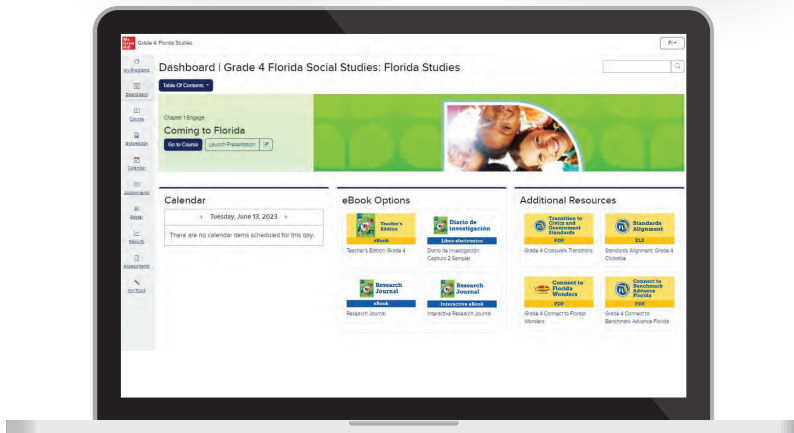


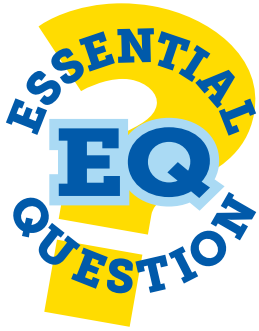


Welcome to *Florida Social Studies!*

Component or Supporting Resource	How It Works With the Program
Print Student Edition	Leverages point-of-use activities to support students as they connect to social studies content and skills.
Interactive Student eBook	Offers interactivity, read aloud functionality, and active reading strategies with the ability to work directly in the eBook (English and Spanish).
Fixed-Page Layout eBook	Mirrors Print Research Journal pages for easy classroom display.
Print Teacher Edition	Point-of-use activities to support students as they connect to social studies content and skills.
Flexible Pacing Pathway Guide	Allows you to mix and match content with a streamlined approach while still providing an inquiry-based pathway for each chapter.
Dual Language Teaching Guide	Provides the scaffolded instructional strategies students need to acquire concepts and vocabulary in one language, transfer their knowledge to the other language, and build meaningful connections.
Kahoot!	Launches each new topic with engaging, game show-like quizzes embedded in each introductory lesson.
McGraw Hill K-12 Portal App	Provides offline access to Interactive Student eBook—available in any App Store for free.



Inquire & Learn | Inspire & Lead



What makes social studies special?

You want to open young minds to the wonders of our world and the cultures, communities, people, and perspectives in it. We do too. Through the lens of the past (and present), we can help you prepare students to engage with each other in the classroom, their community, state, country, and world. Designed to establish core knowledge, develop critical thinking skills, enhance civil discourse, and inspire active citizenship, *Florida Social Studies* fully aligns to the Florida state standards, setting a firm foundation for student growth.

PRIMARY SOURCE: EXCERPT

Analyze the Source

1 Inspect Read the text and look at the map. Circle unfamiliar words.	2 Find Evidence Reread the text. Underline the difference between a primary source and a secondary source.	3 Make Connections Is this map a primary source? Why or why not?
---------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------

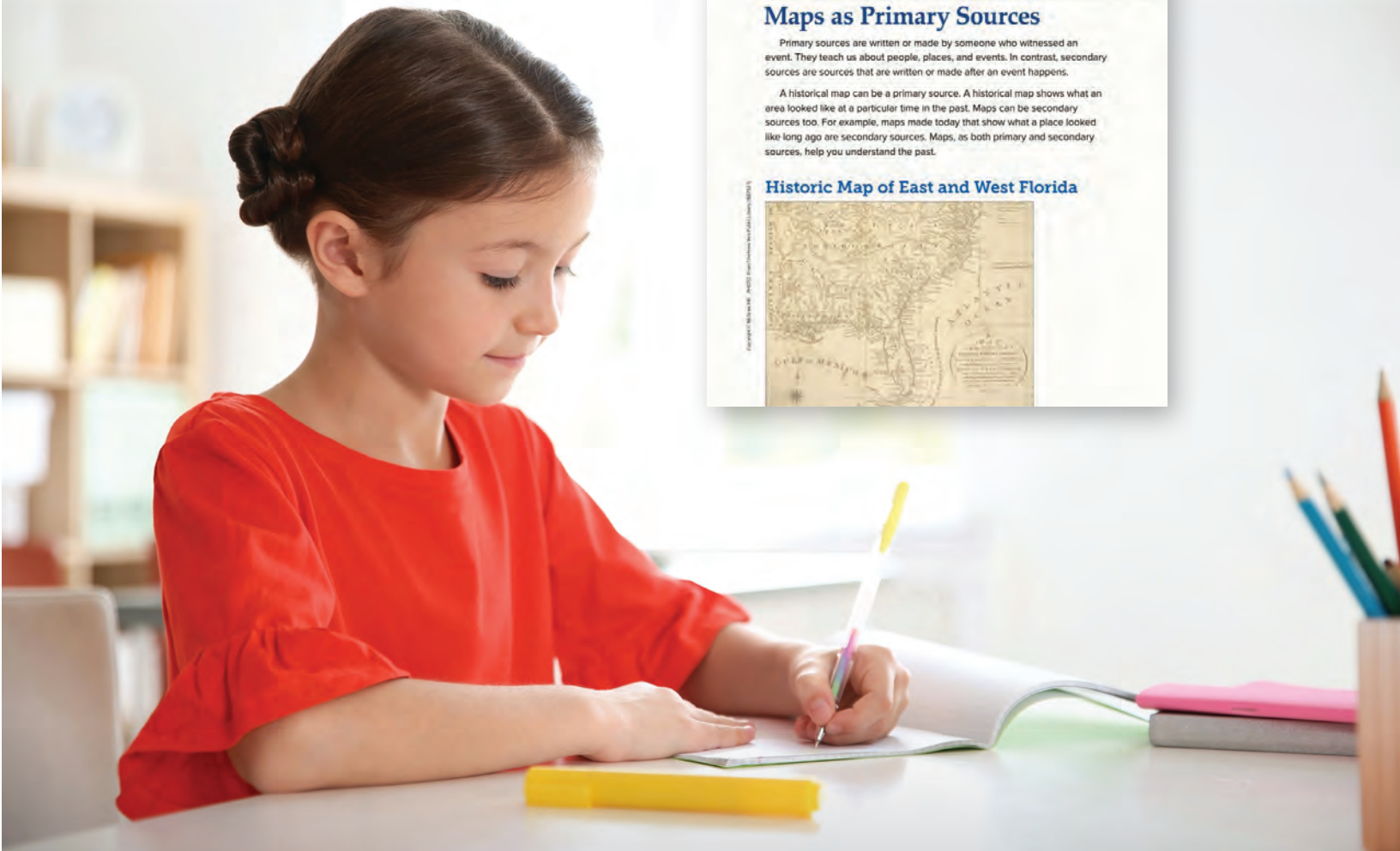
Good Detectives analyze each source in **1, 2, 3** ways!

