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
## Unit 1: Geography, Civics and Government, American History

### Pacing: 1st Nine Weeks

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</table>
| 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                             |
|              | **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                            |
|              | **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                                                                          |
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<tr>
<td><strong>Geography</strong></td>
<td><strong>SS.2.G.1.1</strong> Use different types of maps (political, physical, and thematic) to identify map elements. <strong>Students will:</strong>  - 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.</td>
<td>cardinal compass rose key legend scales symbols thematic map</td>
<td><strong>ELA Module 1 Literature/Informational Texts:</strong> All About Maps PowerPoint Presentation Maps and Globes by Jack Knowlton This is North America by Susan LaBella (readworks.org)</td>
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<td></td>
<td><strong>SS.2.G.1.2</strong> Using maps and globes, locate the student’s hometown, Florida, and North America, and locate the state capital and the national capital. <strong>Students will:</strong>  - locate important places on a map and globe - student’s hometown, Florida Tallahassee, Washington D.C., North America.</td>
<td>compass rose globe locate</td>
<td><strong>Safari Montage</strong> A History of Maps Maps &amp; Globes</td>
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<td><strong>SS.2.G.1.3</strong> Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Poles. <strong>Students will:</strong>  - 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.</td>
<td>continents Equator Prime Meridian</td>
<td><strong>SafeShare/Websites</strong> How to Read a Map Come Explore North America North America</td>
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<td></td>
<td><strong>SS.2.G.1.4</strong> Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands). <strong>Students will:</strong>  - 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.</td>
<td>political map</td>
<td></td>
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### Unit 1: Geography, Civics and Government, American History

