Next Generation Sunshine State Standards

Course Number: 5021030 - 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.

First Grade Overview

Civics and Government (C)
Standard 1: Foundations of Government, Law, and the American Political System
Standard 2: Civic and Political Participation
Standard 3: Structure and Functions of Government

American History (A)
Standard 1: Historical Inquiry and Analysis
Standard 2: Historical Knowledge
Standard 3: Chronological Thinking

Geography (G)
Standard 1: The World in Spatial Terms

Economics (E)
Standard 1: Beginning Economics
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<td>Civics</td>
<td><strong>SS.1.C.1.1</strong> Explain the purpose of rules and laws in the school and community. &lt;br&gt;&lt;br&gt;Students will: &lt;br&gt;- choose one of their classroom’s rules and explain what the classroom would be like without that rule. &lt;br&gt;- complete a writing prompt explaining a community law, such as the speed limit or using crosswalks. The prompt will ask the students to explain why that law is important.</td>
<td>rules, laws, community</td>
<td>Module 1 Week 1&lt;br&gt;Module 1 Week 4&lt;br&gt;Safari Montage&lt;br&gt;Text: Community Government- Level K&lt;br&gt;Reading A-Z&lt;br&gt;School Code of Conduct&lt;br&gt;Exploring Communities' Rules and Laws School</td>
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<tr>
<td>Civics</td>
<td><strong>SS.1.C.1.2</strong> Give examples of people who have the power and authority to make and enforce rules and laws in the school and community. &lt;br&gt;&lt;br&gt;Students will: &lt;br&gt;- list people in their school who have the power to make or enforce rules (e.g., principal, teachers, counselor). &lt;br&gt;- list familiar people in the community who have the power to make or enforce rules (e.g., parents, police officer, mayor, animal control officer).</td>
<td>rules, enforce, authority, power, bully</td>
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<td>Civics</td>
<td><strong>SS.1.C.1.3</strong> Give examples of the use of power without authority in the school and community. &lt;br&gt;&lt;br&gt;Students will: &lt;br&gt;- list three people in the school who have the power and authority to make or enforce rules.</td>
<td>rules, enforce, authority, power, bully</td>
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<td>Civics</td>
<td><strong>SS.1.C.2.1</strong> Explain the rights and responsibilities students have in the school community. &lt;br&gt;&lt;br&gt;Students will: &lt;br&gt;- list three rights they have as students (e.g., the right to be treated respectfully, the right to a safe learning environment). &lt;br&gt;- List three responsibilities they have as students (e.g., come to school on time, not damaging school property).</td>
<td>rights, responsibilities, respect</td>
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<td>Civics</td>
<td><strong>SS.1.C.2.2</strong> Describe the characteristics of responsible citizenship in the school community. &lt;br&gt;&lt;br&gt;Students will: &lt;br&gt;- identify the characteristics of school citizenship and label as responsible (e.g., respect others’ property, treat others with kindness, care for the environment) or irresponsible (e.g., being a bully, damaging school property). &lt;br&gt;- draw and label a picture showing a student acting responsibly. &lt;br&gt;- respond to the prompt “Describe three characteristics of a responsible student in the school community” by writing a short journal entry.</td>
<td>citizenship, responsible, irresponsible</td>
<td>Module 1 Week 1&lt;br&gt;Module 1 Week 4&lt;br&gt;Text: Community Government- Level K&lt;br&gt;Reading A-Z&lt;br&gt;School Code of Conduct&lt;br&gt;Exploring Communities' Rules and Laws School</td>
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<td>Civics</td>
<td><strong>SS.1.C.2.3</strong> Identify ways students can participate in the betterment of their school and community. &lt;br&gt;Students will:  &lt;br&gt;• list actions they can take to make their school and community a better place (e.g., classroom jobs, take care of school garden, school service projects).  &lt;br&gt;• Identify, from a list of actions, things that they can do to help their school and community by circling the helpful actions (e.g., helpful: don’t litter; not helpful: leave messes).  &lt;br&gt;• write a list of three actions they can take to make their school and community a better place.</td>
<td>volunteer manners kindness</td>
<td>Module 1 Week 1&lt;br&gt;School Code of Conduct&lt;br&gt;Module 1 Week 4&lt;br&gt;Text: Community Government- Level K Reading A-Z&lt;br&gt;Safari Montage&lt;br&gt;School</td>
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<td>Civics</td>