Maps as Primary Sources

Primary sources are written or made by someone who witnessed an event. They teach us about people, places, and events. In contrast, secondary sources are sources that are written or made after an event happens.

A historical map can be a primary source. A historical map shows what an area looked like at a particular time in the past. Maps can be secondary sources too. For example, maps made today that show what a place looked like long ago are secondary sources. Maps, as both primary and secondary sources, help you understand the past.

Historic Map of East and West Florida

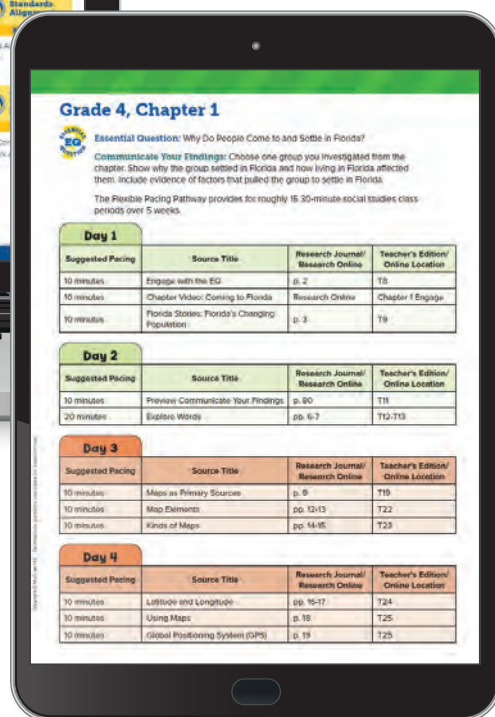
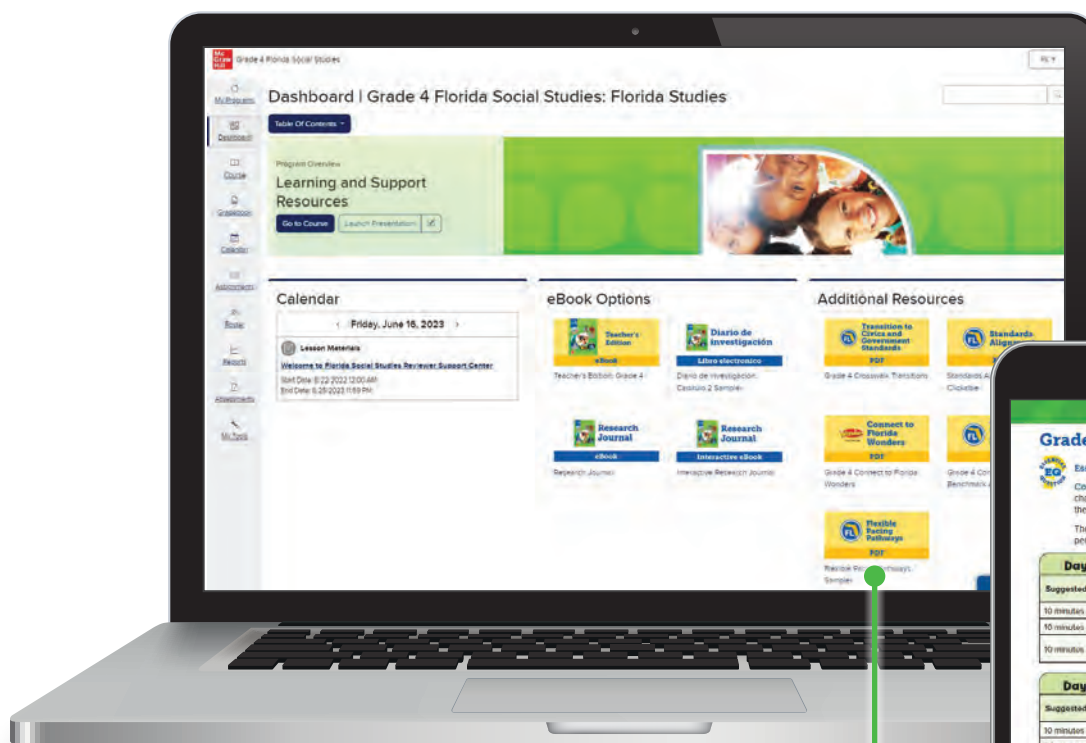
A detailed historical map of Florida, showing the state's coastline, major cities, and geographical features. The map is titled "Historic Map of East and West Florida" and includes a scale and a compass rose.



Planning With Ease

Teach social studies in the time you have with flexible teaching options. Whether you teach social studies every day or a few days a week, **Flexible Pacing Options** are provided so you know what to teach and when to teach it!

