

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

**Social Studies  
Grades K-2**



F L O R I D A

Department  
of Education

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**Sunshine State Standards  
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*Standard A: Time, Continuity, and Change [History]*

*Standard 1: The student understands historical chronology and the historical perspective.*

*Benchmark SS.A.1.1.1: The student compares everyday life in different places and times and understands that people, places, and things change over time.*

**Grade Level Expectations**

The student:

**Kindergarten**

1. listens to, views, and discusses stories, poems, and other media about people from other places and times.

**First**

1. knows ways people in different cultures live, work, play, move about, and communicate.

**Second**

1. knows similarities and differences among selected Native American cultures from different regions and times (for example, nomadic groups, agricultural groups, city building, relationship with the environment).
2. knows ways technology changes how people in a community live (for example, advances in communication, transportation).

*Benchmark SS.A.1.1.2: The student understands that history tells the story of people and events of other times and places.*

**Grade Level Expectations**

The student:

**Kindergarten**

1. understands that history tells the story of people and events of other times and places.

**First**

1. extends and refines understanding that history tells the story of people and events of other times and places.

**Second**

1. extends and refines understanding that history tells the story of people and events of other times and places.

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*Benchmark SS.A.1.1.3: The student knows a family history through two or three generations (e.g., customs, beliefs, and traditions of ancestors and their homelands).*

Grade Level Expectations

The student:

Kindergarten

1. knows selected roles of family members in various settings (for example, work, play, home).

First

1. knows ways to investigate and document a family history.

Second

Content addressed at kindergarten and first grade.

*Benchmark SS.A.1.1.4: The student understands broad categories of time (e.g., past, present, and future: yesterday, today, and tomorrow) and calendar time (days, weeks, months, and years).*

Grade Level Expectations

The student:

Kindergarten

1. distinguishes among past, present, and future.

First

1. understands calendar time (days, weeks, months, years).

Second

1. applies calendar time to events in school or community (for example, placing school holidays on a calendar).

*Standard 2: The student understands the world from its beginnings to the time of the Renaissance.*

*Benchmark SS.A.2.1.1: The student knows methods of communication from long ago and the technological developments that facilitated communications (e.g., speaking by gestures; transmitting stories orally; the use of pictographs, hieroglyphics and different alphabets; writing by hand and printing with machines).*

Grade Level Expectations

The student:

Kindergarten

1. understands basic modes of communication (for example, gestures, oral, written symbols).

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First

1. knows ways in which communication methods have changed (for example, the transition from the block printing process to the invention of the printing press).
2. knows ways changes in communication have affected the daily lives of people.

Second

1. knows various systems of long-distance communication and their effects (for example, runners, the “talking drums” of Africa, smoke signals of Native Americans, modern electronic communication systems).

*Benchmark SS.A.2.1.2: The student understands the differences in the methods of travel from various times in human history and the advantages and disadvantages of each (e.g., the use of animals such as horses and camels; nonmotorized vehicles such as chariots and travois).*

Grade Level Expectations

The student:

Kindergarten

1. understands basic modes of transportation (for example, walking, riding animals, various kinds of animal-drawn wagons, boats, trains, bicycles, cars, airplanes, space shuttles).

First

1. 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).

Second

1. knows some advantages and disadvantages of different types of transportation (for example, cars are able to move us from place to place quickly, but their engines pollute the atmosphere).

*Benchmark SS.A.2.1.3: The student understands the significance and historical contributions of historical figures during this period (e.g., the journeys of famous explorers).*

Grade Level Expectations

The student:

Kindergarten

1. listens to, views, and discusses stories, poems and other media about selected men and women during the historical period before the Renaissance.

First

1. 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).

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Second

1. extends and refines knowledge and understanding of significant aspects of the lives and accomplishments of selected men and women in the historical period before the Renaissance (for example, Marco Polo finding a trade route to the Far East).

*Standard 3: The student understands Western and Eastern civilization since the Renaissance.*

*Benchmark SS.A.3.1.1: The student knows the accomplishments of major scientists and inventors (e.g., specific scientists and inventors, what they created, and how their creations have influenced society).*

Grade Level Expectations

The student:

Kindergarten

1. listens to, views, and discusses stories, poems, and other media about selected scientists and inventors during the historical period since the Renaissance.

First

1. knows significant aspects of the lives and accomplishments of selected scientists and inventors in the historical period since the Renaissance.

