



Access Social Studies

Grade 1

(#7721012)

April 2020

Access Social Studies Grade 1 (#7721012)

Course Standards

[SS.1.A.1.1:](#)

Develop an understanding of a primary source.

Clarifications:

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

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>SS.1.A.1.In.a:</u>	Identify a primary source, such as pictures or artifacts.			
<u>SS.1.A.1.Su.a:</u>	Recognize a primary source, such as pictures or artifacts.			
<u>SS.1.A.1.Pa.a:</u>	Recognize an object or photograph related to a person or event.			
Resources:	Oceans and Continents lesson plan Click Here			

[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.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>SS.1.A.1.In.b:</u>	Locate information in pictures or print about a historical topic.			
<u>SS.1.A.1.Su.b:</u>	Use pictures to answer a question about a historical topic.			
<u>SS.1.A.1.Pa.b:</u>	Recognize a person as a source of information.			
Resources:	Growing Up in Colonial America lesson plan Click Here			

SS.1.A.2.1:

Understand history tells the story of people and events of other times and places.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>SS.1.A.2.In.a:</u>	Recognize examples of people and events from other times in stories.			
<u>SS.1.A.2.Su.a:</u>	Recognize a story about someone living in a different time.			
<u>SS.1.A.2.Pa.a:</u>	Recognize a past event.			
Resources:				

SS.1.A.2.2:

Compare life now with life in the past.

Clarifications:

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

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>SS.1.A.2.In.b:</u>	Recognize examples of daily life that are different from long ago.			
<u>SS.1.A.2.Su.b:</u>	Recognize items that did not exist long ago.			
<u>SS.1.A.2.Pa.b:</u>	Recognize family members of older generations.			
Resources:	Growing Up in Colonial America lesson plan Click Here			

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.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.1.A.2.In.c:	Identify national holidays as a way of remembering and honoring people and events, such as Thanksgiving, Independence Day, and Memorial Day.			
SS.1.A.2.Su.c:	Recognize a national holiday as a way of remembering and honoring people and events, such as Thanksgiving or Independence Day.			
SS.1.A.2.Pa.c:	Recognize an activity associated with a national celebration, such as a family dinner on Thanksgiving.			
Resources:				

[SS.1.A.2.4:](#)

Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.

Clarifications:

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

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.1.A.2.In.d:	Identify a person from the past who showed bravery, honesty, or responsibility.			
SS.1.A.2.Su.d:	Recognize a person who showed honesty, bravery, or responsibility.			
SS.1.A.2.Pa.d:	Recognize a school leader, such as the principal.			
Resources: Harriet Tubman and the Underground Railroad lesson plan Click Here				

[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.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.1.A.2.In.e:	Identify events or characters in a story that are not real (fiction), such as Pecos Bill riding a tornado.			
SS.1.A.2.Su.e:	Recognize a character in a story that is not real (fiction), such as Babe the Blue Ox.			
SS.1.A.2.Pa.e:	Recognize a character in a story that is not real.			
Resources:				

[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.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.1.A.3.In.a:	Identify concepts of time, including yesterday, today, and tomorrow.			
SS.1.A.3.Su.a:	Recognize concepts of time, including morning and afternoon, related to school activities.			
SS.1.A.3.Pa.a:	Associate morning with a common school activity, such as circle time.			
Resources:	Curious George's First Day of School lesson plan Click Here Timelines: If You Take a Mouse to School lesson plan Click Here			

[SS.1.A.3.2:](#)

Create a timeline based on the student's life or school events, using primary sources.

Clarifications:

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

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.1.A.3.In.b:	Sequence three events in a student’s life using photographs or pictures on a timeline.			
SS.1.A.3.Su.b:	Sequence two events in a student’s life using photographs or pictures.			
SS.1.A.3.Pa.b:	Recognize one activity that comes next on a classroom daily schedule.			
Resources:	Timelines: If You Take a Mouse to School lesson plan Click Here			

[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.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.1.C.1.In.a:	Identify reasons for rules that keep students safe in the classroom and school, such as keeping order.			
SS.1.C.1.Su.a:	Recognize reasons for rules that keep students safe in the classroom and school, such as keeping order.			
SS.1.C.1.Pa.a:	Associate a classroom rule with a consequence.			
Resources:	Lilly’s Purple Plastic Purse lesson plan Click Here			