How can I make the most of the time I have?



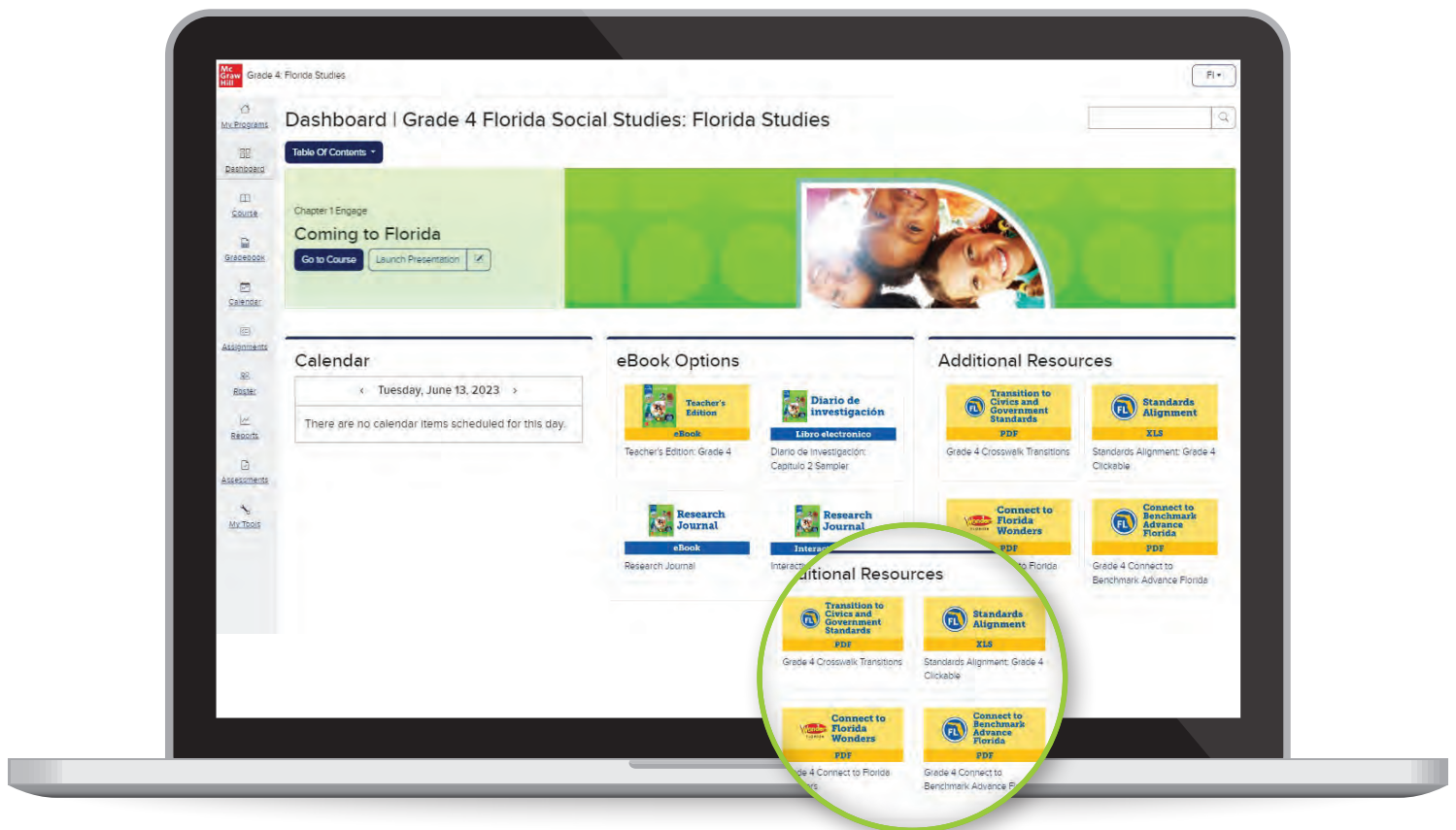
Available for every grade and every chapter, the **Flexible Pacing Pathway** provides multiple pacing options so you can teach *Florida Social Studies* how you want, when you want!

Florida Social Studies Digital delivers powerful learning resources that support whole-group, small-group, and individual learning.

Connect to What Matters Most

Help students meet and exceed Florida Social Studies Standards, build mastery towards English Language Arts Standards, and make cross-curricular connections with:

- Connections to *Florida Wonders* and *Connections to Florida Benchmark Advance*
- A smooth transition to **Civics and Governments Standards**
- **Cross-curricular teaching support** in your *Florida Social Studies Teacher Edition*
- Embedded and on-demand Teacher Professional Development videos



