

	<i>Remarks/Examples:</i> Examples are community helpers, firefighter and fire truck).
SS.K.E.1.2	Recognize that United States currency comes in different forms.  <i>Remarks/Examples:</i> Examples are coins and bills.
SS.K.E.1.3	Recognize that people work to earn money to buy things they need or want.
SS.K.E.1.4	Identify the difference between basic needs and wants.  <i>Remarks/Examples:</i> Examples of needs are clothing and shelter and examples of wants are video games and toys.

## Strand: CIVICS AND GOVERNMENT

### Standard 1: Foundations of Government, Law, and the American Political System

BENCHMARK CODE	BENCHMARK
SS.K.C.1.1	Define and give examples of rules and laws, and why they are important.  <i>Remarks/Examples:</i> Examples are standing in line at school and wearing a bike helmet.
SS.K.C.1.2	Explain the purpose and necessity of rules and laws at home, school, and community.  <i>Remarks/Examples:</i> Examples are attending school and wearing a seat belt.

### Standard 2: Civic and Political Participation

BENCHMARK CODE	BENCHMARK
SS.K.C.2.1	Demonstrate the characteristics of being a good citizen.  <i>Remarks/Examples:</i> Examples are taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, and participating in classroom decision making.
SS.K.C.2.2	Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
SS.K.C.2.3	Describe fair ways for groups to make decisions.  <i>Remarks/Examples:</i> Examples are voting, taking turns, and coming to an agreement.

## GRADE: 1

## Strand: AMERICAN HISTORY

### Standard 1: Historical Inquiry and Analysis

BENCHMARK CODE	BENCHMARK
SS.1.A.1.1	Develop an understanding of a primary source.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, pictures, letters, audio/video recordings, and other artifacts.
SS.1.A.1.2	Understand how to use the media center/other sources to find answers to questions about a historical topic.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, databases, audio or video recordings, and books.

## Standard 2: Historical Knowledge

BENCHMARK CODE	BENCHMARK
SS.1.A.2.1	Understand history tells the story of people and events of other times and places.
SS.1.A.2.2	Compare life now with life in the past.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, comparing school, families, work, and community life.
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.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, federal holidays and ethnic celebrations.
SS.1.A.2.4	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.
SS.1.A.2.5	Distinguish between historical fact and fiction using various materials.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, tall tales, fables and non-fiction (expository) text.

## Standard 3: Chronological Thinking

BENCHMARK CODE	BENCHMARK
SS.1.A.3.1	Use terms related to time to sequentially order events that have occurred in school, home, or community.  <i>Remarks/Examples:</i> Examples may include, but are not limited to, days, weeks, months, and years.
SS.1.A.3.2	Create a timeline based on the student's life or school events, using primary sources.  <i>Remarks/Examples:</i> Examples of sources may include, but are not limited to, photographs, birth certificates, report cards, and diaries.

## Strand: GEOGRAPHY

### Standard 1: The World in Spatial Terms

BENCHMARK CODE	BENCHMARK
SS.1.G.1.1	Use physical and political/cultural maps to locate places in Florida.  <i>Remarks/Examples:</i> Examples are Tallahassee, student's hometown, Lake Okeechobee, Florida Keys, and the Everglades.
SS.1.G.1.2	Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes .
SS.1.G.1.3	Construct a basic map using key elements including cardinal directions and map symbols.  <i>Remarks/Examples:</i> Examples are map of bedroom, classroom, or route to school
SS.1.G.1.4	Identify a variety of physical features using a map and globe.  <i>Remarks/Examples:</i> Examples are oceans, peninsulas, lakes, rivers, swamps, and gulfs.
SS.1.G.1.5	Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf

SS.1.G.1.6	of Mexico. Describe how location, weather, and physical environment affect the way people live in our community. <i>Remarks/Examples:</i> Examples are effects on their food, clothing, shelter, transportation, and recreation
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**Strand: ECONOMICS**

