

# 2nd Grade Social Studies Mapping/Pacing Guide 2016-2017



## ***Topics & Standards***

### ***Quarter 1***

#### ***Unit 1***

#### ***Unit 4***

### **History**

2. Change over time can be shown with artifacts, maps and photographs.

### **Geography**

5. Maps and their symbols can be interpreted to answer questions about location of places.
6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.
7. Human activities alter the physical environment, both positively and negatively.


### **Government**

10. Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.
11. Groups are accountable for choices they make and actions they take.
12. There are different rules that govern behavior in different settings.


### **Economics**

15. Most people around the world work in jobs in which they produce specific goods and services.
16. People use money to buy and sell goods and services.
17. People earn income by working.

## 2nd Grade Social Studies Mapping/Pacing Guide 2016-2017

<i>Time Frame</i>	<i>Curriculum Units &amp; Assessment (Evidence)</i>	<i>Opportunities for Integration</i>	<i>Resources Curriculum or Textbook</i>	<i>Technology and Differentiated Learning</i>
<b>Rules and Procedures</b>  <b>2 Weeks</b>	<p><b>UBD Framework</b></p> <p>Unit: Citizens and Government</p>  <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 2-3 tasks that reach DOK 3-4 AND/OR</li> <li>• 1-2 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Self-Check Quiz</li> <li>• CCSS Reading Informational Text</li> <li>• Words to Know</li> <li>• Unit Wrap Up</li> <li>• Big Idea Project</li> </ul>	<p><b>Language Arts/Writing</b></p> <p><u>RI.2.6</u> Identify what the author wants to answer, explain, or describe in the text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p> <p>Readers Theatre</p>	<p>McGraw Hill</p> <p>Who we are as Americans (Unit 4 Lesson1-4 )</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader's Theater, etc.</i></p> <p>Defined Stem</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.infohio.org">www.infohio.org</a> (games, videos, timelines, research sites, biographies, books)</p> <p><a href="http://www.kids.gov">www.kids.gov</a> (videos, games and activities)</p> <p><b>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</b></p>
<b>Human and Physical Characteristics of places</b>	<p><b>UBD Framework</b></p> <p>Unit: _____</p> <p><b>Formative/Summative Assessments</b></p>	<p><b>Language Arts/Writing</b></p> <p><u>RI.2.1</u> Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>McGraw Hill</p> <p>Who we are as Americans (Unit 1 Lesson1-3 )</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p>

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<p style="text-align: center;"><b>3 Weeks</b></p>	<ul style="list-style-type: none"> <li>• 3-4 tasks that reach DOK 3-4 AND/OR</li> <li>• 2-3 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><b>McGraw-Hill Assessment Resources</b></p> <ul style="list-style-type: none"> <li>• Self-Check Quiz</li> <li>• CCSS Reading Informational Text</li> <li>• Words to Know</li> <li>• Unit Wrap Up</li> <li>• Big Idea Project</li> </ul>	<p><b>McGraw-Hill Text Literacy Resources</b></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p> <p>Readers Theatre</p>	<p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader's Theater, etc.</i></p> <p style="text-align: center;">Defined Stem</p>	<p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.infohio.org">www.infohio.org</a> (games, videos, timelines, research sites, biographies, books)</p> <p><a href="http://www.kids.gov">www.kids.gov</a> (videos, games and activities)</p> <p><b>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</b></p>
<p><b>Maps and their Symbols</b></p> <p style="text-align: center;"><b>2 weeks</b></p>	<p style="text-align: center;"><b>UBD Framework</b></p> <p>Unit: Geography</p> <div style="text-align: center;">  </div> <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 2-3 tasks that reach DOK 3-4 AND/OR</li> <li>• 1-2 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p>	<p style="text-align: center;"><b>Language Arts/Writing</b></p> <p><b>RI.2.1</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p><b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><b>McGraw-Hill Text Literacy Resources</b></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p> <p>Readers Theatre</p>	<p style="text-align: center;">McGraw Hill</p> <p>Who we are as Americans (Unit 1 Lesson 1-3 )</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader's Theater, etc.</i></p> <p style="text-align: center;">Defined Stem</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.infohio.org">www.infohio.org</a> (games, videos, timelines, research sites, biographies, books)</p> <p><a href="http://www.kids.gov">www.kids.gov</a> (videos, games and activities)</p> <p><b>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</b></p>