Scan to go online to see more, or visit mheonline.com/florida



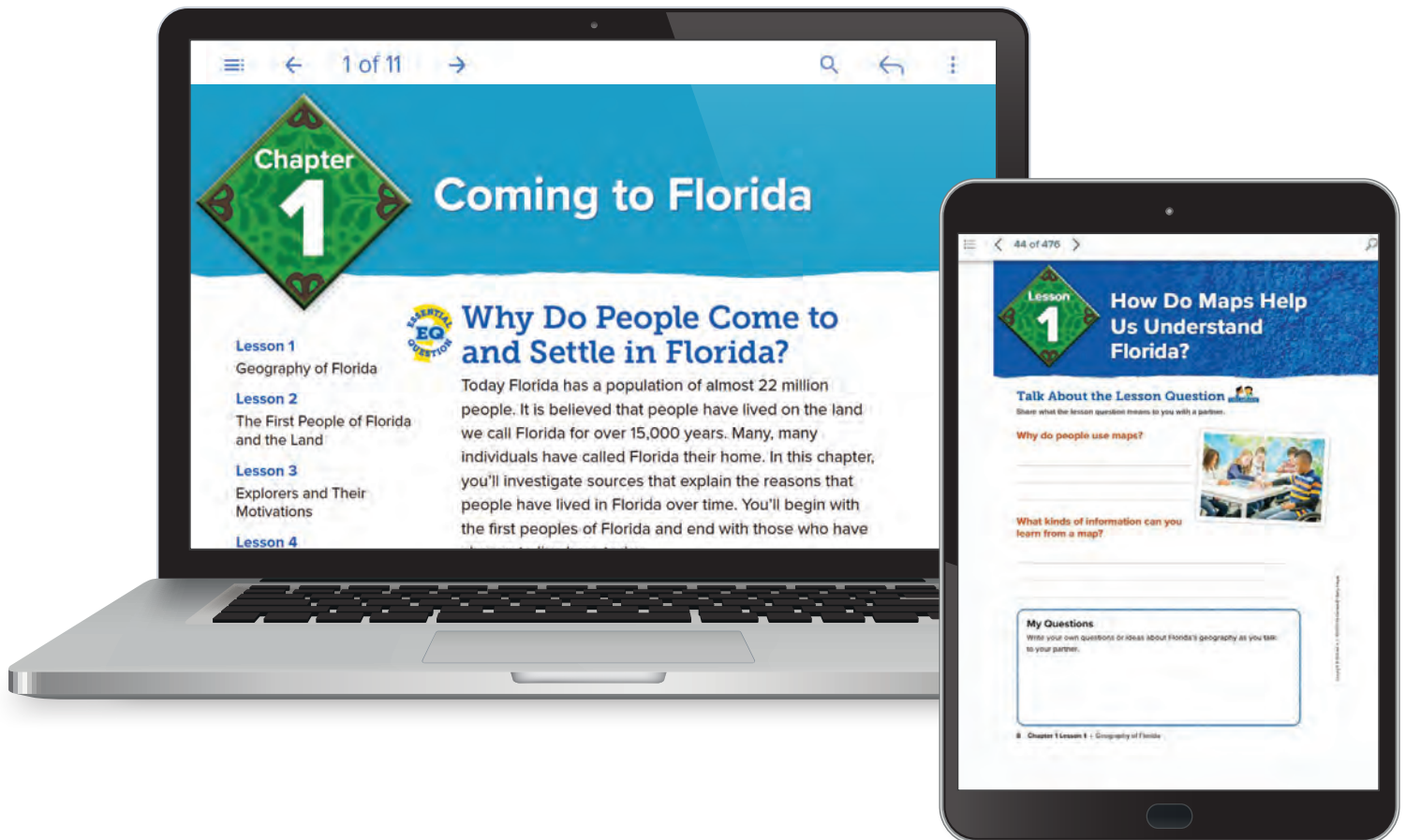


Asking Questions to Understand Our World

What's so powerful about inquiry in the social studies?

Learning begins with curiosity, and in *Florida Social Studies*, curiosity propels students through the past and present.

Essential Questions (EQs) act as the text's guiding force, urging students to delve deeper and explore all that *Florida Social Studies* reveals about our nation's past, present, and future.



Florida Social Studies Digital delivers powerful learning resources that support whole-group, small-group, and individual learning, including:

- Chapter and Lesson Videos
- Primary Sources
- Photographs
- McGraw Hill K-12 Portal app for offline
- Design Your Own Inquiry Project
- Maps
- Biographies

At all grade levels, inquiry-based chapters have been designed to help teachers spark students' interest and empower them to ask questions and think critically as they discover our world and their role in it.

My Note Catcher

As you research, use the note catcher to take notes and to help you record relevant details you read about in the lesson. Your notes will help you complete the **Lesson Wrap-Up** at the end of the lesson. You will use these notes to **Communicate** your findings at the end of the chapter.

Detail

↓

Detail

↓

Detail

↓

Detail

↓

Central Idea

Copyright © McGraw-Hill

Graphic Organizers allow students to compare and contrast details and complete the Lesson and Chapter Wrap-Up.

Analyze the Source

1 Inspect
Read the text and look at the map. Circle unfamiliar words.

2 Find Evidence
Reread the text. Underline the difference between a primary source and a secondary source.

3 Make Connections
Is this map a primary source? Why or why not?


Good Detectives analyze each source in **1, 2, 3** ways!

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Historic Map of East and West Florida



Copyright © McGraw-Hill. Reprinted from The History of Florida, Library of Congress.

Lesson Wrap-Up

LESSON QUESTION

How Do Maps Help Us Understand Florida?

Think About It
Look back at your notes and lesson sources to remember what you researched in the lesson.

Talk About It
Share your ideas with your partner.

Show It
Describe Think about the different elements of a map. Choose 3 elements and explain how those elements help you interpret information shown on a map.

Lesson and Chapter Wrap-Ups allow students to answer the Essential Question and show what they have learned!

