

St. Johns County School District – Social Studies – Grade 1 – Year-at-a-Glance – 2023-2024

Quarter 1 08/10 – 10/13		Quarter 2 10/17 – 12/21		Quarter 3 01/08 – 03/08		Quarter 4 03/09 – 05/17	
United States and Florida law has deemed the study and recognition of the following events as required social studies instruction:							
American Founders' Month Hispanic Heritage Month 9/11 Heroes' Day Constitution Day Celebrate Freedom Week		Veterans Day American Indian Heritage Month		Martin Luther King, Jr. Day Black History Month Women's History Month		Medal of Honor Day AAPI Heritage Month Memorial Day	
<u>SS.1.A.1.1</u>	<u>SS.1.C.1.3</u>	<u>SS.1.A.1.1</u>	<u>SS.1.G.1.2</u>	<u>SS.1.A.1.1</u>	<u>SS.1.C.2.2</u>	<u>SS.1.A.1.1</u>	<u>SS.1.E.1.3</u>
<u>SS.1.A.1.2</u>	<u>SS.1.C.2.1</u>	<u>SS.1.A.1.2</u>	<u>SS.1.G.1.4</u>	<u>SS.1.A.1.2</u>	<u>SS.1.C.2.3</u>	<u>SS.1.A.1.2</u>	<u>SS.1.E.1.4</u>
<u>SS.1.A.2.1</u>	<u>SS.1.C.2.2</u>	<u>SS.1.A.2.1</u>	<u>SS.1.G.1.5</u>	<u>SS.1.A.2.1</u>	<u>SS.1.C.2.4</u>	<u>SS.1.A.2.1</u>	<u>SS.1.E.1.5</u>
<u>SS.1.A.2.2</u>	<u>SS.1.C.2.3</u>	<u>SS.1.A.2.2</u>		<u>SS.1.A.2.2</u>	<u>SS.1.C.3.1</u>	<u>SS.1.A.2.2</u>	<u>SS.1.E.1.6</u>
<u>SS.1.A.2.3</u>	<u>SS.1.C.2.4</u>	<u>SS.1.A.2.3</u>		<u>SS.1.A.2.3</u>	<u>SS.1.C.3.2</u>	<u>SS.1.A.2.3</u>	<u>SS.1.G.1.1</u>
<u>SS.1.A.2.4</u>	<u>SS.1.C.3.1</u>	<u>SS.1.A.2.4</u>		<u>SS.1.A.2.4</u>	<u>SS.1.G.1.5</u>	<u>SS.1.A.2.4</u>	<u>SS.1.G.1.2</u>
<u>SS.1.A.3.1</u>	<u>SS.1.C.3.2</u>	<u>SS.1.A.3.1</u>		<u>SS.1.A.2.5</u>		<u>SS.1.A.2.5</u>	<u>SS.1.G.1.3</u>
<u>SS.1.A.3.2</u>		<u>SS.1.E.1.4</u>		<u>SS.1.C.1.1</u>		<u>SS.1.C.2.4</u>	<u>SS.1.G.1.4</u>
<u>SS.1.C.1.1</u>		<u>SS.1.E.1.6</u>		<u>SS.1.C.1.2</u>		<u>SS.1.C.3.1</u>	<u>SS.1.G.1.5</u>
<u>SS.1.C.1.2</u>				<u>SS.1.C.1.3</u>		<u>SS.1.E.1.1</u>	<u>SS.1.G.1.6</u>
				<u>SS.1.C.2.1</u>		<u>SS.1.E.1.2</u>	

All standards are designated to be learned by the end of the course. This guide represents a recommended timeline and sequence to be used voluntarily by teachers for planning purposes.

**Denotes required instruction that is met with this standard, as indicated by Florida Statute 1003.42.*

Social Studies – Grade 1 – Revised Civics and Government Strand

The following are revised Civics and Government (CG) standards for first grade Civics and Government teaching and learning in Florida schools and where they can be paired with Next Generation Sunshine State Standards.

Benchmark	Standard	Pairing
<u>SS.1.CG.1.1</u>	<p>Explain the purpose of rules and laws in the home, school and community.</p> <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. 	<u>SS.1.C.1.1</u>
<u>SS.1.CG.1.2</u>	<p>Describe how the absence of rules and laws impacts individuals and the community.</p> <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. 	<u>SS.1.C.1.3</u>
<u>SS.1.CG.2.1</u>	<p>Explain the rights and responsibilities students have in the school community.</p> <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 and, in the school community, freedoms protected by rules. • Students will define responsibilities as things citizens should do to benefit the community. 	<u>SS.1.C.2.1</u>
<u>SS.1.CG.2.2</u>	<p>Describe the characteristics of citizenship in the school community.</p> <ul style="list-style-type: none"> • Students will identify characteristics of responsible citizenship (e.g., respect others' property, treat people with dignity, care for environment, treat animals with kindness). • Students will identify characteristics of irresponsible citizenship (e.g., damaging school property, bullying). 	<u>SS.1.C.2.2</u>

CONTINUED BELOW

Social Studies – Grade 1 – Revised Civics and Government Strand (continued)

The following are revised Civics and Government (CG) standards for first grade Civics and Government teaching and learning in Florida schools and where they can be paired with Next Generation Sunshine State Standards.

