

2nd Grade Social Studies

Who We Are As Americans: Second grade students will investigate the impact of immigration over time in the United States, explore the geography of North America, and discover the foundations of American citizenship.

Unit	Standard		Breakdown
Unit 1 - People and Places	SS.2.A.1.1	Examine primary and secondary sources.	<ul style="list-style-type: none"> • Examine primary sources, including, but not limited to, artifacts, documents, maps, and photographs. • Examine secondary sources, including, but not limited to, newspapers, stamps, textbooks, and reference books. • Classify sources as primary or secondary and identify the differences. • Describe how and where to find primary and secondary sources.
	SS.2.C.1.2	Explain the consequences of an absence of rules and laws.	<ul style="list-style-type: none"> • Provide examples of rules and services in their lives and in society at large. • Discuss how absence of these rules results in disorder and the potential for people to get hurt.
	SS.2.C.2.2	Define and apply the characteristics of responsible citizenship.	<ul style="list-style-type: none"> • List personal and civic responsibilities. • Apply their knowledge of citizenship and responsibilities to define and provide examples of participation.
	SS.2.C.2.4	Identify ways citizens can make a positive contribution in their community.	<ul style="list-style-type: none"> • Describe the various communities of which they are members. • List the ways they make positive contributions to their communities, such as volunteering or recycling. • Identify additional measures they can take to improve their communities.
	SS.2.C.2.5	Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.	<ul style="list-style-type: none"> • List and describe the prominent figures of diverse groups.

Unit 1 - People and Places	SS.2.E.1.1	Recognize that people make choices because of limited resources.	<ul style="list-style-type: none"> • Define limited natural and economic resources. • Explain why resources are desired or needed and why they are limited. • Relate people’s and cultures’ behavior to the availability and scarcity of certain economic resources.
	SS.2.G.1.1	Use different types of maps (political, physical, and thematic) to identify map elements.	<ul style="list-style-type: none"> • Accurately identify elements common to many maps, including, but not limited to, coordinate grids, the compass rose, cardinal and intermediate directions, and keys or legends with symbols and scales. • Find a location on a map based on directions using at least one of the map elements listed above. • Identify a location’s physical characteristics using a physical map. • Differentiate between locations based on information displayed using a thematic map.
	SS.2.G.1.3	Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.	<ul style="list-style-type: none"> • Locate, identify, and label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.
Unit 2 - Places Near and Far	SS.2.A.1.1	Examine primary and secondary sources.	<ul style="list-style-type: none"> • Examine primary sources, including, but not limited to, artifacts, documents, maps, and photographs. • Examine secondary sources, including, but not limited to, newspapers, stamps, textbooks, and reference books. • Classify sources as primary or secondary and identify the differences. • Describe how and where to find primary and secondary sources.

Unit 2 - Places Near and Far

SS.2.A.2.2	Compare the cultures of Native American tribes from various geographic regions of the United States.	<ul style="list-style-type: none"> • Describe details of the lives of different Native American tribes within the United States, including, but not limited to, their locations, clothing, housing, food, major beliefs and practices, language arts, and music. • Compare and contrast the traditional/historical lifestyles of Native American tribes that lived in the United States.
SS.2.E.1.1	Recognize that people make choices because of limited resources.	<ul style="list-style-type: none"> • Define limited natural and economic resources. • Explain why resources are desired or needed and why they are limited. • Relate people's and cultures' behavior to the availability and scarcity of certain economic resources.
SS.2.E.1.2	Recognize that people supply goods and services based on consumer demands.	<ul style="list-style-type: none"> • Identify different types of consumer needs and the goods and services that can fulfill them. • List various forms of jobs and job functions. • Distinguish between consumer goods and consumer services, and provide examples of both.
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Unit 2 - Places Near and Far	SS.2.G.1.2	Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.	<ul style="list-style-type: none"> • Find their hometowns on a map and a globe. • Accurately identify the state of Florida on a map and a globe. • Show where North America is on a map and a globe. • Locate Washington, D.C., on a map or globe. • Find Tallahassee, Florida, on a map and a globe.
	SS.2.G.1.3	Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.	<ul style="list-style-type: none"> • Locate, identify, and label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.
Unit 3 - Civics in a Snap	SS.2.C.1.1	Explain why people form governments.	<ul style="list-style-type: none"> • Define and provide examples of laws. • Discuss services and structure provided by the government. • Describe different forms of public safety.
	SS.2.C.1.2	Explain the consequences of an absence of rules and laws.	<ul style="list-style-type: none"> • Provide examples of rules and services in their lives and in society at large. • Discuss how absence of these rules results in disorder and the potential for people to get hurt.
	SS.2.C.2.1	Identify what it means to be a United States citizen either by birth or by naturalization.	<ul style="list-style-type: none"> • Define and provide examples of citizen and citizenship. • Discuss the two ways people can be United States citizens.
	SS.2.C.2.2	Define and apply the characteristics of responsible citizenship.	<ul style="list-style-type: none"> • List personal and civic responsibilities. • Apply their knowledge of citizenship and responsibilities to define and provide examples of participation.
	SS.2.C.2.3	Explain why United States citizens have guaranteed rights and identify rights.	<ul style="list-style-type: none"> • Compare rules and responsibilities in their personal lives and their rights as citizens. • Describe ways citizens exercise their rights in daily life.

