

# Curriculum Map & Pacing Guide

## Grade One Social Studies – 5021030

### Year-Round School Calendar



### Contents:

- **Grade One Social Studies Course Description**
- **Grade One Social Studies Curriculum Map**
- **Grade One Social Studies Pacing Guide**
- **Grade One Social Studies Standards and Benchmarks**

**Revised ~ November 2015**

*Curriculum Maps and Pacing Guides will be reviewed and revised every year as needed.*

**This course description defines what students should understand and be able to do by the end of Grade 1.**

## **GENERAL NOTES**

**Our Community and Beyond:** First grade students will expand their knowledge of family and community through explorations in history, geography, and economics and learn about their role as a citizen in their home, school, and community.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>.

|   | Trimester 1  | Trimester 2   | Trimester 3  |
|---|--|---|--|
| Unit(s)   | Unit 4: Good Citizens<br>Unit 2: Where We Live   | Unit 1: People and Traditions   | Unit 3: Beginning Economics  |
| Big Idea(s)   | Unit 4: People’s actions affect others.<br>Unit 2: Location affects how people live.   | Unit 1: People and events shape history.<br>Unit 4: American symbols.   | Unit 3: Economics affects choices.   |
| Social Studies Next Generation Sunshine State Standards (NGSSS) | <p>Unit 4: Good Citizens</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.1.A.1.1</a>--Develop an understanding of a primary source.</li> <li>• <a href="#">SS.1.C.1.1</a>- Explain the purpose of rules and laws in the school and community.</li> <li>• <a href="#">SS.1.C.2.1</a>- Explain the rights and responsibilities students have in the school community.</li> <li>• <a href="#">SS.1.C.2.2</a>- Describe the characteristics of responsible citizenship in the school community.</li> <li>• <a href="#">SS.1.C.2.3</a>- Identify ways students can participate in the betterment of their school and community.</li> <li>• <a href="#">SS.1.C.2.4</a>- Show respect and kindness to people and animals.</li> <li>• <a href="#">SS.1.C.1.2</a>- Give examples of people who have the power and authority to</li> </ul> | <p>Unit 1: People and Traditions</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.1.A.1.1</a>--Develop an understanding of a primary source.</li> <li>• <a href="#">SS.1.A.1.2</a>-Understands how to use the media center/other sources to find answers to questions about a historical topic.</li> <li>• <a href="#">SS.1.A.2.1</a>- Understands that history tells the story of people and events of other times and places</li> <li>• <a href="#">SS.1.A.2.2</a>- Compare life now with life in the past.</li> <li>• <a href="#">SS.1.A.2.5</a>- Distinguish between historical fact and fiction using various materials.</li> <li>• <a href="#">SS.1.A.3.1</a>- Use terms related to time to sequentially order events that have occurred in school, home, or community.</li> </ul> | <p>Unit 3: Beginning Economics</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.1.A.1.1</a>---Develop an understanding of a primary source.</li> <li>• <a href="#">SS.1.E.1.1</a>- Recognize that money is a method of exchanging goods and services.</li> <li>• <a href="#">SS.1.E.1.3</a>-Distinguish between examples of goods and services.</li> <li>• <a href="#">SS.1.E.1.4</a>- Distinguish people as buyers, sellers, and producers of goods and services.</li> <li>• <a href="#">SS.1.E.1.2</a>-Define opportunity costs as giving up one thing for another.</li> <li>• <a href="#">SS.1.E.1.5</a>-Recognize the importance of saving money for future purchases.</li> <li>• <a href="#">SS.1.E.1.6</a>- Identify that people need to make choices because of scarce resources.</li> </ul> |

