

Colquitt County 2nd grade Social Studies Pacing Guide

Students should be able to demonstrate understanding of selected themes (depending on the course) using knowledge and skills acquired during the school year. Understanding of these themes is not the end product of a single unit or lesson, but the product of long term, ongoing instruction. The bold terms represent the connecting themes that appear in multiple units throughout this course. Enduring understandings transcend specific units and courses and increase student understanding and retention of knowledge.

Themes for 2nd Grade:

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

Distribution of Power: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.

Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Location: The student will understand that location affects a society’s economy, culture, and development.

Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.

Production, Distribution, and Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

Time, Change, and Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of society.

Grading Timeline	1st -9 Weeks	2nd- 9 Weeks	3rd-9 Weeks	4th- 9 Weeks
Progress Report Window Open	9/2-9/9	11/4-11/11	1/29-2/5	4/15-4/22
Progress Reports Home	9/14	11/16	2/10	4/27
Report Card Window Open	10/1-10/8	12/9-12/17	3/8-3/15	5/17-5/26
Report Card Home	10/13	1/7	3/19	5/26

Insert benchmark and testing Timeline

GRADE	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May
<h1>2</h1>	<p>Themes: Connecting Themes/Our Georgia In this unit, students will complete activities that support the K-5 Enduring Understandings. Students will develop the foundation and schema to be prepared for the lessons and standards throughout the year.</p> <p>Key Concepts: Unit 1 Conflict and Change Distribution of Power Location Individuals, Groups, and Institutions Production, Distribution, and Consumption Time, Change, and Continuity</p> <p>Unit 2 In this unit, students will learn about the roles of the Mayor, Governor, and President as they establish the need for rules and laws. They will have a full understanding of who makes decisions in our city, state, and nation. Students will learn the significance of the location of cities in Georgia in relation to rivers, landforms and resources in each region. Students will also learn the similarities and differences of each of the five regions of Georgia. Students will be introduced to the concept of allocation, or distribution, of goods and services. This can be applied throughout the year to understand other economic concepts</p> <p>Key Concepts: Define the concept of government and the need for rules and laws. Identify the President, Governor, and Mayor and where they work. Locate and compare five regions and three major rivers of Georgia. Describe how features define Georgia's surface. Identify ways in which goods and</p>	<p>Themes: Georgia's First People/Georgia Becomes a Colony/Georgians and Civil Rights</p> <p>Unit 3: In this unit, students will learn about the lives of the early Cherokee and Creek. They will have a full understanding of how life in modern Georgia is similar and different from the life of the Creek and Cherokee, including location, how needs are met, and use of resources. Students will also learn the impact of Sequoyah's accomplishments on the Cherokee Nation. Additionally, students will develop understanding of how the Creek, Cherokee, and modern Georgians all must make choices because of scarcity. Note: When teaching about the early Creek and Cherokee of Georgia, be sure to recognize that there are still Creek and Cherokee in Georgia today. Avoid making statements that suggest that these tribes and individuals no longer exist.</p> <p>Key Concepts: Life, contributions, and character traits of Sequoyah (development of a Cherokee alphabet)</p>	<p>Themes: Georgians and Civil Rights/Georgia Leaders</p> <p>Unit 5: In this unit, students will learn about the influence of Martin Luther King, Jr. and Jackie Robinson during the Civil Rights Movement. Students will study King's and Robinson's civil rights work and contributions that have influenced America's past, present, and future. Students will have a full understanding of how their life in modern Georgia is similar and different to the lives of King and Robinson. Additionally, students will develop an understanding of how scarcity affects their own lives, and that economic choices result in opportunity costs.</p> <p>Key Concepts: Life, contributions, and character traits of Jackie Robinson (sportsmanship and civil rights), including how their cultural and geographic systems were important.</p> <p>Life & Contributions of Martin Luther King, Jr. (civil rights)</p> <p>Explain how economic choices result in opportunity costs.</p> <p>Unit 6: In this unit, students will learn about President Jimmy Carter and Juliette Gordon Low. Students will learn how the</p>	<p>Themes: Map & Globe Skills/Information and Processing Skills</p> <p>Review Essential Standards</p>						