[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.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.1.C.1.In.b:	Identify authority figures in the school, such as the teacher, principal, and cafeteria manager.			
SS.1.C.1.Su.b:	Recognize an authority figure in the school, such as the teacher or principal.			
SS.1.C.1.Pa.b:	Recognize the teacher as the classroom leader.			
Resources:	Community Helpers lesson plan Click Here Lilly's Purple Plastic Purse lesson plan Click Here			

[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.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.1.C.1.In.c:	Identify an example of the use of power without authority in the classroom or school, such as bullying and stealing.			
SS.1.C.1.Su.c:	Recognize an example of the use of power without authority in the classroom or school, such as bullying or stealing.			
SS.1.C.1.Pa.c:	Recognize ownership of personal belongings.			
Resources:				

[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.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.1.C.2.In.a:	Identify student responsibilities in the classroom and school, such as completing tasks and following rules.			
SS.1.C.2.Su.a:	Recognize ways to be responsible in the classroom, such as completing tasks.			
SS.1.C.2.Pa.a:	Associate completing a task with a classroom responsibility.			
Resources:	Lilly's Purple Plastic Purse lesson plan Click Here			

[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.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.1.C.2.In.b:	Identify ways to be good citizens in the school, such as by taking care of school property and following school rules.			
SS.1.C.2.Su.b:	Recognize a way to be a good citizen in the school, such as by taking care of school property.			
SS.1.C.2.Pa.b:	Associate completing a task with responsible citizenship in the classroom.			
Resources:	Community Helpers: Officer Buckle and Gloria lesson plan Click Here			

[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.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.1.C.2.In.c:	Identify ways to be good citizens in the school, such as by taking care of school property and following school rules.			
SS.1.C.2.Su.c:	Recognize a way to be a good citizen in the school, such as by taking care of school property.			
SS.1.C.2.Pa.c:	Associate completing a task with responsible citizenship in the classroom.			
Resources:				

[SS.1.C.2.4:](#)

Show respect and kindness to people and animals.

[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.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.1.C.3.In.a:	Identify ways to make a decision or resolve a conflict, such as talking about problems or listening to each other.			
SS.1.C.3.Su.a:	Recognize ways to make a decision or resolve a conflict, such as talking about problems or listening to each other.			
SS.1.C.3.Pa.a:	Recognize a way to make a decision or resolve a conflict, such as making a choice or taking turns.			
Resources:				

[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 the current President.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.1.C.3.In.b:	Recognize symbols and individuals that represent America, such as the American flag, Pledge of Allegiance, bald eagle, and current president.			
SS.1.C.3.Su.b:	Recognize symbols that represent America, such as the American flag or Pledge of Allegiance.			
SS.1.C.3.Pa.b:	Recognize the American flag.			
Resources:	The American Flag lesson plan Click Here United States Coins: The Penny Pot lesson plan Click Here			

[SS.1.E.1.1:](#)

Recognize that money is a method of exchanging goods and services.

Clarifications:

An example is coins/bills versus bartering or trading.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.1.E.1.In.a:	Identify coins and bills as forms of money that can be used to buy things.			
SS.1.E.1.Su.a:	Identify coins as money that can be used to buy things.			
SS.1.E.1.Pa.a:	Recognize an item that can be traded for something else in the classroom.			
Resources:	Bunny Money lesson plan Click Here			

[SS.1.E.1.2:](#)

Define opportunity costs as giving up one thing for another.

Clarifications:

Examples are giving up television to do homework and buying candy versus saving for later purchase.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.1.E.1.In.b:	Recognize an example of opportunity costs, such as giving up watching television to play with a friend.			
SS.1.E.1.Su.b:	Recognize a situation that involves making a choice, such as watching a video or playing a game.			
SS.1.E.1.Pa.b:	Recognize an item that can be traded for something else in the classroom.			
Resources:	Bunny Money lesson plan Click Here			

SS.1.E.1.3:

Distinguish between examples of goods and services.

Clarifications:

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

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.1.E.1.In.c:	Recognize examples of goods and services.			
SS.1.E.1.Su.c:	Recognize examples of goods.			
SS.1.E.1.Pa.c:	Recognize an example of goods.			
Resources:				

SS.1.E.1.4:

Distinguish people as buyers, sellers, and producers of goods and services.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.1.E.1.In.d:	Identify the difference between a buyer and seller.			
SS.1.E.1.Su.d:	Recognize that people buy goods in a store.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.1.E.1.Pa.d:	Recognize an item that can be traded for something else in the classroom.			
Resources:				

SS.1.E.1.5:

