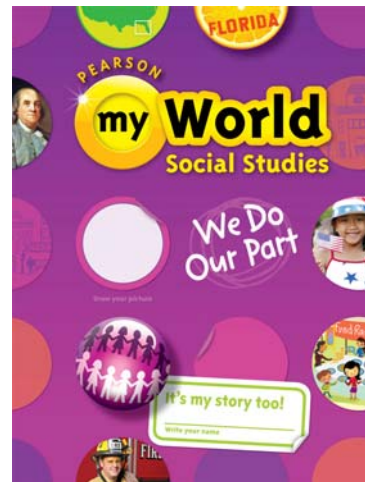


A Correlation of

**Pearson**

**myWorld Social Studies**

**Florida Edition, Grade Two: We Do Our Part**



To the

**Florida Course Standards and Access Points  
for Social Studies - Grade 2 - 5021040**

**CORRELATION  
FLORIDA DEPARTMENT OF EDUCATION  
INSTRUCTIONAL MATERIALS CORRELATION  
COURSE STANDARDS**

**SUBJECT:** Social Studies

**GRADE LEVEL:** Grade Two

**COURSE TITLE:** Social Studies - Grade 2

**COURSE CODE:** 5021040

**SUBMISSION TITLE:** myWorld Social Studies, Florida; Grade Two: We Do Our Part

**TITLE ID:** 1876

**PUBLISHER:** Pearson Education, Inc., publishing as Scott Foresman

**PUBLISHER ID:** 22-1603684-02

				Committee Member Evaluation (Committee Member Use Only)				
BENCHMARK CODE	BENCHMARK	DEPTH OF KNOWLEDGE (Cognitive Complexity as identified by the state)	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN-DEPTH IN MAJOR TOOL (Include page numbers of lesson, a link to lesson, or other identifier for easy lookup for committee member.)	Thoroughly	Highly	Adequately	Minimally	Not At All
SS.2.A.1.1	Examine primary and secondary sources.	N/A	Artifacts, 132, Two Cultures, 148–151, Review and Assessment, 154, 156, Learning About the Past, 168–171, Review and Assessment, 194					
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.	N/A	Reading a Timeline, 166–167, Learning About the Past, 168–171					
SS.2.A.2.1	Recognize that Native Americans were the first inhabitants of North America.	N/A	The First Americans, 172–175, Review and Assessment, 195					
SS.2.A.2.2	Compare the cultures of Native American tribes from various geographic regions of the United States.	N/A	Passing Down Traditions, 132–133, The First Americans, 172–175, Review and Assessment, 195					
SS.2.A.2.3	Describe the impact of immigrants on the Native Americans.	N/A	Cherokee History, 174–175, Europeans in America, 176–177					
SS.2.A.2.4	Explore ways the daily life of people living in Colonial America changed over time.	N/A	Thirteen Colonies, One Country, 178–179, Technology Then and Now, 184–187					
SS.2.A.2.5	Identify reasons people came to the United States throughout history.	N/A	America's Early Settlers, 176–177, A Growing Nation, 180–183					
SS.2.A.2.6	Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892-1954.	N/A	A Nation of Immigrants, 182–183					
SS.2.A.2.7	Discuss why immigration continues today.	N/A	A Nation of Immigrants, 182–183					
SS.2.A.2.8	Explain the cultural influences and contributions of immigrants today.	N/A	Cultures in Our Country, 134–137, People to Know, FL15					