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|  | <p>make and enforce rules and laws in the school and community.</p> <ul style="list-style-type: none"> <li>• <a href="#">SS.1.C.1.3</a>- Give examples of the use of power without authority in the school and community.</li> <li>• <a href="#">SS.1.C.3.1</a>- Explain how decisions can be made or how conflicts might be resolved in fair and just ways.</li> <li>• <a href="#">SS.1.C.3.2</a>- Recognize symbols and individuals that represent American constitutional democracy.</li> </ul> <p style="text-align: center;"><b>Unit 2: Where We Live</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.1.G.1.1</a>- Use physical and political/cultural maps to locate places in Florida.</li> <li>• <a href="#">SS.1.G.1.2</a>- Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.</li> <li>• <a href="#">SS.1.G.1.3</a>-Construct a basic map using key elements including cardinal directions and map symbols.</li> <li>• <a href="#">SS.1.G.1.4</a>- Identify a variety of physical features using a map and globe.</li> <li>• <a href="#">SS.1.G.1.5</a>- Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">SS.1.A.3.2</a>- Create a timeline based on the student's life or school events, using primary sources.</li> <li>• <a href="#">SS.1.A.2.3</a>- 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.</li> <li>• <a href="#">SS.1.A.2.4</a>- Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.</li> </ul> <p style="text-align: center;"><b>Unit 4: Good Citizens</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.1.C.3.2</a>- Recognize symbols and individuals that represent American constitutional democracy.</li> </ul> |  |
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|  | <ul style="list-style-type: none"> <li>• <a href="#">SS.1.G.1.6</a>-Describe how location, weather, and physical environment affect the way people live in our community.</li> </ul>  |   |   |
| <b>Student Friendly Learning Goal(s)</b> | <p style="text-align: center;"><b>Unit 4: Good Citizens</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• Lesson 1: tell what it means to be a good citizen.</li> <li>• Lesson 2: tell how people’s actions affect others.</li> <li>• Lesson 3: tell how citizens make a difference.</li> <li>• Lesson 4: tell how people and symbols stand for America.</li> </ul> <p style="text-align: center;"><b>Unit 2: Where we Live</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• Lesson 1: tell what maps show.</li> <li>• Lesson 2: tell what we can learn from maps and globes.</li> <li>• Lesson 3: tell how location affects our lives.</li> </ul> | <p style="text-align: center;"><b>Unit 1: People and Traditions</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• Lesson 1: tell how life has changed over time.</li> <li>• Lesson 2: tell why we celebrate people and events.</li> <li>• Lesson 3: tell how people show character.</li> <li>• Lesson 4: tell why we read stories.</li> </ul> <p style="text-align: center;"><b>Unit 4: Good Citizens</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• Lesson 4: tell how people and symbols stand for America.</li> </ul> | <p style="text-align: center;"><b>Unit 3: Beginning Economics</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• Lesson 1: tell why goods and services are important.</li> <li>• Lesson 2: tell why we need money.</li> <li>• Lesson 3: tell why we need producers, sellers and buyers.</li> <li>• Lesson 4: tell why we make choices.</li> </ul>                                     |
| <b>Vocabulary</b>                        | <p style="text-align: center;"><b>Unit 4: Good Citizens</b></p> <ul style="list-style-type: none"> <li>• Lesson 1: citizen, rule, law, right, responsibility, *belong;</li> <li>• Lesson 2: authority, government; conflict, *decision;</li> <li>• Lesson 3: service project, *activity;</li> <li>• Lesson 4: symbol, democracy, *pledge</li> </ul> <p style="text-align: center;"><b>Unit 2: Where We Live</b></p>   | <p style="text-align: center;"><b>Unit 1: People and Traditions</b></p> <ul style="list-style-type: none"> <li>• Lesson 1: history, time line, community, technology, *fact;</li> <li>• Lesson 2: holiday, slavery, culture, *celebration;</li> <li>• Lesson 3: character, *honesty, *courage, *responsibility;</li> <li>• Lesson 4: tall tale, fable, nonfiction, fiction,</li> </ul>  | <p style="text-align: center;"><b>Unit 3: Beginning Economics</b></p> <ul style="list-style-type: none"> <li>• Lesson 1: goods, services, *provide;</li> <li>• Lesson 2: barter, money, *exchange;</li> <li>• Lesson 3: producers, sellers, buyers;</li> <li>• Lesson 4: character, *honesty *courage, *responsibility</li> </ul> <p style="text-align: center;">*denotes academic vocabulary</p> |

