

Grade Level Expectations for the Sunshine State Standards

Social Studies Second Grade



FLORIDA DEPARTMENT OF EDUCATION

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**Sunshine State Standards
Grade Level Expectations
Social Studies
Second Grade**

The second grade student:

Time, Continuity, and Change [History]

- knows similarities and differences among selected Native American cultures from different regions and times (for example, nomadic groups, agricultural groups, city building, relationship with the environment).
- knows ways technology changes how people in a community live (for example, advances in communication, transportation).
- extends and refines understanding that history tells the story of people and events of other times and places.
- applies calendar time to events in school or community (for example, placing school holidays on a calendar).
- knows various systems of long-distance communication and their effects (for example, runners, the “talking drums” of Africa, smoke signals of Native Americans, modern electronic communication systems).
- knows some advantages and disadvantages of different types of transportation (for example, cars are able to move us from place to place quickly, but their engines pollute the atmosphere).
- extends and refines knowledge and understanding of significant aspects of the lives and accomplishments of selected men and women in the historical period before the Renaissance (for example, Marco Polo finding a trade route to the Far East).
- extends and refines knowledge and understanding of significant aspects of the lives and accomplishments of selected scientists and inventors in the historical period since the Renaissance.
- knows some works of art that reflect the cultural heritage of the community or country (for example, paintings, statues).
- understands the role of literature in transmitting cultural beliefs of different cultures.
- knows ways selected holidays and ceremonies transmit cultural history and beliefs.
- extends and refines knowledge of significant aspects of the lives and accomplishments of selected men and women in the period of United States history before 1880.
- extends and refines knowledge about people and events prior to 1880 honored in commemorative holidays.
- extends and refines knowledge and understanding of selected American symbols that have emerged from past events, legends, and historical accounts.

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- understands the movements of people called migration or immigration.
- extends and refines knowledge and understanding of significant aspects of the lives and accomplishments of selected men and women, including African Americans and Hispanics, in the historical period of United States history since 1880.
- extends and refines knowledge and understanding about selected important buildings, statues, and monuments associated with state and national history (for example, Ellis Island, Angel Island, Mt. Rushmore, veteran’s memorials).
- extends and refines knowledge about people and events after 1880 honored in commemorative holidays.
- extends and refines understanding of changes in community life over time (for example, goods and services, architecture, landscape).

People, Places, and Environments [Geography]

- knows the locations of the community, city, state, and country on a map and globe.
- knows map legends, coordinates, key symbols, and cardinal and intermediate directions to read simple maps.
- understands the elements of scale, distance, relative location and spatial relationships.
- knows the similarities and differences among geographic locations, regions, and environments in different parts of the world in terms of the four spatial elements: point, line, area, volume (for example, location [point], transportation and communication routes [line], regions [area], lakes filled with water [volume]).
- knows that areas can be classified as regions according to physical criteria (for example, land form regions, soil regions, vegetation regions, climate regions, water basins) and human criteria (political regions, population regions, economic regions, language regions).
- understands ways climate, location, and physical surroundings affect the way people live (for example, food, clothing, shelter, transportation, recreation).
- knows ways in which people have modified the physical environment (for example, building roads, clearing land for urban development, mining coal) and the consequences of these modifications.
- knows ways trade helps families in different places meet their basic needs of clothing, food, and shelter.
- knows ways people can conserve and replenish natural resources

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- extends and refines knowledge of the of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.

Government and the Citizen [Civics and Government]

- understands there might be consequences for breaking rules.
- participates in making class rules.
- knows the roles of selected elected officials in their community (for example, mayor, city commissioners, county commissioners).
- knows that people in positions of authority have limits on their authority (for example, a crossing guard cannot act as police officer).
- understands that rights and responsibilities reinforce each other and promote the common good.
- knows that the United States Constitution is a written document that outlines the rights and responsibilities of all citizens of the country.
- extends and refines understanding of characteristics of good citizenship (for example, belief in the importance of justice, truth, equality, responsibility for the common good).
- understands that there are consequences of fulfilling or not fulfilling responsibilities.
- knows some benefits of fulfilling responsibilities (for example, praise and approval, increased confidence, self-esteem).
- knows that the right to privacy is a personal right guaranteed by the United States Constitution.
- understands conflicts over the scopes and limits of privacy (for example, situations in which keeping a secret could be harmful.)

Production, Distribution, and Consumption [Economics]

- understands ways scarcity affects the choices people make in everyday situations.
- knows the differences among human resources (for example, people at work), natural resources (for example, water, soil, ore, wood, oil), and capital (for example, machines, tools) and ways they are used to produce different goods and services.
- knows the difference between goods and services.
- knows the difference between consumers and producers.
- knows examples of economic choices and what is given up when making a choice.
- knows some requirements of various jobs and characteristics of a job well-performed.

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- understands that work provides income to purchase goods and services.
- understands the purpose of markets (for example, sellers compete to sell the same or similar products and buyers have choices).
- knows ways in which individuals contribute to the functioning of a bank (for example, by investing, saving, borrowing, using services).
- understands that people in different places around the world depend on each other for the exchange of goods and services.



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