SS.2.A.3.1	Identify terms and designations of time sequence.	N/A	Steps for Making Choices, 55, Reading a Flow Chart, 62–63, Life Then and Now, 162–165, Reading a Timeline, 166–167, Technology Then and Now, 184–187					
SS.2.C.1.1	Explain why people form governments.	N/A	Our Government, 20, 30–33, Our Leaders, 34, Review and Assessment, 43					
SS.2.C.1.2	Explain the consequences of an absence of rules and laws.	N/A	We Follow Rules and Laws, 24, Why Laws Are Important, 26–27, Draw Conclusions 29, Review and Assessment, 43					
SS.2.C.2.1	Identify what it means to be a United States citizen either by birth or by naturalization.	N/A	Be a Good Citizen, FL13, Our Rights as Citizens, 20–23					
SS.2.C.2.2	Define and apply the characteristics of responsible citizenship.	N/A	The American Flag, FL12, Be a Good Citizen, FL13, myStory Spark, 10, Begin With a Song, 11, We Are Good Citizens, 14–17, Review and Assessment, 42, We Conserve Resources, 117					
SS.2.C.2.3	Explain why United States citizens have guaranteed rights and identify rights.	N/A	Our Rights as Citizens, 20–23, Review and Assessment, 42					
SS.2.C.2.4	Identify ways citizens can make a positive contribution in their community.	N/A	Be a Good Citizen, FL13, Begin With a Song, 11, Citizens in Their Community, 16–17, Taking Action, 18–19, My Story Book, 45, We Conserve Resources, 117					
SS.2.C.2.5	Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.	N/A	What We Celebrate, 140–143, People to Know, FL15, Cherokee History, 174–175, American Heroes, 190–193, Review and Assessment, 196, Veteran's Day, FL14					
SS.2.C.3.1	Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.	N/A	Our Rights as Citizens, 20–23, Our Government, 30					
SS.2.C.3.2	Recognize symbols, individuals, events, and documents that represent the United States.	N/A	The American Flag, FL12, Veteran's Day, FL14, Our Government, 20, 32, The Bill of Rights, 22, Our Leaders, 34–37, Our Country's Symbols, 38–41, Review and Assessment, 44, What We Celebrate, 140–143, American Stories, 144–147, Using Graphic Sources, 152–153, Declaration of Independence, 178, Statue of Liberty, 182, 183					
SS.2.E.1.1	Recognize that people make choices because of limited resources.	N/A	Begin With a Song, 47, Needs and Wants, 50–53, Making Good Choices, 54–57, Review and Assessment, 78, Our Environment, 108–111					
SS.2.E.1.2	Recognize that people supply goods and services based on consumer demand.	N/A	Our Government, 30–31, Deciding What to Produce, 59, Service Workers and Their Jobs, 64–67, Supply and Demand, 71, Review and Assessment, 79					
SS.2.E.1.3	Recognize that the United States trades with other nations to exchange goods and services.	N/A	Trade With Other Countries, 73, Review and Assessment, 80, Moving Things, 120					
SS.2.E.1.4	Explain the personal benefits and costs involved in saving and spending.	N/A	Making Good Choices, 54–57, Making Choices About Money, 74–77, Review and Assessment, 80					
SS.2.G.1.1	Use different types of maps (political, physical, and thematic) to identify map elements.	N/A	United States Capitals, 36, Florida Fun Facts, FL16–FL17, Maps Show Locations, 88, All About Maps, 90–93, Using a Map Scale, 94–95, The United States (Physical), 102, Political Maps, 103, United States Climate Regions, 106, Three Texas Resources, 116, Tennessee Road Map, 119, Going West, 181					

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.	N/A	United States Capitals, 36, Florida Fun Facts, FL16–FL17, Using a Map Scale, 94–95, The World, 99					
SS.2.G.1.3	Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.	N/A	Our Earth, 96–99, Review and Assessment, 122, Online Lesson Plan: Chapter 3, Lesson 3: Active Reading					
SS.2.G.1.4	Use a map to locate the countries in North American (Canada, United States, Mexico, and the Caribbean Islands).	N/A	Political Maps, 103, Map, 149					