Second

1. extends and refines knowledge and understanding of significant aspects of the lives and accomplishments of selected scientists and inventors in the historical period since the Renaissance.

*Benchmark SS.A.3.1.2: The student understands the daily life, history, and beliefs of a country as reflected in dance, music, or other art forms (e.g., such as paintings, sculptures, and masks).*

Grade Level Expectations

The student:

Kindergarten

1. knows selected art forms from various cultures (for example, dances, musical styles).

First

1. understands ways in which selected art forms reflect daily life, history, and beliefs (for example, prehistoric cave paintings, hunting dances of primitive peoples).

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Second

1. knows some works of art that reflect the cultural heritage of the community or country (for example, paintings, statues).

*Benchmark SS.A.3.1.3: The student understands the cultural traditions and contributions of various societies since the Renaissance (e.g., the role of folktales and literature in transmitting cultural beliefs and the holidays and ceremonies of different cultures).*

Grade Level Expectations

The student:

Kindergarten

1. understands that art can differ in various cultures.
2. knows selected patriotic songs associated with the United States.

First

1. 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.

Second

1. understands the role of literature in transmitting the beliefs of different cultures.
2. knows ways selected holidays and ceremonies transmit cultural history and beliefs.

*Standard 4: The student understands United States history to 1880.*

*Benchmark SS.A.4.1.1: The student knows significant individuals in United States history to 1880 (e.g., revolutionary leaders, individuals important to American democracy, and individuals who fought for human rights, equality, and the common good).*

Grade Level Expectations

The student:

Kindergarten

1. listens to, views, and discusses stories, poems, and other media about selected men and women in the period of United States history before 1880.

First

1. 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).

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Second

1. extends and refines knowledge of significant aspects of the lives and accomplishments of selected men and women in the period of United States history before 1880.

*Benchmark SS.A.4.1.2: The student knows people and events honored in commemorative holidays that originated prior to 1880 (e.g., Columbus Day, Thanksgiving Day, Flag Day, Memorial Day, Independence Day, Veteran’s Day, and President’s Day).*

Grade Level Expectations

The student:

Kindergarten

1. listens to, views, and discusses stories, poems, and other media about people and events prior to 1880 honored in commemorative holidays (for example, Columbus Day, Thanksgiving Day, Flag Day, Independence Day).

First

1. 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).

Second

1. extends and refines knowledge about people and events prior to 1880 honored in commemorative holidays.

*Benchmark SS.A.4.1.3: The student knows the history of American symbols (e.g., the eagle, the Liberty Bell, George Washington as the “father of our country,” and the American flag).*

Grade Level Expectations

The student:

Kindergarten

1. listens to, views, and discusses stories, poems, and other media about 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,” the American flag).

First

1. 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).

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Second

1. extends and refines knowledge and understanding of selected American symbols that have emerged from past events, legends, and historical accounts.

*Benchmark SS.A.4.1.4: The student understands the changes that occurred in people's lives when they moved from faraway places to the United States.*

Grade Level Expectations

The student:

Kindergarten

1. listens to, views, and discusses stories, poems, and other media about changes that occurred in people's lives when they moved from faraway places to the United States.

First

1. knows that people move from place to place for a variety of reasons.

Second

1. understands the movements of people called migration or immigration.

*Standard 5: The student understands United States history from 1880 to the present day.*

*Benchmark SS.A.5.1.1: The student knows significant individuals in United States history since 1880 (e.g., presidents, scientists and inventors, significant women, and people who have worked to achieve equality and improve individual lives).*

Grade Level Expectations

The student:

Kindergarten

1. listens to, views, and discusses stories, and other media about selected men and women in the historical period of United States history since 1880.

First

1. 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.

Second

1. extends and refines knowledge and understanding of significant aspects of the lives and accomplishments of selected men and women, including African Americans and Hispanics, in the historical period of United States history since 1880.

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*Benchmark SS.A.5.1.2: The student knows why important buildings, statues, and monuments (e.g., the White House, Lincoln Memorial, Statue of Liberty, Ellis Island, Angel Island, Mt. Rushmore, and veteran’s memorials) are associated with state and national history.*

Grade Level Expectations

The student:

Kindergarten

1. listens to, views, and discusses stories, poems, and other media about selected important buildings, statues, and monuments associated with state and national history.