Scan to go online to see more, or visit mheonline.com/florida

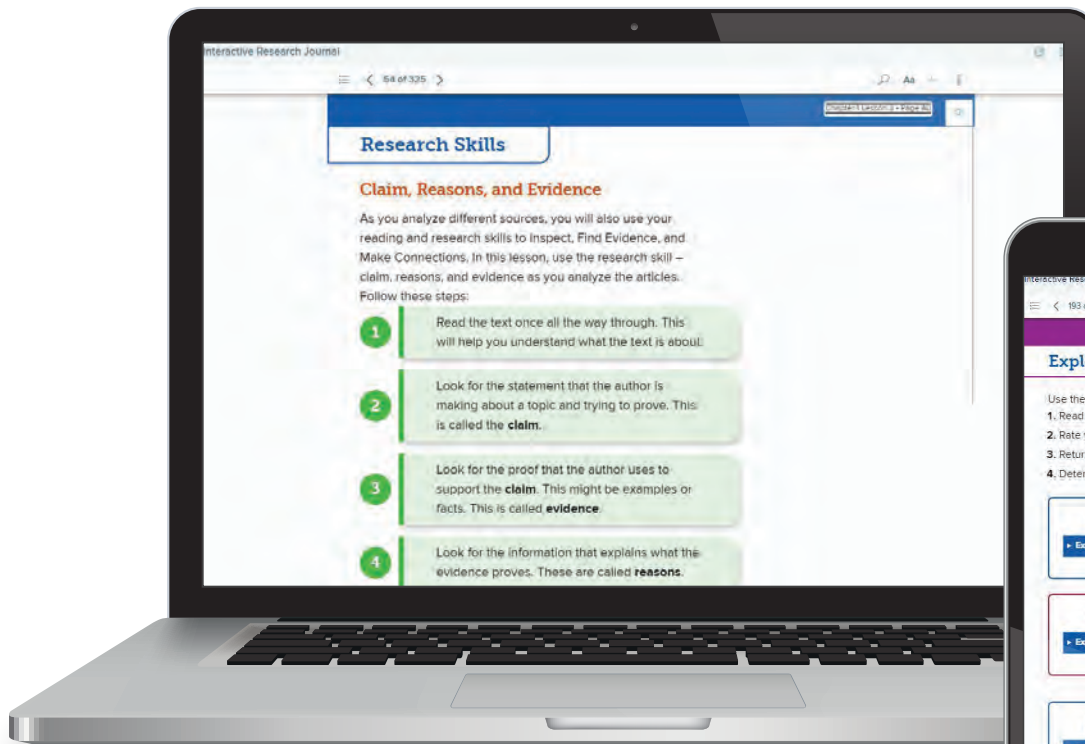




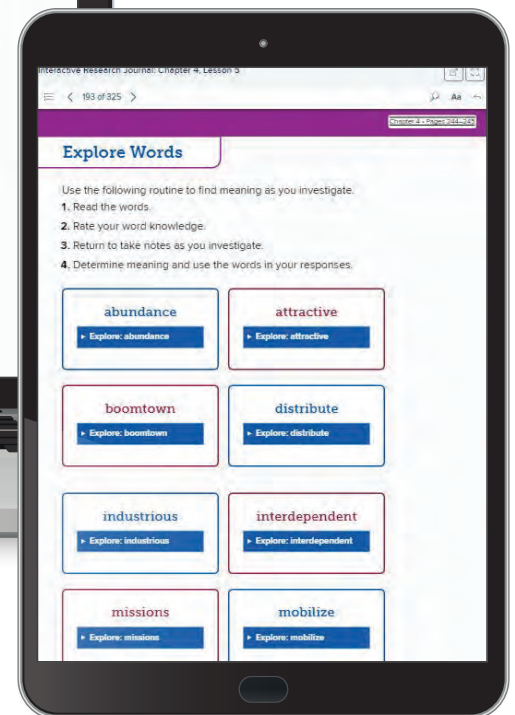
Why is literacy so important when it comes to social studies?

Using Social Studies to Improve Literacy Skills

Students use rich social studies content to respond to Essential Questions by analyzing primary and secondary sources, critiquing arguments, developing opinions, citing text-based evidence, and making connections through reading, writing, speaking, and listening—because when students unlock the power of literacy, they build strong communication skills, and strong communicators who understand social studies can help build a better future.



Practice vocabulary with interactive flashcards!



Students use their research skills to compare and contrast, ask and answer questions, and more!

Florida Social Studies Digital delivers powerful learning resources that support whole-group, small-group, and individual learning, including:

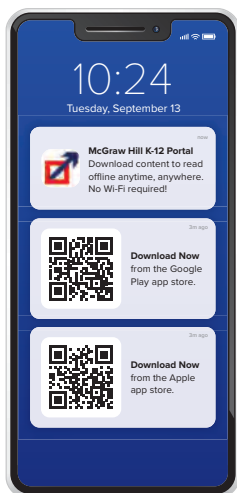
- Chapter and Lesson Videos
- Reader's Theater
- Explore Words Songs (K–1 only)
- Social Studies Routines
- Connect Through Literature

Keep Students Engaged and Wanting More

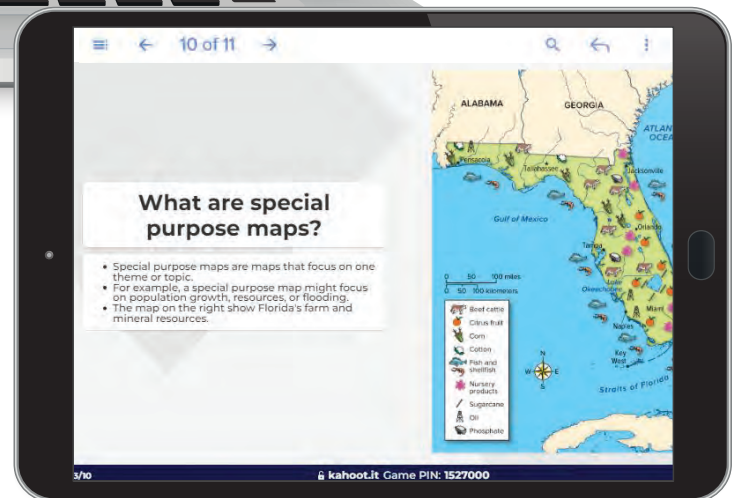


Kahoot!

Kahoot! uses fun, game show-like quizzes to help students review important material in an engaging way.



To access content offline, download the McGraw Hill K-12 Portal app.



Scan to go online to see more, or visit mheonline.com/florida





Supporting All Students with Confidence

How can I make the most of every moment for every student?

Florida Social Studies is based on the understanding that knowledge development is a dynamic process that utilizes all of a student's cultural and linguistic resources. Point-of-use tips provide teachers with helpful tools for adapting instruction to meet students' language needs while establishing a foundation for lifelong learning in social studies.