Unit 3 - Civics in a Snap	SS.2.C.2.4	Identify ways citizens can make a positive contribution in their community.	<ul style="list-style-type: none"> • Describe the various communities of which they are members. • List the ways they make positive contributions to their communities, such as volunteering or recycling. • Identify additional measures they can take to improve their communities.
	SS.2.C.2.5	Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.	<ul style="list-style-type: none"> • List and describe the prominent figures of diverse groups.
Unit 4 - Ways of Living	SS.2.A.1.1	Examine primary and secondary sources.	<ul style="list-style-type: none"> • Examine primary sources, including, but not limited to, artifacts, documents, maps, and photographs. • Examine secondary sources, including, but not limited to, newspapers, stamps, textbooks, and reference books. • Classify sources as primary or secondary and identify the differences. • Describe how and where to find primary and secondary sources.
	SS.2.A.2.4	Explore ways the daily life of people living in Colonial America changed over time.	<ul style="list-style-type: none"> • Discuss details of the lives of different groups of people living in Colonial America, including, but not limited to, Native Americans, new immigrants, farmers, and city dwellers. • Describe details of different life styles, including, but not limited to, food, shelter, clothing, education, and settlements. • Compare how the lives of people in the American colonies changed as time went on and more people arrived.

Unit 4 - Ways of Living

SS.2.A.2.5	Identify reasons people came to the United States throughout history.	<ul style="list-style-type: none">• Describe why people decided to leave their native countries and immigrated to the United States including, but not limited to, war, hunger, natural disaster, voluntary and involuntary servitude, political or religious freedom, land, and jobs.• Identify reasons why people from other countries came to live in the United States in the past.• Discuss why people of modern times may want to leave their home countries and immigrate to the United States to live.
SS.2.A.2.6	Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.	<ul style="list-style-type: none">• Describe Ellis Island, including but not limited to its purpose, the people who went there, and why.• Identify Ellis Island from photos or other visual representations.• Discuss why people view the Statue of Liberty as such an important symbol of freedom.
SS.2.A.2.7	Discuss why immigration continues today.	<ul style="list-style-type: none">• Identify different groups of people leaving their countries to come to live in the United States today.• Describe reasons why people might choose to leave their own countries to come to live in the United States, including, but not limited to, jobs, war, hunger, natural disasters, and a desire for political or religious freedom.• Discuss why immigrants might want to come to live in the United States instead of other countries.
SS.2.A.2.8	Explain the cultural influences and contributions of immigrants today.	<ul style="list-style-type: none">• List different cultural groups that are immigrating to the United States today.• Describe cultural influences of today's immigrants that they may see in their everyday lives, including, but not limited to, food, language, music, art, beliefs and practices, literature, education, and clothing.• Name some contributions of today's immigrants.

Unit 4 - Ways of Living

SS.2.A.3.1	Identify terms and designations of time sequence.	<ul style="list-style-type: none"> • Describe how long a year lasts. • Name the current year (for example, 2013) and be able to name other years. • Explain the differences between years, decades, and centuries. • Name the current decade and century.
SS.2.C.1.1	Explain why people form governments.	<ul style="list-style-type: none"> • Define and provide examples of laws. • Discuss services and structure provided by the government. • Describe different forms of public safety.
SS.2.C.1.2	Explain the consequences of an absence of rules and laws.	<ul style="list-style-type: none"> • Provide examples of rules and services in their lives and in society at large. • Discuss how absence of these rules results in disorder and the potential for people to get hurt.
SS.2.C.2.2	Define and apply the characteristics of responsible citizenship.	<ul style="list-style-type: none"> • List personal and civic responsibilities. • Apply their knowledge of citizenship and responsibilities to define and provide examples of participation.
SS.2.C.2.3	Explain why United States citizens have guaranteed rights and identify rights.	<ul style="list-style-type: none"> • Compare rules and responsibilities in their personal lives and their rights as citizens. • Describe ways citizens exercise their rights in daily life.
SS.2.C.2.4	Identify ways citizens can make a positive contribution in their community.	<ul style="list-style-type: none"> • Describe the various communities of which they are members. • List the ways they make positive contributions to their communities, such as volunteering or recycling. • Identify additional measures they can take to improve their communities.
SS.2.C.2.5	Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.	<ul style="list-style-type: none"> • List and describe the prominent figures of diverse groups.