#### Pacing: 1st Nine Weeks

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| Civics & Government                 | **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.  | consequences laws rules services            | **ELA Module 1 Literature/Informational Texts:**  
   Officer Buckle and Gloria by Peggy Rathmann (Macmillan Treasures Unit 3)  
   Brother Messy, Brother Neat by Torran Anderson (Reading A-Z)  
   Safe Biking with Dad by Rus Buyok (Reading A-Z) |
|                                    | **SS.2.C.3.1** Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.  
   *Students will:*  
   • describe the Constitution and its purpose.  
   • relate the information in the Constitution to the functions of American government.  
   • discuss examples of the powers and limits of the American government.  | American government Constitution functions powers purpose | Constitution Day (has to be 3rd week in September according to state statute)  
   Freedom Week (state statute) last week in September  
   **ELA Module 1 Literature/Informational Texts:**  
   Creature Constitution by Torran Anderson (Reading A-Z)  
   Safari Montage  
   Constitution Day  
   United States Constitution  
   Schoolhouse Rock! America  
   American Independence  
   United States  
   Washington, D.C.  
   Statue of Liberty National Monument |
|                                    | **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 | **SafeShare/Websites**  
   Independence Hall  
   https://safeshare.tv/x/ss57d8a7370ab95  
   Constitutional Convention  
   Constitution Song  
   America’s Founding Documents |
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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 Literature/Informational Texts:  
The First Thanksgiving by Lisa Harkrader (Reading A-Z)  
Walking to the New World by Kathryn Thomas (Ready Reading Lesson 2)  
Who Were the Mound Builders by Bea Marron (Ready Reading Lesson 2)  
Native American Inventors Scholastic News (Ready Reading Lesson 2)  
The Buffalo Hunt by Bertha E. Bush (Reading A-Z)  
The First Americans Poem (author unknown)  
Native American History (document)  
Colonial America: The Country Family (from Core Knowledge)  
Colonial Towns and Townspeople (from Core Knowledge)  
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/Websites  
Native American Hunting for Deer  
Native American History and Culture  
History of Thanksgiving  
Thanksgiving History  
Life as a Child in the 18th Century/Colonial Williamsburg  
Early European Settlement of North America |
| | **SS.2.A.2.2 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 |  |
| | **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  
coopetition  
disease  
explorers  
immigrants  
interaction  
treaty  
relocation  
wars |  |
| | **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  
s holder |  |
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<tbody>
<tr>
<td>American</td>
<td><strong>SS.2.A.2.5 Identify reasons people came to the United States throughout history.</strong></td>
<td>involuntary modern native natural disaster political freedom religious freedom servitude voluntary</td>
<td>ELA Module 2 Literature - Informational Texts: Becoming a U.S. Citizen (word document) E Pluribus Unum (from Core Knowledge) Immigration Past and Present (from <a href="http://pbskids.org/itsmylife">http://pbskids.org/itsmylife</a>) Coming to America by Neil Diamond (song lyrics) Anca’s Journey by Ruth Siburt (Reading A-Z)</td>
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<td>History</td>
<td>Students will: * describe why people decided to leave their native countries and</td>
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<td></td>
<td>immigrate to the United States, including, but not limited to, war, hunger, natural</td>
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<td>disaster, voluntary and involuntary servitude, political or religious freedom, land, and</td>
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<td>jobs. * Identify reasons why people from other countries from other countries came to</td>
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<td>live in the United States in the past. * Identify reasons why people of modern times</td>
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<td>may want to leave their home countries and immigrate to the United States to live.</td>
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<td>**SS.2.A.2.6 Discuss the importance of Ellis Island and the Statue of Liberty to</td>
<td>Ellis Island freedom Statue of Liberty symbol</td>
<td>Safari Montage Immigration to the U.S. Molly’s Pilgrim Watch the Stars Come Out Emma’s Poem: Voice of the Statue of Liberty</td>
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<td>immigration from 1892 to 1954.**</td>
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<td>CPLAMS Welcome to America Give Me a Good Reason...</td>
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<td>Students will: * describe Ellis Island including, but not limited to its purpose, the</td>
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<td></td>
<td>people who went there, and why. * identify Ellis Island from photos or other visual</td>
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<td>representations. * discuss why people view the Statue of Liberty as such an important</td>
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<td>symbol of freedom.</td>
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<td><strong>SS.A.2.7 Discuss why immigration continues today.</strong></td>
<td>Immigration</td>
<td>SafeShare/Websites Citizenship Oath Can I Vote? Meet Young Immigrants Coming to America Song Immigration: The Arrival Ellis Island Voyage to Ellis Island</td>
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<td>Students will: * identify different groups of people living their countries to come to</td>
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<td>live in the United States today. * describe reasons why people might choose to leave</td>
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<td>their own countries to come to live in the United States, including, but not limited to,</td>
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<td>jobs, war, hunger, natural disasters, and a desire for political or religious freedom.</td>
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<td>* discuss why immigrants might want to come to live in the United States instead of</td>
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<td>other countries.</td>
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### Unit 3: Civics and Government

