

St. Johns County School District

Social Studies – Grade 1 – Year-at-a-Glance – 2024-2025



Quarter 1 08/12 – 10/11	Quarter 2 10/15 – 12/20	Quarter 3 01/06 – 03/13	Quarter 4 03/24 – 05/23
<i>United States and Florida law has deemed the study and/or recognition of the following events as required social studies instruction:</i>			
American Founders' Month 9/11 Heroes' Day Hispanic Heritage Month Constitution Day Celebrate Freedom Week	Veterans Day Native American Heritage Month	Martin Luther King, Jr. Day Black History Month Women's History Month	Medal of Honor Day AAPI Heritage Month Memorial Day
<p>Unit 1: Let's Learn About Time</p> <p>SS.1.A.3.1 SS.1.A.3.2</p> <p>Unit 2: Historical Thinking Skills</p> <p>SS.1.A.1.1 SS.1.A.1.2 SS.1.A.2.2 SS.1.A.2.5</p> <p>Unit 3: People and Groups Make History</p> <p>SS.1.A.2.1 SS.1.A.3.1 SS.1.A.2.3 SS.1.CG.2.4 SS.1.A.2.4</p>	<p>Unit 3: People and Groups Make History (cont.)</p> <p>SS.1.A.2.3 SS.1.A.2.4 SS.1.A.3.1 SS.1.CG.2.4</p> <p>Unit 4: Patriotic Symbols, Holidays, and Observances</p> <p>SS.1.A.2.3 SS.1.CG.2.3 SS.1.CG.2.4 SS.1.CG.2.5 SS.1.CG.3.1</p>	<p>Unit 5: Rules and Laws</p> <p>SS.1.CG.1.1 SS.1.CG.1.2</p> <p>Unit 6: Good Citizens</p> <p>SS.1.CG.2.1 SS.1.CG.2.2 SS.1.CG.3.2</p> <p>Unit 7: Geography</p> <p>SS.1.G.1.1 SS.1.G.1.4 SS.1.G.1.2 SS.1.G.1.5 SS.1.G.1.3 SS.1.G.1.6</p>	<p>Unit 7: Geography (cont.)</p> <p>SS.1.G.1.1 SS.1.G.1.4 SS.1.G.1.2 SS.1.G.1.5 SS.1.G.1.3 SS.1.G.1.6</p> <p>Unit 8: Economics</p> <p>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</p>
<p>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.</p>			

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

Social Studies – Grade 1 – Benchmarks

Benchmark	Standard	Q1	Q2	Q3	Q4
<u>SS.1.A.1.1</u>	Develop an understanding of a primary source.	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			
<u>SS.1.A.2.1</u>	Understand history tells the story of people and events of other times and places.	X			
<u>SS.1.A.2.2</u>	Compare life now with life in the past.	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			
<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		
<u>SS.1.A.2.5</u>	Distinguish between historical fact and fiction using various materials.	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.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. 			X	
<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. 			X	

CONTINUED BELOW

Social Studies – Grade 1 – Benchmarks (continued)

Benchmark	Standard	Q1	Q2	Q3	Q4
<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. 			X	
<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). 			X	
<u>SS.1.CG.2.3</u>	<p>Recognize ways citizens can demonstrate patriotism.</p> <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). 		X		
<u>SS.1.CG.2.4</u>	<p>Recognize symbols and individuals that represent the United States.</p> <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. 	X	X		

CONTINUED BELOW

Social Studies – Grade 1 – Benchmarks (continued)

<u>SS.1.CG.2.5</u>	<p>Recognize symbols and individuals that represent Florida.</p> <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. 		X		
<u>SS.1.CG.3.1</u>	<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.” 		X		
<u>SS.1.CG.3.2</u>	<p>Explain responsible ways for individuals and groups to make decisions.</p> <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. 			X	
<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
<u>SS.1.E.1.5</u>	Recognize the importance of saving money for future purchases.				X
<u>SS.1.E.1.6</u>	Identify that people need to make choices because of scarce resources.				X
<u>SS.1.G.1.1</u>	Use physical and political/cultural maps to locate places in Florida.			X	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	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	X