	<p>services are allocated. Locate major rivers and mountain ranges of the United States. Locate and describe the equator, prime meridian, and lines of latitude and longitude</p>	<p>Describe the Georgia Creek and Cherokee cultures of the past, including how their cultural and geographic systems were important.</p> <p>Explain that because of scarcity, people must make choices that result in opportunity costs.</p> <p>Unit 4: In this unit, students will learn how Georgia was founded. Students will learn how the cooperation and friendship between Tomochichi and James Oglethorpe were essential in order to have a successful colony. Students will also learn the importance of Mary Musgrove's role in the founding of Georgia. They will have a full understanding of how life in modern Georgia is similar and different to the life of the settlers, including location, how needs are met, and use of resources.</p> <p>Key Concepts: Life, contributions, and character traits of James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia), including how their cultural and geographic systems were important.</p> <p>Identify ways in which goods and services are allocated.</p>	<p>leadership of Low was beneficial in the establishment and the continued success of the Girl Scouts. Students will also learn the significance of Jimmy Carter's life, from his beginnings as a farmer in rural Georgia to his time as the President of the United States. They will have a full understanding of how their lives in modern Georgia are similar to and different from the lives of Carter and Low. Additionally, students will develop an understanding of how saving, spending, and economic choices affect their own lives.</p> <p>Key Concepts: Life, contributions, and character traits of Juliette Gordon Low (Girl Scouts and leadership), including how their cultural and geographic systems were important.</p> <p>Life & Contributions of Jimmy Carter (leadership and human rights)</p> <p>Describe costs and benefits of personal saving and spending choices.</p>	
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		<p>Explain how money makes trade easier than barter.</p> <p>Unit 5: In this unit, students will learn about the influence of Martin Luther King, Jr. and Jackie Robinson during the Civil Rights Movement. Students will study King’s and Robinson’s civil rights work and contributions that have influenced America’s past, present, and future. Students will have a full understanding of how their life in modern Georgia is similar and different to the lives of King and Robinson. Additionally, students will develop an understanding of how scarcity affects their own lives, and that economic choices result in opportunity costs.</p> <p>Key Concepts: Life, contributions, and character traits of Jackie Robinson (sportsmanship and civil rights), including how their cultural and geographic systems were important.</p> <p>Life & Contributions of Martin Luther King, Jr. (civil rights)</p> <p>Explain how economic choices result in opportunity costs.</p>		
<p>Standards</p>	<p>SS2CG1, SS2CG2, SS2G1a, SS2G1b, SS2E2</p> <p>SS2CG1 Define the concept of government and the need for rules and laws.</p> <p>SS2CG2 Identify the following elected officials of the executive branch and where they work:</p>	<p>SS2H1b, SS2H2, SS2G2, SS2E1, SS2CG3 SS2H1a, SS2G2, SS2E2, SS2E3, SS2H1c, SS2H1d, SS2H1 Describe the lives and contributions of historical figures in</p>	<p>SS2H1c, SS2H1d, SS2G2, SS2E1, SS2CG3 SS2H1e, SS2H1f, SS2E4, SS2H1 Describe the lives and contributions of historical figures in Georgia history.</p>	