		Committee Member Evaluation (Committee Member Use Only)			
OVERALL INSTRUCTIONAL QUALITY	IDENTIFY AN EXAMPLE (WITH PAGE NUMBERS OR LOCATION) DEEMED TYPICAL OF THE APPROACH TAKEN IN THE MAJOR TOOL.	Strongly Agree	Agree	Disagree	Strongly Disagree
	The Examples can be from Student or Teacher Instructional Material.				
<p>The major tool introduces and builds social studies concepts as a coherent whole. It provides opportunities to students to explore why an idea is important and in which contexts that idea can be useful. In other words, the major tool helps students learn the social studies concepts in depth. Additionally, students are given opportunities to connect conceptual knowledge with procedural knowledge and factual knowledge. Overall, there is an appropriate balance of skill development and conceptual understanding.</p> <p><b>Description:</b> <i>myWorld Social Studies incorporates the Understanding by Design model, co-created by program author Grant Wiggins. This instruction encourages students to Connect to the content, build knowledge and skills through Experience, and demonstrate real Understanding of content. Chapter-level Big Questions provide a larger framework to guide students and help them see the big idea of each chapter. Woven throughout each lesson, activity, and assessment, the Big Questions help students to connect to content by activating prior knowledge and engaging them in each lesson. Through myWorld Social Studies, students will be able to explore concepts, build knowledge, and transfer what they have learned beyond the classroom.</i></p> <p><i>“Understanding by Design” is registered as a trademark with the Patent and Trademark Office by the Association for Supervision of Curriculum Development (ASCD). ASCD has not authorized, approved or sponsored this work and is in no way affiliated with Pearson or its products.</i></p>	<p><b>Chapter 3</b>  <b>The Big Question:</b> What is the world like? 82  <b>myStory Spark:</b> Draw a picture of the place where you live. 82,  <b>myStory Video:</b> What is the world like? 82  <b>Got It?:</b> Lesson 4: Write the name of one landform or body of water located in your community. 103; Lesson 5: What is the weather like in your region today? 107; Lesson 6: Is the environment where you live urban, suburban, or rural? Write one way you know. 111  <b>21st Century Skills:</b> Map Skills: Using a Map Scale 94–95  <b>myStory Book:</b> What kinds of things can you do to help Earth stay healthy? Draw a picture showing what you can do. Add a caption. 125</p>				
<p>Tasks are engaging and interesting enough that students want to pursue them. Real world problems are realistic and relevant to students’ lives.</p> <p><b>Description:</b> <i>At the beginning of each chapter, students are introduced to the Big Question and explore it through discussion, drawing, and writing activities in the myStory Spark. The myStory Video extends this exploration through interviews with children, who share their ideas on aspects of the Big Question. These activities help students establish personal meaning and connect to the content in the chapter. In addition, each chapter presents a song—in print and digitally—that ties into chapter content. Finally, the Vocabulary Preview offers an I Spy-like game to engage students’ interest and expose them to some of the chapter vocabulary. s children work through the chapter, the first activity in each lesson is an Envision It! activity that taps into children’s prior knowledge and set the stage for the lesson.</i></p>	<p><b>Chapter 2</b>  <b>myStory Spark:</b> Draw a picture of you and your family having a meal together. 46  <b>myStory Video:</b> How do people get what they need? 46  <b>Begin With a Song:</b> What We Buy 47  <b>Vocabulary Preview:</b> 48–49  <b>Envision It!:</b> 50–51, 54–55, 58–59, 64–65, 70–71, 74–75</p>				

