



Social Studies Standards

GRADE: 1

Strand: AMERICAN HISTORY

Standard 1: Historical Inquiry and Analysis

BENCHMARK CODE	BENCHMARK
SS.1.A.1.1	Develop an understanding of a primary source.
	Related Access Point(s)
	SS.1.A.1.In.0 Identify a primary source, such as pictures or artifacts.
	SS.1.A.1.Su.0 Recognize a primary source, such as pictures or artifacts.
	SS.1.A.1.Pa.0 Recognize an object or photograph related to a person or event.
SS.1.A.1.2	Understand how to use the media center/other sources to find answers to questions about a historical topic.
	Related Access Point(s)
	SS.1.A.1.In.1 Locate information in pictures or print about a historical topic.
	SS.1.A.1.Su.1 Use pictures to answer a question about a historical topic.
	SS.1.A.1.Pa.1 Recognize a person as a source of information.

Standard 2: Historical Knowledge

BENCHMARK CODE	BENCHMARK
SS.1.A.2.1	Understand history tells the story of people and events of other times and places.
	Related Access Point(s)
	SS.1.A.2.In.0 Recognize examples of people and events from other times in stories.
	SS.1.A.2.Su.0 Recognize a story about someone living in a different time.
	SS.1.A.2.Pa.0 Recognize a past event.
SS.1.A.2.2	Compare life now with life in the past.
	Related Access Point(s)
	SS.1.A.2.In.1 Recognize examples of daily life that are different from long ago.
	SS.1.A.2.Su.1 Recognize items that did not exist long ago.

	SS.1.A.2.Pa.1 Recognize family members of older generations.
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.
	Related Access Point(s)
	SS.1.A.2.In.2 Identify national holidays as a way of remembering and honoring people and events, such as Thanksgiving, Independence Day, and Memorial Day.
	SS.1.A.2.Su.2 Recognize a national holiday as a way of remembering and honoring people and events, such as Thanksgiving or Independence Day.
SS.1.A.2.4	SS.1.A.2.Pa.2 Recognize an activity associated with a national celebration, such as a family dinner on Thanksgiving.
	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.
	Related Access Point(s)
	SS.1.A.2.In.3 Identify a person from the past who showed bravery, honesty, or responsibility.
SS.1.A.2.5	SS.1.A.2.Su.3 Recognize a person who showed honesty, bravery, or responsibility.
	SS.1.A.2.Pa.3 Recognize a school leader, such as the principal.
	Distinguish between historical fact and fiction using various materials.
	Related Access Point(s)
	SS.1.A.2.In.4 Identify events or characters in a story that are not real (fiction), such as Pecos Bill riding a tornado.
	SS.1.A.2.Su.4 Recognize a character in a story that is not real (fiction), such as Babe the Blue Ox.
	SS.1.A.2.Pa.4 Recognize a character in a story that is not real.

Standard 3: Chronological Thinking

BENCHMARK CODE	BENCHMARK
SS.1.A.3.1	Use terms related to time to sequentially order events that have occurred in school, home, or community.
	Related Access Point(s)
	SS.1.A.3.In.0 Identify concepts of time, including yesterday, today, and tomorrow.
	SS.1.A.3.Su.0 Recognize concepts of time, including morning and afternoon, related to school activities.
SS.1.A.3.2	SS.1.A.3.Pa.0 Associate morning with a common school activity, such as circle time.
	Create a timeline based on the student's life or school events, using primary sources.
	Related Access Point(s)
	SS.1.A.3.In.1 Sequence three events in a student's life using photographs or pictures on a timeline.
	SS.1.A.3.Su.1 Sequence two events in a student's life using photographs or pictures.
	SS.1.A.3.Pa.1 Recognize one activity that comes next on a classroom daily schedule.

