

Florida Standards

Social Studies

with revised Civics & Holocaust Ed (AD2021/IMPL 2023)

Grade: 2

Adopted 2014

Strand	FL.SS.2.A.	American History
Standard	SS.2.A.1.	Historical Inquiry and Analysis
Benchmark	SS.2.A.1.1.	Examine primary and secondary sources. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 1: Lesson 1: A: When did your family come to this neighborhood? Grade 2 Teacher's Guide: Chapter 1: Lesson 1: B: What important changes have happened to your family? Grade 2 Teacher's Guide: Chapter 1: Lesson 1: C: Reading a Timeline. Grade 2 Teacher's Guide: Chapter 1: Lesson 1: closure Grade 2 Teacher's Guide: Chapter 4 Project, p.212-214 Grade 2 Teacher's Guide: Chapter 4 Review, p.210-211 Grade 2 Teacher's Guide: Chapter 4: Lesson 4: B. Researching a Community, p.202-203 Grade 2 Teacher's Guide: Chapter 5: Lesson 4: A. How did people first live in our state?, p.256-258 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Student Book: Chapter 4: Lesson 4: B. Researching a Community, p.133 Grade 2: Student Book: Chapter 1: Lesson 1: A: When did your family come to this neighborhood? Grade 2: Student Book: Chapter 1: Lesson 1: B: what important changes have happened to your family? Grade 2: Student Book: Chapter 1: Lesson 1: C: Reading a Timeline <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> New Amsterdam Jamestown San Antonio Plymouth San Diego Galveston Hurricane Panama Canal State Symbols <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Colonial: What Was Life Like? The Late Twentieth Century: What Was Life Like? Exploring Egypt: What's Life Like?

		Budget: How Do You Make a Money Plan? What is Climate and How Does it Affect Our Lives? Justice for All: How Did Thurgood Marshall and Sonia Sotomayor Change America? Island of Many Wonders: What Will We See in New Guinea?
Benchmark	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. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 4 Project, p.212-214 Grade 2 Teacher's Guide: Chapter 4 Review, p.210-211 Grade 2 Teacher's Guide: Chapter 4: Lesson 4: B. Researching a Community, p.202-203 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Student Book: Chapter 4: Lesson 4: B. Researching a Community, p.133 <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Grade 2 Group Activity Card: Chapter 5: Lesson 2: Section C: Primary Sources
Strand	FL.SS.2.A.	American History
Standard	SS.2.A.2.	Historical Knowledge
Benchmark	SS.2.A.2.1.	Recognize that Native Americans were the first inhabitants in North America. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 4: Lesson 2: A. Who first lived in the area?, p.175-178 Grade 2 Teacher's Guide: Chapter 6: Lesson 2 Closure, p.312 Grade 2 Teacher's Guide: Chapter 6: Lesson 2: A. How did American Indians live when European explorers arrived?, p.299-302 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 6a What Makes Us the United States? - Chapter 6: Introductory Activity, p.120-122 Grade 2 Handout: 6f Time Line of American History - Chapter 6: Lesson 2: Closure, p.129
Benchmark	SS.2.A.2.2.	Compare the cultures of Native American tribes from various geographic regions of the United States. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 4: Lesson 2: A. Who first lived in the area?, p.175-178 Grade 2 Teacher's Guide: Chapter 5: Lesson 4: A. How did people first live in our state?, p.256-258 Grade 2 Teacher's Guide: Chapter 6: Lesson 2 Closure, p.312 Grade 2 Teacher's Guide: Chapter 6: Lesson 2: A. How did American Indians live when European explorers arrived?, p.299-302 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 5k American Indians in Our State - Chapter 5: Lesson 4: Section A, p.106 Grade 2 Handout: 6a What Makes Us the United States? - Chapter 6: Introductory Activity, p.120-122 Grade 2 Handout: 6f Time Line of American History - Chapter 6: Lesson 2: Closure, p.129

		<u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Student Book: Chapter 4: Lesson 2: A. Who first lived in the area?, p.111 Grade 2 Student Book: Chapter 4: Lesson 4: D. How do different groups in a community celebrate?, p.136 Grade 2 Student Book: Chapter 5: Lesson 4: A. How did people first live in our state?, p.169 Grade 2 Student Book: Chapter 6: Lesson 2: A. How did American Indians live when European explorers arrived?, p.195
Benchmark	SS.2.A.2.3.	Describe the impact of immigrants on the Native Americans. <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Student Book: Chapter 4: Lesson 2: B. Why did new people come to the area?, p.113 Grade 2 Student Book: Chapter 6: Lesson 2: A. How did American Indians live when European explorers arrived?, p.195 Grade 2 Student Book: Chapter 6: Lesson 2: C. How did people live in the British colonies?, p.198-199 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 6d How Did People Live in the British Colonies? - Chapter 6: Lesson 2: Section C, p.127 Grade 2 Handout: 6e Cause and Effect - Chapter 6: Lesson 2: Section E, p.128 <u>NYSTROM YOUNG CITIZENS LSRs</u> Colonial America <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 4: Lesson 2 Closure, p.188 Grade 2 Teacher's Guide: Chapter 4: Lesson 2: A. Who first lived in the area?, p.175-178 Grade 2 Teacher's Guide: Chapter 4: Lesson 2: B. Why did new people come to the area?, p.178-181
Benchmark	SS.2.A.2.4.	Explore ways the daily life of people living in Colonial America changed over time. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 6: Lesson 2: C. How did people live in the British colonies?, p.305-307 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Student Book: Chapter 4: Lesson 2: C. Why did people set up a town?, p.115 Grade 2 Student Book: Chapter 6: Lesson 2: B. Where did Europeans set up colonies?, p.196-197 Grade 2 Student Book: Chapter 6: Lesson 2: C. How did people live in the British colonies?, p.198-199 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 6d How Did People Live in the British Colonies? - Chapter 6: Lesson 2: Section C, p.127 Grade 2 Handout: 6e Cause and Effect - Chapter 6: Lesson 2: Section E, p.128 <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Jamestown New Amsterdam Plymouth San Antonio San Diego

