



Standards visited all year	<b>American History</b>	<a href="#">SS.A.1.1</a> - Examine primary and secondary sources. <a href="#">SS.A.1.2</a> - Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic. <a href="#">SS.A.3.1</a> - Identify terms and designations of time sequence	<a href="#">Introduction to Primary and Secondary Sources</a>
<b>Quarter 1</b> Aug 12 – Oct 11	<b>Major Concepts / Topics</b>		<b>Possible Resources</b>
	<p style="text-align: center;"><b>AMERICAN HISTORY</b></p> <p>SS.2.A.3.1- Identify terms and designations of time sequence.</p> <p style="text-align: center;"><b>CIVICS/GOVERNMENT</b></p> <p>SS.2.C.1.1- Explain why people form governments.            SS.2.C.1.2- Explain the consequences of an absence of rules and laws.            SS.2.C.2.1- Identify what it means to be a United States citizen either by birth or naturalization.            SS.2.C.2.2- Define and apply the characteristics of responsible citizenship.            SS.2.C.2.3- Explain why United States citizens have guaranteed rights and identify rights.            SS.2.C.2.4- Identify ways citizens can make a positive contribution in their community.            SS.2.C.3.2- Recognize symbols, individuals, events, and documents that represent the United States.</p>		<ul style="list-style-type: none"> <li>• <a href="#">Talking to your 2<sup>nd</sup> grader about SS</a></li> <li>• <a href="#">Citizenship</a></li> <li>• <a href="#">National Symbols USA</a></li> <li>• <a href="#">"Constitution Day &amp; Celebrate Freedom Week."</a></li> </ul> <p><b>Schoolhouse Rock</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Preamble</a></li> <li>• <a href="#">Fireworks</a></li> <li>• <a href="#">Three Ring Government</a></li> </ul>
<b>Quarter 2</b> Oct 15– Dec 20	<b>Major Concepts / Topics</b>		<b>Possible Resources</b>
	<p style="text-align: center;"><b>AMERICAN HISTORY</b></p> <p>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. (Plains, Pueblo, Timucua)            SS.2.A.2.3- Describe the impact of immigrants on the Native Americans.            SS.2.A.2.4- Explore ways the daily life of people living in Colonial America changed over time.            SS.2.A.2.5- Identify reasons people came to the United States throughout history.            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.            SS.2.A.2.8- Explain the cultural influences and contributions of immigrants today.            SS.2.A.3.1- Identify terms and designations of time sequence.</p> <p style="text-align: center;"><b>CIVICS/GOVERNMENT</b></p> <p>SS.2.C.2.2- Define and apply the characteristics of responsible citizenship.            SS.2.C.2.5- Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.</p>		<ul style="list-style-type: none"> <li>• <a href="#">Native American cultures</a></li> <li>• <a href="#">Native American Regions</a></li> <li>• <a href="#">Immigration: Then and Now</a></li> <li>• <a href="#">Colonial America</a></li> <li>• <a href="#">First European Settlers</a></li> <li>• <a href="#">The Great American Melting Pot</a> <a href="#">Schoolhouse Rock</a></li> <li>• <a href="#">No More Kings</a></li> <li>• <a href="#">Schoolhouse Rock</a></li> <li>• <a href="#">Coming to America</a></li> <li>• <a href="#">Reading Rainbow</a></li> <li>• <a href="#">Life As a Colonial Child</a></li> </ul>

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.



		Major Concepts / Topics	Possible Resources
<b>Quarter 3</b> Jan 6 – Mar 12		<p style="text-align: center;"><b>GEOGRAPHY</b></p> <p><b>SS.2.G.1.1-</b> Use different types of maps (political, physical, and thematic) to identify map elements.  <b>SS.2.G.1.2-</b> Using maps and globes, locate the student’s hometown, Florida, and North America, and locate the state capital and the national capital.  <b>SS.2.G.1.3-</b> Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.  <b>SS.2.G.1.4-</b> Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).</p> <p style="text-align: center;"><b>CIVICS/GOVERNMENT</b></p> <p><b>SS.2.C.2.3-</b> Explain why United States citizens have guaranteed rights and identify rights.  <b>SS.2.C.2.4-</b> Identify ways citizens can make a positive contribution in their community.  <b>SS.2.C.2.5-</b> Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Geography (cardinal directions)</a></li> <li>• <a href="#">North America</a></li> <li>• <a href="#">Locating countries (choose North America)</a></li> <li>• <a href="#">Continents and Oceans Song at ABC Mouse</a></li> <li>• <a href="#">National Geographic Dr. Martin Luther King, Jr.</a></li> <li>• <a href="#">History for Kids- Martin Luther King, Jr.</a></li> <li>• <a href="#">Civil Rights Leaders</a></li> <li>• <a href="#">Immigration: Then and Now</a></li> </ul>
<b>Quarter 4</b> Mar 23 – May 27		<p style="text-align: center;"><b>ECONOMICS</b>  <i>Beginning Economics</i></p> <p><b>SS.2.E.1.1-</b> Recognize that people make choices because of limited resources.  <b>SS.2.E.1.2-</b> Recognize that people supply goods and services based on consumer demands.  <b>SS.2.E.1.3-</b> Recognize that the United States trades with other nations to exchange goods and services.  <b>SS.2.E.1.4-</b> Explain the personal benefits and costs involved in saving and spending.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Top 14 Ways to Teach Kids About Money</a></li> <li>• <a href="#">Goods and Services drag-drop</a></li> <li>• <a href="#">Goods and Services 2 drag-drop</a></li> <li>• <a href="#">Saving and spending drag-drop</a></li> <li>• <a href="#">Kids and Cash Lesson About Money</a></li> <li>• <a href="#">Branches of Government</a></li> </ul>

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