




Standards visited <b>all year</b>	<p>Federal and State Required Instruction</p> <p><a href="#">Florida Statute 1003.42 Required Instruction</a>  <a href="#">Florida Statute American Founders' Month</a>  <a href="#">Florida Statute Celebrate Freedom Week</a>  <a href="#">Constitution Day</a></p> <p><b>American History</b>  <b>SS.1.A.1.1</b> Examine primary sources.  <b>SS.1.A.1.2</b> Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.  <b>SS.1.A.3.1</b> Identify and use terms and designations of time sequence.  <b>SS.1.A.3.2</b> Create timelines.</p>	 <b>Primary and Secondary Sources.ppt</b>
Quarter 1	<p align="center"><b>Major Concepts / Topics</b></p>	<p align="center"><b>Possible Resources</b></p>
	<p align="center"><b>AMERICAN HISTORY</b></p> <p><b>SS.1.A.2.1</b> Understand history tells the story of people and events of other times and places.  <b>SS.1.A.2.2</b> Compare life now with life in the past.  <b>SS.1.A.2.3</b> 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.</p> <p align="center"><b>CIVICS/GOVERNMENT</b></p> <p><b>SS.1.C.1.1</b> Explain the purpose of rules and laws in the school and community.  <b>SS.1.C.1.2</b> Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.  <b>SS.1.C.1.3</b> Give examples of the use of power without authority in the school and community.  <b>SS.1.C.2.1</b> Explain the rights and responsibilities students have in the school community.  <b>SS.1.C.2.2</b> Describe the characteristics of responsible citizenship in the school community.  <b>SS.1.C.2.3</b> Identify ways students can participate in the betterment of their school and community.  <b>SS.1.C.2.4</b> Show respect and kindness to people and animals.  <b>SS.1.C.3.1</b> Explain how decisions can be made or how conflicts might be resolved in fair and just ways.  <b>SS.1.C.3.2</b> Recognize symbols and individuals that represent American constitutional democracy.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Kids.gov</a> (parent website)</li> <li>• <a href="#">The Constitution for Kids</a></li> <li>• <a href="#">Government for Kids</a></li> <li>• <a href="#">"Constitution Day &amp; Celebrate Freedom Week."</a></li> </ul>
Quarter 2	<p align="center"><b>Major Concepts / Topics</b></p>	<p align="center"><b>Possible Resources</b></p>
	<p align="center"><i>Historical Knowledge</i></p> <p><b>SS.1.A.2.1</b> Understand history tells the story of people and events of other times and places.  <b>SS.1.A.2.2</b> Compare life now with life in the past.  <b>SS.1.A.2.3</b> 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.  <b>SS.1.A.2.4</b> Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.  <b>SS.1.A.3.2</b> Create a timeline based on the student's life or school events, using primary sources.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Historical people</a></li> <li>• <a href="#">Seminole Native Americans</a></li> <li>• <a href="#">Time for Kids-Black History</a></li> </ul>

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.



	Major Concepts / Topics	Possible Resources
Quarter 3	<p style="text-align: center;"><b>AMERICAN HISTORY</b></p> <p>SS.IA.21 Understand history tells the story of people and events of other times and places.</p> <p>SS.IA.22 Compare life now with life in the past.</p> <p>SS.IA.23 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.</p> <p>SS.IA.24 Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.</p> <p>SS.IA.25 Distinguish between historical fact and fiction using various materials.</p> <p style="text-align: center;"><b>CIVICS/GOVERNMENT</b></p> <p>SS.IC.32 Recognize symbols and individuals that represent American constitutional democracy.</p>	<ul style="list-style-type: none"> <li>• Duck for President <a href="#">Read Aloud Video</a></li> <li>• Teacher for President <a href="#">Read Aloud Video</a></li> <li>• <a href="#">MLK Jr. Song</a></li> <li>• <a href="#">Rosa Parks</a></li> </ul>
Quarter 4	<p style="text-align: center;"><b>GEOGRAPHY</b></p> <p>SS.IG.11 Use physical and political/cultural maps to locate places in Florida.</p> <p>SS.IG.12 Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.</p> <p>SS.IG.13 Construct a basic map using key elements including cardinal directions and map symbols.</p> <p>SS.IG.14 Identify a variety of physical features using a map and globe.</p> <p>SS.IG.15 Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.</p> <p>SS.IG.16 Describe how location, weather, and physical environment affect the way people live in our community.</p> <p style="text-align: center;"><b>ECONOMICS</b></p> <p>SS.IE.11 Recognize that money is a method of exchanging goods and services.</p> <p>SS.IE.12 Define opportunity costs as giving up one thing for another.</p> <p>SS.IE.13 Distinguish between examples of goods and services.</p> <p>SS.IE.14 Distinguish people as buyers, sellers, and producers of goods and services.</p> <p>SS.IE.15 Recognize the importance of saving money for future purchases.</p> <p>SS.IE.16 Identify that people need to make choices because of scarce resources.</p>	<ul style="list-style-type: none"> <li>• <a href="#">U.S Mint</a> (games and activities for students)</li> <li>• <a href="#">Money</a></li> <li>• <a href="#">Economic Basics</a></li> <li>• <a href="#">Free Geography Printables</a></li> <li>• <a href="#">Map Video</a></li> <li>• <a href="#">Geography Map Skills</a></li> </ul>

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