		St. Augustine <u>NYSTROM YOUNG CITIZENS LSRs</u> Colonial America
Benchmark	SS.2.A.2.5.	Identify reasons people came to the United States throughout history. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 4: Lesson 2: E. What can change and what can stay the same in a town?, p.186-187 Grade 2 Teacher's Guide: Chapter 5 Review, p.274 Grade 2 Teacher's Guide: Chapter 5: Lesson 4 Closure, p.264 Grade 2 Teacher's Guide: Chapter 5: Lesson 4: B. Why did new groups move to the state?, p.258-260 Grade 2 Teacher's Guide: Chapter 5: Lesson 4: C. What changes did new groups bring?, p.260-261 Grade 2 Teacher's Guide: Chapter 6: Lesson 2: B. Where did Europeans set up colonies?, p.303-305 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Student Book: Chapter 4: Lesson 2: B. Why did new people come to the area?, p.113 Grade 2 Student Book: Chapter 4: Lesson 2: E. What can change and what can stay the same in a town?, p.118 Grade 2 Student Book: Chapter 5: Lesson 4: B. Why did new groups move to the state?, p.170 Grade 2 Student Book: Chapter 6: Lesson 2: B. Where did Europeans set up colonies?, p.196-197 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 4e Why Did New People Come to the Area? - Chapter 4: Lesson 2: Section B, p.67
Benchmark	SS.2.A.2.6.	Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 6: Lesson 4: C. What are important symbols of our country?, p.328-330 Grade 2 Teacher's Guide: Chapter 6: Lesson 4: D. What are some important national landmarks?, p.330-332 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Patriots' Handbook, p.272-283 Grade 2 Student Book: Chapter 6: Lesson 4: D. What are some important national landmarks?, p.219 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 6I What Are Important Symbols of the Country - Chapter 6: Lesson 4: Section C, p.135 <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Immigration
Benchmark	SS.2.A.2.7.	Discuss why immigration continues today. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 4: Lesson 2: E. What can change and what can stay the same in a town?, p.186-187 Grade 2 Teacher's Guide: Chapter 5: Lesson 4: C. What changes did new groups bring?, p.260-261

		NYSTROM YOUNG CITIZENS Student Book Grade 2 Student Book: Chapter 4: Lesson 2: E. What can change and what can stay the same in a town?, p.118 Grade 2 Student Book: Chapter 5: Lesson 4: B. Why did new groups move to the state?, p.170 NYSTROM YOUNG CITIZENS Group Activity Cards Immigration
Benchmark	SS.2.A.2.8.	Explain the cultural influences and contributions of immigrants today. NYSTROM YOUNG CITIZENS Teacher's Guide Grade 2 Teacher's Guide: Chapter 4: Lesson 2: E. What can change and what can stay the same in a town?, p.186-187 Grade 2 Teacher's Guide: Chapter 5: Lesson 4: C. What changes did new groups bring?, p.260-261 NYSTROM YOUNG CITIZENS Student Book Grade 2 Student Book: Chapter 4: Lesson 2: E. What can change and what can stay the same in a town?, p.118 Grade 2 Student Book: Chapter 5: Lesson 4: B. Why did new groups move to the state?, p.170 NYSTROM YOUNG CITIZENS Group Activity Cards Immigration Let's Celebrate Mardi Gras! Let's Celebrate Cinco de Mayo! Let's Celebrate St. Patrick's Day! Let's Celebrate Rosh Hashanah! Let's Celebrate Kwanzaa! Let's Celebrate Eid al Fitr!
Strand	FL.SS.2.A.	American History
Standard	SS.2.A.3.	Chronological Thinking
Benchmark	SS.2.A.3.1.	Identify terms and designations of time sequence. NYSTROM YOUNG CITIZENS Teacher's Guide Grade 2 Teacher's Guide: Chapter 6: Lesson 2 Closure, p.312 Grade 2 Teacher's Guide: Chapter 6: Lesson 2: B. Where did Europeans set up colonies?, p.303-305 Grade 2 Teacher's Guide: Chapter 6: Lesson 2: C. How did people live in the British colonies?, p.305-307 Grade 2 Teacher's Guide: Chapter 6: Lesson 2: D. Why did the colonies break away from Great Britain?, p.307-309 NYSTROM YOUNG CITIZENS Student Book Grade 2 Student Book: Chapter 1: Lesson 1: A. When did your family to come to this neighborhood? p. 17 Grade 2 Student Book: Chapter 1: Lesson 1: C. Reading a Timeline p. 20-21 Grade 2 Student Book: Chapter 1: Lesson 4: A. Families in the Past p. 37 Grade 2 Patriots' Handbook, p.272-283 Grade 2 Student Book: Chapter 4: Lesson 2: B. Why did new people come to the area?, p.113 Grade 2 Student Book: Chapter 4: Lesson 2: C. Why did people set up a town?, p.115

		Grade 2 Student Book: Chapter 6: Lesson 2: A. How did American Indians live when European explorers arrived?, p.195 Grade 2 Student Book: Chapter 6: Lesson 2: B. Where did Europeans set up colonies?, p.196-197 Grade 2 Student Book: Chapter 6: Lesson 2: C. How did people live in the British colonies?, p.198-199 Grade 2 Student Book: Chapter 6: Lesson 2: D. Why did the colonies break away from Great Britain?, p.201 <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Galveston Hurricane of 1900 Jamestown New Amsterdam Plymouth San Antonio San Diego Augustine <u>NYSTROM YOUNG CITIZENS LSRs</u> Grade 2 Leveled Student Reader: Colonial America Grade 2 Leveled Student Reader: Justice for All Grade 2 Leveled Student Reader: The Late Twentieth Century
Strand	FL.SS.2.G.	Geography
Standard	SS.2.G.1.	The World in Spatial Terms
Benchmark	SS.2.G.1.1.	Use different types of maps (political, physical, and thematic) to identify map elements. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 1: Lesson 2: C. How do families celebrate their traditions?, p.32-34 Grade 2 Teacher's Guide: Chapter 3 Review, p.147-150 Grade 2 Teacher's Guide: Chapter 3: Lesson 1 Closure, p.119 Grade 2 Teacher's Guide: Chapter 3: Lesson 1: C. Using a Map Grid, p.115-116 Grade 2 Teacher's Guide: Chapter 3: Lesson 1: D. How do people use maps to build neighborhoods?, p.117-118 Grade 2 Teacher's Guide: Chapter 3: Lesson 3: A. What jobs do people in the neighborhood do?, p.130-132 Grade 2 Teacher's Guide: Chapter 4: Lesson 2: E. What can change and what can stay the same in a town?, p.186-187 Grade 2 Teacher's Guide: Chapter 4: Lesson 3: B. How does a town government work?, p.191-194 Grade 2 Teacher's Guide: Chapter 5 Review, p.274 Grade 2 Teacher's Guide: Chapter 5: Introductory Activity, p.223-224 Grade 2 Teacher's Guide: Chapter 5: Lesson 1 Closure, p.233 Grade 2 Teacher's Guide: Chapter 5: Lesson 1: A. What are the physical features of our state?, p.225-227 Grade 2 Teacher's Guide: Chapter 5: Lesson 1: B. Where do people live in our state?, p.227-229 Grade 2 Teacher's Guide: Chapter 5: Lesson 1: C. Where is our town in the state?, p.230-231 Grade 2 Teacher's Guide: Chapter 5: Lesson 1: D. Using Different Kinds of Maps, p.232 Grade 2 Teacher's Guide: Chapter 6: Lesson 1: A. Where in the world is the United States?, p.286-289 Grade 2 Teacher's Guide: Chapter 6: Lesson 1: B. What are the largest natural features of the United States?, p.289-292 Grade 2 Teacher's Guide: Chapter 6: Lesson 1: C. What are the important features that people create?,

