

Grade 2 Social Studies Pacing Guide

Symbol Key

◆ Split: This Standard of Learning has been <i>split</i> into more than one nine-week block.	□ Incorporate: <i>Incorporate</i> this skill into the daily routine.
☉ Integrate: This skill should NOT be taught in isolation. <i>Integrate</i> the skill into daily lessons.	® Review: This skill was taught for mastery in a previous nine-week block. Continue to <i>review</i> this mastered skill, with heavy emphasis, in the listed nine-week block.

First Nine Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
2.5 Geography □ Develop map skills by: a) locating the equator, the seven continents, and the five oceans on maps & globes b) locating selected rivers – (United States: James River, Mississippi River, Rio Grande) mountain ranges (Appalachian Mountains & Rocky Mountains, and lakes (Great Lakes) in the United States& other countries. 2.6 Demonstrate map skills by constructing simple maps, using title, map legend, and compass rose				2.5 History The student will describe why United States citizens celebrate major holidays, including a) Martin Luther King, Jr. Day; b) George Washington Day (Presidents’ Day) c) Memorial Day; d) Independence Day (Fourth of July) e) Labor Day; f) Columbus Day; g) Veterans Day; and h) Thanksgiving Day				
<i>Interactive Reading & Note-taking</i> Framework: pp. 6, 7 Five Ponds Press Text: pp. 22 - 33 Workbook: pp. 31 - 42 Assessment: pp. 43 – 50 Cumulative Tests: Chapter 1 – 3, pp. 51- 54 Enhanced Scope and Sequence: pp. 20-43				<i>Interactive Reading & Note-taking</i> Framework: pp. 4 - 5 Five Ponds Press Text: pp.60 - 69 Workbook: pp. 105 – 117 Assessment: pp. 118 – 121 Cumulative Test: Chapters 1 -6, pp. 122 - 126 Enhanced Scope and Sequence: pp. 76 - 89				

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Second Nine Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
2.11 Civics Explain the responsibilities of good citizenship, with emphasis on: <ul style="list-style-type: none"> a) Respecting & protecting rights & property of others b) Taking part in the voting process when making classroom decisions c) Describing actions that can improve the school & community d) Demonstrating self-discipline & self-reliance e) Practicing honesty & trustworthiness. f) Describing the purpose of rules and laws 2.1 Skills The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by <ul style="list-style-type: none"> a) Identifying artifacts and primary and secondary sources to understand events in American history; b) Using basic map skills to locate places on maps and globes to support an understanding of American history; c) Using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding American history; 				2.3 History Compare the lives & contributions of three American Indian cultures of the past & present, with emphasis on <ul style="list-style-type: none"> a) the Powhatan of the Eastern Woodlands, b) the Lakota of the Plains, and c) the Pueblo peoples of the Southwest. 2.7 Geography The student will locate and describe the relationship between the environment and culture of <ul style="list-style-type: none"> a) The Powhatan of the Eastern Woodlands b) The Lakota of the Plains; and c) The Pueblo Indians of the Southwest 				