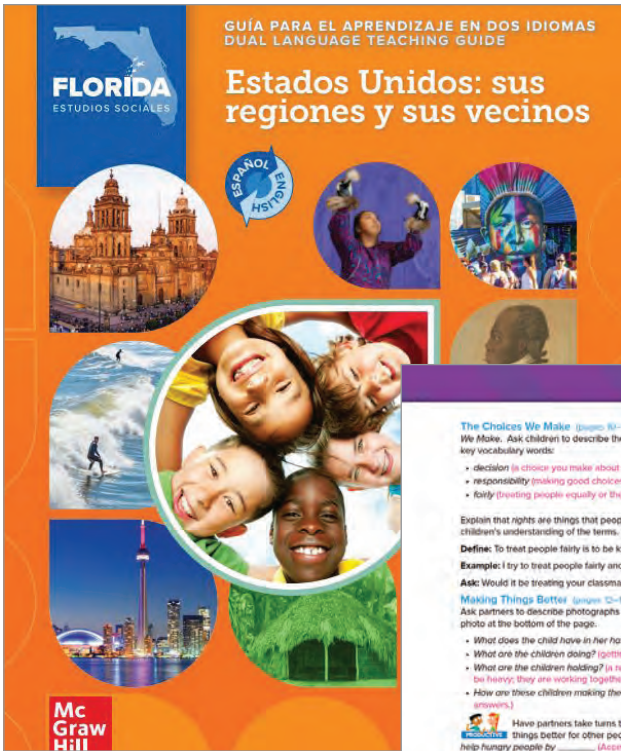


Access Points provide access to instruction for all learners for each standard!

Florida Social Studies Digital delivers powerful learning resources that support whole-group, small-group, and individual learning.

Florida Social Studies provides a variety of teaching resources to support all learners and ensure meaningful social studies instruction, including:

- An accessing Complex Text Handbook
- A student eReader
- Access Points
- A dual Language Teaching Guide
- Print and Digital Spanish Resources



Research Journal, pp. 52-53 Research Online

Changing Rights and Responsibilities

1 Inspect Read aloud the text to children. Ask: What is the topic of these pages? (children's rights and responsibilities)

2 Find Evidence Reread the text and remind children to listen for details. Have children answer these questions to help them find evidence.

- What are some things that children did in the past that children still do today? (Children in the past did chores and played. Children still do those things today.)
- How was life different for children in the past than it is today? (Answers will vary, but children should point out the listed jobs from the past, that children earned money to help their families, and that children did not have the right to go to school like they do today.)

3 Make Connections Have children connect ideas and share opinions.

- Why do you think it is important to learn about the lives of American children in the past? (Answers will vary but children should note that learning about children's lives in the past can help us analyze children's lives today. Children may note that knowing children didn't have the right to go to school in the past can help them understand that the right to go to school makes their lives better today.)
- Think about what you have learned about rules and laws. How do you think children got the right to go to school? (Children may identify that laws were changed to give children the right to go to school. They may note that people voted for leaders that wanted to change those laws.)
- Your Voice Children today work hard. What is something you work hard to do? (Answers will vary.)

ELL Spotlight on Vocabulary

Academic Vocabulary
Reread the sentence. They worked to earn money. Guide children to understand that to earn money means to be paid for doing a job.

Children Working

Use this Research Online source to help children understand differences for children's lives between the past and today. Describe how life for a child has changed over time.

Differentiated Scaffolds

Summarize Can children explain how rights and responsibilities have changed over time?

If not, provide more pictures of children working long ago and today. Have children add the pictures into past and present.

Language Transfer

Statements in Spanish and English end in a period. Commands and exclamations in English end in an exclamation point (Let's go to the park!), whereas in Spanish they begin with an upside-down exclamation point (¡Vamos a la escuela!).

The Choices We Make (pages 60-66) Display and read aloud the text. Ask children to describe the illustrations. Support key vocabulary words.

- **decide** (a choice you make about something after thinking about it)
- **responsibility** (making good choices and doing what you are supposed to do)
- **fairly** (treating people equally or the same way)

Explain that rights are things that people can do. Use the children's understanding of the terms. For example, for the word **fairly**, you might say: I try to treat people fairly and let everyone have a turn.

Ask: Would it be treating your classmates fairly to wait for your turn at the water fountain?

Making Things Better (pages 70-72) Point to the title and read it aloud with children. Ask partners to describe photographs and ask children to describe them. Begin with the photo at the bottom of the page.

- What does the child have in her hand? (a paint brush) What is she painting? (a wall)
- What are the children doing? (getting food for people who need it)
- What are the children holding? (a recycling box) Why are they both holding it? (it might be heavy; they are working together)
- How are these children making the community better? (Accept all reasonable answers.)

Have partners take turns telling each other how people can work to make things better for other people. Provide sentence frames, such as: People can help hungry people by _____. (Accept reasonable answers.) People can help animals _____. (Accept reasonable answers.)

We All Have a Story: Jimmy Carter: Helping Others (page 14) Display and read aloud p. 14, point to the title, "We All Have a Story." Say: In social studies, we learn about real people in the past and today that have been responsible citizens. This story is about former President Jimmy Carter. Does anyone know who President Carter was? Read the text aloud. Support comprehension by reviewing key vocabulary.

- **volunteer** (doing something without pay or reward)
- **habitat** (a place to live)

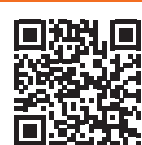
Lesson Wrap-Up (pages 46-47) Review with students that we can make things better by being good community members. Ask them to list ways that the people they read about made things better for people around them. For example, people collected food for the hungry and built homes for those who needed them. Have them draw a picture of active community members and then write or dictate a label or short phrase to describe their picture.

