

# **Grade Level Expectations for the Sunshine State Standards**

## **Social Studies First Grade**



**FLORIDA DEPARTMENT OF EDUCATION**

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**Sunshine State Standards  
Grade Level Expectations  
Social Studies  
First Grade**

The first grade student:

*Time, Continuity, and Change [History]*

- knows ways people in different cultures live, work, play, move about, and communicate.
- extends and refines understanding that history tells the story of people and events of other times and places.
- knows ways to investigate and document a family history.
- understands calendar time (days, weeks, months, years).
- knows ways in which communication methods have changed (for example, the transition from the block printing process to the invention of the printing press).
- knows ways changes in communication have affected the daily lives of people.
- knows ways in which transportation technology has changed the daily lives of people (for example, the advent of the automobile led to drive-through restaurants).
- knows significant aspects of the lives and accomplishments of selected men and women in the historical period before the Renaissance (for example, Cleopatra, Mansa Musa, Augustus Caesar).
- knows significant aspects of the lives and accomplishments of selected scientists and inventors in the historical period since the Renaissance.
- understands ways in which selected art forms reflect daily life, history, and beliefs (for example, prehistoric cave paintings, hunting dances of primitive peoples).
- understands the main ideas found in selected folktales, fables, legends, myths, and holidays from around the world that reflect the beliefs, ways of living, and traditions of various cultures of times past.
- knows significant aspects of the lives and accomplishments of selected men and women in the period of United States history before 1880 (for example, Sacajawea, George Washington, Betsy Ross, Abraham Lincoln, Harriet Tubman).
- knows selected people and events prior to 1880 honored in commemorative holidays (for example, Columbus Day, Thanksgiving Day, Flag Day, Memorial Day, Independence Day, Veteran’s Day, Presidents’ Day).
- knows selected American symbols that have emerged from past events, legends, and historical accounts (for example, the eagle, the Liberty Bell, George Washington as the “father of our country,” and the American flag).
- knows that people move from place to place for a variety of reasons.

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Social Studies  
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- knows significant aspects of the lives and accomplishments of selected men and women, including African Americans and Hispanics, in the period of United States history since 1880.
- knows selected important buildings, statues, and monuments associated with state and national history (for example, Capitol, White House, Lincoln Memorial, Statue of Liberty).
- knows about people and events after 1880 honored in commemorative holidays (for example, Veterans Day, Labor Day, Martin Luther King Day).
- knows changes in community life over time (for example, jobs, schooling, transportation, communication, religion, recreation).

*People, Places, and Environments [Geography]*

- knows terms used to describe distance (for example, feet, yards, meters, miles, kilometers).
- knows the locations of the four hemispheres and selected countries on a map and globe.
- understands that a map represents a real place.
- knows the four cardinal directions (for example, north, south, east, west).
- understands ways physical environments in other parts of the world are similar to and different from one's own (for example, mountains, deserts, plains, shore).
- understands that certain areas have common characteristics and can be called regions (for example, mountain ranges, neighborhoods, counties, states, countries).
- understands similarities and differences between life in cities, towns, suburbs, and farms.
- knows ways different communities have changed physically and demographically.
- knows ways families meet their basic needs.
- understands ways natural resources affect our daily life.
- knows modes of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.

*Government and the Citizen [Civics and Government]*

- knows similarities and differences between rules and responsibilities at home and at school.
- knows selected major elected officials (for example, president, governor).
- knows responsibilities of authority figures at home, school, and in the community (for example, parents, teachers, police officers).
- knows some individual rights and responsibilities.

**Sunshine State Standards  
Grade Level Expectations  
Social Studies  
First Grade**

- understands that there are sources of authority for those who make laws and rules in the school, community, state, and country (for example, school board policy, city code, state and national constitutions).
- understands some basic civic values (for example, fair play, good sportsmanship, individual responsibility)
- extends and refines understanding that a responsibility is a duty to do something or not to do something.
- refines and extends knowledge examples of situations that involve responsibilities (for example, in the neighborhood or community).
- knows when privacy is expected.
- knows that the consequences of privacy can be beneficial and costly.

*Production, Distribution, and Consumption [Economics]*

- understands the basic concept of scarcity.
- understands the difference between goods and services.
- understands cost (for example, something one gives up when one decides to do something) and benefit (for example, something that satisfies wants).
- knows how different types of work benefit the family and community.
- knows ways in which people exchange goods and services (for example, barter, payment).
- knows different ways to save money.



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