		p.292-294 Grade 2 Teacher's Guide: Chapter 6: Lesson 1: D. How has the environment affected America's people?, p.295-297 Grade 2 Teacher's Guide: Chapter 7: Lesson 1: B. How do map lines help us find places?, p.351-354 Grade 2 Teacher's Guide: Chapter 7: Lesson 1: C. What kinds of physical features and climates can we find around the world?, p.355-357 Grade 2 Teacher's Guide: Chapter 7: Lesson 3: C. What is life like in China?, p.379-381 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Student Book: Chapter 3: Lesson 1: C. Using a Map Grid, p.72-73 Grade 2 Student Book: Chapter 3: Lesson 1: D. How do people use maps to build neighborhoods?, p.74 Grade 2 Student Book: Chapter 5: Lesson 1: D. Using Different Kinds of Maps, p.148 Grade 2 Student Book: Chapter 7: Lesson 1: C. What kinds of physical features and climates can we find around the world?, p.228 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 3d How Land Is Used - Chapter 3: Lesson 1: Closure, p.41-42 Grade 2 Handout: 5a Where in the World Am I? - Chapter 5: Lesson 1: Section A, p.90 Grade 2 Handout: 5b Different Kinds of Maps - Chapter 5: Lesson 1: Section D, p.91-95 Grade 2 Handout: 7c Your Place in the World - Chapter 7: Lesson 1: Closure, p.143-144 Grade 2 Handout: 7f Africa - Chapter 7: Lesson 3: Section A, p.147 Grade 2 Handout: 7h Europe - Chapter 7: Lesson 3: Section B, p.149 Grade 2 Handout: 7i Asia - Chapter 7: Lesson 3: Section C, p.150 Grade 2 Handout: Chapter 3 Review - Chapter 3 Review, p.56-57 Grade 2 Handout: 1b Map and Text Features - Introduction: Lesson 1: Closure, p.3 <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Jamestown New Amsterdam Plymouth San Antonio San Diego. Augustine The Panama Canal <u>NYSTROM YOUNG CITIZENS LSRs</u> Grade 2 Leveled Student Reader: What Is Climate?
Benchmark	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. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 5: Introductory Activity, p.223-224 Grade 2 Teacher's Guide: Chapter 5: Lesson 1 Closure, p.233 Grade 2 Teacher's Guide: Chapter 5: Lesson 1: A. What are the physical features of our state?, p.225-227 Grade 2 Teacher's Guide: Chapter 5: Lesson 1: C. Where is our town in the state?, p.230-231 Grade 2 Teacher's Guide: Chapter 6: Lesson 1: C. What are the important features that people create?, p.292-294 Grade 2 Teacher's Guide: Chapter 7: Lesson 1 Closure, p.360 Grade 2 Teacher's Guide: Chapter 7: Lesson 1: A. What does earth look like from space?, p.348-350 Grade 2 Teacher's Guide: Chapter 7: Lesson 1: D. What does our continent look like?, p.357-359

		<u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Atlas, p.260-270 Grade 2 Student Book: Chapter 7: Lesson 1: D. What does our continent look like?, p.231 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 5a Where in the World Am I? - Chapter 5: Lesson 1: Section A, p.90 Grade 2 Handout: 5b Different Kinds of Maps - Chapter 5: Lesson 1: Section D, p.91-95 Grade 2 Handout: 5c The Geography of Our State - Chapter 5: Lesson 1: Closure, p.96-97 Grade 2 Handout: 5d Our State - Chapter 5: Lesson 1: Closure, p.98 Grade 2 Handout: 5o Our State Today - Chapter 5: Lesson 5: Closure, p.111 Grade 2 Handout: 6b What Are Features of the United States? - Chapter 6: Lesson 1: Section B, p.123-125 Grade 2 Handout: 6c A Trip through the United States - Chapter 6: Lesson 1: Closure, p.126 Grade 2 Handout: 7b North American Physical Regions - Chapter 7: Lesson 1: Section D, p.142 Grade 2 Handout: 7c Your Place in the World - Chapter 7: Lesson 1: Closure, p.143-144
Benchmark	SS.2.G.1.3.	Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 1: Lesson 2: C. How do families celebrate their traditions?, p.32-34 Grade 2 Teacher's Guide: Chapter 3: Review, p.147-150 Grade 2 Teacher's Guide: Chapter 3: Lesson 1 Closure, p.119 Grade 2 Teacher's Guide: Chapter 3: Lesson 1: C. Using a Map Grid, p.115-116 Grade 2 Teacher's Guide: Chapter 3: Lesson 1: D. How do people use maps to build neighborhoods?, p.117-118 Grade 2 Teacher's Guide: Chapter 3: Lesson 3: A. What jobs do people in the neighborhood do?, p.130-132 Grade 2 Teacher's Guide: Chapter 4: Lesson 2: E. What can change and what can stay the same in a town?, p.186-187 Grade 2 Teacher's Guide: Chapter 4: Lesson 3: B. How does a town government work?, p.191-194 Grade 2 Teacher's Guide: Chapter 5 Review, p.274 Grade 2 Teacher's Guide: Chapter 5: Introductory Activity, p.223-224 Grade 2 Teacher's Guide: Chapter 5: Lesson 1 Closure, p.233 Grade 2 Teacher's Guide: Chapter 5: Lesson 1: A. What are the physical features of our state?, p.225-227 Grade 2 Teacher's Guide: Chapter 5: Lesson 1: B. Where do people live in our state?, p.227-229 Grade 2 Teacher's Guide: Chapter 5: Lesson 1: C. Where is our town in the state?, p.230-231 Grade 2 Teacher's Guide: Chapter 5: Lesson 1: D. Using Different Kinds of Maps, p.232 Grade 2 Teacher's Guide: Chapter 6 Review, p.335-336 Grade 2 Teacher's Guide: Chapter 6: Lesson 1 Closure, p.298 Grade 2 Teacher's Guide: Chapter 6: Lesson 1: A. Where in the world is the United States?, p.286-289 Grade 2 Teacher's Guide: Chapter 6: Lesson 1: B. What are the largest natural features of the United States?, p.289-292 Grade 2 Teacher's Guide: Chapter 6: Lesson 1: C. What are the important features that people create?, p.292-294 Grade 2 Teacher's Guide: Chapter 6: Lesson 1: D. How has the environment affected America's people?, p.295-297 Grade 2 Teacher's Guide: Chapter 7 Review, p.398-399 Grade 2 Teacher's Guide: Chapter 7: Lesson 1 Closure, p.360 Grade 2 Teacher's Guide: Chapter 7: Lesson 1: A. What does earth look like from space?, p.348-350 Grade 2 Teacher's Guide: Chapter 7: Lesson 1: B. How do map lines help us find places?, p.351-354