<p>Evaluating differing points of view is encouraged by the tasks presented to students. Tasks require students to make decisions, determine strategies, and justify solutions.</p> <p><b>Description:</b> <i>The worktext enables students to practice important 21st Century Skills, including Target Reading Skills, Collaboration and Creativity Skills, Graph Skills, Map Skills, Critical Thinking Skills, and Media and Technology Skills. These lifelong learning skills help students develop their ability to make decisions, determine strategies, and justify solutions.</i></p>	<p><b>21st Century Learning Online Checklist 9</b>  <b>Target Reading Skill:</b> Draw Conclusions 2; Chapter 1: 17, 20, 27, 28–29, 33, 37, 39, 43  <b>Collaboration and Creativity:</b> Taking Action 18–19  <b>Graph Skills:</b> Using Graphic Sources 152–153; Reading a Timeline 166–167  <b>Got It?:</b> 23, 77, 147  <b>Envision It!:</b> 144–145  <b>myStory Book:</b> 197</p>					
<p>Tasks engage students in communicating social studies by writing, explaining, drawing, talking, listening, and reading for information. Tasks encourage collaboration, discussion, individual accountability, and positive interdependence.</p> <p><b>Description:</b> <i>Active learning activities in myWorld Social Studies inspire students to obtain an enduring understanding of the content they're studying and to develop confidence and self-direction as they move through both team-based and independent work. Hands-on activities are embedded in the student materials and extended through the Teacher's Guide, Activity Cards, Interactive Whiteboard, and Online Lesson Plan.</i></p>	<p><b>myStory Spark:</b> 10  <b>myStory Book:</b> 45  <b>Envision It!:</b> 20–21, 34–35, 134–135, 184–185  <b>Got It?:</b> 117, 147  <b>Target Reading Skill:</b> Fact and Opinion 188-189  <b>Interactivities:</b> 23, 53, 93, 173</p>					
<p>Students are given opportunities to create and use representations to organize, record, and communicate their thinking. Tasks promote the use of multiple representations. Students use a variety of tools, including both primary and secondary sources, to understand a single concept.</p> <p><b>Description:</b> <i>Throughout the myWorld Social Studies program, students actively engage in acquiring new knowledge and skills. This new knowledge helps them develop a deeper understanding of the Big Question, which they revisit at each lesson through writing, drawing, circling, and underlining content in their own worktext. The worktext format encourages greater interaction with text and more active reading, including a focus on primary and secondary sources.</i></p>	<p><b>myStory Spark:</b> How do people best cooperate? 10, 17, 23, 27, 33, 37, 41, 45  <b>myStory Video:</b> How do people best cooperate? 10  <b>Basal Text:</b> Community Government 30; State Government 31; United States Government 32  <b>Primary Sources:</b> 31, 32  <b>Graphic Organizers:</b> Branches of Government 33  <b>Target Reading Skills:</b> Draw Conclusions 17, 27, 28–29, 43  <b>Collaboration and Creativity:</b> Taking Action 18–19</p>					
<p>The social studies connects to other disciplines such as reading, art, mathematics, and science. Tasks represent ideas as interconnected and building upon each other.</p> <p><b>Description:</b> <i>The worktext enables students to practice important Target Reading Skills-essential skills they'll need when reading informational texts throughout their lives. Students may also use their mathematical, scientific, and artistic knowledge in different activities, such as measuring scale on maps, explaining the development and impact of technology on society, or creating a visual representation of a place.</i></p>	<p><b>Target Reading Skill:</b> Compare and Contrast 5, 133, 133, 137, 138–139, 143, 147, 151, 154  <b>Reading:</b> American Stories 144–147, Fact and Opinion 188–189  <b>Art:</b> Our Music 131, New Orleans, Louisiana 135  <b>Mathematics:</b> A Savings Plan 75; Using a Map Scale 94–95; Nonrenewable Resources 115  <b>Science:</b> Weather and Climate 104–107, Technology Then and Now 184–185</p>					
<p>Content provided that is NOT directly associated with NGSSS benchmarks for the course/grade level is less than approximately ten percent (10%). (Publishers must list ALL content here, not just examples.)</p> <p><b>Description:</b> <i>myWorld Social Studies provides less than 10% extraneous content for this course. Any additional content is included to help create an engaging narrative and provide greater context for students.</i></p>	<p><b>Target Reading Skills:</b> 2–7  <b>Keys to Good Writing:</b> 8</p>					

**CORRELATION  
FLORIDA DEPARTMENT OF EDUCATION  
INSTRUCTIONAL MATERIALS CORRELATION  
ACCESS POINTS**

**SUBJECT:** Social Studies  
**GRADE LEVEL:** Grade Two  
**COURSE TITLE:** Social Studies - Grade 2  
**COURSE CODE:** 5021040  
**SUBMISSION TITLE:** myWorld Social Studies, Florida; Grade Two: We Do Our Part  
**TITLE ID:** 1876  
**PUBLISHER:** Pearson Education, Inc., publishing as Scott Foresman  
**PUBLISHER ID:** 22-1603684-02