	<p>a. President (leader of our nation) and Washington, D.C. – White House b. Governor (leader of our state) and Atlanta, GA – State Capitol Building c. Mayor (leader of a city) and city hall SS2G1 Locate and compare major topographical features of Georgia and describe how these features define Georgia’s surface. a. Locate and compare the geographic regions of Georgia: Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau. b. Locate on a physical map the major rivers: Savannah, Flint, and Chattahoochee.</p> <p>SS2E2 Identify some ways in which goods and services are allocated (such as: price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics).</p>	<p>Georgia history. a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia) b. Sequoyah (development of a Cherokee alphabet) c. Jackie Robinson (sportsmanship and civil rights) d. Martin Luther King, Jr. (civil rights) SS2H2 Describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments. a. Compare and contrast the Georgia Creek and Cherokee cultures of the past to those of Georgians today. SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee in SS2H2. a. Identify specific locations significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map. b. Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments. c. Describe how the region in which these historical figures lived affected their lives and compare these regions to the region in which students live. d. Describe the regions in Georgia where the Creek and Cherokee lived and</p>	<p>c. Jackie Robinson (sportsmanship and civil rights) d. Martin Luther King, Jr. (civil rights) e. Juliette Gordon Low (Girl Scouts and leadership) f. Jimmy Carter (leadership and human rights) SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee in SS2H2. a. Identify specific locations significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map. b. Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments. c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live. d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources. SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs. SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship,</p>	
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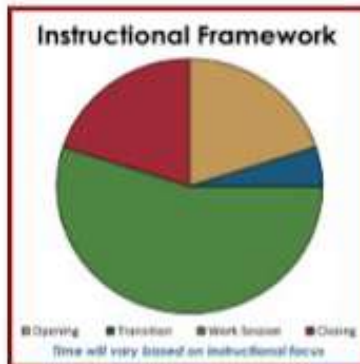
		<p>how the people used their local resources.</p> <p>SS2E2 Identify some ways in which goods and services are allocated (such as: price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served , and personal characteristics).</p> <p>SS2E3 Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.</p>	<p>patience, and compassion.</p> <p>SS2E4 Describe the costs and benefits of personal saving and spending choices.</p>	
<p>Resources & Links</p>	<p>State Curriculum Map https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-2nd-Grade-Curriculum-Map.pdf</p> <p>Standards https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-2nd-Grade-Georgia-Standards.pdf</p> <p>Teacher Notes Link https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-2nd-Grade-Teacher-Notes.pdf</p> <p>STATE Units and Source sets http://gcss.net/uploads/files/gr2socstkidsbooks.pdf</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-2nd-Grade-Unit-1-Document-Set.docx.pptx</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-2nd-Grade-Unit-2-Sample-Unit.pdf</p>	<p>State Curriculum Map https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-2nd-Grade-Curriculum-Map.pdf</p> <p>Standards https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-2nd-Grade-Georgia-Standards.pdf</p> <p>Teacher Notes Link https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-2nd-Grade-Teacher-Notes.pdf</p> <p>STATE Units and Source sets https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-2nd-Grade-Unit-1-Document-Set.docx.pptx</p>	<p>State Curriculum Map https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-2nd-Grade-Curriculum-Map.pdf</p> <p>Standards https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-2nd-Grade-Georgia-Standards.pdf</p> <p>Teacher Notes Link https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-2nd-Grade-Teacher-Notes.pdf</p> <p>STATE Units and Source sets https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Unit-5-Sample-Unit.pdf</p>	<p>State Curriculum Map https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-2nd-Grade-Curriculum-Map.pdf</p> <p>Standards https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-2nd-Grade-Georgia-Standards.pdf</p> <p>Teacher Notes Link https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-2nd-Grade-Teacher-Notes.pdf</p> <p>https://www.discoveryeducation.com/ (sign-on using your school google account. Free to teachers)</p> <p>https://www.gpb.org/education/learn</p>

