

St. Johns County School District

Social Studies – Grade 2 – Year-at-a-Glance – 2026-2027



Quarter 1 08/10 – 10/09	Quarter 2 10/13 – 12/18	Quarter 3 01/05 – 03/11	Quarter 4 03/22 – 05/21
<i>United States and Florida law has deemed the study and/or recognition of the following events as required social studies instruction:</i>			
American Founders' Month 9/11 Heroes' Day Hispanic Heritage Month Constitution Day Celebrate Freedom Week	Veterans Day Native American Heritage Month	Martin Luther King Jr. Day Black History Month Women's History Month	Medal of Honor Day AAPi Heritage Month Memorial Day
Unit 1: Map and Globe Skills SS.2.G.2.1 SS.2.G.2.2 Unit 2: Places Near and Far SS.2.G.2.3 SS.2.G.2.4 Unit 3: Historical Inquiry and Analysis SS.2.A.1.1 SS.2.A.1.2 SS.2.A.3.1	Unit 3: Historical Inquiry and Analysis (cont.) SS.2.A.1.1 SS.2.A.1.2 SS.2.A.3.1 Unit 4: America's First Inhabitants SS.2.A.2.1 SS.2.A.2.2 SS.2.A.2.3 Unit 5: Colonial America SS.2.A.2.4	Unit 6: Immigration Over Time SS.2.A.2.5 SS.2.A.2.6 SS.2.A.2.7 SS.2.A.2.8 SS.2.CG.2.4 Unit 7: How the Government Works SS.2.CG.1.1 SS.2.CG.1.2 SS.2.CG.3.1 Unit 8: Citizens SS.2.CG.2.1 SS.2.CG.2.2 SS.2.CG.2.3 SS.2.CG.2.4 SS.2.CG.2.5	Unit 8: Citizens (cont.) SS.2.CG.2.1 SS.2.CG.2.2 SS.2.CG.2.3 SS.2.CG.2.4 SS.2.CG.2.5 Unit 9: Economics SS.2.E.1.1 SS.2.E.1.2 SS.2.E.1.3 SS.2.E.1.4
All standards are designated to be learned by the end of the course. This guide represents a recommended timeline and sequence to be used voluntarily by teachers for planning purposes. See SJCSD Elementary Curriculum Maps (OneNote) for additional resources.			

**Denotes required instruction that is met with this standard, as indicated by Florida Statute 1003.42.*

Social Studies – Grade 2 – Benchmarks

Benchmark	Standard	Q1	Q2	Q3	Q4
<u>SS.2.A.1.1</u>	Examine primary and secondary sources.	X	X		
<u>SS.2.A.1.2</u>	Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.	X	X		
<u>SS.2.A.2.1</u>	Recognize that Native Americans were the first inhabitants in North America.		X		
<u>SS.2.A.2.2</u>	Compare the cultures of Native American tribes from various geographic regions of the United States		X		
<u>SS.2.A.2.3</u>	Describe the impact of immigrants on the Native Americans.		X		
<u>SS.2.A.2.4</u>	Explore ways the daily life of people living in Colonial America changed over time.		X		
<u>SS.2.A.2.5</u>	Identify reasons people came to the United States throughout history.			X	
<u>SS.2.A.2.6</u>	Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.			X	
<u>SS.2.A.2.7</u>	Discuss why immigration continues today.			X	
<u>SS.2.A.2.8</u>	Explain the cultural influences and contributions of immigrants today.			X	
<u>SS.2.A.3.1</u>	Identify terms and designations of time sequence.	X	X		
<u>SS.2.AA.1.1</u> *	Identify African Americans who demonstrated civic service (i.e., Secretary of State Colin Powell, Civil Air Patrol [CAP] Lt. Willa Beatrice Brown, Carter G. Woodson, Senator Hiram Revels).	<i>Intergraded Throught the Year</i>			
<u>SS.2.AA.1.2</u> *	Identify oral traditions and folktales of African Americans (e.g., Anansi the Spider, Tale of the Midnight Goat Thief).	<i>Intergraded Throught the Year</i>			
<u>SS.2.CG.1.1</u>	Explain why people form governments. - Students will explain the role of laws in government. - Students will define and provide examples of laws at the state and national level. - Students will use scenarios to identify the impact of government on daily life.			X	
<u>SS.2.CG.1.2</u>	Explain how the U.S. government protects the liberty and rights of American citizens. Students will recognize that the equal rights of citizens are protected by the U.S. Constitution.			X	

*Updated and/or new benchmark(s)

CONTINUED BELOW

Social Studies – Grade 2 – Benchmarks (continued)

Benchmark	Standard	Q1	Q2	Q3	Q4
<u>SS.2.CG.2.1</u>	Explain what it means to be a U.S. citizen. Students will recognize that there are multiple ways to obtain citizenship.			X	X
<u>SS.2.CG.2.2</u>	Describe the characteristics of responsible citizenship at the local and state levels. - Students will identify characteristics of responsible citizenship (e.g., peaceable assembly, obeying the law, community involvement). - Students will identify characteristics of irresponsible citizenship (e.g., disorderly assembly, breaking the law). - Student will describe the contributions of the diverse individuals and groups that contribute to civic life in the United States and Florida.			X	X
<u>SS.2.CG.2.3</u>	Explain how citizens demonstrate patriotism. - Students will explain why reciting the Pledge of Allegiance daily is an act of patriotism. - Students will explain the importance of recognizing patriotic holidays or observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).			X	X
<u>SS.2.CG.2.4</u>	Recognize symbols, individuals and documents that represent the United States. - Students will recognize the U.S. Capitol, the White House, the U.S. Supreme Court building and the Statue of Liberty as symbols that represent the United States. - Students will recognize Rosa Parks and Thomas Jefferson as individuals who represent the United States. - Students will recognize the Declaration of Independence as a document that represents the United States.			X	X
<u>SS.2.CG.2.5</u>	Recognize symbols, individuals and documents that represent Florida. - Students will recognize the Florida State Capitol and the Everglades National Park as symbols of Florida. - Students will recognize Andrew Jackson and Marjory Stoneman Douglas as individuals who represent Florida. - Students will recognize the Florida Constitution as a document that represents Florida.			X	X

CONTINUED BELOW

Social Studies – Grade 2 – Benchmarks (continued)

<u>SS.2.CG.3.1</u>	Identify the Constitution of the United States as the supreme law of the land. - Students will recognize that the United States has a written constitution. - Students will identify the United States as a constitutional republic.			X	
<u>SS.2.E.1.1</u>	Recognize that people make choices because of limited resources.				X
<u>SS.2.E.1.2</u>	Recognize that people supply goods and services based on consumer demands.				X
<u>SS.2.E.1.3</u>	Recognize that the United States trades with other nations to exchange goods and services.				X
<u>SS.2.E.1.4</u>	Explain the personal benefits and costs involved in saving and spending.				X
<u>SS.2.G.2.1</u>	Using different types of maps (political, physical, and thematic) to identify map elements.	X			
<u>SS.2.G.2.2</u>	Using maps and globes, locate the student's hometown, Florida, North America, and both the state and national capitals.	X			
<u>SS.2.G.2.3</u>	Locate on a map or globe the continents, oceans, Equator, Prime Meridian, North, and South Poles.	X			
<u>SS.2.G.2.4</u>	Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).	X			