ACCESS POINT CODE	ACCESS POINT DESCRIPTION	LESSONS WHERE ACCESS POINT IS DIRECTLY ADDRESSED IN-DEPTH IN MAJOR TOOL (Include page numbers of lesson, a link to lesson, or other identifier for easy lookup for committee member.)	Committee Member Evaluation (Committee Member Use Only)				
			Thoroughly	Highly	Adequately	Minimally	Not At All
SS.2.A.1.In.a	Use primary and secondary sources, such as artifacts, photographs, and videos, to obtain information.	Artifacts, 132, Two Cultures, 148–151, Learning About the Past, 168–171, Review and Assessment, 194					
SS.2.A.1.In.b	Use technology and other informational sources to find answers to questions about a historical topic.	Reading a Timeline, 166–167, Learning About the Past, 168–171					
SS.2.A.1.Pa.a	Recognize pictures or artifacts that relate to important people or events.	Artifacts, 132, Two Cultures, 148–151, Learning About the Past, 168–171, Review and Assessment, 194					
SS.2.A.1.Pa.b	Recognize a book or picture as a source of information.	Learning About the Past, 168–171, Review and Assessment, 194					
SS.2.A.1.Su.a	Use a primary or secondary source, such as an artifact, photograph, or video, to obtain information.	Artifacts, 132, Two Cultures, 148–151, Learning About the Past, 168–171, Review and Assessment, 194					
SS.2.A.1.Su.b	Use technology and other sources to obtain information about a historical topic.	Learning About the Past, 168–171, Review and Assessment, 194					
SS.2.A.2.In.a	Identify early Native Americans.	The First Americans, 172–175, Review and Assessment, 195					
SS.2.A.2.In.b	Identify practices of Native American tribes, such as clothing, housing, and food.	Passing Down Traditions, 132–133, The First Americans, 172–175, Review and Assessment, 195					
SS.2.A.2.In.c	Recognize the impact of immigrants on the Native Americans, such loss of land and new diseases.	The First Americans, 172–175, America's Early Settlers, 176–179					
SS.2.A.2.In.d	Identify ways people living in colonial America changed their daily lives, such as food, clothing, and housing.	Europeans in America, 176–177, Home Life Then and Now, 184					
SS.2.A.2.In.e	Recognize reasons why people came to the United States, such as jobs or freedom.	A Nation of Immigrants, 182–183					
SS.2.A.2.In.f	Identify that many immigrants saw the Statue of Liberty as they entered America.	Immigrants, 180, 182–183					

SS.2.A.2.In.g	Recognize reasons why people move to the United States, such as jobs or freedom.	A Nation of Immigrants, 182–183					
SS.2.A.2.In.h	Identify the influences of immigrants today, such as music, art, and foods from various cultures.	Cultures in Our Country, 134–137, Using Graphic Sources, 152–153, People to Know, FL15					
SS.2.A.2.Pa.a	Recognize a characteristic of early Native Americans.	The First Americans, 172–175, Review and Assessment, 195					
SS.2.A.2.Pa.b	Recognize a characteristic of early Native Americans.	The First Americans, 172–175, Review and Assessment, 195					
SS.2.A.2.Pa.c	Recognize that people move to live in a new place.	America's Early Settlers, 176–179, Moving West, 180–181, Immigrants, 180, 182–183					
SS.2.A.2.Pa.d	Recognize that people move to live in a new place.	America's Early Settlers, 176–179, Moving West, 180–181, Immigrants, 180, 182–183					
SS.2.A.2.Pa.e	Recognize that people move to live in a new place.	America's Early Settlers, 176–179, Moving West, 180–181, Immigrants, 180, 182–183					
SS.2.A.2.Pa.f	Recognize the Statue of Liberty.	Statue of Liberty, 182, 183					
SS.2.A.2.Pa.g	Recognize that people move to live in a new place.	America's Early Settlers, 176–179, Moving West, 180–181, Immigrants, 180, 182–183					
SS.2.A.2.Pa.h	Recognize differences in food or clothing from other cultures.	Culture Is Our Way of Life, 130–133, Cultures in Our Country, 134–137, Two Cultures, 148–151, Using Graphic Sources, 152–153					
SS.2.A.2.Su.a	Recognize early Native Americans.	The First Americans, 172–175, Review and Assessment, 195					
SS.2.A.2.Su.b	Recognize a practice associated with Native American tribes, such as clothing or housing.	Passing Down Traditions, 132–133, The First Americans, 172–175, Review and Assessment, 195					
SS.2.A.2.Su.c	Recognize that some Native Americans lost their homes to immigrants.	The First Americans, 172–175, America's Early Settlers, 176–179					
SS.2.A.2.Su.d	Recognize that people living in colonial America built homes.	Europeans in America, 176–177					
SS.2.A.2.Su.e	Recognize a reason for moving to a different home, such as jobs.	A Nation of Immigrants, 182–183					
SS.2.A.2.Su.f	Recognize that the Statue of Liberty is in America.	Statue of Liberty, 182, 183					
SS.2.A.2.Su.g	Recognize a reason for moving to a different home, such as jobs.	A Nation of Immigrants, 182–183					
SS.2.A.2.Su.h	Recognize food, clothing, and music from another culture.	Culture Is Our Way of Life, 130–133, Cultures in Our Country, 134–137, Two Cultures, 148–151, Using Graphic Sources, 152–153					
SS.2.A.3.In.a	Identify concepts of time, including days and weeks.	Steps for Making Choices, 55, Reading a Flow Chart, 62–63, Life Then and Now, 162–165, Reading a Timeline, 166–167, Technology Then and Now, 184–187					
SS.2.A.3.Pa.a	Recognize concepts of time, such as now or later.	Steps for Making Choices, 55, Reading a Flow Chart, 62–63, Life Then and Now, 162–165, Reading a Timeline, 166–167, Technology Then and Now, 184–187					
SS.2.A.3.Su.a	Recognize concepts of time, including yesterday, today, and tomorrow.	Steps for Making Choices, 55, Reading a Flow Chart, 62–63, Life Then and Now, 162–165, Reading a Timeline, 166–167, Technology Then and Now, 184–187					
SS.2.C.1.In.a	Recognize the purpose of rules and laws (government) in the home, school, and community, such as to promote safety, order, and good citizenship.	We Follow Rules and Laws, 24–27, Try It! 29, Our Government, 30–33, Review and Assessment, 43					