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|                                     | <ul style="list-style-type: none"> <li>Lesson 1: map, cardinal directions, compass rose, map key, symbol, *element;</li> <li>Lesson 2: political map, physical map, peninsula, globe, *model;</li> <li>Lesson 3: location physical, environment, transportation, weather, seasons, *affects</li> </ul> <p>*denotes academic vocabulary</p>  | <p>*exaggerate</p> <p><b>Unit 4: Good Citizens</b></p> <ul style="list-style-type: none"> <li>Lesson 4: symbol, democracy, *pledge</li> </ul> <p>*denotes academic vocabulary</p>  |  |
| <p><b>Text Support</b></p>          | <p><b>Unit 4: Good Citizens</b></p> <ul style="list-style-type: none"> <li>McGraw-Hills’s <i>Our Community and Beyond</i>: Unit 4 – Good Citizens;</li> <li>Citizenship Ancillary;</li> <li><a href="#">The Empty Pot</a>; (YouTube read aloud);</li> <li><a href="#">Wanda’s Roses by Pat Brisson</a>; and,</li> <li><a href="#">My Rotten, Red-Headed Older Brother</a> (YouTube read aloud).</li> </ul> <p><b>Unit 2: Where We Live</b></p> <ul style="list-style-type: none"> <li>McGraw-Hills’s <i>Our Community and Beyond</i>: Unit 2 – Where We Live;</li> <li>World Atlas Ancillary;</li> <li><a href="#">There’s a Map on My Lap! by Dr. Seuss READ ALOUD</a>; (YouTube read aloud); and,</li> <li><a href="#">Me on the Map by Joan Sweeney</a> (YouTube read aloud).</li> </ul> | <p><b>Unit 1: People and Traditions</b></p> <ul style="list-style-type: none"> <li>McGraw-Hills’s <i>Our Community and Beyond</i>: Unit 1 – People and Traditions;</li> <li><a href="#">Mice and Beans by Pam Munoz</a>;</li> <li><a href="#">The Polar Bear Son: An Inuit Tale by Lydia Dabovich</a>; and,</li> <li><a href="#">Mike Mulligan and His Steam Shovel by Virginia Lee Burton</a> (YouTube video).</li> </ul> | <p><b>Unit 3: Beginning Economics</b></p> <ul style="list-style-type: none"> <li>McGraw-Hills’s <i>Our Community and Beyond</i>: Unit 3 – Beginning Economics;</li> <li><i>The 7 Habits of Happy Kids</i> – story - Habit 2 – Begin with the End in Mind;</li> <li><a href="#">Finding Fabulous Financial Literacy Vocabulary With Fancy Nancy</a>;</li> <li><a href="#">How To Make An Apple Pie and See the World by Marjorie Priceman</a> ; (YouTube read aloud); and,</li> <li><a href="#">Suess-onmics: What Pet Should I Get?</a> (YouTube read aloud).</li> </ul> |
| <p><b>Activities/ Resources</b></p> | <p><b>Unit 4: Good Citizens</b></p> <ul style="list-style-type: none"> <li>CPALMS: <a href="#">Rules/Laws Read Aloud Incorporating Main Topic</a>;</li> </ul>   | <p><b>Unit 1: People and Traditions</b></p> <ul style="list-style-type: none"> <li>CPALMS: <a href="#">Looking for Lincoln Throughout His Life</a>;</li> </ul>   | <p><b>Unit 3: Beginning Economics</b></p> <ul style="list-style-type: none"> <li><a href="#">First Grade Money Lesson Plans</a> ;</li> </ul>   |