		Grade 2 Teacher's Guide: Chapter 7: Lesson 1: C. What kinds of physical features and climates can we find around the world?, p.355-357 Grade 2 Teacher's Guide: Chapter 7: Lesson 3 Closure, p.387 Grade 2 Teacher's Guide: Chapter 7: Lesson 3: C. What is life like in China?, p.379-381 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Atlas, p.260-270 Grade 2 Student Book: Chapter 3: Lesson 1: C. Using a Map Grid, p.72-73 Grade 2 Student Book: Chapter 3: Lesson 1: D. How do people use maps to build neighborhoods?, p.74 Grade 2 Student Book: Chapter 5: Lesson 1: D. Using Different Kinds of Maps, p.148 Grade 2 Student Book: Chapter 6: Lesson 1: A. Where in the world is the United States?, p.186 Grade 2 Student Book: Chapter 7: Lesson 1: A. What does earth look like from space?, p.224-225 Grade 2 Student Book: Chapter 7: Lesson 1: B. How do map lines help us find places?, p.227 Grade 2 Student Book: Chapter 7: Lesson 1: C. What kinds of physical features and climates can we find around the world?, p.228 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 3d How Land Is Used - Chapter 3: Lesson 1: Closure, p.41-42 Grade 2 Handout: 5a Where in the World Am I? - Chapter 5: Lesson 1: Section A, p.90 Grade 2 Handout: 5d Our State - Chapter 5: Lesson 1: Closure, p.98 Grade 2 Handout: 6a What Makes Us the United States? - Chapter 6: Introductory Activity, p.120-122 Grade 2 Handout: 7c Your Place in the World - Chapter 7: Lesson 1: Closure, p.143-144 Grade 2 Handout: 7f Africa - Chapter 7: Lesson 3: Section A, p.147 Grade 2 Handout: 7h Europe - Chapter 7: Lesson 3: Section B, p.149 Grade 2 Handout: 7i Asia - Chapter 7: Lesson 3: Section C, p.150 Grade 2 Handout: 7k How Do Countries Get Along? - Chapter 7: Lesson 3: Section E, p.152-153 Grade 2 Handout: Chapter 3 Review - Chapter 3 Review, p.56-57 Grade 2 Handout: Chapter 7 Review - Chapter 7 Review, p.157-160 Grade 2 Handout: 1b Map and Text Features - Introduction: Lesson 1: Closure, p.3 <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Jamestown New Amsterdam Plymouth San Antonio San Diego St. Augustine The Panama Canal <u>NYSTROM YOUNG CITIZENS LSRs</u> Grade 2 Leveled Student Reader: What Is Climate?
Benchmark	SS.2.G.1.4.	Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands). <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 6: Lesson 1: C. What are the important features that people create?, p.292-294 Grade 2 Teacher's Guide: Chapter 7: Lesson 1 Closure, p.360

		Grade 2 Teacher's Guide: Chapter 7: Lesson 1: A. What does earth look like from space?, p.348-350 Grade 2 Teacher's Guide: Chapter 7: Lesson 1: D. What does our continent look like?, p.357-359 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Atlas, p.260-270 Grade 2 Student Book: Chapter 7: Lesson 1: D. What does our continent look like?, p.231 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 6b What Are Features of the United States? - Chapter 6: Lesson 1: Section B, p.123-125 Grade 2 Handout: 7b North American Physical Regions - Chapter 7: Lesson 1: Section D, p.142 Grade 2 Handout: 7c Your Place in the World - Chapter 7: Lesson 1: Closure, p.143-144
Strand	FL.SS.2.E.	Economics
Standard	SS.2.E.1.	Beginning Economics
Benchmark	SS.2.E.1.1.	Recognize that people make choices because of limited resources. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 2: Lesson 2 Closure, p.86 Grade 2 Teacher's Guide: Chapter 2: Lesson 2: A. What happens when you make choices?, p.79-81 Grade 2 Teacher's Guide: Chapter 2: Lesson 2: C. What do you need to make good choices?, p.83-84 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Student Book: Chapter 2: Lesson 2: A. What happens when you make choices?, p.53 Grade 2 Student Book: Chapter 2: Lesson 2: B. Making Decisions, p.55 Grade 2 Student Book: Chapter 2: Lesson 2: C. What do you need to make good choices?, p.57 <u>NYSTROM YOUNG CITIZENS Levelled Student Readers</u> Household Budget
Benchmark	SS.2.E.1.2.	Recognize that people supply goods and services based on consumer demands. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 3 Review, p.147-150 Grade 2 Teacher's Guide: Chapter 3: Lesson 2 Closure, p.129 Grade 2 Teacher's Guide: Chapter 3: Lesson 2: A. Where do goods and services come from?, p.120-122 Grade 2 Teacher's Guide: Chapter 3: Lesson 2: B. Why do prices go up and down? p. 364-365 Grade 2 Teacher's Guide: Chapter 3: Lesson 3 Closure, p.137 Grade 2 Teacher's Guide: Chapter 3: Lesson 3: D. How do people use their money?, p.135-136 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Student Book: Chapter 3: Lesson 2: A. Where do goods and services come from?, p.77 Grade 2 Student Book: Chapter 3: Lesson 2: B. how do needs and wants connect different places? p 78 Grade 2 Student Book: Chapter 3: Lesson 3: B. Why do people work?, p.84 Grade 2 Student Book: Chapter 7: Lesson 2: A. Why do we trade with other countries?, p.233 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 3e Goods, Producers, and Consumers - Chapter 3: Lesson 2: Section A, p.43 Grade 2 Handout: 3g Goods and Services at Home - Chapter 3: Lesson 2: Closure, p.45

Benchmark	SS.2.E.1.3.	Recognize that the United States trades with other nations to exchange goods and services. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 7: Lesson 2: A. Why do we trade with other countries?, p.361-364 Grade 2 Teacher's Guide: Chapter 7: Lesson 3: E. How do countries get along?, p.384-386 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Student Book: Chapter 7: Lesson 2: A. Why do we trade with other countries?, p.233 Grade 2 Student Book: Chapter 7: Lesson 2: Closure <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 7e Trading around the World - Chapter 7: Lesson 2: Closure, p.146
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Benchmark	SS.2.E.1.4.	Explain the personal benefits and costs involved in saving and spending. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 3: Lesson 3 Closure, p.137 Grade 2 Teacher's Guide: Chapter 3: Lesson 3: B. Why do people work?, p.132-134 Grade 2 Teacher's Guide: Chapter 3: Lesson 3: D. How do people use their money?, p.135-136 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Student Book: Chapter 3: Lesson 3: D. How do people use their money?, p.88 <u>NYSTROM YOUNG CITIZENS LSRs</u> Grade 2 Leveled Student Reader: Household Budget <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 3i Using Graphs and Spending Income - Chapter 3: Lesson 3: Closure, p.50 <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Household Budget
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Grade: 2 - Adopted: 2021