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	<u>McGraw-Hill Assessment Resources</u> <ul style="list-style-type: none"> <li>• Self-Check Quiz</li> <li>• CCSS Reading Informational Text</li> <li>• Words to Know</li> <li>• Unit Wrap Up</li> <li>• Big Idea Project</li> </ul>			
<b>Jobs or Work People Do</b>  <b>2 weeks</b>	<p style="color: red;"><b>UBD Framework</b></p> <p>Unit: _____</p> <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 2-3 tasks that reach DOK 3-4 AND/OR</li> <li>• 1-2 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Self-Check Quiz</li> <li>• CCSS Reading Informational Text</li> <li>• Words to Know</li> <li>• Unit Wrap Up</li> <li>• Big Idea Project</li> </ul>	<p style="text-align: center;"><b>Language Arts/Writing</b></p> <p><u>RI.2.1</u> Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p> <p>Readers Theatre</p>	<p style="text-align: center;">McGraw Hill</p> <p style="text-align: center;">Who we are as Americans (Unit1 Lesson 1-3 )</p> <p style="text-align: center;"><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader's Theater, etc.</i></p> <p style="text-align: center;">Defined Stem</p> <p style="text-align: center;">"Farmers and the Economy"</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.infohio.org">www.infohio.org</a> (games, videos, timelines, research sites, biographies, books)</p> <p><a href="http://www.kids.gov">www.kids.gov</a> (videos, games and activities)</p> <p style="color: purple;"><b>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</b></p>

## 2nd Grade Social Studies Mapping/Pacing Guide 2016-2017

### ***Topics & Standards***

#### ***Quarter 2***

#### ***Unit 2***

#### **History**

- 2. Change over time can be shown with artifacts, maps and photographs.
- 3. Science and technology have changed daily life.

#### **Geography**

- 8. Cultures develop in unique ways, in part through the influence of the physical environment.
- 9. Interactions among cultures lead to sharing ways of life.


#### **Government**

- 10. Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.
- 11. Groups are accountable for choices they make and actions they take.
- 12. There are different rules that govern behavior in different settings.


#### **Economics**

- 13. Information displayed on bar graphs can be used to compare quantities.

# 2nd Grade Social Studies Mapping/Pacing Guide 2016-2017

<i>Time Frame</i>	<i>Curriculum Units &amp; Assessment (Evidence)</i>	<i>Opportunities for Integration</i>	<i>Resources Curriculum or Textbook</i>	<i>Technology and Differentiated Learning</i>
<b>Native Americans</b>  <b>3 Weeks</b>	<p><b>UBD Framework</b> Unit: Native Americans</p>  <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 3-4 tasks that reach DOK 3-4 AND/OR</li> <li>• 2-3 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Self-Check Quiz</li> <li>• CCSS Reading Informational Text</li> <li>• Words to Know</li> <li>• Unit Wrap Up</li> </ul>	<p><b>Language Arts/Writing</b></p> <p><u><b>RI.2.9</b></u> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p> <p>Readers Theatre</p>	<p>McGraw Hill</p> <p>Who we are as Americans (Unit 2 Lesson 1-5 )</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader's Theater, etc.</i></p> <p>Defined Stem</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.infohio.org">www.infohio.org</a> (games, videos, timelines, research sites, biographies, books)</p> <p><a href="http://www.kids.gov">www.kids.gov</a> (videos, games and activities)</p> <p><b>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</b></p>

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<p><b>Culture and its Influence</b></p> <p><b>3 Weeks</b></p>	<ul style="list-style-type: none"> <li>• Big Idea Project</li> </ul> <p><b>UBD Framework</b></p> <p>Unit: _____</p> <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 3-4 tasks that reach DOK 3-4 AND/OR</li> <li>• 2-3 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Self-Check Quiz</li> <li>• CCSS Reading Informational Text</li> <li>• Words to Know</li> <li>• Unit Wrap Up</li> <li>• Big Idea Project</li> </ul>	<p><b>Language Arts/Writing</b></p> <p><u><b>RI.2.9</b></u> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p> <p>Readers Theatre</p>	<p>McGraw Hill</p> <p>Who we are as Americans</p> <p>(Unit 2 Lesson 1-5 )</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader's Theater, etc.</i></p> <p>Defined Stem</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.infohio.org">www.infohio.org</a> (games, videos, timelines, research sites, biographies, books)</p> <p><a href="http://www.kids.gov">www.kids.gov</a> (videos, games and activities)</p> <p><b>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</b></p>
<p><b>Immigration Changes Over Time</b></p> <p><b>3 Weeks</b></p>	<p><b>UBD Framework</b></p> <p>Unit: Land of Immigrants</p>  <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 3-4 tasks that reach DOK 3-4 AND/OR</li> </ul>	<p><b>Language Arts/Writing</b></p> <p><u><b>RI.2.1</b></u> Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><u><b>RI.2.9</b></u> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p>	<p>McGraw Hill</p> <p>Who we are as Americans</p> <p>(Unit 2 Lesson 6 )</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader's Theater, etc.</i></p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.infohio.org">www.infohio.org</a> (games, videos, timelines, research sites, biographies, books)</p>