Recognize the importance of saving money for future purchases.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.1.E.1.In.e:	Recognize ways that people save money, such as in a bank or other safe place.			
SS.1.E.1.Su.e:	Recognize a way to save money, such as putting it in a bank.			
SS.1.E.1.Pa.e:	Recognize that an item can be saved for later.			
Resources:				

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 or not enough red crayons.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.1.E.1.In.f:	Recognize that when there is not enough of something (scarce resource), people need to make choices, such as sharing, saving, or doing without.			
SS.1.E.1.Su.f:	Recognize when there is not enough of something (scarce resource).			
SS.1.E.1.Pa.f:	Associate not enough with no more.			
Resources:				

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, and the Everglades.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>SS.1.G.1.In.a:</u>	Identify a map of the local community or Florida.			
<u>SS.1.G.1.Su.a:</u>	Recognize a pictorial map of the local community or Florida.			
<u>SS.1.G.1.Pa.a:</u>	Recognize a drawing of home or school.			
Resources:	Introduction to Geographical Maps lesson plan Click Here Mapping Penny's World lesson plan Click Here			

SS.1.G.1.2:

Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>SS.1.G.1.In.b:</u>	Recognize elements in a key/legend on a simple map or drawing of a location, such as pictures and symbols.			
<u>SS.1.G.1.Su.b:</u>	Recognize an element in a key/legend on a pictorial map or drawing of a location, such as pictures or symbols.			
<u>SS.1.G.1.Pa.b:</u>	Associate an object, picture, or symbol with a location.			
Resources:	Introduction to Geographical Maps lesson plan Click Here Mapping Penny's World lesson plan Click Here			

SS.1.G.1.3:

Construct a basic map using key elements including cardinal directions and map symbols.

Clarifications:

Examples are map of bedroom, classroom, or route to school.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.1.G.1.In.c:	Construct a simple map using map symbols.			
SS.1.G.1.Su.c:	Complete a pictorial map using pictures or symbols for designated areas.			
SS.1.G.1.Pa.c:	Associate an object, picture, or symbol with a location.			
Resources:	Oceans and Continents lesson plan Click Here			

[SS.1.G.1.4:](#)

Identify a variety of physical features using a map and globe.

Clarifications:

Examples are oceans, peninsulas, lakes, rivers, swamps, and gulfs.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.1.G.1.In.d:	Identify land and water on a map and globe, such as by using the color key—blue is water, and green/brown is land.			
SS.1.G.1.Su.d:	Recognize land and water on a map and globe, such as by using the color key—blue is water and green/brown is land.			
SS.1.G.1.Pa.d:	Recognize a picture of land or water.			
Resources:	Oceans and Continents lesson plan Click Here			

[SS.1.G.1.5:](#)

Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.1.G.1.In.e:	Locate Florida and a major body of water on maps or globes, such as the Atlantic Ocean or the Gulf of Mexico.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.1.G.1.Su.e:	Recognize land and water on a map and globe, such as by using the color key—blue is water and green/brown is land.			
SS.1.G.1.Pa.e:	Recognize a picture of land or water.			
Resources:	Introduction to Geographical Maps Click Here			

[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, and recreation

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.1.G.1.In.f:	Recognize selected ways location, weather, and physical environment affect people in the student’s community, such as their food, clothing, shelter, transportation, and recreation.			
SS.1.G.1.Su.f:	Recognize a way location, weather, or physical environment affects people in the student’s community, such as their food, clothing, shelter, transportation, or recreation.			
SS.1.G.1.Pa.f:	Associate a selected characteristic of the student’s environment, such as food, clothing, or shelter, with its personal effect on the student.			
Resources:				

[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.K.C.2.4:](#)

Explain the importance of rules to maintain health.

Clarifications:

Walk don't run, wait your turn, keep your hands and feet to yourself, and play fair.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
HE.K.C.2.In.d:	Recognize the importance of rules to maintain health, such as avoiding accidents by walking instead of running, waiting one's turn, and keeping hands and feet to oneself.			
HE.K.C.2.Su.d:	Recognize the importance of a rule to maintain health, such as walking instead of running, waiting one's turn, or keeping hands and feet to oneself.			
HE.K.C.2.Pa.d:	Associate a classroom rule with health, such as waiting one's turn or keeping hands and feet to oneself.			

GENERAL NOTES

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [Click here](#)

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [Click here](#).

Course Number: 7721012

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas

Abbreviated Title: ACCESS SOC ST - 1

Course Attributes: Class Size Core Required

Course Status: Course Approved