



Social Studies Standards

GRADE: 2

Strand: AMERICAN HISTORY	
Standard 1: Historical Inquiry and Analysis	
BENCHMARK CODE	BENCHMARK
SS.2.A.1.1	Examine primary and secondary sources.
	Related Access Point(s)
	SS.2.A.1.In.0 Use primary and secondary sources, such as artifacts, photographs, and videos, to obtain information.
	SS.2.A.1.Su.0 Use a primary or secondary source, such as an artifact, photograph, or video, to obtain information.
	SS.2.A.1.Pa.0 Recognize pictures or artifacts that relate to important people or events.
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.
	Related Access Point(s)
	SS.2.A.1.In.1 Use technology and other informational sources to find answers to questions about a historical topic.
	SS.2.A.1.Su.1 Use technology and other sources to obtain information about a historical topic.
	SS.2.A.1.Pa.1 Recognize a book or picture as a source of information.
Standard 2: Historical Knowledge	
BENCHMARK CODE	BENCHMARK
SS.2.A.2.1	Recognize that Native Americans were the first inhabitants in North America.
	Related Access Point(s)
	SS.2.A.2.In.0 Identify early Native Americans.
	SS.2.A.2.Su.0 Recognize early Native Americans.
	SS.2.A.2.Pa.0 Recognize a characteristic of early Native Americans.
SS.2.A.2.2	Compare the cultures of Native American tribes from various geographic regions of the United States.
	Related Access Point(s)

	<p>SS.2.A.2.In.1 Identify practices of Native American tribes, such as clothing, housing, and food.</p> <p>SS.2.A.2.Su.1 Recognize a practice associated with Native American tribes, such as clothing or housing.</p> <p>SS.2.A.2.Pa.1 Recognize a characteristic of early Native Americans.</p>
SS.2.A.2.3	<p>Describe the impact of immigrants on the Native Americans.</p> <p style="text-align: center;">Related Access Point(s)</p> <p>SS.2.A.2.In.2 Recognize the impact of immigrants on the Native Americans, such loss of land and new diseases.</p> <p>SS.2.A.2.Su.2 Recognize that some Native Americans lost their homes to immigrants.</p> <p>SS.2.A.2.Pa.2 Recognize that people move to live in a new place.</p>
SS.2.A.2.4	<p>Explore ways the daily life of people living in Colonial America changed over time.</p> <p style="text-align: center;">Related Access Point(s)</p> <p>SS.2.A.2.In.3 Identify ways people living in colonial America changed their daily lives, such as food, clothing, and housing.</p> <p>SS.2.A.2.Su.3 Recognize that people living in colonial America built homes.</p> <p>SS.2.A.2.Pa.3 Recognize that people move to live in a new place.</p>
SS.2.A.2.5	<p>Identify reasons people came to the United States throughout history.</p> <p style="text-align: center;">Related Access Point(s)</p> <p>SS.2.A.2.In.4 Recognize reasons why people came to the United States, such as jobs or freedom.</p> <p>SS.2.A.2.Su.4 Recognize a reason for moving to a different home, such as jobs.</p> <p>SS.2.A.2.Pa.4 Recognize that people move to live in a new place.</p>
SS.2.A.2.6	<p>Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.</p> <p style="text-align: center;">Related Access Point(s)</p> <p>SS.2.A.2.In.5 Identify that many immigrants saw the Statue of Liberty as they entered America.</p> <p>SS.2.A.2.Su.5 Recognize that the Statue of Liberty is in America.</p> <p>SS.2.A.2.Pa.5 Recognize the Statue of Liberty.</p>
SS.2.A.2.7	<p>Discuss why immigration continues today.</p> <p style="text-align: center;">Related Access Point(s)</p> <p>SS.2.A.2.In.6 Recognize reasons why people move to the United States, such as jobs or freedom.</p> <p>SS.2.A.2.Su.6 Recognize a reason for moving to a different home, such as jobs.</p> <p>SS.2.A.2.Pa.6 Recognize that people move to live in a new place.</p>
SS.2.A.2.8	<p>Explain the cultural influences and contributions of immigrants today.</p> <p style="text-align: center;">Related Access Point(s)</p> <p>SS.2.A.2.In.7 Identify the influences of immigrants today, such as music, art, and foods from various cultures.</p> <p>SS.2.A.2.Su.7 Recognize food, clothing, and music from another culture.</p> <p>SS.2.A.2.Pa.7 Recognize differences in food or clothing from other cultures.</p>

Standard 3: Chronological Thinking

BENCHMARK CODE	BENCHMARK
SS.2.A.3.1	Identify terms and designations of time sequence.
	Related Access Point(s)
	SS.2.A.3.In.0 Identify concepts of time, including days and weeks.
	SS.2.A.3.Su.0 Recognize concepts of time, including yesterday, today, and tomorrow.
	SS.2.A.3.Pa.0 Recognize concepts of time, such as now or later.

