

Content:

**Social Studies Grade 1 Course Description
Thematic Pacing Guide
Integration into the**

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.

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).

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on

Year-Round School Calendar												
Year Long Standards - SS1.A.1.2, SS.1.CG.2.1, and SS.1.CG.2.3												
Week	1	2	3	4	5	6	7	8	9	10	11	12
1 st Trimester	Unit 1: (Tm [(7)6 (19 reT 0.49 reT 0c 0 206 1.12 [(w)q 85(ee											

McGraw Hill Florida Social Studies supports the deep interconnectedness of content and literacy. Students learn to read, write, speak, listen, and communicate effectively across every chapter.

Literacy development takes place across the entire school day. Educators know that when students see content across disciplines, understanding and retention increase. Use this chart to integrate your Benchmark Advance and McGraw Hill Florida Social Studies instruction.

Integration into the Literacy Block	
Benchmark Advance	Florida Social Studies: Our Community and Beyond
	Chapter 1 , Lesson 1: Being Part of a Community -How Can We Be Good Community Members?
Unit 1: Plants and Animals Grow and Change	B.E.S.T. Standards for ELAELA.1.R.2.2, ELA.1.C.4.1, ELA.1.V.1.1 Social Studies Benchmarks :
Essential Question Why do living things change?	
Research and Inquiry Project: Plant and Animal Life Cycles	

How do we learn about
characters?

Chapter 4 ,

Research and Inquiry Project:
Animals as Literary Characters

How can technology make a difference in our lives? Research and Inquiry Project: Technology in Pictures	Chapter 5 , Lesson 5: Work Then and Now -How Has Work Changed? B.E.S.T. Standards for ELA: ELA.1.R.2.4, ELA.1.C.4.1, ELA.1.V.1.2 Social Studies Benchmarks : SS.1.A.1.1, SS.1.A.2.2, SS.1.A.2.4, SS.1.E.1.3, SS.1.E.1.4
Unit 6: Stories Teach Many Lessons Essential Question What can we learn from a mistake? Research and Inquiry Project: Comparing Messages in Fables	Chapter 1 , Lesson 2: Getting Along With Others -How Can We Get Along with Others? B.E.S.T. Standards for ELA: ELA.1.R.2.2, ELA.1.C.4.1, ELA.1.V.1.1 Social Studies Benchmarks : SS.1.A.1.1, SS.1.CG.2.1, SS.1.CG.2.2, SS.1.CG.3.2 Chapter 4 , Lesson 5: The Stories We Tell-How Can Stories Tell Us About Who We Are? B.E.S.T. Standards for ELA: ELA.1.R.2.3, ELA.1.C.4.1, ELA.1.V.1.3 Social Studies Benchmarks :

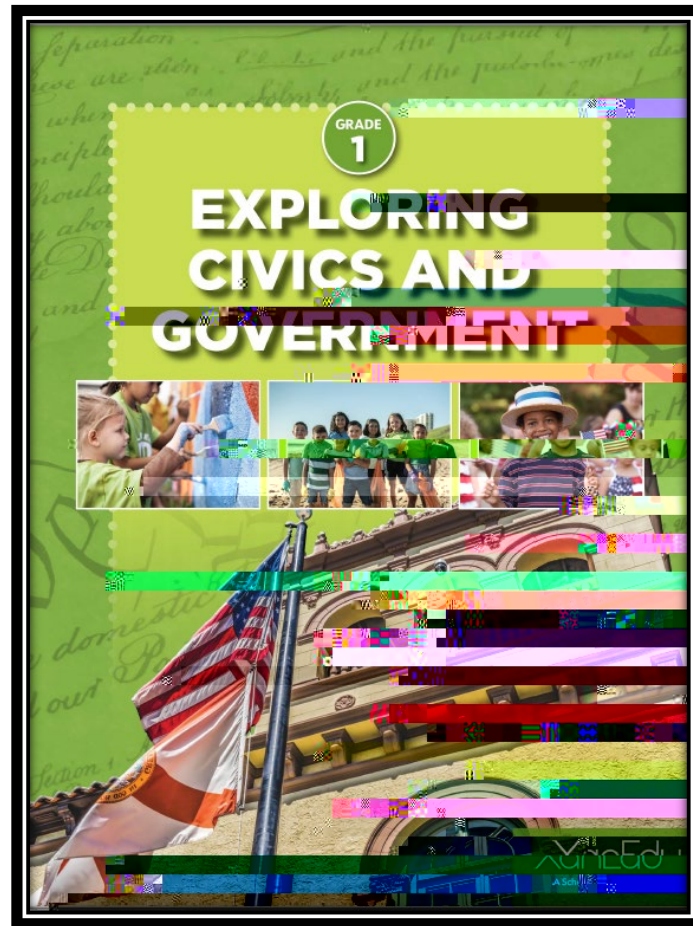
Why do the sun and moon
capture our imagination?