Strand		Civics and Government
Standard	SS.2.CG.1.	Foundations of Government, Law and the American Political System
Benchmark	SS.2.CG.1.1.	Explain why people form governments.
Sub-Benchmark		Students will explain the role of laws in government. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 6: Lesson 3: B. How does the U.S. government work?, p.316-318 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Student Book: Chapter 6: Lesson 4: A. Why does the United States have a Constitution? Grade 2 Student Book: Chapter 6: Lesson 4: B. How does the U.S. government work? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 2b Who Enforces the Rules? - Chapter 2: Lesson 1: Section D, p.25

Sub-Benchmark		Students will define and provide examples of laws at the state and national levels. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 6: Lesson 3: B. How does the U.S. government work?, p.316-318 Grade 2 Teacher's Guide: Chapter 5: Lesson 2: A. Why do we a state government? p. 234-236 Grade 2 Teacher's Guide: Chapter 5: Lesson 2: B. What does the state government do? What can't it do? <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Student Book: Chapter 5: Lesson 2: A. Why do we have a state government? p. 151 Grade 2 Student Book: Chapter 5: Lesson 2: B. What does the state government do? What can't it do? p. 153 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 2b Who Enforces the Rules? - Chapter 2: Lesson 1: Section D, p.25
Sub-Benchmark		Students will use scenarios to identify the impact of government on daily life. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 4: Lesson 3: D. What services does a town government provide?, p.195-197 Grade 2 Teacher's Guide: Chapter 5: Lesson 2 Closure, p.247 Grade 2 Teacher's Guide: Chapter 5: Lesson 2: B. What does the state government do? What can't it do?, p.237-239 Grade 2 Teacher's Guide: Chapter 5: Lesson 2: E. What are the symbols of our state?, p.244-245 Grade 2 Teacher's Guide: Chapter 7: Lesson 4: A. What connects people around the world?, p.388-390 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Student Book: Chapter 4: Lesson 3: D. What services does a town government provide?, p.127 Grade 2 Student Book: Chapter 5: Lesson 3: B. What challenges have some groups faced in our state?, p.165 Grade 2 Student Book: Chapter 6: Lesson 4: A. What ideas unite Americans?, p.213 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 6a What Makes Us the United States? - Chapter 6: Introductory Activity, p.120-122 Grade 2 Handout: 6i What Are the Rights and Responsibilities of American Citizens? - Chapter 6: Lesson 3: Section D, p.132 Grade 2 Handout: 6j American Democracy - Chapter 6: Lesson 3: Closure, p.133
Strand		Civics and Government
Standard	SS.2.CG.1.	Foundations of Government, Law and the American Political System
Benchmark	SS.2.CG.1.2.	Explain how the U.S. government protects the liberty and rights of American citizens.
Sub-Benchmark		Students will recognize that the equal rights of citizens are protected by the U.S. Constitution. <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Patriots' Handbook, p.272-283 Grade 2 Student Book: Chapter 5: Lesson 2: B. What does the state government do? What can't it do?, p.153 Grade 2 Student Book: Chapter 5: Lesson 3: B. What challenges have some groups faced in our state?,

		p.165 Grade 2 Student Book: Chapter 6: Lesson 3: A. Why does the United States have a Constitution?, p.205 Grade 2 Student Book: Chapter 6: Lesson 3: B. How does the U.S. government work?, p.207 Grade 2 Student Book: Chapter 6: Lesson 4: A. What ideas unite Americans?, p.213 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 6a What Makes Us the United States? - Chapter 6: Introductory Activity, p.120-122 Grade 2 Handout: 6i What Are the Rights and Responsibilities of American Citizens? - Chapter 6: Lesson 3: Section D, p.132 Grade 2 Handout: 6j American Democracy - Chapter 6: Lesson 3: Closure, p.133 <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 5 Review, p.274 Grade 2 Teacher's Guide: Chapter 5: Lesson 2: B. What does the state government do? What can't it do?, p.237-239 Grade 2 Teacher's Guide: Chapter 6: Lesson 3 Closure, p.322 Grade 2 Teacher's Guide: Chapter 6: Lesson 3: A. Why does the United States have a Constitution?, p.313-315
Strand		Civics and Government
Standard	SS.2.CG.2.	Civic and Political Participation
Benchmark	SS.2.CG.2.1.	Explain what it means to be a U.S. citizen.
Sub-Benchmark		Students will recognize that there are multiple ways to obtain citizenship. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 6: Lesson 3 Closure, p.322 Grade 2 Teacher's Guide: Chapter 6: Lesson 3: C. Who are American citizens?, p.319-320 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Student Book: Chapter 6: Lesson 3: C. Who are American citizens?, p.208 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 6h Who Are American Citizens? - Chapter 6: Lesson 3: Section C, p.131
Strand		Civics and Government
Standard	SS.2.CG.2.	Civic and Political Participation
Benchmark	SS.2.CG.2.2.	Describe the characteristics of responsible citizenship at the local and state levels.
Sub-Benchmark		Students will identify characteristics of responsible citizenship (e.g., peaceable assembly, obeying the law, community involvement). <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 2 Project, p.95-96 Grade 2 Teacher's Guide: Chapter 2 Review, p.94 Grade 2 Teacher's Guide: Chapter 2: Lesson 3 Closure, p.93 Grade 2 Teacher's Guide: Chapter 2: Lesson 3: A. How can you be a good school citizen?, p.87-89 Grade 2 Teacher's Guide: Chapter 2: Lesson 3: B. How can you improve our school?, p.89-91 Grade 2 Teacher's Guide: Chapter 2: Lesson 3: C. Writing an Opinion Piece, p.91-92 Grade 2 Teacher's Guide: Chapter 4: Lesson 3 Closure, p.199