First

1. knows selected important buildings, statues, and monuments associated with state and national history (for example, Capitol, White House, Lincoln Memorial, Statue of Liberty).

Second

1. extends and refines knowledge and understanding about selected important buildings, statues, and monuments associated with state and national history (for example, Ellis Island, Angel Island, Mt. Rushmore, veteran’s memorials).

*Benchmark SS.A.5.1.3: The student knows people and events after 1880 that are honored in commemorative holidays (e.g., Martin Luther King, Jr. Day).*

Grade Level Expectations

The student:

Kindergarten

1. listens to, views, and discusses stories, poems, and other media about people and events after 1880 honored in commemorative holidays.

First

1. knows about people and events after 1880 honored in commemorative holidays (for example, Veterans Day, Labor Day, Martin Luther King Day).

Second

1. extends and refines knowledge about people and events after 1880 honored in commemorative holidays.

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*Benchmark SS.A.5.1.4: The student understands changes in community life over time (e.g., changes in goods and services; changes in architecture and landscape; and changes in jobs, schooling, transportation, communication, religion, and recreation).*

Grade Level Expectations

The student:

Kindergarten

1. listens to, views, and discusses stories, poems, and other media about changes in community life over time.

First

1. knows changes in community life over time (for example, jobs, schooling, transportation, communication, religion, recreation).

Second

1. extends and refines understanding of changes in community life over time (for example, goods and services, architecture, landscape).

*Strand B: People, Places, and Environments [Geography]*

*Standard 1: The student understands the world in spatial terms.*

*Benchmark SS.B.1.1.1: The student determines the absolute and relative location of people, places, and things.*

Grade Level Expectations

The student:

Kindergarten

1. knows terms that describe relative location (for example, near, far, up, down, left, right, behind, in front).
2. knows the locations of various places in the school (for example, office, library, playground, cafeteria, bathrooms).

First

1. knows terms used to describe distance (for example, feet, yards, meters, miles, kilometers).
2. knows the locations of the four hemispheres and selected countries on a map and globe.

Second

1. knows the locations of the community, city, state, and country on a map and globe.

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*Benchmark SS.B.1.1.2: The student uses simple maps, globes, and other three-dimensional models to identify and locate places.*

Grade Level Expectations

The student:

Kindergarten

1. knows that the globe is a model of the earth.

First

1. understands that a map represents a real place.
2. knows the four cardinal directions (for example, north, south, east, west).

Second

1. knows map legends, coordinates, key symbols, and cardinal and intermediate directions to read simple maps.
2. understands the elements of scale, distance, relative location and spatial relationships.

*Benchmark SS.B.1.1.3: The student identifies physical and human features of places in terms of the four spatial elements (point, line, area, and volume).*

Grade Level Expectations

The student:

Kindergarten

1. identifies physical and human features of familiar places.

First

1. 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).

Second

1. knows the similarities and differences among geographic locations, regions, and environments in different parts of the world in terms of the four spatial elements: point, line, area, volume (for example, location [point], transportation and communication routes [line], regions [area], lakes filled with water [volume]).

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*Benchmark SS.B.1.1.4: The student knows areas that can be classified as regions.*

Grade Level Expectations

The student:

Kindergarten

1. Content addressed in SS.B.1.1.3

First

1. understands that certain areas have common characteristics and can be called regions (for example, mountain ranges, neighborhoods, counties, states, countries).

Second

1. knows that areas can be classified as regions according to physical criteria (for example, landform regions, soil regions, vegetation regions, climate regions, water basins) and human criteria (political regions, population regions, economic regions, language regions).

*Standard 2: The student understands the interactions of people and the physical environment.*

*Benchmark SS.B.2.1.1: The student identifies some physical and human characteristics of places.*

Grade Level Expectations

The student:

Kindergarten

1. knows types of shelter, food, and clothing used by people in the community.

First

1. understands similarities and differences between life in cities, towns, suburbs, and farms.

Second

1. understands ways climate, location, and physical surroundings affect the way people live (for example, food, clothing, shelter, transportation, recreation).

*Benchmark SS.B.2.1.2: The student knows how different communities have changed physically and demographically.*

Grade Level Expectations

The student:

Kindergarten

Content addressed in first and second grades.

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First

1. knows ways different communities have changed physically and demographically.

Second

1. knows ways in which people have modified the physical environment (for example, building roads, clearing land for urban development, mining coal) and the consequences of these modifications.

