

# Social Studies Florida Standards At a Glance: Second Grade

## Strand: **AMERICAN HISTORY**

### Standard 1: **Historical Inquiry and Analysis**

**SS.2.A.1.1** Examine primary and secondary sources. [. . . artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, stamps, textbooks, reference books.]

**SS.2.A.1.2** Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.

### Standard 2: **Historical Knowledge**

**SS.2.A.2.1** Recognize that Native Americans were the first inhabitants in North America.

**SS.2.A.2.2** Compare the cultures of Native American tribes from various geographic regions of the United States. [. . . location, clothing, housing, food, major beliefs and practices, art, music.]

**SS.2.A.2.3** Describe the impact of immigrants on the Native Americans. [. . . exchange of goods and ideas, diseases, loss of land.]

**SS.2.A.2.4** Explore ways the daily life of people living in Colonial America changed over time. [. . . food, shelter, clothing, education, settlements.]

**SS.2.A.2.5** Identify reasons people came to the United States throughout history. [. . . war, hunger, natural disasters, voluntary and involuntary servitude, political or religious freedom, land, and jobs.]

**SS.2.A.2.6** Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.

**SS.2.A.2.7** Discuss why immigration continues today. [. . . jobs, war, hunger, natural disasters, political or religious freedom.]

**SS.2.A.2.8** Explain the cultural influences and contributions of immigrants today. [. . . food, language, music, art, beliefs and practices, literature, education, clothing.]

### Standard 3: **Chronological Thinking**

**SS.2.A.3.1** Identify terms and designations of time sequence. [. . . years, decades, centuries.]

## Strand: **ECONOMICS**

### Standard 1: **Beginning Economics**

**SS.2.E.1.1** Recognize that people make choices because of limited resources.

**SS.2.E.1.2** Recognize that people supply goods and services based on consumer demands. [. . . housing, jobs.]

**SS.2.E.1.3** Recognize that the United States trades with other nations to exchange goods and services. [. . . clothing, food, toys, cars.]

**SS.2.E.1.4** Explain the personal benefits and costs involved in saving and spending.

## Strand: **CIVICS AND GOVERNMENT**

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

**SS.2.C.1.1** Explain why people form governments. [. . . create laws, provide services and structure, safety.]

**SS.2.C.1.2** Explain the consequences of an absence of rules, and laws. [. . . lack of order, people get hurt.]

### Standard 2: **Civic and Political Participation**

**SS.2.C.2.1** Identify what it means to be a United States citizen either by birth or by naturalization.

**SS.2.C.2.2** Define and apply the characteristics of responsible citizenship. [. . . respect, responsibility, participation, self-reliance, patriotism, honesty.]

**SS.2.C.2.3** Explain why United States citizens have guaranteed rights and identify rights. [. . . right to vote, freedom of speech, freedom of religion.]

**SS.2.C.2.4** Identify ways citizens can make a positive contribution in their community. [. . . volunteering, recycling.]

**SS.2.C.2.5** Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans and women.

### Standard 3: **Structure and Functions of Government**

**SS.2.C.3.1** Identify the Constitution as the document which establishes the structure, function, powers and limits of American government.

**SS.2.C.3.2** Recognize symbols, individuals, events, and documents that represent the United States. [. . . White House, Capitol, Supreme Court, Washington Monument, Statue of Liberty, Ellis Island, Liberty Bell, Constitution.]

## Strand: **GEOGRAPHY**

### Standard 1: **The World in Spatial Terms**

**SS.2.G.1.1** Use political, physical, and thematic maps to identify map elements. [. . . coordinate grids, title, compass rose, cardinal and intermediate directions, key/legend with symbols and scale.]

**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. [. . . Tallahassee, Florida, United States, North America, Washington, D.C.]

**SS.2.G.1.3** Label on a map or globe the continents, oceans, Equator, Prime Meridian, North Pole, and South Pole.

**SS.2.G.1.4** Use a map to locate the countries in North America. [. . . Canada, United States, Mexico, and the Caribbean Islands.]

## WIDA

### Standard 5 – **Language of Social Studies (LoSS)**

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SOCIAL STUDIES**.