Strand: GEOGRAPHY

Standard 1: The World in Spatial Terms

BENCHMARK CODE	BENCHMARK
SS.2.G.1.1	Use different types of maps (political, physical, and thematic) to identify map elements.
	Related Access Point(s)
	SS.2.G.1.In.0 Identify map elements, such as the title, cardinal directions, and key/legend.
	SS.2.G.1.Su.0 Recognize map elements on a pictorial map, such as pictures and title.
	SS.2.G.1.Pa.0 Recognize a picture or symbol on a drawing of a location.
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.
	Related Access Point(s)
	SS.2.G.1.In.1 Identify the student's city and state.
	SS.2.G.1.Su.1 Recognize the student's city and state.
	SS.2.G.1.Pa.1 Associate the name of the student's city with home.
SS.2.G.1.3	Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.
	Related Access Point(s)
	SS.2.G.1.In.2 Recognize continents and oceans on a map or globe.
	SS.2.G.1.Su.2 Recognize land and water on a map or globe.
	SS.2.G.1.Pa.2 Recognize land and water in a picture.
SS.2.G.1.4	Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).
	Related Access Point(s)
	SS.2.G.1.In.3 Recognize the United States on a map of North America.
	SS.2.G.1.Su.3 Recognize a map of the United States.
	SS.2.G.1.Pa.3 Recognize land and water in a picture.

Strand: ECONOMICS

Standard 1: Beginning Economics	
BENCHMARK CODE	BENCHMARK
SS.2.E.1.1	Recognize that people make choices because of limited resources.
	Related Access Point(s)
	SS.2.E.1.In.0 Recognize that people make choices when there is little or none left of a resource.
	SS.2.E.1.Su.0 Recognize when there is little or none left of a resource.
	SS.2.E.1.Pa.0 Recognize when there is none left of a resource.
SS.2.E.1.2	Recognize that people supply goods and services based on consumer demands.
	Related Access Point(s)
	SS.2.E.1.In.1 Recognize that goods and services fill a need (demand), such as food with a grocery store and health care with a doctor.
	SS.2.E.1.Su.1 Recognize that goods fill a need, such as food from a grocery store or clothing from a department store.
	SS.2.E.1.Pa.1 Associate a desired item (goods) with a need.
SS.2.E.1.3	Recognize that the United States trades with other nations to exchange goods and services.
	Related Access Point(s)
	SS.2.E.1.In.2 Recognize that some goods come from other countries.
	SS.2.E.1.Su.2 Recognize that some goods come from far away.
	SS.2.E.1.Pa.2 Associate a desired item (goods) with its source.
SS.2.E.1.4	Explain the personal benefits and costs involved in saving and spending.
	Related Access Point(s)
	SS.2.E.1.In.3 Identify a benefit of saving, such as having more money for later; and a benefit of spending, such as getting what you want now.
	SS.2.E.1.Su.3 Recognize a benefit of saving, such as having more money for later.
	SS.2.E.1.Pa.3 Recognize that a saved item can be used later.

Strand: CIVICS AND GOVERNMENT

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

BENCHMARK CODE	BENCHMARK
SS.2.C.1.1	Explain why people form governments.
	Related Access Point(s)
	SS.2.C.1.In.0 Recognize the purpose of rules and laws (government) in the home, school, and community, such as to promote safety, order, and good citizenship.
	SS.2.C.1.Su.0 Recognize the purpose of rules and laws in the home and school, such as to promote safety, order, and good citizenship.
	SS.2.C.1.Pa.0 Recognize rules in the classroom, such as cooperating and respecting personal space.
SS.2.C.1.2	Explain the consequences of an absence of rules and laws.
	Related Access Point(s)

	SS.2.C.1.In.1 Identify a consequence of not having rules and laws in the school and community, such as lack of order and people getting hurt.
	SS.2.C.1.Su.1 Recognize a consequence of not having classroom and school rules, such as people getting hurt.
	SS.2.C.1.Pa.1 Associate an action with a consequence, such as a push causing an object to break.