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	<ul style="list-style-type: none"> <li>• 2-3 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit  <u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Self-Check Quiz</li> <li>• CCSS Reading Informational Text</li> <li>• Words to Know</li> <li>• Unit Wrap Up</li> <li>• Big Idea Project</li> </ul>	Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre	Defined Stem	<a href="http://www.kids.gov">www.kids.gov</a> (videos, games and activities)  <b>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</b>
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<b><i>Topics &amp; Standards</i></b>  <b><i>Quarter 3</i></b>	<p><b><u>History</u></b></p> <ol style="list-style-type: none"> <li>1. Time can be shown graphically on calendars and timelines.</li> <li>2. Change over time can be shown with artifacts, maps and photographs.</li> <li>3. Science and technology have changed daily life.</li> <li>4. Biographies can show how peoples’ actions have shaped the world in which we live.</li> </ol> <p><b><u>Geography</u></b></p> <ol style="list-style-type: none"> <li>8. Cultures develop in unique ways, in part through the influence of the physical environment.</li> <li>9. Interactions among cultures lead to sharing ways of life.</li> </ol> <p><b><u>Government</u></b></p> <ol style="list-style-type: none"> <li>10. Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.</li> </ol>
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11. Groups are accountable for choices they make and actions they take.  
12. There are different rules that govern behavior in different settings.

### **Economics**

13. Information displayed on bar graphs can be used to compare quantities.  
14. Resources can be used in various ways.  
15. Most people around the world work in jobs in which they produce specific goods and services.  
16. People use money to buy and sell goods and services.  
17. People earn income by working.

<i>Time Frame</i>	<i>Curriculum Units &amp; Assessment (Evidence)</i>	<i>Opportunities for Integration</i>	<i>Resources Curriculum or Textbook</i>	<i>Technology and Differentiated Learning</i>
<p><b><i>Relationships Affect Choices</i></b></p> <p><b><i>Goods and Services</i></b></p> <p><b><i>Jobs and Earned Income</i></b></p> <p><b><i>3 Weeks</i></b></p>	<p><b>UBD Framework</b> Unit: All About Economics</p>  <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 3-4 tasks that reach DOK 3-4 AND/OR</li> <li>• 2-3 FATPS/RAFTS</li> </ul>	<p><b>Language Arts/Writing</b> <a href="#">RI.2.3</a> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u> Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre</p>	<p>McGraw Hill Who we are as Americans (Unit 3 Lesson 1 ) <i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader's Theater, etc.</i></p> <p>Defined Stem</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.infohio.org">www.infohio.org</a> (games, videos, timelines, research sites, biographies, books)</p> <p><a href="http://www.kids.gov">www.kids.gov</a> (videos, games and activities)</p>

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	<ul style="list-style-type: none"> <li>At least 1 GRASP per quarter</li> <li>At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill</u> <u>Assessment Resources</u></p> <ul style="list-style-type: none"> <li>Self-Check Quiz</li> <li>CCSS Reading Informational Text</li> <li>Words to Know</li> <li>Unit Wrap Up</li> <li>Big Idea Project</li> </ul>			<p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</p>
<p><b>Biographies</b></p> <p><i>Actions of People Shaping the World</i></p> <p><b>3 Weeks</b></p>	<p><b>UBD Framework</b></p> <p>Unit:</p> <hr/> <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>3-4 tasks that reach DOK 3-4 AND/OR</li> <li>2-3 FATPS/RAFTS</li> <li>At least 1 GRASP per quarter</li> <li>At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill</u> <u>Assessment Resources</u></p>	<p><b>Language Arts/Writing</b></p> <p><a href="#">RI.2.3</a> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><a href="#">RI.2.4</a> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p> <p>Readers Theatre</p>	<p>McGraw Hill</p> <p>Who we are as Americans (Unit 3 Lesson 2 )</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader's Theater, etc.</i></p> <p>Defined Stem</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.infohio.org">www.infohio.org</a> (games, videos, timelines, research sites, biographies, books)</p> <p><a href="http://www.kids.gov">www.kids.gov</a> (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</p>