**Pacing:** 3rd Nine Weeks

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<tbody>
<tr>
<td><strong>American History</strong></td>
<td><strong>SS.2.A.2.5</strong> Identify reasons people came to the United States throughout history. Students will:</td>
<td>involuntary modern native natural disaster political freedom religious freedom servitude voluntary</td>
<td><strong>ELA Module 3 Literature/Informational Texts:</strong> Mcmillan Treasures Unit 1 President's Day by John Perritano (Reading A-Z) African American Inventors The Story of the Statue of Liberty by Heather Lynne Banks (Reading A-Z) Statue of Liberty: a Poem for Kids (document) <strong>Resources:</strong></td>
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<td></td>
<td>• 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.</td>
<td></td>
<td><strong>American History</strong> Ellis Island freedom Statue of Liberty symbol</td>
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<td></td>
<td>• Identify reasons why people from other countries came to live in the United States in the past.</td>
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<td><strong>ELA</strong></td>
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<td></td>
<td>• Identify reasons why people of modern times may want to leave their home countries and immigrate to the United States to live.</td>
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<td>Module 3 Literature/Informational Texts:</td>
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<td><strong>SS.2.A.2.6</strong> Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 to 1954. Students will:</td>
<td></td>
<td>My Name is Yoon by Helen Recorvits (Reading A-Z)</td>
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<td></td>
<td>• describe Ellis Island including, but not limited to its purpose, the people who went there, and why.</td>
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<td>Welcome, Carlos! by Maribeth Boelts (Reading A-Z)</td>
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<td></td>
<td>• identify Ellis Island from photos or other visual representations. Discuss why people view the Statue of Liberty as such an important symbol of freedom.</td>
<td></td>
<td>African American Inventors Statue of Liberty Poem for Kids (document)</td>
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<td></td>
<td><strong>SS.2.A.2.7</strong> Discuss why immigration continues today. Students will:</td>
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<td><strong>ELA</strong></td>
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<td></td>
<td>• identify different groups of people living in their countries to come to live in the United States today.</td>
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<td>Helping Each Other Text Set:</td>
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<td>• 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.</td>
<td></td>
<td>Love in the Mirror (Reading A-Z) Feeding the Hungry with Music (Reading A-Z)</td>
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<td>• discuss why immigrants might want to come to live in the United States instead of other countries.</td>
<td></td>
<td>Polished Girlz (Reading A-Z) Bullying No Way (Reading A-Z)</td>
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<td>• define and provide examples of laws.</td>
<td></td>
<td><strong>SafeShare/Websites</strong> Statue of Liberty in a Nutshell Statue of Liberty Poem for Kids History for Kids: The Statue of Liberty National Geographic World Map</td>
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<td>• discuss services and structure provided by the government.</td>
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<td>• describe different forms of public safety.</td>
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### Civics & Government

#### 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.

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<tr>
<td>Meet Young Immigrants</td>
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<td>Ellis Island</td>
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<td>Immigrant Story</td>
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<td>How to Change the World</td>
</tr>
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<td>Stepping Up to Help Others</td>
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<td>What Does Local Government Do?</td>
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<td>Petition Definition for Kids</td>
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| Economics  | **SS.2.E.1.1** Recognize that people make choices because of limited resources. Students will:  
  • define limited natural and economic resources.  
  • explain why resources are desired or needed and why they are limited.  
  • relate people's and culture's behavior to the availability and scarcity of certain economic resources. | availability  
  capital resources  
  culture economic  
  human resources  
  natural resources  
  scarcity | ELA Module 4 Literature/Informational Texts:  
  The Backpack Tax by Keith and Sarah Kortemartin (Reading A-Z)  
  What is Trade? (readworks.org)  
  Brad Needs a Budget by Ned Jensen (Reading A-Z)  
  What is a Budget? By Susan LaBella (readworks.org) |
|            | **SS.2.E.1.2** Recognize that people supply goods and services based on consumer demands. Students will:  
  • identify different types of consumer needs and the goods and services that can fulfill them.  
  • distinguish between consumer goods and consumer services, and provide examples of both.  
  • list various forms of jobs and job functions. | consumer goods  
  consumer services  
  income  
  job functions  
  producers  
  taxes | Safari Montage  
  All About Natural Resources  
  U.S. Industries & Resources: Ch. 4  
  What is Economics?  
  Exploring Communities and Its Workers  
  Starting a Business  
  Cyberchase: Monetary Systems: Trading Places |
|            | **SS.2.E.1.3** Recognize that the United States trades with other nations to exchange goods and services. Students will:  
  • give examples of goods and services provided by foreign nations.  
  • identify goods and services the United States uses in trades. | foreign nations  
  markets  
  trade | SafeShare/Websites  
  Goods and Services  
  BrainPop Goods and Services  
  Needs and Wants  
  SchoolHouse Rock $7.50 Once a Week  
  Saving and Spending for Kids |
|            | **SS.2.E.1.4** Explain the personal benefits and costs involved in saving and spending. Students will:  
  • distinguish between saving money and spending money.  
  • list the advantages and disadvantages of saving and spending money.  
  • provide examples of personal savings and spending goals. | advantages  
  allowance  
  disadvantages  
  interest  
  personal savings  
  saving  
  spending  
  spending goals |  