		Grade 2 Teacher's Guide: Chapter 4: Lesson 3: E. How do citizens take part in their government?, p.197-198 Grade 2 Teacher's Guide: Chapter 5: Lesson 2: D. What part do citizens play in state government?, p.242-244 Grade 2 Teacher's Guide: Chapter 5: Lesson 3 Closure, p.255 Grade 2 Teacher's Guide: Chapter 5: Lesson 3: B. What challenges have some groups faced in our state?, p.250-252 Grade 2 Teacher's Guide: Chapter 6: Lesson 3 Closure, p.322 Grade 2 Teacher's Guide: Chapter 6: Lesson 3: D. What are the rights and responsibilities of American citizens?, p.320-321 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Student Book: Chapter 2: Lesson 3: A. How can you be a good school citizen?, p.61 Grade 2 Student Book: Chapter 2: Lesson 3: B. How can you improve our school?, p.63 Grade 2 Student Book: Chapter 4: Lesson 3: E. How do citizens take part in their government?, p.129 Grade 2 Student Book: Chapter 5: Lesson 2: D. What part do citizens play in state government?, p.157 Grade 2 Student Book: Chapter 5: Lesson 3: B. What challenges have some groups faced in our state?, p.165 Grade 2 Student Book: Chapter 6: Lesson 3: D. What are the rights and responsibilities of American citizens?, p.210 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 1c Rights and Responsibilities - Chapter 1: Lesson 2: Section B, p.8--9 Grade 2 Handout: 4j How Do Citizens Take Part in Their Government? - Chapter 4: Lesson 3: Section E, p.74 Grade 2 Handout: 4k Town Government and Diagrams - Chapter 4: Lesson 3: Closure, p.75 Grade 2 Handout: 5i What Connects People of Our State? - Chapter 5: Lesson 3: Section A, p.104 Grade 2 Handout: 5j The People of Our State - Chapter 5: Lesson 3: Closure, p.105 Grade 2 Handout: 6a What Makes Us the United States? - Chapter 6: Introductory Activity, p.120-122 Grade 2 Handout: 6i What Are the Rights and Responsibilities of American Citizens? - Chapter 6: Lesson 3: Section D, p.132 Grade 2 Handout: 6j American Democracy - Chapter 6: Lesson 3: Closure, p.133 Grade 2 Handout: Chapter 1 Review - Chapter 1 Review, p.14-17 Grade 2 Handout: Chapter 2 Review - Chapter 2 Review, p.32-35 Grade 2 Handout: Chapter 4 Review - Chapter 4 Review, p.81-86 <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Grade 2 Group Activity Card: Chapter 2: Lesson 2: Making Decisions
Sub-Benchmark		Students will identify characteristics of irresponsible citizenship (e.g., disorderly assembly, breaking the law). <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 2: Lesson 1: B. Why are there school rules?, p.72-73 Grade 2 Teacher's Guide: Chapter 6: Lesson 3: D. What are the rights and responsibilities of American citizens? p. 320-321 Grade 2 Teacher's Guide: Chapter 6: Lesson 3: Closure <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Student Book: Chapter 2: Lesson 1: B. School Rules p. 44-51

		Grade 2 Student Book: Chapter 6: Lesson 3: D. American Government and Citizens p. 204-211 NYSTROM YOUNG CITIZENS Activity Sheets Grade 2 Handout: 2b Who Enforces the Rules?-Chapter 2: p. 25
Sub-Benchmark		Students will describe the contributions of the diverse individuals and groups that contribute to civic life in the United States and Florida. NYSTROM YOUNG CITIZENS Teacher's Guide Grade 2 Teacher's Guide: Chapter 4: Project Grade 2 Teacher's Guide: Chapter 6: Lesson 1: A. What ideas unite Americans? Grade 2 Teacher's Guide: Chapter 6: Project NYSTROM YOUNG CITIZENS Student Book Grade 2 Student Book: Chapter 4: Lesson 4: E. How can different groups get to know each other?, p.139 Grade 2 Student Book: Lesson 4 Summary Grade 2 Student Book: Chapter 5: Lesson 4: C. What changes did new groups bring?, p.173 NYSTROM YOUNG CITIZENS Group Activity Cards Immigration Let's Celebrate Mardi Gras! Let's Celebrate Cinco de Mayo! Let's Celebrate St. Patrick's Day! Let's Celebrate Rosh Hashanah! Let's Celebrate Kwanzaa! Let's Celebrate Eid al Fitr!
Strand		Civics and Government
Standard	SS.2.CG.2.	Civic and Political Participation
Benchmark	SS.2.CG.2.3.	Explain how citizens demonstrate patriotism.
Sub-Benchmark		Students will explain why reciting the Pledge of Allegiance daily is an act of patriotism NYSTROM YOUNG CITIZENS Teacher's Guide Grade 2 Teacher's Guide: Chapter 6: Lesson 4: A. What ideas unite Americans?, p.323-325 Grade 2 Teacher's Guide: Chapter 6: Lesson 4: B. Reading a Primary Source p.326-327 Grade 2 Teacher's Guide: Chapter 6: Lesson 4: C. What are important symbols of our country? p. 328-329 Grade 2 Teacher's Guide: Chapter 6: Lesson 4: D. What are some important national landmarks? p. 330-331 Grade 2 Teacher's Guide: Chapter 6: Lesson 4: E. What do American holidays celebrate? p. 332-33 NYSTROM YOUNG CITIZENS Student Book Grade 2 Student Book: Chapter 6: Lesson 4: A. What ideas unite Americans?, p.213 Grade 2 Student Book: Chapter 6: Lesson 4: B. Reading a Primary Source p. 214-215 Grade 2 Student Book: Chapter 6: Lesson 4: C. What are important symbols of our country? p. 216-217 Grade 2 Student Book: Chapter 6: Lesson 4: D. What are some important national landmarks? p. 218-219 Grade 2 Student Book: Chapter 6: Lesson 4: E. What do American holidays celebrate? p. 221 Grade 2 Student Book: Chapter 6: Lesson 4: Closure p. 221 Grade 2 Student Book: Patriot's Handbook p. 276

