



Flagler Schools
1st Grade Social Studies
Pacing Guide
2025-2026

Quarter 1 | August 11 - October 10

Pacing	Benchmark & Descriptions
Unit 5	<p>SS.1.CG.1.1: Explain the purpose of rules and laws in the home, school and community. Benchmark Clarifications:</p> <ul style="list-style-type: none">• Students will explain the role that rules and laws play in their daily life.• Students will explain the difference between rules and laws. <p>SS.1.CG.1.2: Describe how the absence of rules and laws impacts individuals and the community. Benchmark Clarifications:</p> <ul style="list-style-type: none">• Students will provide examples of rules and laws in their lives and in the community.• Students will recognize that disorder, injustice and harm to people can occur when there is an absence of rules and laws.
Unit 4	<p>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. Remarks:</p> <ul style="list-style-type: none">• Examples may include, but are not limited to, federal holidays and ethnic celebrations. <p>SS.1.CG.2.3: Recognize ways citizens can demonstrate patriotism. Benchmark Clarifications:</p> <ul style="list-style-type: none">• Students will discuss appropriate ways to show respect during the Pledge of Allegiance and National Anthem (e.g., stand at attention, face the flag, pause conversations).• Students will discuss how to show respect for the American flag (e.g., how to properly display and dispose of the American flag).• Students will discuss how to demonstrate patriotism during patriotic holidays and observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day). <p>SS.1.CG.2.4: Recognize symbols and individuals that represent the United States. Benchmark Clarifications:</p>

- Students will recognize the national motto (“In God We Trust”) and “We the People” as symbols that represent the United States.
- Students will recognize **Benjamin Franklin, George Washington, Daniel Webster** and Martin Luther King Jr. as individuals who represent the United States.

[SS.1.CG.2.5:](#) Recognize symbols and individuals that represent Florida.

Benchmark Clarifications:

- Students will recognize that the state motto (“In God We Trust”) and the state day (Pascua Florida Day) are symbols that represent Florida.
- Students will identify the current Florida governor and recognize the governor as an individual who represents the state.

[SS.1.CG.3.1:](#) Recognize that the United States and Florida have Constitutions.

Benchmark Clarifications:

- Students will define a constitution as an agreed-upon set of rules or laws.
- Students will recognize that the U.S. Constitution starts with “We the People.”

Pacing	Benchmark & Descriptions
Unit 6	<p>SS.1.CG.2.1: Explain the rights and responsibilities students have in the school community.</p> <p>Benchmark Clarifications:</p> <ul style="list-style-type: none"> Students will identify the rights (e.g., treated with respect, physically safe learning environment) and responsibilities (e.g., come to school on time, do not damage school property) students have as members of their school community. Students will define rights as freedoms protected by laws in society and protected by rules in the school community. Students will define responsibilities as things citizens should do to benefit the community. <p>S.1.CG.2.2: Describe the characteristics of citizenship in the school community.</p> <p>Benchmark Clarifications:</p> <ul style="list-style-type: none"> Students will identify characteristics of responsible citizenship (e.g., respect others' property, treat people with dignity, care for the environment, treat animals with kindness). Students will identify characteristics of irresponsible citizenship (e.g., damaging school property, bullying). <p>SS.1.CG.3.2: Explain responsible ways for individuals and groups to make decisions.</p> <p>Benchmark Clarifications:</p> <ul style="list-style-type: none"> Students will demonstrate characteristics of responsible decision-making. Students will explain how multiple perspectives contribute to the unity of the United States.
Unit 1	<p>SS.1.A.3.1: Use terms related to time to sequentially order events that have occurred in school, home or community.</p> <p>Remarks: Examples may include, but are not limited to, days, weeks, months, and years.</p> <p>SS.1.A.3.2: Create a timeline based on the student's life or school events, using primary sources.</p> <p>Remarks: Examples of sources may include, but are not limited to, photographs, birth certificates, report cards, and diaries.</p>
Unit 2	<p>SS.1.A.1.1: Develop an understanding of a primary source.</p> <p>Remarks: Examples may include, but are not limited to, pictures, letters, audio/video recordings, and other artifacts.</p> <p>SS.1.A.1.2: Understand how to use the media center/other sources to find answers to questions about a historical topic.</p> <p>Remarks: Examples may include, but are not limited to, databases, audio or video recordings, and books.</p> <p>SS.1.A.2.1: Understand history tells the story of people and events of other times and places.</p> <p>SS.1.A.2.2: Compare life now with life in the past.</p> <p>Remarks: Examples may include, but are not limited to, comparing school, families, work, and community life.</p> <p>SS.1.A.2.5: Distinguish between historical fact and fiction using various materials.</p> <p>Remarks: Examples may include, but are not limited to, tall tales, fables and non-fiction (expository) text.</p>