Language Forms & Conventions

Practice Statements. Remind children that a statement tells an idea. It begins with a capital letter and ends with a period. Provide children with the following sentences and correct them together. Have children practice writing complete statements.

responsibilities help our community.
Citizens work together.
we play fair

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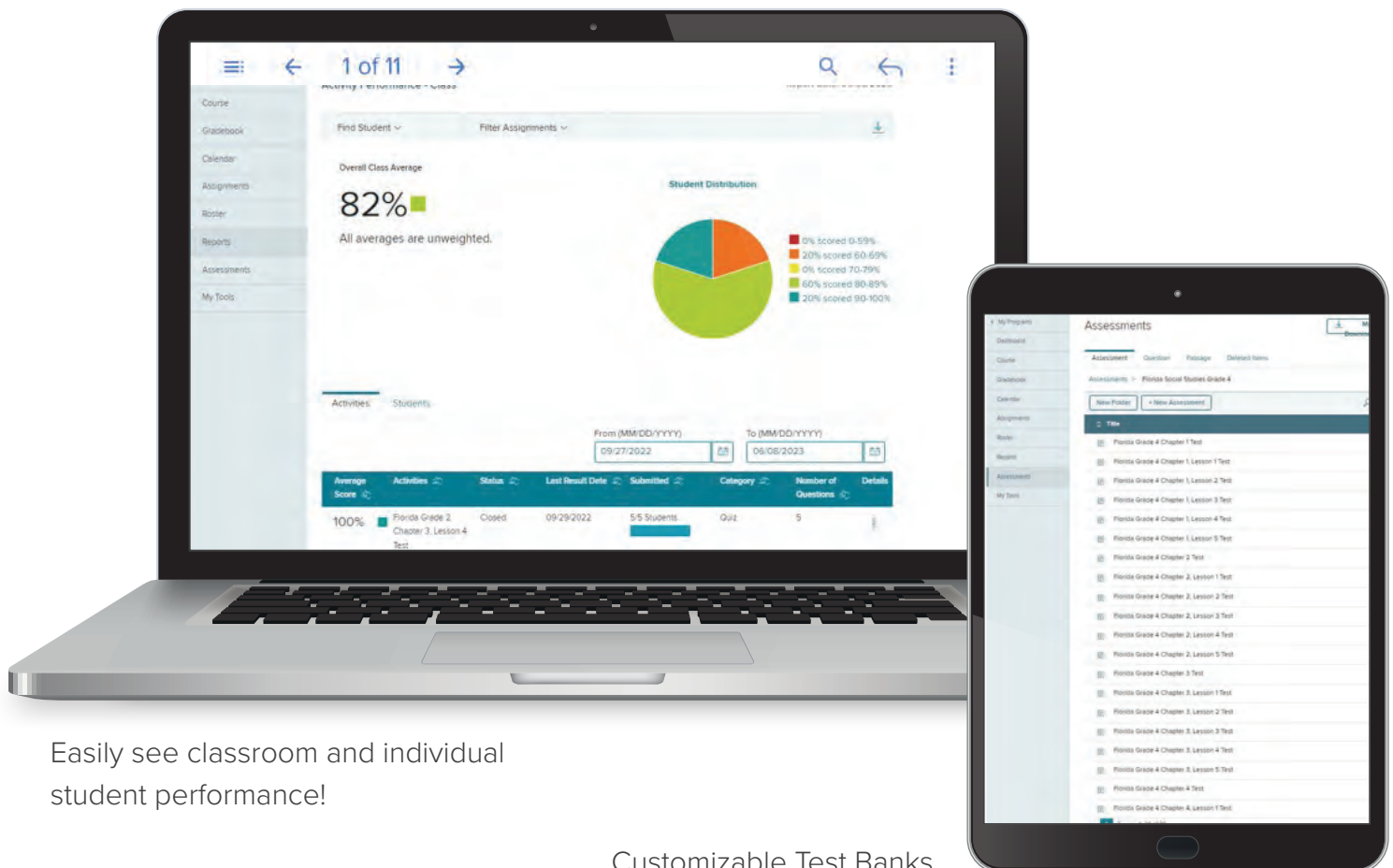




Understanding What Your Students Know

How does frequent and measurable assessment help to keep students in the game?

From Pre-tests through Communicate Your Findings tasks at the end of each chapter, *Florida Social Studies* provides an array of flexible formal (and informal) instructional paths for assessing student understanding. Options for frequent and measurable assessment can help you know what your students know—today and tomorrow—to help keep them immersed in a productive cycle of learning.



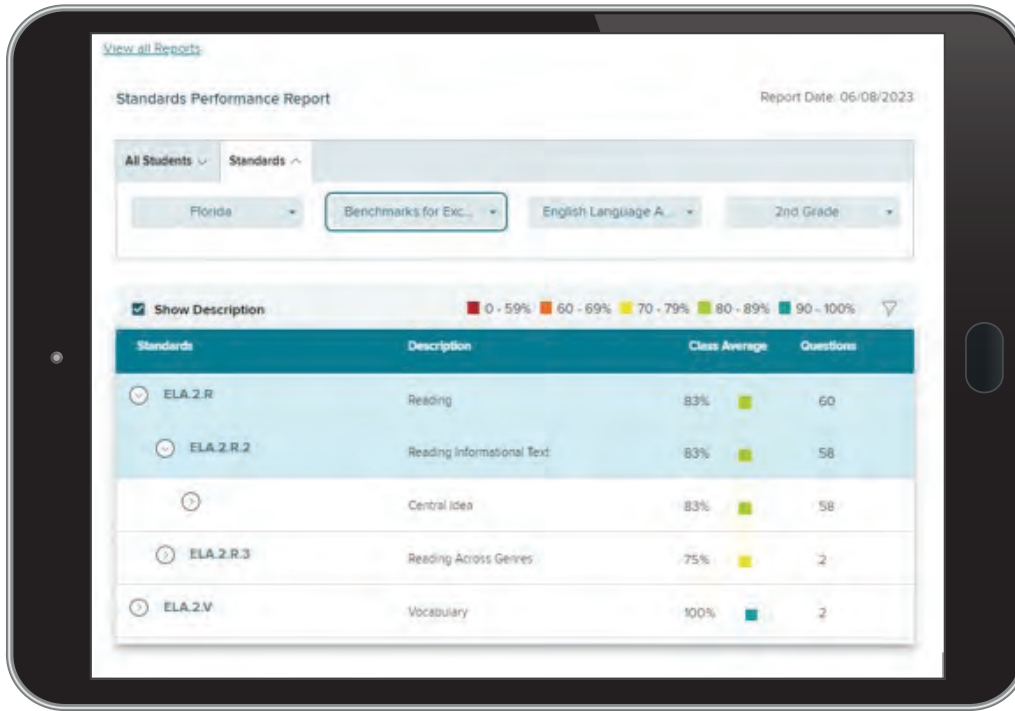
Easily see classroom and individual student performance!

