

2023-2024 1st Grade Social Studies Pacing Guide

AT-A-GLANCE

| Curriculum Standards and Benchmarks | | Unit Topic |
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| Quarter 1: August 10 October 11, 2023 | | |
| SS.1.A.3.1 SS.1.A.3.2 | <ul style="list-style-type: none"> - Use terms related to time to sequentially order events that have occurred in school, home or community. - Create a timeline based on the student's life or school events, using primary sources. | Unit 1 Let's Learn about Time |
| SS.1.A.1.1 SS.1.A.1.2 SS.1.A.2.5 SS.1.A.2.1 SS.1.A.2.2 | <ul style="list-style-type: none"> - Develop an understanding of a primary source. - Understand how to use the media center/other sources to find answers to questions about a historical topic. - Distinguish between historical fact and fiction using various materials. - Understand history tells the story of people and events of other times and places. - Compare life now with life in the past. | Unit 2 Historical Thinking Skills |
| SS.1.A.2.3 SS.1.A.2.4 SS.1.A.3.1 S.S.1.CG.2.4 SS.1.A.2.2 SS.1.CG.2.1 SS.1.CG.2.3 | <ul style="list-style-type: none"> - 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. - Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility. - Use terms related to time to sequentially order events that have occurred in school, home, or community. - Recognize symbols and individuals that represent the United States. <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. - Compare life now with life in the past. - Explain the rights and responsibilities students have in the school community <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. Recognize ways citizens can demonstrate patriotism. <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). | Unit 3 People and Groups Make History |
| Quarter 2: October 12 - December 22, 2023 | | |

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| | (Unit 3 continued) | |
| SS.1.A.2.3 S.S.1.CG.2.3 S.S.1.CG.2.4 S.S.1.CG.2.5 S.S.1.CG.3.1 | <ul style="list-style-type: none"> - 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. - Recognize ways citizens can demonstrate patriotism. - Recognize symbols and individuals that represent the United States. - Recognize symbols and individuals that represent Florida. <ul style="list-style-type: none"> - 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. <p>Recognize that the United States and Florida have Constitutions.</p> <ul style="list-style-type: none"> - 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." | Unit 4 Patriotic Symbols, Holidays, and Observations |
| Quarter 3: January 9 - March 14, 2024 | | |
| S.S.1.CG.1.1 S.S.1.CG.1.2 | <ul style="list-style-type: none"> - Explain the purpose of rules and laws in the home, school and community. <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. - Describe how the absence of rules and laws impacts individuals and the community. <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 5 Rules and Laws |
| S.S.CG.2.1 S.S.CG.2.2 S.S.CG.3.2 S.S.CG.1.2 | <ul style="list-style-type: none"> - Explain the rights and responsibilities students have in the school community. - Describe the characteristics of citizenship in the school community. <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). - Explain responsible ways for individuals and groups to make decisions. <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. - Explain the purpose of rules and laws in the home, school and community. | Unit 6 Good Citizens |
| S.S.1.G.1.1 S.S.1.G.1.2 S.S.1.G.1.3 S.S.1.G.1.4 S.S.1.G.1.5 S.S.1.G.1.6 | <ul style="list-style-type: none"> - Use physical and political/cultural maps to locate places in Florida. - Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes. - Construct a basic map using key elements including cardinal directions and map symbols. - Identify a variety of physical features using a map and globe. - Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico. - Describe how location, weather, and physical environment affect the way people live in our community. | Unit 7 Geography |
| Quarter 4: March 25-May 23, 2024 | | |

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| | (Unit 7 continued) | |
| SS.1.E.1.1 SS.1.E.1.2 SS.1.E.1.3 SS.1.E.1.4 SS.1.E.1.5 SS.1.E.1.6 | <ul style="list-style-type: none"> - Recognize that money is a method of exchanging goods and services. - Define opportunity Costs giving up one thing for another. - Distinguish between examples of goods and services. - Distinguish people as buyers, sellers, and producers of goods and services. - Recognize the importance of saving money for future purchases. - Identify that people need to make choices because of scarce resources. | Unit 8 Economics |