



Standards visited all year	American History	SS.A.1 - Examine primary and secondary 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. SS.A.3 - Identify terms and designations of time sequence	Introduction to Primary and Secondary Sources
Quarter 1	Major Concepts / Topics		Possible Resources
	<p style="text-align: center;">AMERICAN HISTORY</p> <p>SS.2.A.3.I- Identify terms and designations of time sequence.</p> <p style="text-align: center;">CIVICS/GOVERNMENT</p> <p>SS.2.C.1.I- Explain why people form governments. SS.2.C.1.2- Explain the consequences of an absence of rules and laws. SS.2.C.2.I- 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"> • Talking to your 2nd grader about SS • Citizenship • National Symbols USA • "Constitution Day & Celebrate Freedom Week." <p><i>Schoolhouse Rock</i></p> <ul style="list-style-type: none"> • Preamble • Fireworks • Three Ring Government
Quarter 2	Major Concepts / Topics		Possible Resources
	<p style="text-align: center;">AMERICAN HISTORY</p> <p>SS.2.A.2.I- 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.I- Identify terms and designations of time sequence.</p> <p style="text-align: center;">CIVICS/GOVERNMENT</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"> • Native American cultures • Native American Regions • Immigration: Then and Now • Colonial America • First European Settlers • The Great American Melting Pot Schoolhouse Rock • No More Kings Schoolhouse Rock • Coming to America Reading Rainbow • Life As a Colonial Child

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
Quarter 3	<p style="text-align: center;">GEOGRAPHY</p> <p>SS.2.G.1.1- Use different types of maps (political, physical, and thematic) to identify map elements. 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. SS.2.G.1.3- Label on a map or globe the continents, oceans, Equator, Prime Meridian, North 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).</p> <p style="text-align: center;">CIVICS/GOVERNMENT</p> <p>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.2.5- Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.</p>	<ul style="list-style-type: none"> • Geography (cardinal directions) • North America • Locating countries (Choose North America) • Continents and Oceans Song at ABC Mouse • National Geographic Dr. Martin Luther King, Jr. • History for Kids- Martin Luther King, Jr. • Civil Rights Leaders • Immigration: Then and Now
Quarter 4	<p style="text-align: center;">ECONOMICS <i>Beginning Economics</i></p> <p>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. SS.2.E.1.3- Recognize that the United States trades with other nations to exchange goods and services. SS.2.E.1.4- Explain the personal benefits and costs involved in saving and spending.</p>	<ul style="list-style-type: none"> • Top 14 Ways to Teach Kids About Money • Goods and Services drag-drop • Goods and Services 2 drag-drop • Saving and spending drag-drop • Kids and Cash Lesson About Money • Branches of Government

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