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|                        | <ul style="list-style-type: none"> <li>• CPALMS: <a href="#">Basic Story Elements Read Aloud</a>;</li> <li>• CPALMS MEA: <a href="#">David's Big Problem</a>;</li> <li>• <a href="#">Wanda's Roses</a> by Pat Brisson;</li> <li>• <a href="#">Interactive Sites for Education</a>;</li> <li>• <a href="#">Discovery Education Videos (United Streaming)</a>; and,</li> <li>• <a href="#">Brain Pop videos</a>.</li> </ul> <p style="text-align: center;"><b>Unit 2: Where We Live</b></p> <ul style="list-style-type: none"> <li>• CPALMS MEA: <a href="#">Traveling with Clifford</a>;</li> <li>• CPALMS MEA: <a href="#">Matter Man</a>;</li> <li>• <a href="#">National Geographic: Map Skills for Elementary Students</a>;</li> <li>• <a href="#">Interactive Sites for Education</a>;</li> <li>• <a href="#">Discovery Education Videos (United Streaming)</a>; and,</li> <li>• <a href="#">Brain Pop videos</a>.</li> </ul> | <ul style="list-style-type: none"> <li>• CPALMS MEA: <a href="#">Arthur's Directorial Debut: A Thanksgiving MEA</a>;</li> <li>• <a href="#">Teaching History: Quick Links for Elementary Teachers</a>;</li> <li>• <a href="#">Interactive Sites for Education</a>;</li> <li>• <a href="#">Discovery Education Videos (United Streaming)</a>; and,</li> <li>• <a href="#">Brain Pop videos</a>.</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">The Piggy Bank Primer</a>-FREE student consumables can be ordered at <a href="#">St. Louis Fed: Piggy Bank Primer Order Form</a>;</li> <li>• <a href="#">Economics for Elementary Students</a>;</li> <li>• <a href="#">Interactive Sites for Education</a>;</li> <li>• <a href="#">Discovery Education Videos (United Streaming)</a>; and,</li> <li>• <a href="#">Brain Pop videos</a>.</li> </ul> |
| <b>Thinking Maps</b>   | <p style="text-align: center;"><b>Unit 4: Good Citizens</b></p> <ul style="list-style-type: none"> <li>• Tree map - e.g. (can, have, are);</li> <li>• Tree map – e.g. at school, home, community;</li> <li>• Circle map – e.g. positive attributes; and,</li> <li>• Bubble map – good leaders</li> </ul> <p style="text-align: center;"><b>Unit 2: Where We Live</b></p> <ul style="list-style-type: none"> <li>• Brace map – e.g. parts of a map; and,</li> <li>• Double Bubble – e.g. map and globe</li> </ul>  | <p style="text-align: center;"><b>Unit 1: People and Traditions</b></p> <ul style="list-style-type: none"> <li>• Flow map;</li> <li>• Bridge map – e.g. past is to present (people, toys, houses, schools);</li> <li>• Double Bubble - e.g. schools present and past; and,</li> <li>• Multi-Flow– MLK, Lincoln, Pilgrims</li> </ul>   | <p style="text-align: center;"><b>Unit 3: Beginning Economics</b></p> <ul style="list-style-type: none"> <li>• Circle map - define a good or service;</li> <li>• Double Bubble map – compare and contrast goods and services;</li> <li>• Double Bubble map – compare and contrast producers and sellers; and,</li> <li>• Flow map – Put the pictures in order from page 98 in student work text: Working Together.</li> </ul>                           |
| <b>Leveled Readers</b> | <b>Unit 4: Good Citizens</b>  | <b>Unit 1: People and Traditions</b>  | <b>Unit 3: Beginning Economics</b>  |