Research and Inquiry Project:
Investigating the Sky

Chapter 2 , Lesson15: Weathier Arouinidi UsHow Cain Weathier Affect Us?

B.E.S.T.ntaindiardis for ELA: ELA.1.R.1, ELA.1.C.4.1, 0.6 (i)-2().2 (,)-24.3 Tc 0 Tw 22.228 9.181()Tj EMC /P <</M

Exploring Civics and Government



Grade 1: Exploring Civics and Government

Social Studies Grade 1 (#5021030) 2023 -And Beyond (current)

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Clarification 1: Students will identify characteristics of responsible citizenship (e.g., respect others' property, treat people with dignity, care for environment, treat animals with kindness).

Clarification 2: Students will identify characteristics of irresponsible citizenship (e.g., damaging school property, bullying).

Recognize ways citizens can demonstrate patriotism.

Clarifications:

Clarification 1: Students will d

SS.1.CG.2.3:

	Clarifications: Clarification 1: Students will recognize that the state motto (“In God We Trust”) and the state day (Pascua Florida Day) are symbols that represent Florida. Clarification 2: Students will identify the current Florida governor and recognize the governor as an individual who represents the state.
SS.1.CG.3.1:	Recognize that the United States and Florida have Constitutions. Clarifications: Clarification 1: Students will define a constitution as an agreed-upon set of rules or laws. Clarification 2: 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. Clarifications: Clarification 1: Students will demonstrate characteristics of responsible decision making. Clarification 2: Students will explain how multiple perspectives contribute to the unity of the United States.
SS.1.E.1.1:	Recognize that money is a method of exchanging goods and services.
SS.1.E.1.2:	Define opportunity costs as giving up one thing for another.
SS.1.E.1.3:	Distinguish between examples of goods and services.
SS.1.E.1.4:	Distinguish people as buyers, sellers, and producers of goods and services.
SS.1.E.1.5:	Recognize the importance of saving money for future purchases.
SS.1.E.1.6:	Identify that people need to make choices because of scarce resources.
SS.1.G.1.1:	Use physical and political/cultural maps to locate places in Florida.

SS.1.G.1.2: Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and

Mathematicians who demonstrate understanding by representing problems in multiple ways:

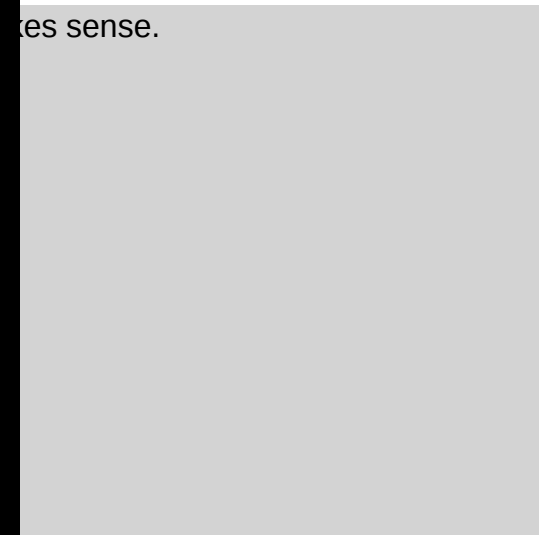
- x Build understanding through modeling and using manipulatives.
- x Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- x

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- x Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.





es sense.

	will answer questions like “Why is the girl smiling?” or make predictions about what will happen on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in of situations.
ELA.K12.EE.4.1:	Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 12, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.