*Benchmark SS.B.2.1.3: The student knows basic needs and how families in the United States and other countries meet them.*

Grade Level Expectations

The student:

Kindergarten

1. knows basic needs of families (for example, food, shelter, clothing, companionship).

First

1. knows ways families meet their basic needs.

Second

1. knows ways trade helps families in different places meet their basic needs of clothing, food, and shelter.

*Benchmark SS.B.2.1.4: The student knows the role that resources play in our daily lives.*

Grade Level Expectations

The student:

Kindergarten

Content addressed in second and third grade.

First

1. understands ways natural resources affect our daily life.

Second

1. knows ways people can conserve and replenish natural resources.

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*Benchmark SS.B.2.1.5: The student knows the modes of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.*

Grade Level Expectations

The student:

Kindergarten

1. listens to, views, and discusses stories and other media about modes of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.

First

1. knows modes of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.

Second

1. extends and refines knowledge of the transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.

*Strand C: Government and the Citizen [Civics and Government]*

*Standard 1: The student understands the structure, functions, and purpose of government and how the principles and values of American democracy are reflected in American constitutional government.*

*Benchmark SS.C.1.1.1: The student knows how various symbols are used to depict Americans' shared values, principles, and beliefs.*

Grade Level Expectations

The student:

Kindergarten

Content addressed in SS.A.4.1.2.3.

First

Content addressed in SS.A.4.1.2.3.

Second

Content addressed in SS.A.4.1.2.3.

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*Benchmark SS.C.1.1.2: The student knows traditionally patriotic activities and various holidays that reflect the shared values, principles, and beliefs of Americans.*

Grade Level Expectations

The student

Kindergarten

Content addressed in SS.A.4.1.2.3.

First

Content addressed in SS.A.4.1.2.3.

Second

Content addressed in SS.A.4.1.2.3.

*Benchmark SS.C.1.1.3: The student understands how and why rules are made and knows that a good rule or law solves a specific problem, is fair, and “does not go too far.”*

Grade Level Expectations

The student:

Kindergarten

1. understands why rules are necessary.

First

1. knows similarities and differences between rules and responsibilities at home and at school.

Second

1. understands there might be consequences for breaking rules.

2. participates in making class rules.

*Benchmark SS.C.1.1.4: The student recognizes major elected officials.*

Grade Level Expectations

The student:

Kindergarten

Content addressed in first and second grades.

First

1. knows selected major elected officials (for example, president, governor).

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Second

1. knows the roles of selected elected officials in their community (for example, mayor, city commissioners, county commissioners).

*Benchmark SS.C.1.1.5: The student knows examples of authority and power without authority and knows that people in positions of authority have limits on their authority.*

Grade Level Expectations

The student:

Kindergarten

Content addressed in SS.C.1.1.3.

First

1. knows responsibilities of authority figures at home, school, and in the community (for example, parents, teachers, police officers).

Second

1. knows that people in positions of authority have limits on their authority (for example, a crossing guard cannot act as police officer).

*Benchmark SS.C.1.1.6: The student understands that the Constitution is a written document that states that the fundamental purposes of American government are to protect individual rights and promote the common good.*

Grade Level Expectations

The student:

Kindergarten

Content addressed in first and second grades.

First

1. knows some individual rights and responsibilities.
2. 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).

Second

1. understands that rights and responsibilities reinforce each other and promote the common good.
2. knows that the United States Constitution is a written document that outlines the rights and responsibilities of all citizens of the country.

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*Standard 2: The student understands the role of the citizen in American democracy.*

*Benchmark SS.C.2.1.1: The student knows the qualities of a good citizen (e.g., honesty, courage, and patriotism).*

**Grade Level Expectations**

The student:

**Kindergarten**

1. listens to, views, and discusses stories, poems, and other media about qualities of a good citizen.
2. knows some actions associated with good citizenship (for example, taking turns, sharing).

**First**

1. understands some basic civic values (for example, fair play, good sportsmanship, individual responsibility)

**Second**

1. extends and refines understanding of characteristics of good citizenship (for example, belief in the importance of justice, truth, equality, responsibility for the common good).

*Benchmark SS.C.2.1.2: The student knows that a responsibility is a duty to do something or not to do something.*

**Grade Level Expectations**

The student:

**Kindergarten**

1. knows that a responsibility is a duty to do something or not to do something.