		<u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 6k Reading a Primary Source-Chapter 6: Lesson 4: B Grade 2 Handout: 6l What are Important Symbols of the Country?- Chapter 6: Lesson 4: C Grade 2 Handout: 6m The Star-Spangled Banner- Chapter 6: Lesson 4: Closure
Sub-Benchmark		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). <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Patriots' Handbook, p.272-283 Grade 2 Student Book: Chapter 4: Lesson 4: D. How do different groups in a community celebrate?, p.136 Grade 2 Student Book: Chapter 5: Lesson 5: B. What kinds of celebrations does our state hold?, p.178 Grade 2 Student Book: Chapter 6: Lesson 4: E. What do American holidays celebrate?, p.221 <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 1: Lesson 2: C. How do families celebrate their traditions?, p.32-34 Grade 2 Teacher's Guide: Chapter 4: Lesson 4: D. How do different groups in a community celebrate?, p.205-207 Grade 2 Teacher's Guide: Chapter 5: Lesson 5 Closure, p.273 Grade 2 Teacher's Guide: Chapter 5: Lesson 5: B. What kinds of celebrations does our state hold?, p.267-268 Grade 2 Teacher's Guide: Chapter 6 Project, p.337-339 Grade 2 Teacher's Guide: Chapter 6: Lesson 4: E. What do American holidays celebrate?, p.332-333 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 4n The People of a Town - Chapter 4: Lesson 4: Closure, p.80 Grade 2 Handout: 6a What Makes Us the United States? - Chapter 6: Introductory Activity, p.120-122 <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Let's Celebrate Cinco de Mayo! Let's Celebrate Mardi Gras! Let's Celebrate St. Patrick's Day Let's Celebrate Rosh Hashanah Let's Celebrate Kwanzaa Let's Celebrate Eid al Fitr
Strand		Civics and Government
Standard	SS.2.CG.2.	Civic and Political Participation
Benchmark	SS.2.CG.2.4.	Recognize symbols, individuals and documents that represent the United States.
Sub-Benchmark		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. <u>NYSTROM YOUNG CITIZENS LSRs</u> Grade 2 Leveled Student Reader: Justice for All <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 6: Lesson 4 Closure, p.334 Grade 2 Teacher's Guide: Chapter 6: Lesson 4: C. What are important symbols of our country?, p.328-330

		Grade 2 Teacher's Guide: Chapter 6: Lesson 4: D. What are some important national landmarks?, p.330-332 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Patriots' Handbook, p.272-283 Grade 2 Student Book: Chapter 6: Lesson 4: D. What are some important national landmarks?, p.219 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 6l What Are Important Symbols of the Country - Chapter 6: Lesson 4: Section C, p.135
Sub-Benchmark		Students will recognize Rosa Parks and Thomas Jefferson as individuals who represent the United States. <u>NYSTROM YOUNG CITIZENS LSRs</u> Colonial America <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 6n Biography: Rosa Parks – Chapter 6
Sub-Benchmark		Students will recognize the Declaration of Independence as a document that represents the United States. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 6: Lesson 2: D. Why did the colonies break away from Great Britain?, p.307-309 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Patriots' Handbook, p.272-283 Grade 2 Student Book: Chapter 6: Lesson 2: D. Why did the colonies break away from Great Britain?, p.201 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 6f Time Line of American History - Chapter 6: Lesson 2: Closure, p.129 <u>NYSTROM YOUNG CITIZENS LSRs</u> Colonial America
Strand		Civics and Government
Standard	SS.2.CG.2.	Civic and Political Participation
Benchmark	SS.2.CG.2.5.	Recognize symbols, individuals and documents that represent Florida.
Sub-Benchmark		Students will recognize the Florida State Capitol and the Everglades National Park as symbols of Florida. <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Grade 2 Group Activity Card: Chapter 5: Lesson 2: Section E: State Symbols Card 2 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Student Book: Atlas p. 261

		<u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 5p: Our State: Symbols and Leadership—Chapter 5
Sub-Benchmark		Students will recognize Andrew Jackson and Marjory Stoneman Douglas as individuals who represent Florida. <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 5q: Biography: Douglas and Jackson -- Chapter 5
Sub-Benchmark		Students will recognize the Florida Constitution as a document that represents Florida. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 5 Review, p.274 Grade 2 Teacher's Guide: Chapter 5: Lesson 2 Closure, p.247 Grade 2 Teacher's Guide: Chapter 5: Lesson 2: B. What does the state government do? What can't it do?, p.237-239 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Student Book: Chapter 5: Lesson 2: B. What does the state government do? What can't it do?, p.153 <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Grade 2 Handout: 5p: Our State: Symbols and Leadership—Chapter 5
Strand		Civics and Government
Standard	SS.2.CG.3.	Structure and Functions of Government
Benchmark	SS.2.CG.3.1.	Identify the Constitution of the United States as the supreme law of the land.
Sub-Benchmark		Students will recognize that the United States has a written constitution. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 5 Review, p.274 Grade 2 Teacher's Guide: Chapter 5: Lesson 2: B. What does the state government do? What can't it do?, p.237-239 Grade 2 Teacher's Guide: Chapter 6: Lesson 3 Closure, p.322 Grade 2 Teacher's Guide: Chapter 6: Lesson 3: A. Why does the United States have a Constitution?, p.313-315 <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 2 Patriots' Handbook, p.272-283 Grade 2 Student Book: Chapter 5: Lesson 2: B. What does the state government do? What can't it do?, p.153 Grade 2 Student Book: Chapter 6: Lesson 3: A. Why does the United States have a Constitution?, p.205 Grade 2 Student Book: Chapter 6: Lesson 3: B. How does the U.S. government work?, p.207
Sub-Benchmark		Students will identify the United States as a constitutional republic. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 2 Teacher's Guide: Chapter 6: Lesson 3: A. Why does the United States have a Constitution? p. 313-315 Grade 2 Teacher's Guide: Chapter 6: Lesson 3: B. How does the U.S. government work? p. 316-318

		Grade 2 Teacher's Guide: Chapter 6 Review, p.335-336 Grade 2 Teacher's Guide: Chapter 6: Lesson 4 Closure, p.334 Grade 2 Teacher's Guide: Chapter 6: Lesson 4: A. What ideas unite Americans? p.323-325
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NYSTROM YOUNG CITIZENS Student Book

Student Book: Chapter 6: Lesson 3: A. Why does the United States have a Constitution? p. 204-205
Student Book: Chapter 6: Lesson 3: B. How does the U.S. government work? p. 207

Standard #	Standard	Correlation
MA.K12.MTR.1.1	Actively participate in effortful learning both individually and collectively. Mathematicians who participate in effortful learning both individually and with others: - Analyze the problem in a way that makes sense given the task. - Ask questions that will help with solving the task. - Build perseverance by modifying methods as needed while solving a challenging task. - Stay engaged and maintain a positive mindset when working to solve tasks. - Help and support each other when attempting a new method or approach. Clarifications Teachers who encourage students to participate actively in effortful learning both individually and with others: - Cultivate a community of growth mindset learners. - Foster perseverance in students by choosing tasks that are challenging. - Develop students' ability to analyze and problem solve. - Recognize students' effort when solving challenging problems.	Student Book; Chapter 1, Lesson 1, (reading a timeline), pps 20-21 Student Book; Chapter 2, Lesson 2, (making decisions), pps 54-55 Student Book; Chapter 3, Lesson 4, (writing an informational text -- sequencing), pps 96-97 Teacher's Guide: Chapter 1, Lesson 1, Section C, Reading a Timeline, pp. 24-26 Teachers Guide: Chapter 3, Lesson 3, Section C, p. 134 Teacher's Guide: Chapter 5, Lesson 2, Section F, Extending – Math, p. 246
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: - Build understanding through modeling and using manipulatives. - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. - Progress from modeling problems with objects and drawings to using algorithms and equations. - Express connections between concepts and representations. - Choose a representation based on the given context or purpose. Clarifications Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: - Help students make connections between concepts and representations. - Provide opportunities for students to use manipulatives when investigating concepts. - Guide students from concrete to pictorial to abstract representations as understanding progresses.	Student Book; Chapter 3, Lesson 1, (using a map grid), pps 72-73 Student Book: Chapter 3, Lesson 3, (using graphs) pps. 86-87 Student Book; Chapter 4, Lesson 3, (reading a diagram), pps 124-125 Teacher Guide: Chapter 1, Lesson 1, Activity C, Reading a Timeline , pp. 24-26 Teacher's Guide: Chapter 3, Lesson 1, Activity C, Map Grid, pp. 115-116 Teacher's Guide: Chapter 6 Project, Extending, p. 339 Leveled Student Readers: Household Budget