<td><strong>SS.1.C.2.4</strong> Show respect and kindness to people and animals. &lt;br&gt;Students will:  &lt;br&gt;• participate in role-playing exercise to demonstrate kindness in various situations featuring people and animals.  &lt;br&gt;• draw and label a picture showing a way in which we can be kind and show respect to other people.</td>
<td>kindness respect</td>
<td>Module 1 Week 3&lt;br&gt;Text: I Broke It! Level J Reading A-Z&lt;br&gt;Module 1 Week 7&lt;br&gt;Text: Polar Bear Son by Lydia Dabcovich&lt;br&gt;Module 1 Week 9&lt;br&gt;Text: Every Dog Has Its Day- Level L Reading A-Z</td>
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<td>Civics</td>
<td><strong>SS.1.C.3.1</strong> Explain how decisions can be made or how conflicts might be resolved in fair and just ways. &lt;br&gt;Students will:  &lt;br&gt;• show how they could solve a problem in a fair and just way through role-playing, sharing, listening, and talking to others when given a sample problem (e.g., another student has taken your toy).  &lt;br&gt;• draw and label a picture showing a way in which a conflict might be resolved in a fair and just way.  &lt;br&gt;• list three ways in which they have resolved conflicts in a fair and just way.</td>
<td>conflicts respect fair decision</td>
<td>Module 1 Week 7&lt;br&gt;Text: Polar Bear Son by Lydia Dabcovich</td>
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<td>Civics</td>
<td><strong>SS.1.C.3.2</strong> Recognize symbols and individuals that represent American constitutional democracy. &lt;br&gt;Students will:  &lt;br&gt;• draw three symbols of American constitutional democracy (e.g., American flag, Statue of Liberty, bald eagle).  &lt;br&gt;• identify pictures of American symbols (e.g., American flag, Statue of Liberty) and some of other objects (e.g., a house, a puppy), circle the pictures that represent American symbols.  &lt;br&gt;Note: Celebrate Constitution Day, September 17th.</td>
<td>symbols Constitution Day pledge liberty</td>
<td>Module 1 Week 5 &amp; 6&lt;br&gt;Text: The Bald Eagle- Reading A-Z&lt;br&gt;Text: 1984 Brings a Facelift for Lady Liberty- Reading A-Z&lt;br&gt;Text: Our Flag- Reading A-Z&lt;br&gt;Text: The United States Constitution- Read Works&lt;br&gt;Safari Montage&lt;br&gt;School House Rock: Constitution Peamble&lt;br&gt;U. S. Songs and Poems</td>
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<td>American History</td>
<td>SS.1.A.1.2 Understand how to use the media center/other sources to find answers to questions about a historical topic. <em>Students will:</em> use the internet as a research tool to respond to three questions about a historical topic (e.g., St. Augustine, Rosa Parks).</td>
<td>historical technology research</td>
<td>Module 1 Week 5&lt;br&gt;Text: The Bald Eagle-Reading A-Z&lt;br&gt;Text: 1984 Brings a Facelift for Lady Liberty-Reading A-Z</td>
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<td>Geography</td>
<td>SS.1.G.1.1 Use physical and political/cultural maps to locate places in Florida. <em>Students will:</em> label important cities on a political or cultural map of Florida. Examples include, but are not limited to Tallahassee, St. Augustine, student’s hometown. <em>Students will:</em> label important cities on a political or cultural map of Florida. Examples include, but are not limited to Lake Okeechobee, Florida Keys, the Everglades.</td>
<td>physical map&lt;br&gt;political map&lt;br&gt;cultural map&lt;br&gt;Florida</td>
<td>Module 1 Week 7 &amp; 8&lt;br&gt;Text: Polar Bear Son by Lydia Dabcovich</td>
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<td>Geography</td>
<td>SS.1.G.1.5 Locate on maps and globes the student’s local community, Florida, the Atlantic Ocean, and the Gulf of Mexico. <em>Students will:</em> label a political map of the state of Florida with the Gulf of Mexico, the student’s hometown, and the Atlantic Ocean. <em>Students will:</em> identify verbally, on a globe, the state of Florida, the Atlantic Ocean, and the Gulf of Mexico.</td>
<td>Gulf of Mexico&lt;br&gt;Atlantic Ocean&lt;br&gt;Florida</td>
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<td>Geography</td>
<td>SS.1.G.1.6 Describe how location, weather, and physical environment affect the way people live in our community. <em>Students will:</em> draw and label a picture of a person who lives in a cold area and a person who lives in a warm area, including the clothing they would wear, the food they might eat, how they might get around, the kind of home they might live in, and what kinds of things they may do. <em>Students will:</em> Write a journal entry about how their lives would be different if they lived in a very different place, such as Alaska.</td>
<td>Location&lt;br&gt;Weather&lt;br&gt;Physical environment</td>
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<td>American History</td>
<td>SS.1.A.2.1 Understand history tells the story of people and events of other times and places.</td>
