Grade 2
SOCIAL STUDIES
Curriculum Map

Volusia County Schools
Next Generation Sunshine State Standards
Next Generation Sunshine State Standards

Course Number: 5021040 - 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.

Second Grade Overview

American History (A)
Standard 1: Historical Inquiry and Analysis
Standard 2: Historical Knowledge
Standard 3: Chronological Thinking

Geography (G)
Standard 1: The World in Spatial Terms

Economics (E)
Standard 1: Beginning Economics

Civics and Government (C)
Standard 1: Foundations of Government, Law, and the American Political System
Standard 2: Civic and Political Participation
Standard 3: Structure and Functions of Government
### All Units

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| All Year | SS.A.1.1: Examine primary and secondary sources.  
Students will:  
- 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. | artifacts  
charts  
graphs  
maps  
timelines  
tables  
sources | |
| All Year | SS.A.1.2: Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.  
Students will:  
- discuss how they will approach finding an answer to a question about a historical topic.  
- identify sources that will help them to answer the given questions.  
- use the sources they locate, either in a media center or online, to answer questions about a historical topic.  
- analyze whether the sources they chose to use were helpful in answering their questions. | artifacts  
classify  
historical primary secondary research | |
| All Year | SS.A.3.1: Identify terms and designations of time sequence.  
Students will:  
- describe how long a year lasts.  
- name the current year (for example, 2016) and be able to name other years.  
- explain the differences between years, decades, and centuries.  
- name the current decade and century. | centuries  
decades  
year | |
| | SS.2.C.2.5: Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.  
Students will:  
- list and describe the prominent figures of diverse groups | contribution  
honor  
veterans  
Native Americans | |
| | SS.2.C.3.2 Recognize symbols, individuals, events, and documents that represent the United States.  
Students will:  
- identify and describe the role of symbolic documents (e.g., Constitution, the Bill of Rights, and the Declaration of Independence).  
- 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. | Bill of Rights  
Constitution  
Declaration of Independence  
monuments  
symbol | Medal of Honor Day must be recognized and instructed on or before March 25th according to s. 1003.42, F.S.  
Medal of Honor for Kids, Kiddle Encyclopedia. |
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<tr>
<td>Civics &amp; Government</td>
<td>SS.2.C.1.2: Explain the consequences of an absence of rules and services. <strong>Students will:</strong></td>
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<td>ELA Module 1 Texts:</td>
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<tr>
<td></td>
<td>• provide examples of rules and services in their lives and in society at large.</td>
<td>consequences</td>
<td><em>Officer Buckle and Gloria</em> - Macmillan</td>
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<tr>
<td></td>
<td>• discuss how absence of these rules results in disorder and the potential for people to get hurt.</td>
<td>laws</td>
<td>Treasures Unit 3</td>
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<td>rules</td>
<td><em>Fire Safety</em> - MacMillan Unit 3</td>
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<td></td>
<td><strong>Note:</strong> Consequences such as laws, rules, and services are necessary.</td>
<td>services</td>
<td>Constitution Day (has to be 3rd week in</td>
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<td></td>
<td></td>
<td></td>
<td>September according to state statute)</td>
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<td><strong>SS.2.C.3.1 Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.</strong> Students will:</td>
<td></td>
<td>Freedom Week (state statute) last week in</td>
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<td>• describe the Constitution and its purpose.</td>
<td>American government</td>
<td>September</td>
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<td>• relate the information in the Constitution to the functions of American government.</td>
<td>functions</td>
<td></td>
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<tr>
<td></td>
<td>• discuss examples of the powers and limits of the American government.</td>
<td>powers</td>
<td></td>
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<td><strong>Note:</strong> Celebrate <strong>Constitution Day, September 17th.</strong></td>
<td>purpose</td>
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<td><strong>SS.2.C.3.2 Recognize symbols, individuals, events, and documents that represent the United States.</strong> Students will:</td>
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<td></td>
<td>• identify and describe the role of symbolic documents (e.g., Constitution, the Bill of Rights, and the Declaration of Independence).</td>
<td>Bill of Rights</td>
<td>Safari Montage</td>
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<tr>
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<td>• 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.</td>
<td>Constitution</td>
<td>Constitution Day</td>
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<tr>
<td></td>
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<td>Declaration of</td>
<td>United States Constitution</td>
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<td>Independence</td>
<td>Philadelphia's Independence Hall, United</td>
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<td></td>
<td></td>
<td>monuments</td>
<td>States of America</td>
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<tr>
<td></td>
<td></td>
<td>symbol</td>
<td>American Independence</td>
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<td>United States</td>
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<td>Statue of Liberty National Monument</td>
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<td><strong>SafeShare</strong></td>
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<td><a href="https://safeshare.tv/x/ss57da7370ab95">https://safeshare.tv/x/ss57da7370ab95</a></td>
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<td><strong>Constitution Convention</strong></td>
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<td><strong>Constitution Song</strong></td>
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Grade 2 Social Studies
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| Geography   | **SS.2.G.1.1 Use different types of maps (political, physical, and thematic) to identify map elements.**  

