

Social Studies Florida Standards At a Glance: First Grade

Strand: **AMERICAN HISTORY**

Standard 1: **Historical Inquiry and Analysis**

SS.1.A.1.1 Develop an understanding of a primary source.

Clarifications: Examples may include, but are not limited to, pictures, letters, audio/visual recordings, and other artifacts.

SS.1.A.1.2 Understand how to use the media center/other sources to find answers to questions about a historical topic.

Clarifications: Examples may include, but are not limited to, databases, audio or video recordings, and books.

Standard 2: **Historical Knowledge**

SS.1.A.2.1 Understand history tells the story of people and events of other times and places.

SS.1.A.2.2 Compare life now with life in the past.

Clarifications: Examples may include, but are not limited to, comparing schools, families, work, and community life.

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.

Clarifications: Examples may include, but are not limited to, federal holidays and ethnic celebrations.

SS.1.A.2.4 Identify people from the past who have shown honesty, courage, and responsibility.

Clarifications: Examples may include, but are not limited to, Presidents, war veterans, community members and leaders.

SS.1.A.2.5 Distinguish between historical fact and fiction using various materials.

Clarifications: Examples may include, but are not limited to, tall tales, fables and non-fiction (expository text).

Standard 3: **Chronological Thinking**

SS.1.A.3.1 Use terms related to time to sequentially order events that have occurred in school, home, or community.

Clarifications: Examples may include, but are not limited to, days, weeks, months, and years.

SS.1.A.3.2 Create a timeline based on the student's life or school events, using primary resources.

Clarifications: Examples of sources may include, but are not limited to, photographs, birth certificates, report cards, and diaries.

Strand: **CIVICS AND GOVERNMENT**

Standard 1: **Foundations of Government, Law, and the American Political System**

SS.1.C.1.1 Explain the purpose of rules and laws in the school and community.

Clarifications: Examples are keeping order and ensuring safety.

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.

Clarifications: Examples are principals, teachers, parents, government leaders, and police.

SS.1.C.1.3 Give examples of the use of power without authority in the school and community.

Clarifications; Examples are bullying, stealing, and peer pressure.

Standard 2: **Civic and Political Participation**

SS.1.C.2.1 Explain the rights and responsibilities students have in the school community.

Clarifications: Examples are not littering, coming to school on time, and having a safe learning environment.

SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community.

Clarifications: Examples are follow rules, care about the environment, and respect others.

SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community.

Clarifications: Examples are responsible decision making, classroom jobs, and school service projects.

SS.1.C.2.4 Show respect and kindness to people and animals.

Standard 3: **Structure and Functions of Government**

SS.1.C.3.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways.

Clarifications: Examples are talking about problems, role playing, listening, and sharing.

SS.1.C.3.2 Recognize symbols and individuals that represent American constitutional democracy.

Clarifications: Examples are United States flag, Pledge of Allegiance, National Anthem, Statue of Liberty, bald eagle, George Washington, Abraham Lincoln, and current President.

Strand: ECONOMICS

Standard 1: Beginning Economics

SS.1.E.1.1 Recognize that money is a method of exchanging goods and services.

Clarifications: An examples is coins/bills versus bartering or trading.

SS.1.E.1.2 Define opportunity costs as giving up one thing for another.

Clarifications: Examples are giving up television to do homework, buying candy versus saving for later purchase.]

SS.1.E.1.3 Distinguish between examples of goods and services.

Clarifications: Examples are goods: hamburger; services: sweeping the floor.

SS.1.E.1.4 Distinguish people as buyers, sellers, and producers of goods and services.

SS.1.E.1.5 Recognize the importance of saving money for future purchases.

SS.1.E.1.6 Identify that people need to make choices because of scarce resources.

Clarifications: Examples are not enough time to do all activities available, not enough red crayons.

WIDA

Standard 5 – Language of Social Studies (LoSS)

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

MTRs

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.

Strand: GEOGRAPHY

Standard 1: The World in Spatial Terms

SS.1.G.1.1 Use physical and political/cultural maps to locate places in Florida.

Clarifications: Examples are Tallahassee, student's hometown, Lake Okeechobee, Florida Keys, Everglades.

SS.1.G.1.2 Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.

SS.1.G.1.3 Construct a basic map using key elements including cardinal directions and map symbols.

Clarifications: Examples are a map of bedroom, classroom, route to school.]

SS.1.G.1.4 Identify a variety of physical features using a map and globe.

Clarifications: Examples are oceans, peninsulas, lakes, rivers, swamps, gulfs.

SS.1.G.1.5 Locate on maps and globes the student's local community, 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.

Clarifications: Examples are effects on their food, clothing, shelter, transportation, recreation.

EEs

ELA.K12.EE.1.1 – Cite evidence and justify reasoning.

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 tone and voice 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.

HE.1.C.2.4 – Recognize health consequences for not following rules.

Clarifications: Injuries, arguments, hurt feelings, and pollution.