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
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<td></td>
<td><strong>SS.A.1.2:</strong> Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic. Students will:</td>
<td>artifacts, classify, historical, primary, secondary, research</td>
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<td>• discuss how they will approach finding an answer to a question about a historical topic.</td>
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<td>• identify sources that will help them to answer the given questions.</td>
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<td>• use the sources they locate, either in a media center or online, to answer questions about a historical topic.</td>
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<td>• analyze whether the sources they chose to use were helpful in answering their questions.</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. | consequences, laws, rules, services | Canvas Resources  
**Texts**  
Officer Buckle and Gloria - Macmillan  
Treasures Unit 3  
Fire Safety - MacMillan Treasures Unit 3  
The Creature Constitution - Reading A-Z  
The Constitution for Kids - Article  
U.S. Constitution – Readworks.org |
|  | **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.  
*Note:* Celebrate **Constitution Day, September 17th.** | American government, Constitution, functions, powers, purpose | Safari Montage  
Constitution Day  
United States Constitution  
Philadelphia’s Independence Hall, United States of America  
American Independence  
United States  
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, symbols, monuments | SafeShare  
https://safeshare.tv/x/ss57d8a7370ab95  
Constitution Song |
|  |  |  | State Statutes/Observances:  
**American Founders Month** - September  
H.B. 7069, Section 683.1455  
**Constitution Week** – Sept. 17th – 23rd  
**Freedom Week** – Sept. 23rd – 27th  
**Hispanic Heritage Month** – Sept. 15th - Oct. 15th  
**Labor Day** – September 2nd  
**Constitution Day** – September 17th |
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<tr>
<td>Geography</td>
<td><strong>SS.2.G.1.1</strong> Use different types of maps (political, physical, and thematic) to identify map elements.</td>
<td>cardinal</td>
<td>Canvas Resources</td>
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<td></td>
<td>Students will:</td>
<td>compass rose</td>
<td>Texts</td>
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<td></td>
<td>• 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.</td>
<td>key</td>
<td>Maps &amp; Globes by Jack Knowlton – Trade Book Collection</td>
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<td>• find a location on a map based on directions using at least one of the map elements listed above.</td>
<td>legend</td>
<td>Finding Places with a Map -Readworks.org</td>
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<td>• identify a location’s physical characteristics using a physical map.</td>
<td>scales</td>
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<td>• differentiate between locations based on information displayed using a thematic map.</td>
<td>symbols</td>
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<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.</td>
<td>thematic map</td>
<td>Safari Montage</td>
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<tr>
<td></td>
<td>Students will:</td>
<td>compass rose</td>
<td>A History of Maps</td>
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<td></td>
<td>• locate important places on a map and globe - student’s hometown, Florida Tallahassee, Washington D.C., North America.</td>
<td>globe</td>
<td>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.</td>
<td>locate</td>
<td>SafeShare/Websites</td>
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<td>Students will:</td>
<td>continents</td>
<td>Come Explore North America</td>
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<td></td>
<td>• locate the seven continents on a map or globe - North America, South America, Europe, Asia, Africa, Australia, and Antarctica.</td>
<td>Equator</td>
<td>North America</td>
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<td>• locate the world’s five major oceans on a map or globe - Atlantic, Pacific, Indian, Southern, and Arctic.</td>
<td>Prime Meridian</td>
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<td>• locate North and South Poles on a map or globe.</td>
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<td>• label the above places on an unlabeled world map or globe.</td>
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<td>• describe where to find the Equator and the Prime Meridian on a map or globe.</td>
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<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).</td>
<td>political map</td>
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<td>Students will:</td>
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<tr>
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<td>• label Canada, the United States, Mexico, and the Caribbean Islands on an unlabeled political world map of North America.</td>
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<td>• describe where to find Canada, the United States, Mexico, and the Caribbean Islands as countries located in North America.</td>
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<tr>
<td></td>
<td>• identify Canada, the United States, Mexico, and the Caribbean Islands as countries located in North America.</td>
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| **American History** | 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 | **Canvas Resources**  
**Texts**  
*E Pluribus Unum – Text w/citations*  
*The White House – Reading A-Z*  
*A Day for United States Veterans – Readworks.org*  
*The Wall* by Eve Bunting – Trade Book Collection  
*Buffalo Hunt* – Reading A-Z  
*Earliest Americans – Core Knowledge*  
*Colonial American – The Country Family – Core Knowledge*  
*Anca’s Journey – Reading A-Z*  
**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*  
*Immigration to the U.S.*  
*Molly’s Pilgrim*  
*Watch the Stars Come Out*  
**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*  
*Ellis Island*  
*Voyage to Ellis Island*  
*Statue of Liberty Poem for Kids*  
*History for Kids: The Statue of Liberty* |
| | 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 |  
| | 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 |
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| **American History** | **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 | Resources page 6  
**State Statutes/Observances:**  
Veteran’s Day – November 11th |
| | **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 | |
| | **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 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  
modern  
native  
natural disaster  
political freedom  
religious freedom  
servitude  
voluntary | |
| American History | 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 | Resources page 6 |
| Civics & Government | SS.2.A.2.8 Explain the cultural influences and contributions of immigrants today.  
*Students will:*  
- discuss and list different cultural groups that are immigrating to the United States today.  
- discuss cultural influences of today’s immigrants including, but not limited to, food, language, music, art, beliefs/practices, literature, education, and clothing.  
- name some contributions of today’s immigrants. | beliefs/practices  
cultural groups  
education  
migration  
literature | Resources page 6 |
| Civics & Government | 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 | Resources page 6 |
| Civics & Government | 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 |
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<td><strong>American History</strong></td>
<td>SS.2.A.2.1 Recognize that Native Americans were the first inhabitants in North America. &lt;br&gt;Students will: &lt;br&gt;• trace the migration of early inhabitants of North America from Asia over the Bering Strait and throughout the continent. &lt;br&gt;• describe the first peoples to come to live in North America, the Native Americans.</td>
<td>Asia</td>
<td>Canvas Resources</td>
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| | SS.2.A.2.5 Identify reasons people came to the United States throughout history. <br>Students will: <br>• 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. <br>• identify reasons why people from other countries came to live in the United States in the past. <br>• identify reasons why people of modern times may want to leave their home countries and immigrate to the United States to live. | involuntary modern native natural disaster political freedom religious freedom servitude voluntary | Safari Montage<br>What Is Government? Federal, State, and Local Government<br>The History of American Government<br>The Three Branches of Government<br>American Citizenship<br>What Is a Community? Exploring Communities Alike and Different<br>SafeShare/Websites<br>Statue of Liberty Poem for Kids<br>History for Kids: The Statue of Liberty<br>How to Change the World<br>What Does Local Government Do?<br>Petition Definition for Kids<br>Citizenship Oath<br>Can I Vote? | **SS.2.A.2.6 Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 to 1954.** <br>Students will: <br>• describe Ellis Island including, but not limited to its purpose, the people who went there, and why. <br>• identify Ellis Island from photos or other visual representations. <br>• discuss why people view the Statue of Liberty as such an important symbol of freedom. | Ellis Island freedom Statue of Liberty symbol | **SS.A.2.7 Discuss why immigration continues today.** <br>Students will: <br>• identify different groups of people living their countries to come to live in the United States today. <br>• 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. <br>• discuss why immigrants might want to come to live in the United States instead of other countries. | immigration | **State Statute:**<br>Martin Luther King Jr. Day – January 20th<br>Black History Month – February<br>President’s Day – February 25th<br>Women’s History Month instructed in the month of March. Pub. L. 100-9
### American History