<td>past present history events</td>
<td>Module 2 Week 3&lt;br&gt;Text: Elizabeth Leads the Way by Tanya Lee Stone</td>
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<td>Students will:&lt;br&gt;- cite three examples of a person or place in history.</td>
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<td>Module 2 Week 4&lt;br&gt;Text: Susan B. Anthony- Ready ELA Projectable</td>
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<td>- identify examples of people from history (e.g., George Washington) and people from the present (e.g., mother, father) and select examples of historical figures.</td>
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<td>Module 2 Week 5 &amp; 6&lt;br&gt;Text: Thanksgiving- Core Knowledge</td>
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<td>- draw a picture and provide a short written explanation of an event that took place in history.</td>
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<td>American History</td>
<td>SS.1.A.2.2 Compare life now with life in the past.</td>
<td>artifacts</td>
<td>Module 2 Week 3&lt;br&gt;Text: Elizabeth Leads the Way by Tanya Lee Stone</td>
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<td>Students will:&lt;br&gt;- compare a picture of a home, clothing, or activities from the past with a picture of a home, clothing, or activities from the present and list their differences and similarities.</td>
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<td>Module 2 Week 4&lt;br&gt;Text: Susan B. Anthony- Ready ELA Projectable</td>
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<td>- examine artifacts from the past (e.g., a toy, a bonnet, an arrowhead, a lunch pail, a school slate) and answer the following prompts regarding each artifact: 1) What was this artifact used for in the past? 2) What do we use today to accomplish the same task? 3) Is this object still used today?</td>
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<td>Module 2 Week 5 &amp; 6&lt;br&gt;Text: Thanksgiving- Core Knowledge</td>
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<td>American History</td>
<td>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.</td>
<td>honoring heroism achievements ethnic heritage nation</td>
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<td>Students will:&lt;br&gt;- draw a picture or provide a written response to express the event, person, or ethnic heritage celebrated on a specific national holiday (e.g., Martin Luther King Day, Labor Day, and Independence Day).</td>
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<td>Safari Montage&lt;br&gt;Thanksgiving</td>
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<td>- create a poster or similar product focusing on one national holiday. The poster should include information about the meaning of the chosen holiday in the form of pictures, drawings, and/or written information, etc.</td>
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<td>- using the names of major national holidays (e.g. Martin Luther King Day, Independence Day) and ethnic celebrations (e.g., St. Patrick’s Day), as well as pictures or words showing the meaning of those holidays, draw a line to connect the holiday with the correct picture/explanation.</td>
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<td>American History</td>
<td>SS.1.A.2.4 Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.</td>
<td>character ideals principles honesty courage responsibility</td>
<td>Module 2 Week 3&lt;br&gt;Text: Elizabeth Leads the Way by Tanya Lee Stone</td>
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<td>Students will:&lt;br&gt;- examine pictures or the names of several historical figures (e.g., a soldier, Rosa Parks, and Abraham Lincoln). List character ideals of those individuals (e.g., bravery, honesty).</td>
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<td>Module 2 Week 4&lt;br&gt;Text: Susan B. Anthony- Ready ELA Projectable</td>
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<td>- examine a character ideal (e.g., bravery) and identify a person from history who possessed that character ideal.</td>
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<td>American History</td>
<td>SS.1.A.3.1 Use terms related to time to sequentially order events that have occurred in school, home, or community. Students will: • list three things that happen during the school day, putting them in sequential order. • list three things that happen once a week in school or at home, putting them in sequential order.</td>
<td>sequential</td>
<td>Module 2 Week 7 &amp; 8 Text: Mice and Beans by Pam Munoz Ryan</td>
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<td>American History</td>