SS.2.C.1.In.b	Identify a consequence of not having rules and laws in the school and community, such as lack of order and people getting hurt.	We Follow Rules and Laws, 24–27, Try It! 29, Review and Assessment, 43					
SS.2.C.1.Pa.a	Recognize rules in the classroom, such as cooperating and respecting personal space.	School Rules, 24					
SS.2.C.1.Pa.b	Associate an action with a consequence, such as a push causing an object to break.	Cause and Effect, 112–113					
SS.2.C.1.Su.a	Recognize the purpose of rules and laws in the home and school, such as to promote safety, order, and good citizenship.	We Follow Rules and Laws, 24–27, Try It! 29, Our Government, 30–33, Review and Assessment, 43					
SS.2.C.1.Su.b	Recognize a consequence of not having classroom and school rules, such as people getting hurt.	We Follow Rules and Laws, 24–27, Try It! 29, Review and Assessment, 43					
SS.2.C.2.In.a	Recognize that Americans become citizens by birth or by choice.	Be a Good Citizen, FL13, Our Rights as Citizens, 20					
SS.2.C.2.In.b	Identify characteristics of responsible citizenship in the community, such as respecting property, helping neighbors, and participating in community activities.	The American Flag, FL12, Be a Good Citizen, FL13, Begin With a Song, 11, We Are Good Citizens, 14–17, Review and Assessment, 42, Earth's Resources, 114–117					
SS.2.C.2.In.c	Identify a right of United States citizens, such as a right to vote or freedom of speech.	Our Rights as Citizens, 20–23, Review and Assessment, 42					
SS.2.C.2.In.d	Recognize ways citizens can contribute to the community, such as volunteering and recycling.	Be a Good Citizen, FL13, Begin With a Song, 11, Citizens in Their Community, 16–17, Taking Action, 18–19, Draw Conclusions, 28, My Story Book, 452, Earth's Resources, 114–117					
SS.2.C.2.In.e	Identify a contribution of African Americans, Hispanics, Native Americans, veterans, or women.	What We Celebrate, 140–143, People to Know, FL15, The First Americans, 172–175, American Heroes, 190–193, Veteran's Day, FL14					
SS.2.C.2.Pa.a	Recognize membership in a group, such as the classroom, family, or community.	We Are Good Citizens, 14–17, We Follow Rules and Laws, 24–27, Try It! 29, Our Government, 30–33, Review and Assessment, 43					
SS.2.C.2.Pa.b	Recognize a characteristic of responsible citizenship in the school, such as respecting property, helping others, or participating in school activities.	The American Flag, FL12, Be a Good Citizen, FL13, Begin With a Song, 11, We Are Good Citizens, 14–17, Review and Assessment, 42, Earth's Resources, 114–117					
SS.2.C.2.Pa.c	Recognize the right of students to make choices, such as selecting activities or materials.	Our Rights as Citizens, 20–23, Review and Assessment, 42					
SS.2.C.2.Pa.d	Recognize a contribution to the school, such as volunteering.	Be a Good Citizen, FL13, Begin With a Song, 11, Citizens in Their Community, 16–17, Taking Action, 18–19, Draw Conclusions, 28, My Story Book, 452, Earth's Resources, 114–117					
SS.2.C.2.Pa.e	Recognize that people from diverse backgrounds make contributions.	What We Celebrate, 140–143, People to Know, FL15, The First Americans, 172–175, American Heroes, 190–193, Veteran's Day, FL14					
SS.2.C.2.Su.a	Recognize an American as a citizen of the United States.	Be a Good Citizen, FL13, Our Rights as Citizens, 20					
SS.2.C.2.Su.b	Recognize characteristics of responsible citizenship in the community, such as respecting property, helping neighbors, and participating in community activities.	The American Flag, FL12, Be a Good Citizen, FL13, Begin With a Song, 11, We Are Good Citizens, 14–17, Review and Assessment, 42, Earth's Resources, 114–117					
SS.2.C.2.Su.c	Recognize a right of United States citizens, such as a right to vote or freedom of speech.	Our Rights as Citizens, 20–23, Review and Assessment, 42					