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|  | <ul style="list-style-type: none"> <li>Use the leveled reader <i>Jane Addams and the House That Helped</i> with Lesson 3, lesson plan on pages T30–T31; and,</li> <li>Leveled reader database from McGraw-Hill and Pearson.</li> </ul> <p style="text-align: center;"><b>Unit 2: Where We Live</b></p> <ul style="list-style-type: none"> <li>Use the leveled reader <i>The Florida Keys</i> with Lesson 2, lesson plan on pages T22–T23;</li> <li><i>On Top of the World</i> with Lesson 3, lesson plan on pages T24–T25; and,</li> <li>Leveled reader database from McGraw-Hill and Pearson.</li> </ul> | <ul style="list-style-type: none"> <li>Use the leveled reader <i>The First Thanksgiving</i> with Lesson 2, lesson plan on pages T16–T17;</li> <li><i>Daniel Inouye</i> with Lesson 3, lesson plan on pages T18–T19;</li> <li><i>Marjory Stoneman Douglas</i> with Lesson 3, lesson plan on pages T20–T21; and,</li> <li>Leveled reader database from McGraw-Hill and Pearson.</li> </ul> | <ul style="list-style-type: none"> <li>Use the leveled reader <i>Jobs at School</i> with Lesson 1, lesson plan on pages T26–T27;</li> <li><i>The Apple Man: The Story of John Chapman</i>, Lesson 3, lesson plan on pages T28–T29; and,</li> <li>Leveled reader database from McGraw-Hill and Pearson.</li> </ul>  |
| <p style="text-align: center;"><b>Florida<br/>Joint<br/>Center for<br/>Citizenship<br/>(FJCC)<br/>Civics in a<br/>Snap<br/>Lessons</b></p> | <ul style="list-style-type: none"> <li><a href="#">SS.1.C.1.1</a></li> <li><a href="#">SS.1.C.1.2</a></li> <li><a href="#">SS.1.C.1.3</a></li> <li><a href="#">SS.1.C.2.1</a></li> <li><a href="#">SS.1.C.2.2</a></li> <li><a href="#">SS.1.C.2.3</a></li> <li><a href="#">SS.1.C.2.4</a></li> <li><a href="#">SS.1.C.3.1</a></li> </ul> <p>**You must create an account with your school email to access these lessons.</p>  | <ul style="list-style-type: none"> <li><a href="#">SS.1.C.3.2</a></li> </ul> <p>**You must create an account with your school email to access these lessons.</p>   |  |
| <p style="text-align: center;"><b>Assessments</b></p>  | <p style="text-align: center;"><b>Unit 4: Good Citizens</b></p> <ul style="list-style-type: none"> <li><a href="#">Thinking Maps</a>;</li> <li>Blackline master: Unit 4 Assessment;</li> <li>Unit 4 Big Idea Project: Citizenship Skit;</li> <li>Log in to <a href="#">ConnectEd</a> for interactive whiteboard lessons, worksheets, assess content library, skill builders and videos</li> </ul>   | <p style="text-align: center;"><b>Unit 1: People and Traditions</b></p> <ul style="list-style-type: none"> <li><a href="#">Thinking Maps</a>;</li> <li>Blackline master: Unit 1 Assessment;</li> <li>Unit 1 Big Idea Project: Classroom Museum; and,</li> <li>Log in to <a href="#">ConnectEd</a> for interactive whiteboard lessons, worksheets,</li> </ul>                             | <p style="text-align: center;"><b>Unit 3: Beginning Economics</b></p> <ul style="list-style-type: none"> <li><a href="#">Thinking Maps</a>;</li> <li>Blackline master: Unit 3 Assessment;</li> <li>Unit 3 Big Idea Project: Classroom Store;</li> <li>Log in to <a href="#">ConnectEd</a> for interactive whiteboard lessons, worksheets, assessments, content library, skill builders and videos; and,</li> </ul> |