Quarter 3 | January 7 - March 12

Pacing	Benchmark & Descriptions
Unit 3	<p>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. Remarks: Examples may include, but are not limited to, federal holidays and ethnic celebrations.</p> <p>SS.1.A.2.4: Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility. Remarks: Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.</p> <p>SS.1.CG.2.4: Recognize symbols and individuals that represent the United States. Benchmark Clarifications:</p> <ul style="list-style-type: none"> • Students will recognize the national motto (“In God We Trust”) and “We the People” as symbols that represent the United States. • Students will recognize Benjamin Franklin, George Washington, Daniel Webster and Martin Luther King Jr. as individuals who represent the United States.
Unit 7	<p>SS.1.G.1.1: Use physical and political/cultural maps to locate places in Florida. Remarks: Examples are Tallahassee, student's hometown, Lake Okeechobee, Florida Keys, and the Everglades.</p> <p>SS.1.G.1.2: Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.</p> <p>SS.1.G.1.3: Construct a basic map using key elements including cardinal directions and map symbols. Remarks: Examples are map of bedroom, classroom, or route to school</p> <p>SS.1.G.1.4: Identify a variety of physical features using a map and globe. Remarks: Examples are oceans, peninsulas, lakes, rivers, swamps, and gulfs.</p> <p>SS.1.G.1.5: Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the <u>Gulf of Mexico</u>.</p> <p>SS.1.G.1.6: Describe how location, weather, and physical environment affect the way people live in our community. Remarks: Examples are effects on their food, clothing, shelter, transportation, and recreation</p>

Quarter 4 | March 24 - May 29

Pacing	Benchmark & Descriptions
Unit 7	<p>SS.1.G.1.1: Use physical and political/cultural maps to locate places in Florida. Remarks: Examples are Tallahassee, student's hometown, Lake Okeechobee, Florida Keys, and the Everglades.</p> <p>SS.1.G.1.2: Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.</p> <p>SS.1.G.1.3: Construct a basic map using key elements including cardinal directions and map symbols. Remarks: Examples are map of bedroom, classroom, or route to school</p> <p>SS.1.G.1.4: Identify a variety of physical features using a map and globe. Remarks: Examples are oceans, peninsulas, lakes, rivers, swamps, and gulfs.</p> <p>SS.1.G.1.5: Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the <u>Gulf of Mexico</u>.</p> <p>SS.1.G.1.6: Describe how location, weather, and physical environment affect the way people live in our community. Remarks: Examples are effects on their food, clothing, shelter, transportation, and recreation</p>
Unit 8	<p>SS.1.E.1.1: Recognize that money is a method of exchanging goods and services. Remarks: An example is coins/bills versus bartering or trading.</p> <p>SS.1.E.1.2: Define opportunity costs as giving up one thing for another. Remarks: Examples are giving up television to do homework and buying candy versus saving for later purchase.</p> <p>SS.1.E.1.3: Distinguish between examples of goods and services. Remarks: Examples are goods: hamburger; services: sweeping the floor.</p> <p>SS.1.E.1.4:- Distinguish people as buyers, sellers, and producers of goods and services.</p> <p>SS.1.E.1.5: Recognize the importance of saving money for future purchases.</p> <p>SS.1.E.1.6: Identify that people need to make choices because of scarce resources. Remarks: Examples are not enough time to do all activities or not enough red crayons.</p>

Benchmarks Taught Throughout the year	
MA.K12.MTR.1.1	Actively participate in effortful learning both individually and collectively.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.
MA.K12.MTR.6.1	Assess the reasonableness of solutions.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts.
ELA.K12.EE.1.1:	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1:	Make inferences to support comprehension.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.