Customizable Test Banks

Florida Social Studies Digital delivers powerful learning resources that support whole-group, small-group, and individual learning, including:

- Stop and Check
- Check for Success
- Report Your Findings
- Lesson Assessments
- Chapter Assessments
- Inquiry Projects and Project-Based Assessment

Interactive Performance Reports include Activity Reports, Standards Performance Reports, and the ability to Export Metadata to see Social Studies and ELA Standards covered on assessments.



Confidently know your students are achieving mastery with Standards-Based Reporting!

Communicate Your Findings

Why Is It Important to Learn About Where We Live?

Talk About It
Think Look back at your notes. Think about what you learned in each lesson. How does this help you respond to the Essential Question?
Turn and Talk Share your thoughts and ideas with a partner to prepare for the Show It.

Show It
Create a poster about your community. Describe your community and tell why it is special. Include these things:
 • A map of where your community is in Florida
 • At least one place people go to have fun together
 • At least one way people enjoy the environment
 • At least one way people get around in the community
 Use the space below to draft notes and ideas for your poster.

Check Your Work

- I responded to the Essential Question.
- I made a poster of my community.
- I described why my community is special.
- I included a map.

204 Chapter 3 • Florida People and Places

Standards Performance Report Report Date: 06/08/2023

Florida Florida's State Social Studies Grade 2

Florida's State Academic Standards
Benchmarks for Excellent Student Thinking Standards

Show Description Legend: 0-59% (red), 60-69% (orange), 70-79% (yellow), 80-89% (green), 90-100% (blue)

Standards	Description	Class Average	Questions
SS.2.A	American History	83%	21
SS.2.A.1	Historical Inquiry and Analysis	99%	8
SS.2.A.1.1	Examine primary and secondary sources.	100%	6
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.	98%	7
SS.2.A.2	Historical Knowledge	68%	12
SS.2.A.3	Chronological Thinking	100%	1
SS.2.CG	Civics and Government (Starting 2023-2024)	88%	35
SS.2.E	Economics	93%	6
SS.2.G	Geography	86%	15

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We Are Your Integration Partner Every Step of the Way

As a busy educator, you need a program that seamlessly integrates into the platforms you already use. That's why our programs are structured for a smooth integration with **Schoology (PowerSchool)**, **Canvas**, **Clever**, **Google Classroom**, and more. With the ability to access all your content from your current platforms, you can skip the tedious onboarding and dive right into teaching and learning.

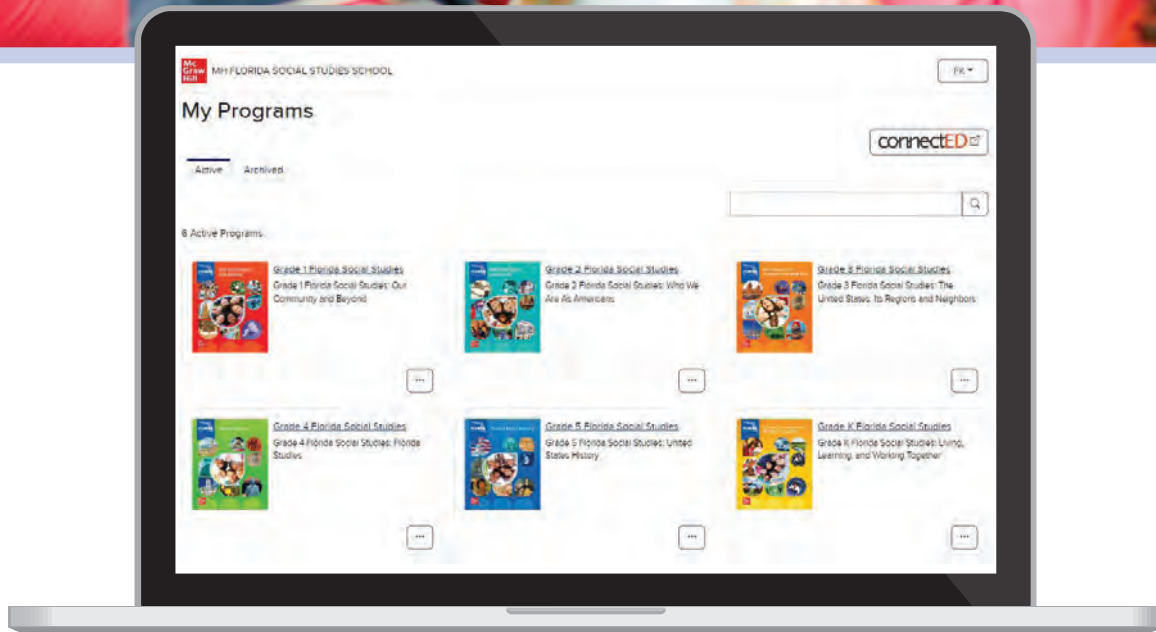
Our Digital Integration Services team is here to help with all your platform integration needs, offering **integration support throughout the life of your adoption**.



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