SS.2.C.2.Su.d	Recognize a way citizens can contribute to the community, such as volunteering or recycling.	Be a Good Citizen, FL13, Begin With a Song, 11, Citizens in Their Community, 16–17, Taking Action, 18–19, Draw Conclusions, 28, My Story Book, 452, Earth's Resources, 114–117					
SS.2.C.2.Su.e	Recognize a contribution of an African American, Hispanic, Native American, veteran, or woman.	What We Celebrate, 140–143, People to Know, FL15, The First Americans, 172–175, American Heroes, 190–193, Veteran's Day, FL14					
SS.2.C.3.In.a	Recognize that the American government has a set of written laws that all people must follow.	We Follow Rules and Laws, 24–27, Try It! 29, Our Government, 30–33, Review and Assessment, 43					
SS.2.C.3.In.b	Recognize symbols, individuals, and events that represent America, such as the White House, the Statue of Liberty, George Washington, and the Fourth of July.	The American Flag, FL12, Veteran's Day, FL14, Our Government, 20, 32, The Bill of Rights, 22, Our Leaders, 34–37, Our Country's Symbols, 38–41, Review and Assessment, 44, What We Celebrate, 140–143, American Stories, 144–147, Using Graphic Sources, 152–153, Declaration of Independence, 178, Statue of Liberty, 182, 183					
SS.2.C.3.Pa.a	Recognize a rule in the school.	School Rules, 24					
SS.2.C.3.Pa.b	Recognize a symbol and event that represent America, such as the Statue of Liberty and the Fourth of July.	The American Flag, FL12, Veteran's Day, FL14, Our Government, 20, 32, The Bill of Rights, 22, Our Leaders, 34–37, Our Country's Symbols, 38–41, Review and Assessment, 44, What We Celebrate, 140–143, American Stories, 144–147, Using Graphic Sources, 152–153, Declaration of Independence, 178, Statue of Liberty, 182, 183					
SS.2.C.3.Su.a	Recognize a law that all Americans must follow.	We Follow Rules and Laws, 24–27, Try It! 29, Review and Assessment, 43					
SS.2.C.3.Su.b	Recognize symbols and individuals that represent America, such as the White House, the Statue of Liberty, and George Washington.	The American Flag, FL12, Veteran's Day, FL14, Our Government, 20, 32, The Bill of Rights, 22, Our Leaders, 34–37, Our Country's Symbols, 38–41, Review and Assessment, 44, What We Celebrate, 140–143, American Stories, 144–147, Using Graphic Sources, 152–153, Declaration of Independence, 178, Statue of Liberty, 182, 183					
SS.2.E.1.In.a	Recognize that people make choices when there is little or none left of a resource.	Begin With a Song, 47, Needs and Wants, 50–53, Making Good Choices, 54–57, Review and Assessment, 78, Our Environment, 108–111					
SS.2.E.1.In.b	Recognize that goods and services fill a need (demand), such as food with a grocery store and health care with a doctor.	Producing and Consuming Goods, 58–61, Service Workers and Their Jobs, 64–67, Trading for Goods and Services, 70–73, Review and Assessment, 79, My Story Book, 81					
SS.2.E.1.In.c	Recognize that some goods come from other countries.	Trading for Goods and Services, 70–73, Review and Assessment, 80, Moving Things, 120					
SS.2.E.1.In.d	Identify a benefit of saving, such as having more money for later; and a benefit of spending, such as getting what you want now.	Making Good Choices, 54–57, Making Choices About Money, 74–77, Review and Assessment, 80					
SS.2.E.1.Pa.a	Recognize when there is none left of a resource.	Earth's Resources, 114–117					
SS.2.E.1.Pa.b	Associate a desired item (goods) with a need.	Deciding What to Produce, 59					
SS.2.E.1.Pa.c	Associate a desired item (goods) with its source.	Producing and Consuming Goods, 58–61, Reading a Flow Chart, 62–63, Service Workers and Their Jobs, 64–67					
SS.2.E.1.Pa.d	Recognize that a saved item can be used later.	Making Choices About Money, 74–77, Review and Assessment, 80					