Standard 2: Civic and Political Participation

BENCHMARK CODE	BENCHMARK
SS.2.C.2.1	Identify what it means to be a United States citizen either by birth or by naturalization.
	Related Access Point(s)
	SS.2.C.2.In.0 Recognize that Americans become citizens by birth or by choice.
	SS.2.C.2.Su.0 Recognize an American as a citizen of the United States.
	SS.2.C.2.Pa.0 Recognize membership in a group, such as the classroom, family, or community.
SS.2.C.2.2	Define and apply the characteristics of responsible citizenship.
	Related Access Point(s)
	SS.2.C.2.In.1 Identify characteristics of responsible citizenship in the community, such as respecting property, helping neighbors, and participating in community activities.
	SS.2.C.2.Su.1 Recognize characteristics of responsible citizenship in the community, such as respecting property, helping neighbors, and participating in community activities.
	SS.2.C.2.Pa.1 Recognize a characteristic of responsible citizenship in the school, such as respecting property, helping others, or participating in school activities.
SS.2.C.2.3	Explain why United States citizens have guaranteed rights and identify rights.
	Related Access Point(s)
	SS.2.C.2.In.2 Identify a right of United States citizens, such as a right to vote or freedom of speech.
	SS.2.C.2.Su.2 Recognize a right of United States citizens, such as a right to vote or freedom of speech.
	SS.2.C.2.Pa.2 Recognize the right of students to make choices, such as selecting activities or materials.
SS.2.C.2.4	Identify ways citizens can make a positive contribution in their community.
	Related Access Point(s)
	SS.2.C.2.In.3 Recognize ways citizens can contribute to the community, such as volunteering and recycling.
	SS.2.C.2.Su.3 Recognize a way citizens can contribute to the community, such as volunteering or recycling.
	SS.2.C.2.Pa.3 Recognize a contribution to the school, such as volunteering.
SS.2.C.2.5	Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.
	Related Access Point(s)
	SS.2.C.2.In.4 Identify a contribution of African Americans, Hispanics, Native Americans, veterans, or women.

	SS.2.C.2.Su.4 Recognize a contribution of an African American, Hispanic, Native American, veteran, or woman.
	SS.2.C.2.Pa.4 Recognize that people from diverse backgrounds make contributions.

Standard 3: Structure and Functions of Government

BENCHMARK CODE	BENCHMARK
SS.2.C.3.1	Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.
	Related Access Point(s)
	SS.2.C.3.In.0 Recognize that the American government has a set of written laws that all people must follow.
	SS.2.C.3.Su.0 Recognize a law that all Americans must follow.
	SS.2.C.3.Pa.0 Recognize a rule in the school.
SS.2.C.3.2	Recognize symbols, individuals, events, and documents that represent the United States.
	Related Access Point(s)
	SS.2.C.3.In.1 Recognize symbols, individuals, and events that represent America, such as the White House, the Statue of Liberty, George Washington, and the Fourth of July.
	SS.2.C.3.Su.1 Recognize symbols and individuals that represent America, such as the White House, the Statue of Liberty, and George Washington.
	SS.2.C.3.Pa.1 Recognize a symbol and event that represent America, such as the Statue of Liberty and the Fourth of July.

Strand: CIVICS AND GOVERNMENT (STARTING 2023-2024)

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

BENCHMARK CODE	BENCHMARK
SS.2.CG.1.1	<p>Explain why people form governments.</p> <ul style="list-style-type: none"> • Students will explain the role of laws in government. • Students will define and provide examples of laws at the state and national levels. • Students will use scenarios to identify the impact of government on daily life.
SS.2.CG.1.2	<p>Explain how the U.S. government protects the liberty and rights of American citizens.</p> <ul style="list-style-type: none"> • Students will recognize that the equal rights of citizens are protected by the U.S. Constitution.

Standard 2: Civic and Political Participation

BENCHMARK CODE	BENCHMARK
SS.2.CG.2.1	Explain what it means to be a U.S. citizen.

	<ul style="list-style-type: none"> Students will recognize that there are multiple ways to obtain citizenship.
SS.2.CG.2.2	<p>Describe the characteristics of responsible citizenship at the local and state levels.</p> <ul style="list-style-type: none"> 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). Students will describe the contributions of the diverse individuals and groups that contribute to civic life in the United States and Florida.
SS.2.CG.2.3	<p>Explain how citizens demonstrate patriotism.</p> <ul style="list-style-type: none"> 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).
SS.2.CG.2.4	<p>Recognize symbols, individuals and documents that represent the United States.</p> <ul style="list-style-type: none"> 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.
SS.2.CG.2.5	<p>Recognize symbols, individuals and documents that represent Florida.</p> <ul style="list-style-type: none"> 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.

Standard 3: Structure and Functions of Government

BENCHMARK CODE	BENCHMARK
SS.2.CG.3.1	<p>Identify the Constitution of the United States as the supreme law of the land.</p> <ul style="list-style-type: none"> Students will recognize that the United States has a written constitution. Students will identify the United States as a constitutional republic.