
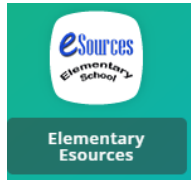



**Sarasota County School District**  
**Grade 1 Social Studies Overview 21-22**



Course Description	Social Studies - Grade 1 (#5021030)	Additional Information																			
<p><b>Quarter 1</b> August 10- October 12</p>	<p><b>Our Community and Beyond:</b> 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.</p> <p>Please follow the link below to learn more about the course expectations, the course standards, and to access student resources. The student resources include Florida Department of Education recommended resources that students can use to learn the concepts and skills in this course.            Social Studies Grade 1 <a href="https://www.cpalms.org/PreviewCourse/Preview/2011">https://www.cpalms.org/PreviewCourse/Preview/2011</a></p> <p>Required Instruction per Florida Statute is embedded throughout the school year. For more information on §1003.42(2), please visit  <a href="http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&amp;URL=1000-1099/1003/Sections/1003.42.html">http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&amp;URL=1000-1099/1003/Sections/1003.42.html</a></p> <p>Please note the units of study listed below indicate the course sequence. Instructional pacing may vary.</p>	<ol style="list-style-type: none"> <li>1. Our adopted textbook is <i>Networks Social Studies Florida, Grade 1</i>, McGraw-Hill School Education, LLC, 1<sup>st</sup> ed.</li> <li>2. Open the <a href="#">Parents &amp; Students</a> page of the district website.</li> <li>3. Choose MySCS.</li> <li>4. Student will log in with N number and pin number.</li> <li>5. Apps that offer some support for social studies instruction include:               <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">                 CPALMS Florida Students             </div> <div style="text-align: center;">                 Elementary Esources             </div> <div style="text-align: center;">                 World Book Online             </div> </div> </li> <li>6. Use the search feature in the platform to locate resources, videos, articles, and/or activities.</li> </ol>																			
	<b>Benchmarks</b>		<p><b>Unit 1: Civics: Foundations of Government, Law, and the American Political System</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="text-align: center;">CIVICS and GOVERNMENT</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;"><b>Foundations of Government, Law and the American Political System</b></td> </tr> <tr> <td><a href="#">SS.1.C.1.1:</a></td> <td>Explain the purpose of rules and laws in the school and community.</td> </tr> <tr> <td><a href="#">SS.1.C.1.2:</a></td> <td>Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.</td> </tr> <tr> <td><a href="#">SS.1.C.1.3:</a></td> <td>Give examples of the use of power without authority in the school and community.</td> </tr> </tbody> </table> <p><b>Unit 2: My Life History</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="text-align: center;">AMERICAN HISTORY</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;"><b>Chronological Thinking</b></td> </tr> <tr> <td><a href="#">SS.1.A.3.1:</a></td> <td>Use terms related to time to sequentially order events that have occurred in school, home, or community.</td> </tr> <tr> <td><a href="#">SS.1.A.3.2:</a></td> <td>Create a timeline based on the student's life or school events, using primary sources.</td> </tr> </tbody> </table>		CIVICS and GOVERNMENT		<b>Foundations of Government, Law and the American Political System</b>	<a href="#">SS.1.C.1.1:</a>	Explain the purpose of rules and laws in the school and community.	<a href="#">SS.1.C.1.2:</a>	Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.	<a href="#">SS.1.C.1.3:</a>	Give examples of the use of power without authority in the school and community.		AMERICAN HISTORY		<b>Chronological Thinking</b>	<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.	<a href="#">SS.1.A.3.2:</a>	Create a timeline based on the student's life or school events, using primary sources.
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	<a href="#">SS.1.A.2.2:</a>	Compare life now with life in the past.
	<a href="#">SS.1.A.2.5:</a>	Distinguish between historical fact and fiction using various materials.

**Benchmarks**

<b>Quarter 2</b> October 13- December 22	<b>Unit 3: Where I Live</b>	
		<b>GEOGRAPHY</b>
		<b>The World in Spatial Terms</b>
	<a href="#">SS.1.G.1.1:</a>	Use physical and political/cultural maps to locate places in Florida.
	<a href="#">SS.1.G.1.2:</a>	Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.
	<a href="#">SS.1.G.1.3:</a>	Construct a basic map using key elements including cardinal directions and map symbols.
	<a href="#">SS.1.G.1.4:</a>	Identify a variety of physical features using a map and globe.
	<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.
	<a href="#">SS.1.G.1.6:</a>	Describe how location, weather, and physical environment affect the way people live in our community.

**Benchmarks**

<b>Quarter 3</b> January 11- March 11	<b>Unit 4: My Participation at Home, School and Community</b>	
		<b>Civic and Political Participation</b>
	<a href="#">SS.1.C.2.1:</a>	Explain the rights and responsibilities students have in the school community.
	<a href="#">SS.1.C.2.2:</a>	Describe the characteristics of responsible citizenship in the school community.
	<a href="#">SS.1.C.2.3:</a>	Identify ways students can participate in the betterment of their school and community.
		<b>Historical Knowledge</b>
	<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.
		<b>Civic and Political Participation</b>
<a href="#">SS.1.C.2.4:</a>	Show respect and kindness to people and animals.	

Quarter 4  
 March 22-  
 May 27

Benchmarks

**Unit 5: American Heroes and Symbols**

	<b>Historical Knowledge</b>
<a href="#"><u>SS.1.A.1.1</u></a>	Develop an understanding of a primary source.
<a href="#"><u>SS.1.A.1.2</u></a>	Understand how to use the media center/other sources to find answers to questions about a historical topic.
<a href="#"><u>SS.1.A.2.1</u></a>	Understand history tells the story of people and events of other times and places.
	<b>Structure and Function of Government</b>
<a href="#"><u>SS.1.C.3.1:</u></a>	Explain how decisions can be made or how conflicts might be resolved in fair and just ways.
<a href="#"><u>SS.1.C.3.2:</u></a>	Recognize symbols and individuals that represent American constitutional democracy.
	<b>Historical Knowledge</b>
<a href="#"><u>SS.1.A.2.3:</u></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.
<a href="#"><u>SS.1.A.2.4:</u></a>	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.

**Unit 6: Beginning Economics**

	<b>ECONOMICS</b>
	<b>Beginning Economics</b>
<a href="#"><u>SS.1.E.1.1:</u></a>	Recognize that money is a method of exchanging goods and services.
<a href="#"><u>SS.1.E.1.2:</u></a>	Define opportunity costs as giving up one thing for another.
<a href="#"><u>SS.1.E.1.3:</u></a>	Distinguish between examples of goods and services.
<a href="#"><u>SS.1.E.1.4:</u></a>	Distinguish people as buyers, sellers, and producers of goods and services.
<a href="#"><u>SS.1.E.1.5:</u></a>	Recognize the importance of saving money for future purchases.
<a href="#"><u>SS.1.E.1.6:</u></a>	Identify that people need to make choices because of scarce resources.