Strand: GEOGRAPHY

Standard 1: The World in Spatial Terms

BENCHMARK CODE	BENCHMARK
SS.1.G.1.1	Use physical and political/cultural maps to locate places in Florida.
	Related Access Point(s)
	SS.1.G.1.In.0 Identify a map of the local community or Florida.
	SS.1.G.1.Su.0 Recognize a pictorial map of the local community or Florida.
	SS.1.G.1.Pa.0 Recognize a drawing of home or school.
SS.1.G.1.2	Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes .
	Related Access Point(s)
	SS.1.G.1.In.1 Recognize elements in a key/legend on a simple map or drawing of a location, such as pictures and symbols.
	SS.1.G.1.Su.1 Recognize an element in a key/legend on a pictorial map or drawing of a location, such as pictures or symbols.
	SS.1.G.1.Pa.1 Associate an object, picture, or symbol with a location.
SS.1.G.1.3	Construct a basic map using key elements including cardinal directions and map symbols.
	Related Access Point(s)
	SS.1.G.1.In.2 Construct a simple map using map symbols.
	SS.1.G.1.Su.2 Complete a pictorial map using pictures or symbols for designated areas.
	SS.1.G.1.Pa.2 Associate an object, picture, or symbol with a location.
SS.1.G.1.4	Identify a variety of physical features using a map and globe.
	Related Access Point(s)
	SS.1.G.1.In.3 Identify land and water on a map and globe, such as by using the color key—blue is water, and green/brown is land.
	SS.1.G.1.Su.3 Recognize land and water on a map and globe, such as by using the color key—blue is water and green/brown is land.
	SS.1.G.1.Pa.3 Recognize a picture of land or water.
SS.1.G.1.5	Locate on maps and globes the student’s local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.
	Related Access Point(s)
	SS.1.G.1.In.4 Locate Florida and a major body of water on maps or globes, such as the Atlantic Ocean or the Gulf of Mexico.
	SS.1.G.1.Su.4 Recognize land and water on a map and globe, such as by using the color key—blue is water and green/brown is land.
	SS.1.G.1.Pa.4 Recognize a picture of land or water.
SS.1.G.1.6	Describe how location, weather, and physical environment affect the way people live in our community.
	Related Access Point(s)
	SS.1.G.1.In.5 Recognize selected ways location, weather, and physical environment affect people in the student’s community, such as their food, clothing, shelter, transportation, and recreation.

	SS.1.G.1.Su.5 Recognize a way location, weather, or physical environment affects people in the student's community, such as their food, clothing, shelter, transportation, or recreation.
	SS.1.G.1.Pa.5 Associate a selected characteristic of the student's environment, such as food, clothing, or shelter, with its personal effect on the student.

Strand: ECONOMICS

Standard 1: Beginning Economics

BENCHMARK CODE	BENCHMARK
SS.1.E.1.1	Recognize that money is a method of exchanging goods and services.
	Related Access Point(s)
	SS.1.E.1.In.0 Identify coins and bills as forms of money that can be used to buy things.
	SS.1.E.1.Su.0 Identify coins as money that can be used to buy things.
	SS.1.E.1.Pa.0 Recognize an item that can be traded for something else in the classroom.
SS.1.E.1.2	Define opportunity costs as giving up one thing for another.
	Related Access Point(s)
	SS.1.E.1.In.1 Recognize an example of opportunity costs, such as giving up watching television to play with a friend.
	SS.1.E.1.Su.1 Recognize a situation that involves making a choice, such as watching a video or playing a game.
	SS.1.E.1.Pa.1 Recognize an item that can be traded for something else in the classroom.
SS.1.E.1.3	Distinguish between examples of goods and services.
	Related Access Point(s)
	SS.1.E.1.In.2 Recognize examples of goods and services.
	SS.1.E.1.Su.2 Recognize examples of goods.
	SS.1.E.1.Pa.2 Recognize an example of goods.
SS.1.E.1.4	Distinguish people as buyers, sellers, and producers of goods and services.
	Related Access Point(s)
	SS.1.E.1.In.3 Identify the difference between a buyer and seller.
	SS.1.E.1.Su.3 Recognize that people buy goods in a store.
	SS.1.E.1.Pa.3 Recognize an item that can be traded for something else in the classroom.
SS.1.E.1.5	Recognize the importance of saving money for future purchases.
	Related Access Point(s)
	SS.1.E.1.In.4 Recognize ways that people save money, such as in a bank or other safe place.
	SS.1.E.1.Su.4 Recognize a way to save money, such as putting it in a bank.
	SS.1.E.1.Pa.4 Recognize that an item can be saved for later.
SS.1.E.1.6	Identify that people need to make choices because of scarce resources.
	Related Access Point(s)

	SS.1.E.1.In.5 Recognize that when there is not enough of something (scarce resource), people need to make choices, such as sharing, saving, or doing without.
	SS.1.E.1.Su.5 Recognize when there is not enough of something (scarce resource).
	SS.1.E.1.Pa.5 Associate not enough with no more.