Unit 4 - Ways of Living	SS.2.C.3.1	Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.	<ul style="list-style-type: none"> • Describe the Constitution and its purpose. • Relate the information in the Constitution to the functions of American government. • Provide examples of the powers and limits of the American government.
	SS.2.C.3.2	Recognize symbols, individuals, events, and documents that represent the United States.	<ul style="list-style-type: none"> • Identify significant symbols and monuments of United States government, including the White House, the Capitol, the Washington Monument, the Statue of Liberty, the Liberty Bell, and Ellis Island. • Identify and describe the role of symbolic documents such as the Constitution, the Bill of Rights, and the Declaration of Independence.
Unit 5 - People at Work	SS.2.A.1.1	Examine primary and secondary sources.	<ul style="list-style-type: none"> • Examine primary sources, including, but not limited to, artifacts, documents, maps, and photographs. • Examine secondary sources, including, but not limited to, newspapers, stamps, textbooks, and reference books. • Classify sources as primary or secondary and identify the differences. • Describe how and where to find primary and secondary sources.
	SS.2.E.1.1	Recognize that people make choices because of limited resources.	<ul style="list-style-type: none"> • Define limited natural and economic resources. • Explain why resources are desired or needed and why they are limited. • Relate people's and cultures' behavior to the availability and scarcity of certain economic resources.
	SS.2.E.1.2	Recognize that people supply goods and services based on consumer demands.	<ul style="list-style-type: none"> • Identify different types of consumer needs and the goods and services that can fulfill them. • List various forms of jobs and job functions. • Distinguish between consumer goods and consumer services, and provide examples of both.

Unit 5 - People at Work	SS.2.E.1.3	Recognize that the United States trades with other nations to exchange goods and services.	<ul style="list-style-type: none"> • Give examples of goods and services provided by foreign nations. • Identify goods and services the United States uses in trades.
	SS.2.E.1.4	Explain the personal benefits and costs involved in saving and spending.	<ul style="list-style-type: none"> • Give examples of goods and services provided by foreign nations. • Identify goods and services the United States uses in trades.
Unit 6 - Florida Civics Project	SS.2.C.1.1	Explain why people form governments.	<ul style="list-style-type: none"> • Define and provide examples of laws. • Discuss services and structure provided by the government. • Describe different forms of public safety.
	SS.2.C.1.2	Explain the consequences of an absence of rules and laws.	<ul style="list-style-type: none"> • Provide examples of rules and services in their lives and in society at large. • Discuss how absence of these rules results in disorder and the potential for people to get hurt.
	SS.2.C.2.1	Identify what it means to be a United States citizen either by birth or by naturalization.	<ul style="list-style-type: none"> • Define and provide examples of citizen and citizenship. • Discuss the two ways people can be United States citizens.
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Unit 6 - Florida Civics Project	SS.2.C.2.5	Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.	<ul style="list-style-type: none"> • List and describe the prominent figures of diverse groups.
	SS.2.C.3.1	Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.	<ul style="list-style-type: none"> • Describe the Constitution and its purpose. • Relate the information in the Constitution to the functions of American government. • Provide examples of the powers and limits of the American government.
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Unit 7 - America's Past	SS.2.A.1.1	Examine primary and secondary sources.	<ul style="list-style-type: none"> • Examine primary sources, including, but not limited to, artifacts, documents, maps, and photographs. • Examine secondary sources, including, but not limited to, newspapers, stamps, textbooks, and reference books. • Classify sources as primary or secondary and identify the differences. • Describe how and where to find primary and secondary sources.
	SS.2.A.2.1	Recognize that Native Americans were the first inhabitants in North America.	<ul style="list-style-type: none"> • Trace the migration of early inhabitants of North America from Asia over the Bering Strait and throughout the continent. • Describe the first peoples to come to live in North America.

Unit 7 - America's Past

SS.2.A.2.3	Describe the impact of immigrants on the Native Americans.	<ul style="list-style-type: none">• Identify different kinds of people who came to North America from other places, including but not limited to explorers and immigrants from various countries in Europe.• Describe different ways in which immigrants and Native Americans interacted, including but not limited to cooperation, avoidance, and fighting.• Discuss how the lives of Native Americans changed after immigrants arrived, including, but not limited to, relocation, wars, treaties, disease, and the need for Native Americans to change their methods of survival as they lost access to land, forest
SS.2.A.2.4	Explore ways the daily life of people living in Colonial America changed over time.	<ul style="list-style-type: none">• Discuss details of the lives of different groups of people living in Colonial America, including, but not limited to, Native Americans, new immigrants, farmers, and city dwellers.• Describe details of different life styles, including, but not limited to, food, shelter, clothing, education, and settlements.• Compare how the lives of people in the American colonies changed as time went on and more people arrived.
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Unit 7 - America's Past	SS.2.A.2.8	Explain the cultural influences and contributions of immigrants today.	<ul style="list-style-type: none"> • List different cultural groups that are immigrating to the United States today. • Describe cultural influences of today's immigrants that they may see in their everyday lives, including, but not limited to, food, language, music, art, beliefs and practices, literature, education, and clothing. • Name some contributions of today's immigrants.
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Unit 8 - America's Government	SS.2.A.1.1	Examine primary and secondary sources.	<ul style="list-style-type: none"> • Examine primary sources, including, but not limited to, artifacts, documents, maps, and photographs. • Examine secondary sources, including, but not limited to, newspapers, stamps, textbooks, and reference books. • Classify sources as primary or secondary and identify the differences. • Describe how and where to find primary and secondary sources.
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Unit 8 - America's Government

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