


# 1<sup>st</sup> Grade Social Studies Public Year-at-a-Glance

2018 – 2019

Standards visited all year	<p><b>American History</b></p> <p><a href="#">SS.1.A.1.1</a> Examine primary sources.</p> <p><a href="#">SS.1.A.1.2</a> Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.</p> <p><a href="#">SS.1.A.3.1</a> Identify and use terms and designations of time sequence.</p> <p><a href="#">SS.1.A.3.2</a> Create timelines.</p>	 <p>Primary and Secondary Sources.ppt</p>
<p><b>Quarter 1</b> Aug 10 – Oct 12</p>	<p align="center"><b>Major Concepts / Topics</b></p>	<p align="center"><b>Possible Resources</b></p>
	<p align="center"><b>AMERICAN HISTORY</b></p> <p><b>SS.1.A.2.1</b> Understand history tells the story of people and events of other times and places.</p> <p><b>SS.1.A.2.2</b> Compare life now with life in the past.</p> <p><b>SS.1.A.2.3</b> 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.</p> <p align="center"><b>CIVICS/GOVERNMENT</b></p> <p><b>SS.1.C.1.1</b> Explain the purpose of rules and laws in the school and community.</p> <p><b>SS.1.C.1.2</b> Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.</p> <p><b>SS.1.C.1.3</b> Give examples of the use of power without authority in the school and community.</p> <p><b>SS.1.C.2.1</b> Explain the rights and responsibilities students have in the school community.</p> <p><b>SS.1.C.2.2</b> Describe the characteristics of responsible citizenship in the school community.</p> <p><b>SS.1.C.2.3</b> Identify ways students can participate in the betterment of their school and community.</p> <p><b>SS.1.C.2.4</b> Show respect and kindness to people and animals.</p> <p><b>SS.1.C.3.1</b> Explain how decisions can be made or how conflicts might be resolved in fair and just ways.</p> <p><b>SS.1.C.3.2</b> Recognize symbols and individuals that represent American constitutional democracy.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Kids.gov</a> (parent website)</li> <li>• <a href="#">The Constitution for Kids</a></li> <li>• <a href="#">Government for Kids</a></li> <li>• <a href="#">“Constitution Day &amp; Celebrate Freedom Week.”</a></li> </ul>
<p><b>Quarter 2</b> Oct 16– Dec 21</p>	<p align="center"><b>Major Concepts / Topics</b></p>	<p align="center"><b>Possible Resources</b></p>
	<p align="center"><i>Historical Knowledge</i></p> <p><b>SS.1.A.2.1</b> Understand history tells the story of people and events of other times and places.</p> <p><b>SS.1.A.2.2</b> Compare life now with life in the past.</p> <p><b>SS.1.A.2.3</b> 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.</p> <p><b>SS.1.A.2.4</b> Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.</p> <p><b>SS.1.A.3.2</b> Create a timeline based on the student’s life or school events, using primary sources.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Historical people</a></li> <li>• <a href="#">Seminole Native Americans</a></li> <li>• <a href="#">Time for Kids-Black History</a></li> </ul>

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.

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	Major Concepts / Topics	Possible Resources
<b>Quarter 3</b> Jan 8 – Mar 14	<p style="text-align: center;"><b>AMERICAN HISTORY</b></p> <p><b>SS.1.A.2.1</b> Understand history tells the story of people and events of other times and places.</p> <p><b>SS.1.A.2.2</b> Compare life now with life in the past.</p> <p><b>SS.1.A.2.3</b> 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.</p> <p><b>SS.1.A.2.4</b> Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.</p> <p><b>SS.1.A.2.5</b> Distinguish between historical fact and fiction using various materials.</p> <p style="text-align: center;"><b>CIVICS/GOVERNMENT</b></p> <p><b>SS.1.C.3.2</b> Recognize symbols and individuals that represent American constitutional democracy.</p> <p style="text-align: center;"><b>GEOGRAPHY</b></p> <p><b>SS.1.G.1.5</b> Locate on maps and globes the student’s local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.</p> <p><b>SS.1.G.1.6</b> Describe how location, weather, and physical environment affect the way people live in our community.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Free Geography Printables</a></li> <li>• <a href="#">Map Video</a></li> <li>• <a href="#">Geography Map Skills</a></li> </ul>
<b>Quarter 4</b> Mar 26 – May 24	<p style="text-align: center;"><b>Major Concepts / Topics</b></p> <p style="text-align: center;"><b>GEOGRAPHY</b></p> <p><b>SS.1.G.1.1</b> Use physical and political/cultural maps to locate places in Florida.</p> <p><b>SS.1.G.1.2</b> Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.</p> <p><b>SS.1.G.1.3</b> Construct a basic map using key elements including cardinal directions and map symbols.</p> <p><b>SS.1.G.1.4</b> Identify a variety of physical features using a map and globe.</p> <p><b>SS.1.G.1.5</b> Locate on maps and globes the student’s local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.</p> <p><b>SS.1.G.1.6</b> Describe how location, weather, and physical environment affect the way people live in our community.</p> <p style="text-align: center;"><b>ECONOMICS</b></p> <p><b>SS.1.E.1.1</b> Recognize that money is a method of exchanging goods and services.</p> <p><b>SS.1.E.1.2</b> Define opportunity costs as giving up one thing for another.</p> <p><b>SS.1.E.1.3</b> Distinguish between examples of goods and services.</p> <p><b>SS.1.E.1.4</b> Distinguish people as buyers, sellers, and producers of goods and services.</p> <p><b>SS.1.E.1.5</b> Recognize the importance of saving money for future purchases.</p> <p><b>SS.1.E.1.6</b> Identify that people need to make choices because of scarce resources.</p>	<p style="text-align: center;"><b>Possible Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">U.S Mint</a> (games and activities for students)</li> <li>• <a href="#">Money</a></li> <li>• <a href="#">Economic Basics</a></li> </ul>

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