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| 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. |

### Civics & Government

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| 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. |
| 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. |
### Civics & Government

**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.

**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.

**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.

### Geography

**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.
### Unit 4: Economics

#### Pacing: 4th Nine Weeks

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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>Canvas Resources&lt;br&gt;<strong>Texts</strong>&lt;br&gt;The Backpack Tax – Level O 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;Jane Goodall – Level O – Reading A-Z&lt;br&gt;Jane Goodall – Readworks.org&lt;br&gt;Water Worries - Readworks.org&lt;br&gt;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.1.2 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>&lt;br&gt;</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>&lt;br&gt;<strong>SafeShare/Websites</strong>&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&lt;br&gt;<strong>State Statue:</strong>&lt;br&gt;Medal of Honor Day must be recognized and instructed on or before March 25th according to s. 1003.42, F.S.&lt;br&gt;Medal of Honor for Kids. Kiddle Encyclopedia.&lt;br&gt;Memorial Day – May 25th</td>
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<td><strong>Civics &amp; Government</strong></td>
<td><strong>SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community.</strong>&lt;br&gt;Students will:&lt;br&gt;• describe the various communities of which they are members (e.g., a classroom, school, neighborhood).&lt;br&gt;• identify ways they can make their classroom, school, and neighborhood community a better place, such as volunteering and recycling.&lt;br&gt;• identify additional measures they can take to improve their communities.</td>
<td>classroom&lt;br&gt;community&lt;br&gt;neighborhood&lt;br&gt;recycling&lt;br&gt;school&lt;br&gt;volunteering</td>
<td>&lt;br&gt;<strong>SafeShare/Websites</strong>&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&lt;br&gt;<strong>State Statue:</strong>&lt;br&gt;Medal of Honor Day must be recognized and instructed on or before March 25th according to s. 1003.42, F.S.&lt;br&gt;Medal of Honor for Kids. Kiddle Encyclopedia.&lt;br&gt;Memorial Day – May 25th</td>
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