

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. [. . . pictures, letters, audio/video recordings, artifacts].

SS.1.A.1.2 Understand how to use the media center/other sources to find answers to questions about a historical topic. [. . . 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. [. . . school, families, work, 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. [. . . federal holidays and ethnic celebrations.]

SS.1.A.2.4 Identify people from the past who have shown honesty, courage, and responsibility. [. . . Presidents, war veterans, community members and leaders.]

SS.1.A.2.5 Distinguish between historical fact and fiction using various materials. [. . . 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. [. . . days, weeks, months, years.]

SS.1.A.3.2 Create a timeline based on the student's life or school events, using primary sources. [. . . photographs, birth certificates, report cards, 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. [. . . keeping order, 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. [. . . principals, teachers, parents, government leaders, police.]

SS.1.C.1.3 Give examples of the use of power without authority in the school and community. [. . . bullying, stealing, peer pressure.]

Standard 2: **Civic and Political Participation**

SS.1.C.2.1 Explain the rights and responsibilities students have in the school community. [. . . do not litter, come to school on time, have a safe learning environment.]

SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community. [. . . follow rules, care about the environment, respect others.]

SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community. [. . . responsible decision making, classroom jobs, and school service projects].

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. [. . . talking about problems, role playing, listening, sharing.]

SS.1.C.3.2 Recognize symbols and individuals that represent American constitutional democracy. [. . . United States flag, Pledge of Allegiance, National Anthem, Statue of Liberty, bald eagle, George Washington, Abraham Lincoln, current President].

Strand: **ECONOMICS**

Standard 1: **Beginning Economics**

SS.1.E.1.1 Recognize that money is a method of exchanging goods and services. [. . . coins/bills versus bartering or trading.]

SS.1.E.1.2 Define opportunity costs as giving up one thing for another. [. . . 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. [. . . 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. [. . . not enough time to do all activities available, not enough red crayons.]

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. [. . . 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. [. . . map of bedroom, classroom, route to school.]

SS.1.G.1.4 Identify a variety of physical features using a map and globe. [. . . 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. [. . . effects on their food, clothing, shelter, transportation, recreation.]

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.