Strand: CIVICS AND GOVERNMENT

Standard 1: Foundations of Government, Law, and the American Political System

BENCHMARK CODE	BENCHMARK
SS.1.C.1.1	Explain the purpose of rules and laws in the school and community.
	Related Access Point(s)
	SS.1.C.1.In.0 Identify reasons for rules that keep students safe in the classroom and school, such as keeping order.
	SS.1.C.1.Su.0 Recognize reasons for rules that keep students safe in the classroom and school, such as keeping order.
	SS.1.C.1.Pa.0 Associate a classroom rule with a consequence.
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.
	Related Access Point(s)
	SS.1.C.1.In.1 Identify authority figures in the school, such as the teacher, principal, and cafeteria manager.
	SS.1.C.1.Su.1 Recognize an authority figure in the school, such as the teacher or principal.
	SS.1.C.1.Pa.1 Recognize the teacher as the classroom leader.
SS.1.C.1.3	Give examples of the use of power without authority in the school and community.
	Related Access Point(s)
	SS.1.C.1.In.2 Identify an example of the use of power without authority in the classroom or school, such as bullying and stealing.
	SS.1.C.1.Su.2 Recognize an example of the use of power without authority in the classroom or school, such as bullying or stealing.
	SS.1.C.1.Pa.2 Recognize ownership of personal belongings.

Standard 2: Civic and Political Participation

BENCHMARK CODE	BENCHMARK
SS.1.C.2.1	Explain the rights and responsibilities students have in the school community.
	Related Access Point(s)
	SS.1.C.2.In.0 Identify student responsibilities in the classroom and school, such as completing tasks and following rules.
	SS.1.C.2.Su.0 Recognize ways to be responsible in the classroom, such as completing tasks.
	SS.1.C.2.Pa.0 Associate completing a task with a classroom responsibility.
SS.1.C.2.2	Describe the characteristics of responsible citizenship in the school community.

	Related Access Point(s)
	SS.1.C.2.In.1 Identify ways to be good citizens in the school, such as by taking care of school property and following school rules.
	SS.1.C.2.Su.1 Recognize a way to be a good citizen in the school, such as by taking care of school property.
	SS.1.C.2.Pa.1 Associate completing a task with responsible citizenship in the classroom.
SS.1.C.2.3	Identify ways students can participate in the betterment of their school and community.
	Related Access Point(s)
	SS.1.C.2.In.2 Identify ways to be good citizens in the school, such as by taking care of school property and following school rules.
	SS.1.C.2.Su.2 Recognize a way to be a good citizen in the school, such as by taking care of school property.
	SS.1.C.2.Pa.2 Associate completing a task with responsible citizenship in the classroom.
SS.1.C.2.4	Show respect and kindness to people and animals.

Standard 3: Structure and Functions of Government

BENCHMARK CODE	BENCHMARK
SS.1.C.3.1	Explain how decisions can be made or how conflicts might be resolved in fair and just ways.
	Related Access Point(s)
	SS.1.C.3.In.0 Identify ways to make a decision or resolve a conflict, such as talking about problems or listening to each other.
	SS.1.C.3.Su.0 Recognize ways to make a decision or resolve a conflict, such as talking about problems or listening to each other.
	SS.1.C.3.Pa.0 Recognize a way to make a decision or resolve a conflict, such as making a choice or taking turns.
SS.1.C.3.2	Recognize symbols and individuals that represent American constitutional democracy.
	Related Access Point(s)
	SS.1.C.3.In.1 Recognize symbols and individuals that represent America, such as the American flag, Pledge of Allegiance, bald eagle, and current president.
	SS.1.C.3.Su.1 Recognize symbols that represent America, such as the American flag or Pledge of Allegiance.
	SS.1.C.3.Pa.1 Recognize the American flag.

Strand: CIVICS AND GOVERNMENT (STARTING 2023-2024)

Standard 1: Foundations of Government, Law and the American Political System

BENCHMARK CODE	BENCHMARK
SS.1.CG.1.1	Explain the purpose of rules and laws in the home, school and community. <ul style="list-style-type: none"> • Students will explain the role that rules and laws play in their daily life.

	<ul style="list-style-type: none"> Students will explain the difference between rules and laws.
SS.1.CG.1.2	<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.

Standard 2: Civic and Political Participation

BENCHMARK CODE	BENCHMARK
SS.1.CG.2.1	<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 in society and protected by rules in the school community. Students will define responsibilities as things citizens should do to benefit the community.
SS.1.CG.2.2	<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).
SS.1.CG.2.3	<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., stand at 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).
SS.1.CG.2.4	<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 who represent the United States.
SS.1.CG.2.5	<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.
--	--

Standard 3: Structure and Functions of Government

BENCHMARK CODE	BENCHMARK
SS.1.CG.3.1	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.”
SS.1.CG.3.2	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.