SS.2.E.1.Su.a	Recognize when there is little or none left of a resource.	Earth's Resources, 114–117					
SS.2.E.1.Su.b	Recognize that goods fill a need, such as food from a grocery store or clothing from a department store.	Producing and Consuming Goods, 58–61, Service Workers and Their Jobs, 64–6					
SS.2.E.1.Su.c	Recognize that some goods come from far away.	Trading for Goods and Services, 70–73, Review and Assessment, 80, Moving Things, 120					
SS.2.E.1.Su.d	Recognize a benefit of saving, such as having more money for later.	Making Choices About Money, 74–77, Review and Assessment, 80					
SS.2.G.1.In.a	Identify map elements, such as the title, cardinal directions, and key/legend.	All About Maps, 90–93, Using a Map Scale, 94–95, Our Earth, 96–99, Physical Maps, 102, Political Maps, 103, Climate Regions, 106, Resource Map, 116, Road Map, 119					
SS.2.G.1.In.b	Identify the student's city and state.	United States Capitals, 36, Florida, Political, 94, Florida Fun Facts, FL16–FL17					
SS.2.G.1.In.c	Recognize continents and oceans on a map or globe.	Florida, Political, 94, Our Earth, 96–99, Review and Assessment, 122, Florida Fun Facts, FL16–FL17					
SS.2.G.1.In.d	Recognize the United States on a map of North America.	Political Maps, 103					
SS.2.G.1.Pa.a	Recognize a picture or symbol on a drawing of a location.	Resource Map, 116, Road Map, 119					
SS.2.G.1.Pa.b	Associate the name of the student's city with home.	Florida Fun Facts, FL16–FL17					
SS.2.G.1.Pa.c	Recognize land and water in a picture.	Earth from Far Away, 96, Landforms and Bodies of Water, 100–103					
SS.2.G.1.Pa.d	Recognize land and water in a picture.	Earth from Far Away, 96, Landforms and Bodies of Water, 100–103					
SS.2.G.1.Su.a	Recognize map elements on a pictorial map, such as pictures and title.	All About Maps, 90–93, Using a Map Scale, 94–95, Our Earth, 96–99, Physical Maps, 102, Political Maps, 103, Climate Regions, 106, Resource Map, 116					
SS.2.G.1.Su.b	Recognize the student's city and state.	United States Capitals, 36, Florida Fun Facts, FL16–FL17					
SS.2.G.1.Su.c	Recognize land and water on a map or globe.	Florida, Political, 94, Our Earth, 96–99, Physical Maps, 102, Political Maps, 103, Climate Regions, 106, Review and Assessment, 122, Florida Fun Facts, FL16–FL17					
SS.2.G.1.Su.d	Recognize a map of the United States.	Maps of United States, 36, 72, 102, 103, 106					