	<p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-2nd-Grade-Unit-2-Document-Set.pptx</p> <p>https://www.discoveryeducation.com/ (sign-on using your school google account. Free to teachers)</p> <p>https://www.gpb.org/education/learn</p> <p>List of related books http://gcss.net/uploads/files/gr2socstkidsbooks.pdf</p> <p>SLDS-TRL</p> <p>State: Units 1-2</p>	<p>3-Sample-Unit.pdf</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-2nd-Grade-Unit-3-Document-Set.pptx</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-2nd-Grade-Unit-4-Sample-Unit.pdf</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-2nd-Grade-Unit-4-Source-Set.ppt</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-2nd-Grade-Unit-4-Source-Set.ppt</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-2nd-Grade-Unit-5-Document-Set.ppt</p> <p>https://www.discoveryeducation.com/ (sign-on using your school google account. Free to teachers)</p> <p>https://www.gpb.org/education/learn</p> <p>List of related books http://gcss.net/uploads/files/gr2socstkidsbooks.pdf</p>	<p>ple-Unit.pdf</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Unit-5-Source-Set.ppt</p> <p>https://www.discoveryeducation.com/ (sign-on using your school google account. Free to teachers)</p> <p>https://www.gpb.org/education/learn</p> <p>List of related books http://gcss.net/uploads/files/gr2socstkidsbooks.pdf</p> <p>SLDS-TRL</p> <p>State: Unit 5</p>	<p>List of related books http://gcss.net/uploads/files/gr2socstkidsbooks.pdf</p> <p>SLDS-TRL</p>
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		dsbooks.pdf SLDS-TRL State: Units 3-5		
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The Social Studies Standards-Based Classroom Instructional Framework provides a common language of instruction in order to successfully implement high quality practices. The tool can be used to develop lesson plans as well as a guide for teachers to reference during instruction. It is imperative that an opening, transition, work and closing is addressed with each lesson.

SOCIAL STUDIES STANDARDS-BASED CLASSROOM INSTRUCTIONAL FRAMEWORK



OPENING

<p>Teacher:</p> <ul style="list-style-type: none"> Introduces standard(s), learning target(s) and success criteria Engages students and bridges essential understandings of both past and contemporary events Provides explicit instruction aligned to standard(s), including skill development and conceptual understanding Promotes historical inquiry using primary and secondary sources Provides multiple perspectives on events Asks challenging questions 	<p>Student:</p> <ul style="list-style-type: none"> Accesses and make connections with prior knowledge Engages in note-taking strategies Participates in classroom discussions; investigates and analyzes thinking Asks thought-provoking and clarifying questions using academic vocabulary and the language of the standards
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PERVASIVE LESSON PRACTICES

Teacher will embed pervasive practices throughout lesson based on instructional focus

Literacy Across the Content:

- Disciplinary writing
- Close reading
- Disciplinary research
- Disciplinary vocabulary
- Map and globe skills
- Engages in classroom talk reflective of discipline-specific habits of thinking

Formative Assessment:

- Formal assessments
- Informal assessments
- Standards-based feedback

Classroom Culture:

- Develops informed citizens and fosters citizenship
- Models concepts, skills, strategies, practices and procedures
- Encourages risk-taking and collaboration
- Demonstrates high expectations in classroom discourse

TRANSITION TO WORK SESSION

<p>Teacher:</p> <ul style="list-style-type: none"> Provides guided student practice Engages students in lesson-specific discussion; Offers opportunities to speculate about known and unknown motives and actions of historical figures Introduces organizing tools Reviews learning targets, success criteria and expectations for work session 	<p>Student:</p> <ul style="list-style-type: none"> Engages in guided practice Participates in conversations with teacher and peers using language of the standards Organizes work session materials and tools Asks clarifying questions
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WORK SESSION

<p>Teacher:</p> <ul style="list-style-type: none"> Facilitates independent and small group work; scaffolds learning task Purposefully assigns collaborative groups and differentiates tasks Monitors, assesses and documents student progress and provides ongoing, standards-based feedback Provides individual and small group instruction based on data Maintains classroom environment conducive to productivity and engagement 	<p>Student:</p> <ul style="list-style-type: none"> Engages in independent or collaborative learning Demonstrates proficiency on skills and concepts related to content standards; expresses and defends views on historical or current events Completes conceptually rich performance tasks, research and guided practice
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CLOSING

<p>Teacher:</p> <ul style="list-style-type: none"> Facilitates student-led summary sessions Formatively Assesses student understanding Explicitly clarifies misconceptions in student understanding Summarizes and celebrates progress toward learning target and mastery of standard(s) Identifies next steps for instruction based on data analysis 	<p>Student:</p> <ul style="list-style-type: none"> Shares, assesses, and justifies work using language of the standards Provides peer feedback and asks clarifying questions using language of the standards Reflects and summarizes progress toward mastery of learning target/standard based on success criteria
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