



Flagler Schools
2nd Grade Social Studies
Pacing Guide
2024-2025

Quarter 1
August 12 - October 11

| Pacing | Benchmarks & Description |
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| Unit 7 | <p>SS.2.CG.1.1: 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. <p>SS.2.CG.1.2: 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. <p>SS.2.CG.3.1: 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. |
| Unit 8 | <p>SS.2.CG.2.1: Explain what it means to be a U.S. citizen.</p> <ul style="list-style-type: none"> ● Students will recognize that there are multiple ways to obtain citizenship. <p>SS.2.CG.2.2: 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. <p>SS.2.CG.2.3: 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 |

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| | <p>Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).</p> <p>SS.2.CG.2.4: 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. <p>SS.2.CG.2.5: 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. |
| <p>Quarter 2 October 15 - December 20</p> | |
| Pacing | Benchmarks & Description |
| Unit 4 | <p>SS.2.A.2.1: Recognize that Native Americans were the first inhabitants in North America.</p> <p>SS.2.A.2.2: Compare the cultures of Native American tribes from various geographic regions of the United States. Examples may include, but are not limited to, location, clothing, housing, food, major beliefs and practices, language, art, and music.</p> <p>SS.2.A.2.3: Describe the impact of immigrants on the Native Americans. Examples are location, clothing, housing, food, major beliefs and practices, art, and music.</p> |
| Unit 1 | <p>SS.2.G.1.1: Use different types of maps (political, physical, and thematic) to identify map elements. Examples are coordinate grids, title, compass rose, cardinal and intermediate directions, key/legend with symbols and scale.</p> <p>SS.2.G.1.3: Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.</p> |
| <p>Quarter 3 January 7 - March 13</p> | |
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| Unit 2 | <p>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.</p> |

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| | <p>SS.2.G.1.3: Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.</p> <p>SS.2.G.1.4: Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).</p> |
| Unit 3 | <p>SS.2.A.1.1: Examine primary and secondary sources. Examples may include, but are not limited to, artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, and stamps, textbooks and reference books.</p> <p>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.</p> <p>SS.2.A.3.1: Identify terms and designations of time sequence. Examples may include, but are not limited to, years, decades, centuries.</p> |
| Unit 5 | <p>SS.2.A.2.4: Explore ways the daily life of people living in Colonial America changed over time. Examples may include, but are not limited to, food, shelter, clothing, education, and settlements.</p> |
| <p>Quarter 4 March 24 - May 29</p> | |
| Pacing | Benchmarks & Description |
| Unit 6 | <p>SS.2.A.2.5: Identify reasons people came to the United States throughout history. Examples may include, but are not limited to, war, hunger, natural disasters, voluntary and involuntary servitude, political or religious freedom, land, and jobs.</p> <p>SS.2.A.2.6: Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.</p> <p>SS.2.A.2.7: Discuss why immigration continues today. Examples may include, but are not limited to, jobs, war, hunger, natural disasters, political or religious freedom, and jobs.</p> <p>SS.2.A.2.8: Explain the cultural influences and contributions of immigrants today. Examples may include, but are not limited to, food, language, music, art, beliefs and practices, literature, education, and clothing.</p> |
| Unit 8 | <p>SS.2.E.1.1: Recognize that people make choices because of limited resources.</p> <p>SS.2.E.1.2: Recognize that people supply goods and services based on consumer demands. Examples are housing and jobs.</p> <p>SS.2.E.1.3: Recognize that the United States trades with other nations to exchange goods and services. Examples are clothing, food, toys, cars.</p> |

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| | <p>SS.2.E.1.4: Explain the personal benefits and costs involved in saving and spending.</p> |
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