**Students will:**  
• identify elements common to many maps, including, but not limited to, coordinate grids, the compass rose, cardinal and intermediate directions, 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.1.2 Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.**  

**Students will:**  
• locate important places on a map and globe - student’s hometown, Florida Tallahassee, Washington D.C., North America. |
|             | **SS.2.G.1.3 Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Poles.**  

**Students will:**  
• locate the seven continents on a map or globe - North America, South America, Europe, Asia, Africa, Australia, and Antarctica.  
• locate the world’s five major oceans on a map or globe - Atlantic, Pacific, Indian, Southern, and Arctic.  
• locate North and South Poles on a map or globe.  
• label the above places on an unlabeled world map or globe.  
• describe where to find the Equator and the Prime Meridian on a map or globe. |
|             | **SS.2.G.1.4 Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).**  

**Students will:**  
• label Canada, the United States, Mexico, and the Caribbean Islands on an unlabeled political world map of North America.  
• describe where to find Canada, the United States, Mexico, and the Caribbean Islands as countries located in North America.  
• identify Canada, the United States, Mexico, and the Caribbean Islands as countries located in North America. |
|             | **SS.2.G.1.5 Find locations on a thematic map.**  

**Students will:**  
• identify a location's characteristics using information displayed using a thematic map.  
• differentiate between locations based on information displayed using a thematic map. |
|             | **SS.2.G.1.6 Identify the relationship between the physical and human characteristics of places.**  

**Students will:**  
• identify the relationship between the physical and human characteristics of places. |

**Cardinal Compass Rose Key Legend Scales Symbols Thematic Map**  
**Compass Rose Globe Locate Continents Equator Prime Meridian Political Map**
### Unit 2: American History