<td>SS.1.A.3.2 Create a timeline based on the student’s life or school events, using primary sources. Students will: • arrange pictures in order on a timeline to show school-day activities. • interview another student about their daily activities from morning until bedtime. Place the other student’s daily activities in the correct order on a timeline.</td>
<td>Timeline</td>
<td>Module 2 Week 3 Text: Elizabeth Leads the Way by Tanya Lee Stone Module 2 Week 7 &amp; 8 Text: Mice and Beans by Pam Munoz Ryan</td>
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<td>Geography</td>
<td>SS.1.G.1.2 Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes. Students will: • discuss and locate key elements on a world map showing a compass rose, cardinal directions (north, south, east, west), north and south poles, equator, and a legend. • draw a compass rose showing north, south, east, and west in an appropriate location on a blank Florida map.</td>
<td>compass rose</td>
<td>Module 2 Week 5 &amp; 6 Text: Thanksgiving- Core Knowledge Safari Montage Making and Reading Maps (Chapters 1 and 2) Maps and Globes</td>
</tr>
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<td>Geography</td>
<td>SS.1.G.1.4 Identify a variety of physical features using a map and globe. Students will: • identify an ocean, peninsula, lake, river, swamp, gulf, hill, mountain, valley, plain, island, coast, and bay on a landscape map by labeling each. • identify an ocean peninsula, lake, river, gulf, mountain range, island and coast on a globe.</td>
<td>landscape map</td>
<td>Module 2 Week 5 &amp; 6 Text: Thanksgiving- Core Knowledge</td>
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| American History | SS.1.A.1.1 Develop an understanding of a primary source.  
*Students will:*  
- examine several primary sources (e.g., a video or audio recording, an artifact, a diary entry, a photograph).  
- identify one example of a primary source and provide a written response.  
- discuss one or more example(s) of a primary source to school (e.g., photographs, a piece of art they created, an arrowhead they found) | primary source  
diary  
artifacts | Module 3 Week 1  
Text: Martin’s Big Words by Doreen Rappaport  
Module 3 Week 4  
Text: Jobs Change- Reading A-Z  
Module 3 Week 5  
Text: History of the Bicycle- Level M Reading A-Z |
| American History | SS.1.A.1.2 Understand how to use the media center/other sources to find answers to questions about a historical topic.  
*Students will:*  
- use the internet as a research tool to respond to three questions about a historical topic (e.g., St. Augustine, Rosa Parks). | historical | Media Center |
| American History | SS.1.A.2.1 Understand history tells the story of people and events of other times and places.  
*Students will:*  
- cite three examples of a person or place in history.  
- identify examples of people from history (e.g., George Washington) and people from the present (e.g., mother, father) and select examples of historical figures.  
- draw a picture and provide a short written explanation of an event that took place in history. | past  
present  
history | Module 3 Week 1  
Text: Martin’s Big Words by Doreen Rappaport  
Module 3 Week 6  
Text: Presidents’ Day–Level L Reading A-Z  
Module 3 Week 7  
Text: Teddy Roosevelt – Core Knowledge |
| American History | SS.1.A.2.2 Compare life now with life in the past.  
*Students will:*  
- compare a picture of a home, clothing, or activities from the past with a picture of a home, clothing, or activities from the present and list their differences and similarities.  
- examine artifacts from the past (e.g., a toy, a bonnet, an arrowhead, a lunch pail, a school slate) and answer the following prompts regarding each artifact: 1) What was this artifact used for in the past? 2) What do we use today to accomplish the same task? 3) Is this object still used today? | artifacts | Module 3 Week 3  
Text: Mike Mulligan and His Steam Shovel by Virginia Lee Burton  
Module 3 Week 4  
Text: Jobs Change- Reading A-Z  
Module 3 Week 5  
Text: History of the Bicycle- Level M Reading A-Z |
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| American History | 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.  
Students will:  
• draw a picture or provide a written response to express the event, person, or ethnic heritage celebrated on a specific national holiday (e.g., Martin Luther King Day, Labor Day, and Independence Day).  
• create a poster or similar product focusing on one national holiday. The poster should include information about the meaning of the chosen holiday in the form of pictures, drawings, and/or written information, etc.  
• using the names of major national holidays (e.g. Martin Luther King Day, Independence Day) and ethnic celebrations (e.g., St. Patrick’s Day), as well as pictures or words showing the meaning of those holidays, draw a line to connect the holiday with the correct picture/explanation.  
