Introduction to Your Social Studies Pacing Guide

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• Introduce 9-week content skills according to the Pacing Guide.
• Those expectations will be threaded throughout Social Studies units.
• Once a skill is mastered, continue to practice it.
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• Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
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Mara Lud
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Delsa Chapman
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* List your recommended texts and resources - we will be collecting them at the end of the year.

Vocabulary

Civics and Government
Authority
Citizens
Civic responsibility
Solved
Symbols

Public Discourse, Decision Making and Citizen Involvement
Action plan
Core Democratic Values
Graph
Implement
Issue
Position
Solution

Recommended Texts*

Resources *

DRAFT

DRAFT

DRAFT

DRAFT

DRAFT

Social Studies

Second Grade • First Quarter

Pacing Guide

Lansing School District

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<table>
<thead>
<tr>
<th>History</th>
<th>Geography</th>
<th>Civics and Government</th>
<th>Economics</th>
<th>Public Discourse, Decision Making and Citizen Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This is not a focus area during this quarter.</strong></td>
<td><strong>This is not a focus area during this quarter.</strong></td>
<td>2 - <strong>C1.0.1</strong>&lt;br&gt;☐ I CAN give reasons for rules in school.</td>
<td></td>
<td>2 - P3.1.1&lt;br&gt;☐ I CAN identify community issues.</td>
</tr>
<tr>
<td>Continue to reinforce skills and concepts previously introduced, as necessary.</td>
<td>Continue to reinforce skills and concepts previously introduced, as necessary.</td>
<td>2 - <strong>C1.0.2</strong>&lt;br&gt;☐ I CAN name the leaders who have authority and how they help our school authority.</td>
<td></td>
<td>2 - P3.1.2&lt;br&gt;☐ I CAN use graphs to analyze solutions.</td>
</tr>
</tbody>
</table>
**Vocabulary**

**Economics**
- Capital resources
- Human resources
- Natural resources
- Consumers
- Economic wants
- Opportunity cost
- Specialize
- Trade

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<table>
<thead>
<tr>
<th>Recommended Texts*</th>
<th>Resources*</th>
</tr>
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<thead>
<tr>
<th>Grade 2</th>
<th>Social Studies</th>
<th>Second Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Geography</td>
<td>Civics and Government</td>
</tr>
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Continue to reinforce skills and concepts previously introduced, as necessary.

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Continue to reinforce skills and concepts previously introduced, as necessary.

2 - E1.0.1
☐ I CAN tell about opportunity cost.
☐ I CAN use opportunity cost to make a decision.
2 - E1.0.2
☐ I CAN name businesses in the local community.
2 - E1.0.3
☐ I CAN describe how businesses in my local community meet economic wants of the consumers.
2 - E1.0.4
☐ I CAN describe natural, human and capital resources that are needed to make goods and services in the community.
2 - E1.0.5
☐ I CAN list ways people can earn money.
☐ I CAN give examples of why businesses specialize in goods and services.
☐ I CAN give examples of why businesses trade with one another.

2 - P3.1.1
☐ I CAN identify community issues.
2 - P3.1.2
☐ I CAN use graphs to analyze solutions.
2 - P3.1.3
☐ I CAN tell about Core Democratic Values.
☐ I CAN tell how people solve problems using Core Democratic Values.
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Vocabulary

Geography

Consequences
Culture
Diversity
Environment
Goods
Human characteristics
Physical characteristics
Labels
Legends
Relative location
Responsibly
Scale
Spatial organization
Symbols

Recommended Texts*  Resources *

* List your recommended texts and resources - we will be collecting them at the end of the year.
### Grade 2

<table>
<thead>
<tr>
<th>History</th>
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<th>Economics</th>
<th>Public Discourse, Decision Making and Citizen Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 - G1.0.1</td>
<td>☐ I CAN construct maps of the local community that contain symbols, labels, and legends.</td>
<td>This is not a focus area during this quarter.</td>
<td>Continue to reinforce skills and concepts previously introduced, as necessary.</td>
<td>This is not a focus area during this quarter.</td>
</tr>
<tr>
<td>2 - G1.0.2</td>
<td>☐ I CAN use maps to describe the spatial organization of the local community by using relative location, distance, directions, and scale.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 - G2.0.1</td>
<td>☐ I CAN compare the physical characteristics of the local community with other communities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 - G2.0.1</td>
<td>☐ I CAN compare the human characteristics of the local community with those of other communities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 - G2.0.1</td>
<td>☐ I CAN describe how the local community is part of a larger region.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 - G2.0.1</td>
<td>☐ I CAN describe different ways land is used in a community.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 - G2.0.2</td>
<td>☐ I CAN describe how people, goods, and ideas move within the local community.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 - G2.0.3</td>
<td>☐ I CAN use food, language, religion, and traditions to describe diversity in the local community.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 - G5.0.1</td>
<td>☐ I CAN tell how people act responsibly with the environment in the local community.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 - G5.0.2</td>
<td>☐ I CAN describe positive consequences of changing the physical environment of the local community.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 - G5.0.2</td>
<td>☐ I CAN describe negative consequences of changing the physical environment of the local community.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Vocabulary

History
Community
Decades
Historical narrative
Negative
Positive
Timeline

Recommended Texts*

Resources*

—

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Social Studies

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<th>Fourth Quarter</th>
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<tbody>
<tr>
<td>History</td>
<td>Geography</td>
<td>Civics and Government</td>
</tr>
<tr>
<td>2 - H2.0.1</td>
<td>☐ I CAN create a timeline to show the difference between years and decades of local community events.</td>
<td>This is not a focus area during this quarter.</td>
</tr>
<tr>
<td>2 - H2.0.2</td>
<td>☐ I CAN explain why descriptions of the same event in the local community can be different.</td>
<td>Continue to reinforce skills and concepts previously introduced, as necessary.</td>
</tr>
<tr>
<td>2 - H2.0.3</td>
<td>☐ I CAN use examples to describe the role of an individual in creating history.</td>
<td></td>
</tr>
<tr>
<td>2 - H2.0.4</td>
<td>☐ I CAN describe positive changes in the local community over time.</td>
<td></td>
</tr>
<tr>
<td>2 - H2.0.5</td>
<td>☐ I CAN describe negative changes in the local community over time.</td>
<td></td>
</tr>
<tr>
<td>1 - H2.0.6</td>
<td>☐ I CAN identify a problem in the community’s past.</td>
<td></td>
</tr>
<tr>
<td>1 - H2.0.7</td>
<td>☐ I CAN describe how the problem can be solved</td>
<td></td>
</tr>
<tr>
<td>2 - H2.0.8</td>
<td>☐ I CAN use examples to describe the role of an individual in creating history.</td>
<td></td>
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