	Show students that various representations can have different purposes and can be useful in different situations.	
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: - Select efficient and appropriate methods for solving problems within the given context. - Maintain flexibility and accuracy while performing procedures and mental calculations. - Complete tasks accurately and with confidence. - Adapt procedures to apply them to a new context. - Use feedback to improve efficiency when performing calculations. Clarifications Teachers who encourage students to complete tasks with mathematical fluency: - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. - Offer multiple opportunities for students to practice efficient and generalizable methods. - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.	Student Book: Chapter 3, Lesson 3, (using graphs) pps. 86-87 Student Book: Chapter 4, Lesson 1, pp. 108-109 Student Book; Chapter 4, Lesson 3, (reading a diagram), pps 124-125 Teachers Guide: Chapter 5, Lesson 5, Activity B, Extending – Math, p. 267 Student Handouts: Chapter 4, Lesson 3, Activity Sheet 4K
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: - Communicate mathematical ideas, vocabulary and methods effectively. - Analyze the mathematical thinking of others. - Compare the efficiency of a method to those expressed by others. - Recognize errors and suggest how to correctly solve the task. - Justify results by explaining methods and processes. - Construct possible arguments based on evidence. Clarifications Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. - Create opportunities for students to discuss their thinking with peers. - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.	Student Book; Chapter 2, Lesson 2, (making decisions), pps 54-55 Student Book: Chapter 3, Lesson 3, (using graphs) pps. 86-87 Student Book; Chapter 4, Lesson 1, (compare and contrast), pps 108-109 Student Book; Chapter 4, Lesson 3, (reading a diagram), pps 124-125 Teacher Guide: Chapter 1, Lesson 1, Activity C, Reading a Timeline, p. 24-26 Teacher’s Guide: Chapter 3, Lesson 3, Activity C, p. 254 Teacher’s Guide: Chapter 5, Lesson 2, Activity F, Extending – Math, p. 246

	Develop students' ability to justify methods and compare their responses to the responses of their peers.	
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: - Focus on relevant details within a problem. - Create plans and procedures to logically order events, steps or ideas to solve problems. - Decompose a complex problem into manageable parts. - Relate previously learned concepts to new concepts. - Look for similarities among problems. - Connect solutions of problems to more complicated large-scale situations. Clarifications Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. - Support students to develop generalizations based on the similarities found among problems. - Provide opportunities for students to create plans and procedures to solve problems. - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.	Student Book; Chapter 1, Lesson 1, (reading a timeline), pps 20-21 Student Book: Chapter 3, Lesson 3, pp. 86-87 Student Book; Chapter 4, Lesson 1, (compare and contrast), pps 108-109 Teacher's Guide: Chapter 3, Lesson 1, Activity C, Map Grid, pp. 115-116 Teacher's Guide: Chapter 3, Lesson 3, Activity C, p. 134
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: - Estimate to discover possible solutions. - Use benchmark quantities to determine if a solution makes sense. - Check calculations when solving problems. - Verify possible solutions by explaining the methods used. - Evaluate results based on the given context. Clarifications Teachers who encourage students to assess the reasonableness of solutions: - Have students estimate or predict solutions prior to solving. - Prompt students to continually ask, "Does this solution make sense? How do you know?" - Reinforce that students check their work as they progress within and after a task. - Strengthen students' ability to verify solutions through justifications.	Student Book; Chapter 2, Lesson 2, (making decisions), pps 54-55 Student Book: Chapter 3, Lesson 3, (using graphs) pps. 86-87 Student Book: Chapter 4, Lesson 1, pp. 108-109 Student Book; Chapter 4, Lesson 2, (main idea and supporting details), pps 116-117 Teacher's Guide: Chapter 5, Lesson 2, Section F, Extending – Math, p. 246 Leveled Student Readers: Household Budget

MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. Clarifications Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.	Student Book; Chapter 1, Lesson 1, (reading a timeline), pps 20-21 Student Book; Chapter 3, Lesson 1, (using a map grid), pps 72-73 Student Book: Chapter 3, Lesson 2, p. 81 Student Book: Chapter 3, Lesson 3, pp. 86-87 Teacher’s Guide: Chapter 3, Lesson 1, Activity C, Map Grid, pp. 115-116 Student Handouts: Chapter 4, Lesson 3, Activity Sheet 4K Leveled Student Readers: Household Budget
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	Student Book; Chapter 1, Lesson 1, (reading a timeline), pps 20-21 Student Book; Chapter 1, Lesson 4, (asking interview questions), pps 40-41 Student Book; Chapter 4, Lesson 2, (main idea and supporting details), pps 116-117 Teacher’s Guide: Chapter 2, Lesson 3, Extending- ELL, p.89 Teacher’s Guide: Chapter 3, Lesson 1, Extending- ELL, p.114
ELD.K12.ELL.SS.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.	Student Book; Chapter 1, Lesson 4, (asking interview questions), pps 40-41 Student Book; Chapter 3, Lesson 1, (using a map grid), pps 72-73 Student Book: Chapter 3, Lesson 3, (using graphs) pps. 86-87 Student Book; Chapter 3, Lesson 4, (writing an informational text), pps 96-97 Student Book; Chapter 4, Lesson 1, (compare and contrast), pps 108-109 Student Book; Chapter 4, Lesson 2, (main idea and supporting details), pps 116-117 Teacher’s Guide: Chapter 6, Lesson 1, Extending- ELL, p.292 Teacher’s Guide: Chapter 7, Lesson 1, Extending- ELL, p. 354
HE.2.C.2.4	Explain the ways that rules make the classroom, school, and community safer. Clarifications Walking not running, waiting your turn, and following traffic laws.	Student Book: Chapter 2, Lesson 1, School Rules, pp. 44-51 Student Book: Chapter 4, Lesson 3, pp. 121-123 Teachers Guide: Chapter 1, Lesson 2, Section B, pp. 30-31