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| **American History** | **SS.2.A.2.1 Recognize that Native Americans were the first inhabitants in North America.**  
*Students will:*  
- 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, the Native Americans. | Asia  
Bering Strait  
inhabitants  
migration  
Native Americans | ELA Module 2 Texts:  
Ready Reading Lesson 2  
"The Buffalo Hunt" -Reading A-Z  
"Chapter 1: Beringia: The Land Bridge" - Core Knowledge  
"Chapter 2: America’s First Settlers" - Core Knowledge  
"The First Thanksgiving" – Reading A-Z  
"A Sad Struggle Between Peoples" - Core Knowledge  
"Colonial America: The Country Family" - Core Knowledge  
"Colonial Towns and Townspeople" - Core Knowledge |
| | **SS.2.A.2.2 Compare the cultures of Native American tribes from various geographic regions of the United States.**  
*Students will:*  
- 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. | beliefs  
cultures  
locations  
traditions  
tribes  
shelter | Safari Montage  
Native American Heritage  
Early Settlers  
Exploring Communities Long Ago  
Comparing the Lives of Native Peoples  
Schoolhouse Rock! America  
Early Settlers  
Dear America: Journey to the New World  
SafeShare/YouTube  
Native American Hunting for Deer  
History of Thanksgiving  
Thanksgiving History  
Life as a Child in the 18th Century/Colonial Williamsburg"  
Early European Settlement of North America |
| | **SS.2.A.2.3 Describe the impact of immigrants on the Native Americans.**  
*Students will:*  
- 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, and disease.  
- discuss the need for Native Americans to change their methods of survival as they lost access to land, forests were cleared, and major prey was diminished. | avoidance  
cooperation  
disease  
explorers  
immigrants  
interaction  
treaty  
relocation  
wars | Safari Montage  
Native American Heritage  
Early Settlers  
Exploring Communities Long Ago  
Comparing the Lives of Native Peoples  
Schoolhouse Rock! America  
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Early European Settlement of North America |
| | **SS.2.A.2.4 Explore ways the daily life of people living in Colonial America changed over time.**  
*Students will:*  
- 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.  
- discuss 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. | city dwellers  
Colonial America  
colonies  
education  
farmers  
immigrants  
settlement  
shelter | Safari Montage  
Native American Heritage  
Early Settlers  
Exploring Communities Long Ago  
Comparing the Lives of Native Peoples  
Schoolhouse Rock! America  
Early Settlers  
Dear America: Journey to the New World  
SafeShare/YouTube  
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| American History | **SS.2.A.2.5 Identify reasons people came to the United States throughout history.**  
*Students will:*  
- describe why people decided to leave their native countries and immigrate 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.  
- Identify reasons why people of modern times may want to leave their home countries and immigrate to the United States to live. | involuntarily modern native natural disaster political freedom religious freedom servitude voluntary |  
**ELA Module 2 Texts:**  
“E Pluribus Unum” - Core Knowledge  
“Anca’s Journey” - Reading A-Z  
“Becoming a U.S. Citizen” - Core Knowledge  
**Safari Montage**  
Immigration to the U.S.  
Molly’s Pilgrim  
Watch the Stars Come Out |  
**SafeShare/Websites**  
Citizenship Oath  
Can I Vote?  
Ellis Island  
Voyage to Ellis Island |
### Unit 3: American History and Civics & Government

#### Pacing: 3rd Nine Weeks

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- Identify reasons why people from other countries came to live in the United States in the past.  
- Identify reasons why people of modern times may want to leave their home countries and immigrate to the United States to live. | involuntary servitude, modern, native, natural disaster, political freedom, religious freedom, voluntary | ELA Module 3 Texts:  
"The Story of the Statue" - Reading A-Z  
"1984 Brings a Facelift for Lady Liberty" - Reading A-Z  
"My Name is Yoon" - Macmillan Treasures Unit 1  
"Haiti is My Home" - Reading A-Z  
"Becoming a U.S. Citizen"  
"Kids Make the Difference" - Reading A-Z  
*African American Inventors* - Macmillan Unit 6  
"Helping Each Other" - Reading A-Z  
Text Set "Community Government" - Reading A-Z  
"Joey’s Stop Sign" - Reading A-Z  
"Important People" Readworks.org |
| **SS.2.A.2.6 Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 to 1954.**  
*Students will:*  
- 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. | Ellis Island, freedom, Statue of Liberty, symbol | *Safari Montage*  
What is Government?  
Federal, State, and Local Government  
The History of American Government  
The Three Branches of Government  
American Citizenship  
What Is a Community?  
Exploring Communities Alike and Different |
| **SS.2.A.2.7 Discuss why immigration continues today.**  
*Students will:*  
- identify different groups of people living 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. | immigration | *SafeShare/Websites*  
Statue of Liberty Poem for Kids  
History for Kids: The Statue of Liberty  
How to Change the World  
What Does Local Government Do?  
Petition Definition for Kids |
| **Civics & Government** | **SS.2.C.1.1 Explain why people form governments.**  
*Students will:*  
- define and provide examples of laws.  
- discuss services and structure provided by the government.  
- describe different forms of public safety. | laws, government, public safety, services | *Safari Montage*  
What is Government?  
Federal, State, and Local Government  
The History of American Government  
The Three Branches of Government  
American Citizenship  
What Is a Community?  
Exploring Communities Alike and Different |