Benchmark	Standard	Pairing
<u>SS.1.CG.2.3</u>	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., standing for 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). 	<u>SS.1.A.2.3</u>
<u>SS.1.CG.2.4</u>	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 that represent the United States. 	<u>SS.1.C.3.2</u> NOTE: Expand on “American constitutional democracy” by identifying symbols and individuals that represent America, e.g., national motto, Benjamin Franklin, Martin Luther King Jr., etc.
<u>SS.1.CG.2.5</u>	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. 	<u>SS.1.C.3.2</u> and <u>SS.1.G.1.1</u> NOTE: Expand beyond the “symbols and individuals that represent American constitutional democracy” and focus on Florida, e.g., state motto, elected officials, etc.
<u>SS.1.CG.3.1</u>	Recognize that the United States and Florida have Constitutions. <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.” 	<u>SS.1.C.3.2</u> NOTE: Expand on “constitutional democracy” by recognizing that a constitution is an agreed-upon set of rules or laws.
<u>SS.1.CG.3.2</u>	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. 	<u>SS.1.C.3.1</u>

St. Johns County School District – Social Studies – Grade 1 – Benchmark Checklist

Benchmark	Standard	Q1	Q2	Q3	Q4
<u>SS.1.A.1.1</u>	Develop an understanding of a primary source.	x	x	x	x
<u>SS.1.A.1.2</u>	Understand how to use the media center/other sources to find answers to questions about a historical topic.	x	x	x	x
<u>SS.1.A.2.1</u>	Understand history tells the story of people and events of other times and places.	x	x	x	x
<u>SS.1.A.2.2</u>	Compare life now with life in the past.	x	x	x	x
<u>SS.1.A.2.3</u>	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.	x	x	x	x
<u>SS.1.A.2.4</u>	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.	x	x	x	x
<u>SS.1.A.2.5</u>	Distinguish between historical fact and fiction using various materials.			x	x
<u>SS.1.A.3.1</u>	Use terms related to time to sequentially order events that have occurred in school, home, or community.	x	x		
<u>SS.1.A.3.2</u>	Create a timeline based on the student's life or school events, using primary sources.	x			
<u>SS.1.C.1.1</u>	Explain the purpose of rules and laws in the school and community.	x		x	
<u>SS.1.C.1.2</u>	Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.	x		x	
<u>SS.1.C.1.3</u>	Give examples of the use of power without authority in the school and community.	x		x	
<u>SS.1.C.2.1</u>	Explain the rights and responsibilities students have in the school community.	x		x	
<u>SS.1.C.2.2</u>	Describe the characteristics of responsible citizenship in the school community.	x		x	
<u>SS.1.C.2.3</u>	Identify ways students can participate in the betterment of their school and community.	x		x	
<u>SS.1.C.2.4</u>	Show respect and kindness to people and animals.	x		x	x
<u>SS.1.C.3.1</u>	Explain how decisions can be made or how conflicts might be resolved in fair and just ways.	x		x	x
<u>SS.1.C.3.2</u>	Recognize symbols and individuals that represent American constitutional democracy.	x		x	

CONTINUED BELOW

St. Johns County School District – Social Studies – Grade 1 – Benchmark Checklist (continued)

Benchmark	Standard	Q1	Q2	Q3	Q4
<u>SS.1.E.1.1</u>	Recognize that money is a method of exchanging goods and services.				x
<u>SS.1.E.1.2</u>	Define opportunity costs as giving up one thing for another.				x
<u>SS.1.E.1.3</u>	Distinguish between examples of goods and services.				x
<u>SS.1.E.1.4</u>	Distinguish people as buyers, sellers, and producers of goods and services.		x		x
<u>SS.1.E.1.5</u>	Recognize the importance of saving money for future purchases.			x	x
<u>SS.1.E.1.6</u>	Identify that people need to make choices because of scarce resources.		x		x
<u>SS.1.G.1.1</u>	Use physical and political/cultural maps to locate places in Florida.				x
<u>SS.1.G.1.2</u>	Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.		x		x
<u>SS.1.G.1.3</u>	Construct a basic map using key elements including cardinal directions and map symbols.				x
<u>SS.1.G.1.4</u>	Identify a variety of physical features using a map and globe.		x		x
<u>SS.1.G.1.5</u>	Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.		x		x
<u>SS.1.G.1.6</u>	Describe how location, weather, and physical environment affect the way people live in our community.				x