethnic heritage celebrated on a specific national holiday (e.g., Martin Luther King Day, Labor Day, and • Create a poster or similar product focusing on one national holiday. The poster should include information about the meaning of the chosen holiday in the form of pictures, drawings, and/or written information, etc. • Provide the names of major national holidays (e.g., Martin Luther King Day, Independence Day) and ethnic celebrations (e.g., St. Patrick's Day), as well as pictures or words showing the meaning of those holidays. Students will draw a line to connect the holiday with the correct picture/explanation.
SS.1.A.2.4	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.	<ul style="list-style-type: none"> • Provided with pictures or the names of several historical figures (e.g., a soldier, Rosa Parks, and Abraham Lincoln). Students will list character ideals of those individuals (e.g., bravery, honesty). • Given a character ideal (e.g., bravery) and will identify a person from history who possessed that character ideal.
SS.1.A.3.2	Create a timeline based on the student's life or school events, using primary sources.	<ul style="list-style-type: none"> • Given copies of photographs of school-day activities, which they will place in order on a timeline. • Interview another student about their daily activities from morning until bedtime. They will then place the other student's daily activities in the correct order on a timeline.
SS.1.C.1.3	Give examples of the use of power without authority in the school and community.	<ul style="list-style-type: none"> • Give three examples of someone using power without the authority to do so (e.g., bullying, peer pressure, stealing). • Draw and label a picture to show a situation where someone is using power without authority.
SS.1.C.2.1	Explain the rights and responsibilities students have in the school community.	<ul style="list-style-type: none"> • List three rights they have as a student (e.g., the right to be treated respectfully, the right to a safe learning environment). • List three responsibilities they have as students (e.g., come to school on time, not damaging school property).

Unit 6 - Everything Changes	SS.1.C.2.3	Identify ways students can participate in the betterment of their school and community.	<ul style="list-style-type: none"> • List three actions they can take to make their school and community a better place (e.g., classroom jobs, take care of school garden, school service projects). • Identify, from a list of actions, things that they can do to help their school and community by circling the helpful actions (e.g., helpful: don't litter; not helpful: leave messes).
	SS.1.C.3.1	Explain how decisions can be made or how conflicts might be resolved in fair and just ways.	<ul style="list-style-type: none"> • Given a sample problem (e.g., another student has taken your toy), and they will show how they could solve that problem in a fair and just way through role-playing, sharing, listening, and talking to others. • Draw and label a picture showing a way in which a conflict might be resolved in a fair and just way. • List three ways in which they have resolved conflicts in a fair and just way.
Unit 7 - Good Citizens	SS.1.A.1.1	Develop an understanding of a primary source.	<ul style="list-style-type: none"> • Given several examples of primary sources (e.g., a video or audio recording, an artifact, a diary entry, a photograph). • Provide one example of a primary source. Students will provide a written response. • Bring one or more examples of a primary source to school (e.g., photographs, a piece of art they created, an arrowhead they found). The students will share their items with the class and the items can be displayed in the classroom as a "primary source museum."
	SS.1.A.2.4	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.	<ul style="list-style-type: none"> • Provided with pictures or the names of several historical figures (e.g., a soldier, Rosa Parks, and Abraham Lincoln). Students will list character ideals of those individuals (e.g., bravery, honesty). • Given a character ideal (e.g., bravery) and will identify a person from history who possessed that character ideal.

Unit 7 - Good Citizens

SS.1.C.1.1	Explain the purpose of rules and laws in the school and community.	<ul style="list-style-type: none"> • Choose one of their classroom’s rules and explain what the classroom would be like without that rule. • Given a writing prompt explaining a community law, such as the speed limit or using crosswalks. The prompt will ask the students to explain why that law is important.
SS.1.C.1.3	Give examples of the use of power without authority in the school and community.	<ul style="list-style-type: none"> • Give three examples of someone using power without the authority to do so (e.g., bullying, peer pressure, stealing). • Draw and label a picture to show a situation where someone is using power without authority.
SS.1.C.2.1	Explain the rights and responsibilities students have in the school community.	<ul style="list-style-type: none"> • List three rights they have as a student (e.g., the right to be treated respectfully, the right to a safe learning environment). • List three responsibilities they have as students (e.g., come to school on time, not damaging school property).
SS.1.C.2.2	Describe the characteristics of responsible citizenship in the school community.	<ul style="list-style-type: none"> • Presented with a list of school citizenship characteristics, students must label as responsible (e.g., respect others’ property, treat others with kindness, care for the environment) or irresponsible (e.g., being a bully, damaging school property). • Draw and label a picture showing a student acting responsibly. • Prompt “Describe three characteristics of a responsible student in the school community.” Students will then write a short journal entry in response, describing the characteristics of a responsible citizen in the school community.
SS.1.C.2.3	Identify ways students can participate in the betterment of their school and community.	<ul style="list-style-type: none"> • List three actions they can take to make their school and community a better place (e.g., classroom jobs, take care of school garden, school service projects). • Identify, from a list of actions, things that they can do to help their school and community by circling the helpful actions (e.g., helpful: don’t litter; not helpful: leave messes).

Unit 7 - Good Citizens	SS.1.E.1.2	Define opportunity costs as giving up one thing for another.	<ul style="list-style-type: none">• Draw and label a picture to show the meaning of opportunity cost.• Give three examples of when they have used opportunity cost in their own lives.
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