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|  | <p><b>Unit 2: Where We Live</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Thinking Maps</a>;</li> <li>• Blackline master: Unit 2 Assessment;</li> <li>• Unit 2 Big Idea Project: Community Map; and,</li> <li>• Log in to <a href="#">ConnectEd</a> for interactive whiteboard lessons, worksheets, assessments, content library, skill builders and videos.</li> </ul>   | <p>assessments, content library, skill builders and videos.</p>   | <ul style="list-style-type: none"> <li>• <a href="#">*Grade 1 District EOYA</a>.</li> </ul> <p>*must log-on to Edline to access EOYA</p>   |
| <p><b>CPALMS</b></p>                                 | <p><a href="#">Grade 1 Social Studies #5021030</a></p>   | <p><a href="#">Grade 1 Social Studies #5021030</a></p>  | <p><a href="#">Grade 1 Social Studies #5021030</a></p>   |
| <p><b>Language Arts Florida Standards (LAFS)</b></p> | <p><b>Unit 4: Good Citizens</b></p> <p>Identify author’s reasons</p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.1.RI.3.8</a>-Identify the reasons an author gives to supports points in a text.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.1.RI.2.4</a>-Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> </ul> <p><b>Key Details</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.1.RI.1.1</a>-Ask and answer questions about key details in a text.</li> </ul> <p><b>Unit 2: Where We Live</b></p> <p>Use visuals and text</p> | <p><b>Unit 2: People and Traditions</b></p> <p>Finding similarities and differences</p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.1.RI.3.9</a> Identify basic similarities and differences between two texts on the same topic.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.1.RI.2.4</a>-Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> </ul> <p><b>Make Connections</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.1.RI.1.3</a>-Describe the connection between two individuals, events, or pieces of information in a text.</li> </ul> <p><b>Use Text Features</b></p> <p><a href="#">LAFS.1.RI.2.5</a>-Know and use various text features to locate key facts or information in a text.</p> | <p><b>Unit 3: Beginning Economics</b></p> <p>Main topic and details</p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.1.RI.1.2</a>-Identify the main topic and retell key details of a text.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.1.RI.2.4</a>-Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> </ul> <p><b>Sequencing</b><br/><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.1.RI.1.3</a>-Describe the connection between two individuals, events, or pieces of information in a text.</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• <a href="#">LAFS.1.RI.2.6</a>-Distinguish between information provided by pictures or other illustration and information provided by the words in a text,</li> <li>• <a href="#">LAFS.1.RI.3.7</a>-Use the illustrations and details in a text to describe its key ideas.</li> </ul> <p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.1.RI.2.4</a>-Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> </ul> |   |   |
| <p style="text-align: center;">English Language Development Standards (ELD)</p> | <ul style="list-style-type: none"> <li>• <a href="#">ELD.K12.ELL.SI.1</a> English language learners communicate for social and instructional purposes within the school setting.</li> <li>• <a href="#">ELD.K12.ELL.SS.1</a> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">ELD.K12.ELL.SI.1</a> English language learners communicate for social and instructional purposes within the school setting.</li> <li>• <a href="#">ELD.K12.ELL.SS.1</a> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">ELD.K12.ELL.SI.1</a> English language learners communicate for social and instructional purposes within the school setting.</li> <li>• <a href="#">ELD.K12.ELL.SS.1</a> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</li> </ul>   |
| <p style="text-align: center;">Benchmarks addressed throughout the year</p>     | <ul style="list-style-type: none"> <li>• <a href="#">LAFS.1.RI.4.10</a> With prompting and support, read informational texts appropriately complex for grade 1.</li> <li>• <a href="#">LAFS.1.W.1.1</a> – Write an opinion piece in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</li> <li>• <a href="#">LAFS.1.W.1.2</a> Write informative/explanatory texts in which they name a topic, supply some facts</li> </ul>                          | <ul style="list-style-type: none"> <li>• <a href="#">LAFS.1.W.2.5</a> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</li> <li>• <a href="#">LAFS.1.W.2.6</a> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> <li>• <a href="#">LAFS.1.W.3.7</a> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions)</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">LAFS.1.SL.1.1</a> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> <li>• <a href="#">LAFS.1.SL.1.2</a> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>• <a href="#">LAFS.1.SL.1.3</a> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> </ul> |

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|  | <p>about the topic, and provide some sense of closure.</p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.1.W.1.3</a> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">LAFS.1.W.3.8</a> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">LAFS.1.SL.2.4</a> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>• <a href="#">MAFS.K12.MP.1.1</a> Make sense of problems and persevere in solving them.</li> <li>• <a href="#">MAFS.K12.MP.3.1</a> Construct viable arguments and critique the reasoning of others.</li> <li>• <a href="#">MAFS.K12.MP.5.1</a> Use appropriate tools strategically.</li> <li>• <a href="#">MAFS.K12.MP.6.1</a> Attends to precision.</li> </ul> |
| <b>Standard(s)<br/>not<br/>addressed</b> |   |   |   |



## Social Studies Grade 1 (#5021030)

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### Course Standards

#### Aligned Clusters:

MAFS.1.MD.3: Represent and interpret data.

| Name                              | Description  |
|-----------------------------------|--|
| <a href="#">ELD.K12.ELL.SI.1:</a> | English language learners communicate for social and instructional purposes within the school setting.   |
| <a href="#">ELD.K12.ELL.SS.1:</a> | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.                |
| <a href="#">HE.1.C.2.4:</a>       | Recognize health consequences for not following rules.<br><b>Remarks/Examples:</b><br>Injuries, arguments, hurt feelings, and pollution.                   |
| <a href="#">LAFS.1.RI.1.1:</a>    | Ask and answer questions about key details in a text.  |
| <a href="#">LAFS.1.RI.1.2:</a>    | Identify the main topic and retell key details of a text.  |
| <a href="#">LAFS.1.RI.1.3:</a>    | Describe the connection between two individuals, events, ideas, or pieces of information in a text.  |
| <a href="#">LAFS.1.RI.2.4:</a>    | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  |
| <a href="#">LAFS.1.RI.2.5:</a>    | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |

|   |   |
|---|---|
| <a href="#"><u>LAFS.1.RI.2.6:</u></a>   | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  |
| <a href="#"><u>LAFS.1.RI.3.7:</u></a>   | Use the illustrations and details in a text to describe its key ideas.  |
| <a href="#"><u>LAFS.1.RI.3.8:</u></a>   | Identify the reasons an author gives to support points in a text.   |
| <a href="#"><u>LAFS.1.RI.3.9:</u></a>   | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).   |
| <a href="#"><u>LAFS.1.RI.4.10:</u></a>  | With prompting and support, read informational texts appropriately complex for grade 1.   |
| <a href="#"><u>LAFS.1.SL.1.1:</u></a>   | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   |
| <a href="#"><u>LAFS.1.SL.1.2:</u></a>   | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.   |
| <a href="#"><u>LAFS.1.SL.1.3:</u></a>   | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.   |
| <a href="#"><u>LAFS.1.SL.2.4:</u></a>   | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.   |
| <a href="#"><u>LAFS.1.W.1.1:</u></a>    | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.                         |
| <a href="#"><u>LAFS.1.W.1.2:</u></a>    | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.   |
| <a href="#"><u>LAFS.1.W.1.3:</u></a>    | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| <a href="#"><u>LAFS.1.W.2.5:</u></a>    | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  |
| <a href="#"><u>LAFS.1.W.2.6:</u></a>    | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  |
| <a href="#"><u>LAFS.1.W.3.7:</u></a>    | Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).   |
| <a href="#"><u>LAFS.1.W.3.8:</u></a>    | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  |
| <a href="#"><u>MAFS.K12.MP.1.1:</u></a> | <b>Make sense of problems and persevere in solving them.</b>  |

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| <a href="#">MAFS.K12.MP.3.1:</a> | <b>Construct viable arguments and critique the reasoning of others.</b>  |
| <a href="#">MAFS.K12.MP.5.1:</a> | <b>Use appropriate tools strategically.</b>  |
| <a href="#">MAFS.K12.MP.6.1:</a> | <b>Attend to precision.</b>  |
|                                  | Develop an understanding of a primary source.  |
| <a href="#">SS.1.A.1.1:</a>      | <p><b>Remarks/Examples:</b><br/> Examples may include, but are not limited to, pictures, letters, audio/video recordings, and other artifacts.</p>                     |
|                                  | Understand how to use the media center/other sources to find answers to questions about a historical topic.  |
| <a href="#">SS.1.A.1.2:</a>      | <p><b>Remarks/Examples:</b><br/> Examples may include, but are not limited to, databases, audio or video recordings, and books.</p>                                    |
| <a href="#">SS.1.A.2.1:</a>      | Understand history tells the story of people and events of other times and places.<br>Compare life now with life in the past.  |
| <a href="#">SS.1.A.2.2:</a>      | <p><b>Remarks/Examples:</b><br/> Examples may include, but are not limited to, comparing school, families, work, and community life.</p>                               |
|                                  | 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. |
| <a href="#">SS.1.A.2.3:</a>      | <p><b>Remarks/Examples:</b><br/> Examples may include, but are not limited to, federal holidays and ethnic celebrations.</p>   |
|                                  | Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.   |
| <a href="#">SS.1.A.2.4:</a>      | <p><b>Remarks/Examples:</b><br/> Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.</p>                           |
| <a href="#">SS.1.A.2.5:</a>      | Distinguish between historical fact and fiction using various materials.   |

**Remarks/Examples:**

Examples may include, but are not limited to, tall tales, fables and non-fiction (expository) text.

Use terms related to time to sequentially order events that have occurred in school, home, or community.

[SS.1.A.3.1:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, days, weeks, months, and years.

Create a timeline based on the student's life or school events, using primary sources.

[SS.1.A.3.2:](#)

**Remarks/Examples:**

Examples of sources may include, but are not limited to, photographs, birth certificates, report cards, and diaries.

Explain the purpose of rules and laws in the school and community.

[SS.1.C.1.1:](#)

**Remarks/Examples:**

Examples are keeping order and ensuring safety.

Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.