**First**

2. extends and refines understanding that a responsibility is a duty to do something or not to do something.

**Second**

1. understands that there are consequences of fulfilling or not fulfilling responsibilities.

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*Benchmark SS.C.2.1.3: The student knows the sources of responsibility, examples of situations involving responsibility, and some of the benefits of fulfilling responsibilities.*

Grade Level Expectations

The student:

Kindergarten

1. knows examples of situations involving responsibility (for example, in the home, classroom).

First

1. refines and extends knowledge examples of situations that involve responsibilities (for example, in the neighborhood or community).

Second

1. knows some benefits of fulfilling responsibilities (for example, praise and approval, increased confidence, self-esteem).

*Benchmark SS.C.2.1.4: The student knows that the right to privacy is a personal right guaranteed by the United States Constitution and knows when privacy is expected.*

Grade Level Expectations

The student:

Kindergarten

1. knows examples of privacy.

First

1. knows when privacy is expected.
2. knows that the consequences of privacy can be beneficial and costly.

Second

1. knows that the right to privacy is a personal right guaranteed by the United States Constitution.
2. understands conflicts over the scopes and limits of privacy (for example, situations in which keeping a secret could be harmful).

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*Strand D: Production, Distribution, and Consumption [Economics]*

*Standard 1: The student understands how scarcity requires individuals and institutions to make choices about how to use resources.*

*Benchmark SS.D.1.1.1: The student understands how scarcity affects the choices people make in everyday situations.*

Grade Level Expectations

The student:

Kindergarten

1. knows some examples of scarcity.

First

1. understands the basic concept of scarcity.

Second

1. understands ways scarcity affects the choices people make in everyday situations.

*Benchmark SS.D.1.1.2: The student knows the differences among human resources, natural resources, and capital resources and how these resources are used to produce goods and services.*

Grade Level Expectations

The student:

Kindergarten

Content addressed in second grade.

First

Content addressed in second grade.

Second

1. knows the differences among human resources (for example, people at work), natural resources (for example, water, soil, ore, wood, oil), and capital (for example, machines, tools) and ways they are used to produce different goods and services.

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*Benchmark SS.D.1.1.3: The student knows the difference between goods and services and between consumers and producers.*

Grade Level Expectations

The student:

Kindergarten

Content addressed in first and second grades.

First

1. understands the difference between goods and services.

Second

1. knows the difference between goods and services.
2. knows the difference between consumers and producers.

*Benchmark SS.D.1.1.4: The student understands that when consumers (e.g., individuals, households, businesses, governments, or societies) make economic choices, they must consider the costs incurred and the benefits received.*

Grade Level Expectations

The student:

Kindergarten

Content addressed in first and second grades.

First

1. understands cost (for example, something one gives up when one decides to do something) and benefit (for example, something that satisfies wants).

Second

1. knows examples of economic choices and what is given up when making a choice.

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*Standard 2: The student understands the characteristics of different economic systems and institutions.*

*Benchmark SS.D.2.1.1: The student understands that most people work in jobs in which they produce a few special goods or services.*

Grade Level Expectations

The student:

Kindergarten

1. knows simple descriptions of work and jobs that people do.

First

1. knows how different types of work benefit the family and community.

Second

1. knows some requirements of various jobs and characteristics of a job well-performed.
2. understands that work provides income to purchase goods and services.

*Benchmark SS.D.2.1.2: The student understands the basic concepts of markets and exchanges.*

Grade Level Expectations

The student:

Kindergarten

1. understands the basic concept of exchanging money for goods.

First

1. knows ways in which people exchange goods and services (for example, barter, payment).

Second

1. understands the purpose of markets (for example, sellers compete to sell the same or similar products and buyers have choices).

*Benchmark SS.D.2.1.3: The student understands the basic functions of a bank.*

Grade Level Expectations

The student:

Kindergarten

1. understands the concept of saving money for future needs and wants.

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First

1. knows different ways to save money.

Second

1. knows ways in which individuals contribute to the functioning of a bank (for example, by investing, saving, borrowing, using services).

*Benchmark SS.D.2.1.4: The student understands that people in different places around the world depend on each other for the exchange of goods and services.*

Grade Level Expectations

The student:

Kindergarten

Content addressed at second and third grades.

First

Content addressed at second and third grades.

Second

1. understands that people in different places around the world depend on each other for the exchange of goods and services.



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