Note: Celebrate Martin Luther King’s Birthday Holiday January 15th. | honoring  
heroism  
achievements  
ethnic heritage  
nation | Module 3 Week 1  
Text: Martin’s Big Words by Doreen Rappaport  
Module 3 Week 6  
Text: Presidents’ Day–Level L Reading A-Z  
Module 3 Week 7  
Text: Teddy Roosevelt – Core Knowledge |
| American History | SS.1.A.2.4 Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.  
Students will:  
• examine pictures or the names of several historical figures (e.g., a soldier, Rosa Parks, and Abraham Lincoln). List character ideals of those individuals (e.g., bravery, honesty).  
• examine a character ideal (e.g., bravery) and identify a person from history who possessed that character ideal. | character ideals  
principles  
honesty  
courage  
responsibility | Module 3 Week 1  
Text: Martin’s Big Words by Doreen Rappaport  
Module 3 Week 6  
Text: Presidents’ Day–Level L Reading A-Z  
Module 3 Week 7  
Text: Teddy Roosevelt – Core Knowledge |
| American History | SS.1.A.2.5 Distinguish between historical fact and fiction using various materials.  
Students will:  
• examine two short texts, one historical fact (e.g., Benjamin Franklin and his kite) and the other fiction (e.g., Paul Bunyan and Babe, the big blue ox) and determine which text is fact.  
• examine a picture or drawing of a real historical event and a picture or drawing of a historical fiction then list the facts and the fictional attributes of the pictures. | fact  
fiction  
texts | Module 3 Week 7 - Literacy Activity  
Text: Childhood Stories of George Washington-Level L - Reading A-Z |
| American History | SS.1.A.3.1 Use terms related to time to sequentially order events that have occurred in school, home, or community.  
Students will:  
• list three things that happen during the school day, putting them in sequential order.  
• list three things that happen once a week in school or at home, putting them in sequential order. | sequential | Module 3 Week 5  
Text: History of the Bicycle- Level M Reading A-Z |
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| American History | SS.1.A.3.2 Create a timeline based on the student’s life or school events, using primary sources.  
*Students will:*  
- arrange pictures in order on a timeline to show school-day activities.  
- Interview another student about their daily activities from morning until bedtime. Place the other student’s daily activities in the correct order on a timeline. | timeline  
Primary sources | Module 3 Week 5  
Text: History of the Bicycle- Level M  
Reading A-Z |
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<td>Economics</td>
<td>SS.1.E.1.1 Recognize that money is a method of exchanging goods and services.  Students will:  • list ways in which they can get something they want (e.g., purchase with money, trade).  • List things they can use money for (e.g., pay someone for a job, purchase something).</td>
<td>exchange services wants needs purchase trade</td>
<td>Module 4 Week 1  Text: What is a Budget? – by Susan LaBella Readworks.org  Text: I Want to Buy a Computer Game by Susan LaBella Readworks.org</td>
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<td>Economics</td>
<td>SS.1.E.1.2 Define opportunity costs as giving up one thing for another.  Students will:  • draw and label a picture to show the meaning of opportunity cost.  • provide three examples of when they have used opportunity cost in their own lives.</td>
<td>opportunity costs</td>
<td>Module 4 Week 2  Text: Brad Needs a Budget- Level M-Reading A-Z Safari Montage U.S. Industries and Resources</td>
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<td>Economics</td>
<td>SS.1.E.1.3 Distinguish between examples of goods and services.  Students will:  • determine what goods and services are, using a provided list of goods (e.g., candy bar, dress) and services (e.g., cleaning, cooking).  • draw and label a picture of a good and a picture of a service.  • create a list of goods and a list of services they have experienced in their own lives.</td>
<td>goods services</td>
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<td>Economics</td>
<td>SS.1.E.1.4 Distinguish people as buyers, sellers, and producers of goods and services.  Students will:  • identify the buyer, seller, and producer of goods and services in a picture of a familiar place, such as a restaurant.  • write a description of the roles of buyers, sellers, and producers of goods and services.  • label a provided picture of a buyer, seller and producer of goods and services correctly.</td>
<td>buyer seller producer goods services</td>
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<td>Economics</td>
<td>SS.1.E.1.5 Recognize the importance of saving money for future purchases.  Students will:  • list three things they may need or want to purchase in the future for which they would need to save money (e.g., bicycle, video game, computer).  • write about what would happen if they spent all their money now and didn’t save any for the future.</td>
<td>needs wants save</td>
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<td>Economics</td>
<td>SS.1.E.1.6 Identify that people need to make choices because of scarce resources.  Students will:  • write to a prompt to solve a problem caused by scarce resources (e.g., Tom and three of his friends were coloring. They all wanted to use a blue marker, but there were only two. What could happen next?)</td>
<td>resources scarce</td>
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| Geography  | **SS.1.G.1.1 Use physical and political/cultural maps to locate places in Florida.**  
Students will:  
• label important cities on a political or cultural map of Florida. Examples include, but are not limited to Tallahassee, St. Augustine, student’s hometown.  