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| SS.2.C.1.2 | Explain the consequences of an absence of rules and services. | Students will:  
- 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. | Students will:  
- 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. | Students will:  
- 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. | Students will:  
- 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. | Students will:  
- describe the various communities of which they are members (e.g., a classroom, school, neighborhood).  
- identify ways they can make their classroom, school, and neighborhood community a better place, such as volunteering and recycling.  
- identify additional measures they can take to improve their communities. |

*Medal of Honor Day must be recognized and instructed on or before March 25th according to s. 1003.42, F.S.*

[Medal of Honor for Kids](https://kiddle.org/).
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<td><strong>Economics</strong></td>
<td><strong>SS.2.E.1.1 Recognize that people make choices because of limited resources.</strong>&lt;br&gt;Students will:&lt;br&gt;• define limited natural and economic resources.&lt;br&gt;• explain why resources are desired or needed and why they are limited.&lt;br&gt;• relate people’s and culture’s behavior to the availability and scarcity of certain economic resources.</td>
<td>availability&lt;br&gt;capital resources&lt;br&gt;culture economic&lt;br&gt;human resources&lt;br&gt;natural resources&lt;br&gt;scarcity</td>
<td>Medal of Honor Day must be recognized and instructed on or before March 25th according to s. 1003.42, F.S.</td>
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<td><strong>SS.2.E.1.2 Recognize that people supply goods and services based on consumer demands.</strong>&lt;br&gt;Students will:&lt;br&gt;• identify different types of consumer needs and the goods and services that can fulfill them.&lt;br&gt;• distinguish between consumer goods and consumer services, and provide examples of both.&lt;br&gt;• list various forms of jobs and job functions.</td>
<td>consumer goods&lt;br&gt;consumer services&lt;br&gt;income&lt;br&gt;job functions&lt;br&gt;producers&lt;br&gt;taxes</td>
<td>Medal of Honor for Kids. Kiddle Encyclopedia.</td>
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<td><strong>SS.2.E.1.3 Recognize that the United States trades with other nations to exchange goods and services.</strong>&lt;br&gt;Students will:&lt;br&gt;• give examples of goods and services provided by foreign nations.&lt;br&gt;• identify goods and services the United States uses in trades.</td>
<td>foreign nations&lt;br&gt;markets&lt;br&gt;trade</td>
<td>ELA Module 4 Texts:&lt;br&gt;“The Backpack Tax”-Reading A-Z&lt;br&gt;“What is Trade?” -Readworks.org&lt;br&gt;“What is a Budget?” - Readworks.org&lt;br&gt;“Rainy Day Savings”- Reading A-Z&lt;br&gt;“Water Worries” Readworks.org</td>
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<td><strong>SS.2.E.1.4: Explain the personal benefits and costs involved in saving and spending.</strong>&lt;br&gt;Students will:&lt;br&gt;• distinguish between saving money and spending money.&lt;br&gt;• list the advantages and disadvantages of saving and spending money.&lt;br&gt;• provide examples of personal savings and spending goals.</td>
<td>advantages&lt;br&gt;allowance&lt;br&gt;disadvantages&lt;br&gt;interest&lt;br&gt;personal savings&lt;br&gt;saving&lt;br&gt;spending&lt;br&gt;spending goals</td>
<td>Safari Montage&lt;br&gt;All About Natural Resources&lt;br&gt;U.S. Industries &amp; Resources (Ch. 4 What is Economics?)&lt;br&gt;Exploring Communities and Its Workers&lt;br&gt;Starting a Business&lt;br&gt;Cyberchase: Monetary Systems: Trading Places</td>
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<td><strong>SS.2.E.1.5 Explain the concept of scarcity and the role of opportunity costs.</strong>&lt;br&gt;Students will:&lt;br&gt;• explain the concept of scarcity and its implications on decision making.&lt;br&gt;• analyze how opportunity costs affect economic choices.</td>
<td>scarcity</td>
<td>SafeShare/Websites&lt;br&gt;Goods and Services&lt;br&gt;BrainPop Goods and Services&lt;br&gt;Needs and Wants&lt;br&gt;SchoolHouse Rock $7.50 Once a Week&lt;br&gt;Saving and Spending for Kids</td>
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