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	<ul style="list-style-type: none"> <li>• Self-Check Quiz</li> <li>• CCSS Reading Informational Text</li> <li>• Words to Know</li> <li>• Unit Wrap Up</li> <li>• Big Idea Project</li> </ul>			
<p><i>Timelines</i></p> <p><i>Past vs. Present</i></p> <p><i>Changes over Time</i></p> <p><i>3 Weeks</i></p>	<p><b>UBD Framework</b></p> <p>Unit: _____</p> <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 3-4 tasks that reach DOK 3-4 AND/OR</li> <li>• 2-3 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill</u></p> <p><u>Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Self-Check Quiz</li> <li>• CCSS Reading Informational Text</li> <li>• Words to Know</li> <li>• Unit Wrap Up</li> <li>• Big Idea Project</li> </ul>	<p><b>Language Arts/Writing</b></p> <p><a href="#">RI.2.3</a> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p> <p>Readers Theatre</p>	<p>McGraw Hill</p> <p>Who we are as Americans</p> <p>(Unit 3 Lesson 3 )</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader's Theater, etc.</i></p> <p>Defined Stem</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.infohio.org">www.infohio.org</a> (games, videos, timelines, research sites, biographies, books)</p> <p><a href="http://www.kids.gov">www.kids.gov</a> (videos, games and activities)</p> <p><b>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</b></p>

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### ***Topics & Standards***

#### **Quarter 4**

#### **History**

- 2. Change over time can be shown with artifacts, maps and photographs.
- 3. Science and technology have changed daily life.

#### **Geography**

- 6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.
- 7. Human activities alter the physical environment, both positively and negatively.
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- 10. Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.
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- 13. Information displayed on bar graphs can be used to compare quantities.

## 2nd Grade Social Studies Mapping/Pacing Guide 2016-2017

<i>Time Frame</i>	<i>Curriculum Units &amp; Assessment (Evidence)</i>	<i>Opportunities for Integration</i>	<i>Resources Curriculum or Textbook</i>	<i>Technology and Differentiated Learning</i>
<p><b><i>Impact of Science and Technology</i></b></p> <p><b><i>3-4 Weeks</i></b></p>	<p><b>UBD Framework</b></p> <p>Unit: _____</p> <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 3-4 tasks that reach DOK 3-4 AND/OR</li> <li>• 2-3 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Self-Check Quiz</li> <li>• CCSS Reading Informational Text</li> <li>• Words to Know</li> <li>• Unit Wrap Up</li> <li>• Big Idea Project</li> </ul>	<p><b>Language Arts/Writing</b></p> <p><u>RI.2.1</u> Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><u>RI.2.7</u> Explain how specific images (e.g., diagram showing how a machine works) contribute to and clarify the text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p> <p>Readers Theatre</p>	<p>McGraw Hill</p> <p>Who we are as Americans (Unit 5 Lesson 1-3 )</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader's Theater, etc.</i></p> <p>Defined Stem</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.infohio.org">www.infohio.org</a> (games, videos, timelines, research sites, biographies, books)</p> <p><a href="http://www.kids.gov">www.kids.gov</a> (videos, games and activities)</p> <p><b>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</b></p>
<p><b><i>Human Activities Affecting the Physical Environment</i></b></p>	<p><b>UBD Framework</b></p> <p>Unit: _____</p> <p><b>Formative/Summative Assessments</b></p>	<p><b>Language Arts/Writing</b></p> <p><u>RI.2.1</u> Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>McGraw Hill</p> <p>Who we are as Americans (Unit 5 Lesson 1-3 )</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://www.infohio.org">www.infohio.org</a></p>

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<p><b><i>Positively and Negatively</i></b></p> <p><b><i>3-4 Weeks</i></b></p>	<ul style="list-style-type: none"> <li>• 3-4 tasks that reach DOK 3-4 AND/OR</li> <li>• 2-3 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Self-Check Quiz</li> <li>• CCSS Reading Informational Text</li> <li>• Words to Know</li> <li>• Unit Wrap Up</li> <li>• Big Idea Project</li> </ul>	<p><a href="#">RI.2.7</a> Explain how specific images (e.g., diagram showing how a machine works) contribute to and clarify the text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <p>Link to Literacy</p> <p>Reading Wonders Theme</p> <p>Reading Wonders Skills</p> <p>Book Shelf</p> <p>Readers Theatre</p>	<p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader's Theater, etc.</i></p> <p>Defined Stem "Safety and Design"</p>	<p>(games, videos, timelines, research sites, biographies, books)</p> <p><a href="http://www.kids.gov">www.kids.gov</a> (videos, games and activities)</p> <p><b>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</b></p>
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