[SS.1.C.1.2:](#)

**Remarks/Examples:**

Examples are principals, teachers, parents, government leaders, and police.

Give examples of the use of power without authority in the school and community.

[SS.1.C.1.3:](#)

**Remarks/Examples:**

Examples are bullying, stealing, and peer pressure.

[SS.1.C.2.1:](#)

Explain the rights and responsibilities students have in the school community.

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|------------------------------------|---|
|                                    | <p><b>Remarks/Examples:</b><br/>Examples are not littering, coming to school on time, and having a safe learning environment.</p>   |
|                                    | Describe the characteristics of responsible citizenship in the school community.  |
| <a href="#"><u>SS.1.C.2.2:</u></a> | <p><b>Remarks/Examples:</b><br/>Examples are follow rules, care about the environment, and respect others.</p>  |
|                                    | Identify ways students can participate in the betterment of their school and community.   |
| <a href="#"><u>SS.1.C.2.3:</u></a> | <p><b>Remarks/Examples:</b><br/>Examples are responsible decision making, classroom jobs, and school service projects.</p>  |
| <a href="#"><u>SS.1.C.2.4:</u></a> | Show respect and kindness to people and animals.  |
|                                    | Explain how decisions can be made or how conflicts might be resolved in fair and just ways.   |
| <a href="#"><u>SS.1.C.3.1:</u></a> | <p><b>Remarks/Examples:</b><br/>Examples are talking about problems, role playing, listening, and sharing.</p>  |
|                                    | Recognize symbols and individuals that represent American constitutional democracy.   |
| <a href="#"><u>SS.1.C.3.2:</u></a> | <p><b>Remarks/Examples:</b><br/>Examples are United States flag, Pledge of Allegiance, National Anthem, Statue of Liberty, bald eagle, George Washington, Abraham Lincoln, and the current President.</p> |
|                                    | Recognize that money is a method of exchanging goods and services.  |
| <a href="#"><u>SS.1.E.1.1:</u></a> | <p><b>Remarks/Examples:</b><br/>An example is coins/bills versus bartering or trading.</p>  |
| <a href="#"><u>SS.1.E.1.2:</u></a> | Define opportunity costs as giving up one thing for another.  |

|                             |  |
|-----------------------------|--|
|                             | <p><b>Remarks/Examples:</b><br/>Examples are giving up television to do homework and buying candy versus saving for later purchase.</p>  |
|                             | Distinguish between examples of goods and services.  |
| <a href="#">SS.1.E.1.3:</a> | <p><b>Remarks/Examples:</b><br/>Examples are goods: hamburger; services: sweeping the floor.</p>   |
| <a href="#">SS.1.E.1.4:</a> | Distinguish people as buyers, sellers, and producers of goods and services.  |
| <a href="#">SS.1.E.1.5:</a> | Recognize the importance of saving money for future purchases.<br>Identify that people need to make choices because of scarce resources. |
| <a href="#">SS.1.E.1.6:</a> | <p><b>Remarks/Examples:</b><br/>Examples are not enough time to do all activities or not enough red crayons.</p>                         |
|                             | Use physical and political/cultural maps to locate places in Florida.  |
| <a href="#">SS.1.G.1.1:</a> | <p><b>Remarks/Examples:</b><br/>Examples are Tallahassee, student's hometown, Lake Okeechobee Florida Keys, and the Everglades.</p>      |
| <a href="#">SS.1.G.1.2:</a> | Identify key elements (compass rose, cardinal directions, title, and key/legend with symbols) of maps and globes.                        |
|                             | Construct a basic map using key elements including cardinal directions and map symbols.  |
| <a href="#">SS.1.G.1.3:</a> | <p><b>Remarks/Examples:</b><br/>Examples are map of bedroom, classroom, or route to school</p>   |
|                             | Identify a variety of physical features using a map and globe.   |
| <a href="#">SS.1.G.1.4:</a> | <p><b>Remarks/Examples:</b><br/>Examples are oceans, peninsulas, lakes, rivers, swamps, and gulfs.</p>                                   |

[SS.1.G.1.5:](#)

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.

[SS.1.G.1.6:](#)

**Remarks/Examples:**

Examples are effects on their food, clothing, shelter, transportation, and recreation

There are more than 173 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/13381>

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