• label important cities on a political or cultural map of Florida. Examples include, but are not limited to Lake Okeechobee, Florida Keys, the Everglades. | **physical map**  
**political map**  
**cultural map**  
**Florida**                                                      | Module 4 Week 5  
**Text: Me on the Map by Joan Sweeney**  
**Text: Introducing Landforms by Bobbie Kalman**  
**Safari Montage**  
**Making and Reading Maps (Chapters 1 and 2)**  
**A History of Maps (Chapter 5)**                                |
| Geography  | **SS.1.G.1.2 Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.**  
Students will:  
• discuss and locate key elements on a world map showing a compass rose, cardinal directions (north, south, east, west), north and south poles, equator, and a legend.  
• draw a compass rose showing north, south, east, and west in an appropriate location on a blank Florida map. | **compass rose**  
**cardinal directions**  
**equator**  
**north pole**  
**south pole**  
**legend/map key**  
**globe**                                                      | Module 4 Week 3 & 4  
**Text: Animal Habitats- Core Knowledge**  
**Module 4 Week 5**  
**Text: Me on the Map by Joan Sweeney**  
**Text: Introducing Landforms by Bobbie Kalman**                |
| Geography  | **SS.1.G.1.3 Construct a basic map using key elements, including cardinal directions and map symbols.**  
Students will:  
• draw a map of their school building and school grounds, including writing north, south, east, and west in the correct locations and map symbols with a legend.  
• draw a map of their home or school, including writing north, south, east, and west in the correct locations and map symbols with a legend. | **north**  
**south**  
**east**  
**west**  
**symbols**  
**legend/map key**                                              | Module 4 Week 5  
**Text: Me on the Map by Joan Sweeney**  
**Text: Introducing Landforms by Bobbie Kalman**                |
| Geography  | **SS.1.G.1.4 Identify a variety of physical features using a map and globe.**  
Students will:  
• identify an ocean, peninsula, lake, river, swamp, gulf, hill, mountain, valley, plain, island, coast, and bay on a landscape map by labeling each.  
• identify an ocean peninsula, lake, river, gulf, mountain range, island and coast on a globe. | **landscape map**  
**ocean**  
**mountain**  
**lake**  
**river**  
**gulf**  
**hill**  
**swamp**  
**bay**  
**island**                                                      |                                                                                                                          |
| Geography  | **SS.1.G.1.5 Locate on maps and globes the student’s local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.**  
Students will:  
• label a political map of the state of Florida with the Gulf of Mexico, the student’s hometown, and the Atlantic Ocean.  
• identify verbally, on a globe, the state of Florida, the Atlantic Ocean, and the Gulf of Mexico. | **Gulf of Mexico**  
**Florida**  
**Atlantic Ocean**  
**Florida**                                                      |                                                                                                                          |
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</thead>
</table>
| **American History** | 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. **Students will:**  
- draw a picture or provide a written response to express the event, person, or ethnic heritage celebrated on a specific national holiday (e.g., Martin Luther King Day, Labor Day, and Independence Day).  
- create a poster or similar product focusing on one national holiday. The poster should include information about the meaning of the chosen holiday in the form of pictures, drawings, and/or written information, etc.  
- using the names of major national holidays (e.g., Martin Luther King Day, Independence Day) and ethnic celebrations (e.g., St. Patrick’s Day), as well as pictures or words showing the meaning of those holidays, draw a line to connect the holiday with the correct picture/explanation. | honoring heroism achievements ethnic heritage nation | Module 4 Week 10  
Text: Memorial Day- Level N- Reading A-Z |
| **American History** | SS.1.A.2.4 Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility. **Students will:**  
- examine pictures or the names of several historical figures (e.g., a soldier, Rosa Parks, and Abraham Lincoln). List character ideals of those individuals (e.g., bravery, honesty).  
- examine a character ideal (e.g., bravery) and identify a person from history who possessed that character ideal. | character ideals bravery honesty courage Memorial Day | Module 4 Week 10  
Text: Memorial Day- Level N- Reading A-Z |