**Standard 1: Beginning Economics**

BENCHMARK CODE	BENCHMARK
SS.1.E.1.1	Recognize that money is a method of exchanging goods and services. <i>Remarks/Examples:</i> An example is coins/bills versus bartering or trading.
SS.1.E.1.2	Define opportunity costs as giving up one thing for another. <i>Remarks/Examples:</i> Examples are giving up television to do homework and buying candy versus saving for later purchase.
SS.1.E.1.3	Distinguish between examples of goods and services. <i>Remarks/Examples:</i> Examples are goods: hamburger; services: sweeping the floor.
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. <i>Remarks/Examples:</i> Examples are not enough time to do all activities or not enough red crayons.

**Strand: CIVICS AND GOVERNMENT**

**Standard 1: Foundations of Government, Law, and the American Political System**

BENCHMARK CODE	BENCHMARK
SS.1.C.1.1	Explain the purpose of rules and laws in the school and community. <i>Remarks/Examples:</i> Examples are keeping order and ensuring safety.
SS.1.C.1.2	Give examples of people who have the power and authority to make and enforce rules and laws in the school and community. <i>Remarks/Examples:</i> Examples are principals, teachers, parents, government leaders, and police.
SS.1.C.1.3	Give examples of the use of power without authority in the school and community. <i>Remarks/Examples:</i> Examples are bullying, stealing, and peer pressure.

**Standard 2: Civic and Political Participation**

BENCHMARK CODE	BENCHMARK
SS.1.C.2.1	Explain the rights and responsibilities students have in the school community. <i>Remarks/Examples:</i> Examples are not littering, coming to school on time, and having a safe learning environment.
SS.1.C.2.2	Describe the characteristics of responsible citizenship in the school community.

	<u>Remarks/Examples:</u> Examples are follow rules, care about the environment, and respect others.
SS.1.C.2.3	Identify ways students can participate in the betterment of their school and community.  <u>Remarks/Examples:</u> Examples are responsible decision making, classroom jobs, and school service projects.
SS.1.C.2.4	Show respect and kindness to people and animals.

### Standard 3: Structure and Functions of Government

BENCHMARK CODE	BENCHMARK
SS.1.C.3.1	Explain how decisions can be made or how conflicts might be resolved in fair and just ways.  <u>Remarks/Examples:</u> Examples are talking about problems, role playing, listening, and sharing.
SS.1.C.3.2	Recognize symbols and individuals that represent American constitutional democracy.  <u>Remarks/Examples:</u> Examples are United States flag, Pledge of Allegiance, National Anthem, Statue of Liberty, bald eagle, George Washington, Abraham Lincoln, and the current President.

## GRADE: 2

### Strand: AMERICAN HISTORY

#### Standard 1: Historical Inquiry and Analysis

BENCHMARK CODE	BENCHMARK
SS.2.A.1.1	Examine primary and secondary sources.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, and stamps, textbooks and reference books.
SS.2.A.1.2	Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.

#### Standard 2: Historical Knowledge

BENCHMARK CODE	BENCHMARK
SS.2.A.2.1	Recognize that Native Americans were the first inhabitants in North America.
SS.2.A.2.2	Compare the cultures of Native American tribes from various geographic regions of the United States.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, location, clothing, housing, food, major beliefs and practices, language, art, and music.
SS.2.A.2.3	Describe the impact of immigrants on the Native Americans.  <u>Remarks/Examples:</u> Examples are location, clothing, housing, food, major beliefs and practices, art, and music.
SS.2.A.2.4	Explore ways the daily life of people living in Colonial America changed over time.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, food, shelter, clothing, education, and settlements.
SS.2.A.2.5	Identify reasons people came to the United States throughout history.  <u>Remarks/Examples:</u> Examples may include, but are not limited to, war, hunger, natural disasters, voluntary and involuntary servitude, political or religious freedom, land, and jobs.