<ul style="list-style-type: none"> d) Asking appropriate questions e) Comparing and contrasting people, places, or events in American history; f) Recognizing direct cause-and-effect relationships; g) Making connections between past and present; h) Using a decision-making model to make informed decisions; i) Practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and j) Defending positions orally and in writing, using content vocabulary <p>2.12 Civics Understand that the people of the United States of America</p> <ul style="list-style-type: none"> a) Contribute to their communities b) Vote in elections c) Are united as Americans by common principles, and; d) Have the individual rights to life, liberty, and the pursuit of happiness as well as equality <p>2.13 Civics The student will understand the symbols and traditional practices that honor and foster patriotism in the United States of America by</p> <ul style="list-style-type: none"> a) explaining the meaning behind symbols such as the American flag, bald eagle, Washington Monument, and Statue of Liberty; and b) learning the words and meaning of the Pledge of Allegiance 	
<div style="display: inline-block; width: 48%; vertical-align: top;"> <p><i>(2.11) Interactive Reading & Note-taking</i> Framework: p. 11 Five Ponds Press Text: pp. 4 - 13 Workbook: pp. 3 - 9 Assessment: pp. 10 -14 + Interactive Achievement Enhanced Scope and Sequence: pp. 8-19</p> </div> <div style="display: inline-block; width: 48%; vertical-align: top;"> <p><i>(2.12)Interactive Reading & Note-taking</i> Framework: p. 13 Five Ponds Press Text: pp. 14 - 21 Workbook: pp. 15 – 18 Assessment: pp. 19, 22 – 28 + Interactive Achievement Enhanced Scope and Sequence: pp. 3-18</p> <p><i>(2.13)Interactive Reading & Note-taking</i> Framework: pp. 4 - 5 Five Ponds Press Text: pp. 48 – 57 , Workbook : pp. 80 – 92 Assessment: pp. 93 – 98 Cumulative Tests: Chapters 1-5, pp. 99 - 100 Enhanced Scope and Sequence: pp. 76</p> </div>	<p><i>Interactive Reading & Note-taking</i> Framework: pp. 2, 4-5 Five Ponds Press Text: pp. 34 - 47 Workbook : pp. 58 – 66 Assessment: p. 73 + Interactive Achievement Cumulative Tests: Chapters 1 -4, pp. 74 - 77 Enhanced Scope and Sequence: pp. 44-59</p>

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Third Nine Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
2.6 Geography Develop map skills by using globes and maps of the world and the United States to locate: a) the seven continents and the five oceans b) equator, the Prime Meridian, and the four hemispheres; and c) major rivers, mountain ranges, lakes, and other physical features in the United States				2.4 History The student will describe how the contributions of selected individuals changes the lives of Americans a) Christopher Columbus b) Benjamin Franklin c) Abraham Lincoln d) George Washington Carver e) Helen Keller f) Thurgood Marshall g) Rosa Parks h) Jackie Robinson i) Cesar Chavez j) Martin Luther King, Jr				
Interactive Reading & Note-taking Framework: pp. 6, 7 Five Ponds Press Text: pp. 22 - 33 Workbook: pp. 31 - 42 Assessment: pp. 43 – 50 Interactive Achievement Cumulative Tests: Chapter 1 – 3, pp. 51- 54 Enhanced Scope and Sequence: pp. 20-43				Interactive Reading and Note-taking Framework: pp. 12 Five Ponds Press Text: 78 - 93 Workbook: 143 – 151 Assessment: 152 – 153 + 136 + Interactive Achievement Cumulative Test: Chapters 1 – 8 pp. 154 – 157 Enhanced Scope and Sequence: pp. 90 -101				

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Fourth Nine Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<p>2.8 Economics Describe the natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).</p> <p>2.2 The student will demonstrate knowledge of the United States by important developments and innovations in United States history, including developments and innovations related to communication and transportation.</p>				<p>2.9 Economics Distinguish between use of barter & the use of money in the exchange for goods & services.</p> <p>2.10 Economics Explain that scarcity (limited resources) requires people to make choices about producing and consuming goods & services.</p>				
<p>(2.8) Interactive Reading & Note-taking Framework- p. 8 Text- pp. 94 - 97 workbook- pp. 160 - 162 Assessment: Enhanced Scope and Sequence- pp. 102-108, 9, 10, 12 (2.2) Interactive Reading & Note-taking Framework: p.3 Five Ponds Press Text: pp. 70 - 77 Workbook: pp.128 – 131</p>				<p>(2.9) Interactive Reading & Note-taking Framework- p. 9 Text- pp. 98 - 99 Workbook- Enhanced Scope and Sequence - pp. 109-118 (2.10) Interactive Reading & Note-taking Framework- p. 10 Text- pp. 100 103 Workbook: pp. 163 – 167 Assessment: 18 – 171 Cumulative Test: Chapters 1-9 pp 172-175 End of the Test Assessments:176 - 184 Enhanced Scope and Sequence- pp. 109-118</p>				

Assessment: pp. 132 – 136 Interactive Achievement Cumulative Test: Chapters 1- 7, pp. 137 - 140 Enhanced Scope and Sequence: pp. 76 -89	
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