

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 *

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



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Superintendent

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Deputy Superintendent

Mara Lud
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Delsa Chapman
Director of Magnet Programs & High Schools

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the teachers and administrators who helped develop and revise the pacing guides.

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Second Grade • First Quarter
Pacing Guide



Social Studies

Introduction to Your Social Studies Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced, student learning expectations and provide a starting point for the implementation of the Grade Level Content Expectations. *The following tips may be helpful as you begin using the Pacing Guide:*

- Introduce 9-week content skills according to the Pacing Guide.
- These expectations will be threaded throughout Social Studies units.
- Once a skill is mastered, continue to practice it.
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Grade 2 Social Studies First Quarter				
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making and Citizen Involvement
<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p>2 - C1.0.1</p> <p><input type="checkbox"/> I CAN give reasons for rules in school.</p> <p>2 - C1.0.2</p> <p><input type="checkbox"/> I CAN name the leaders who have authority and how they help our school authority.</p> <p>2 - C2.0.1</p> <p><input type="checkbox"/> I CAN give examples of how decisions can be made in a fair and just way.</p> <p><input type="checkbox"/> I CAN give examples of how conflicts might be solved in fair ways.</p> <p>2 - C2.0.2</p> <p><input type="checkbox"/> I CAN identify important symbols of the United States of America such as; the flag, eagle, Statue of Liberty, seal, capitol, Whitehouse</p> <p><input type="checkbox"/> I CAN describe important symbols of the United States of America such as; the flag, eagle, Statue of Liberty, seal, capitol, Whitehouse.</p> <p>2 - C3.0.1</p> <p><input type="checkbox"/> I CAN give examples of how local governments make laws.</p> <p><input type="checkbox"/> I CAN give examples of how local governments enforce laws.</p> <p><input type="checkbox"/> I CAN give examples of how local governments interpret laws.</p> <p>2 - C3.0.2</p> <p><input type="checkbox"/> I CAN give examples to describe how local government affects the lives of its citizens.</p> <p>2 - C3.0.3</p> <p><input type="checkbox"/> I CAN identify services commonly provided by local governments (e.g., police, fire departments, schools).</p> <p>2 - C5.0.1</p> <p><input type="checkbox"/> I CAN identify ways citizens participate in community decisions.</p> <p>2 - C5.0.2</p> <p><input type="checkbox"/> I CAN tell differences between personal and civic responsibilities such as voting, volunteering, picking up litter.</p> <p><input type="checkbox"/> I CAN explain why they are important in community life.</p> <p>2 - C5.0.3</p> <p><input type="checkbox"/> I CAN help design a community improvement project that helps or inform others.</p> <p><input type="checkbox"/> I CAN participate in community improvement projects that help or inform others.</p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p>2 - P3.1.1</p> <p><input type="checkbox"/> I CAN identify community issues.</p> <p>2 - P3.1.2</p> <p><input type="checkbox"/> I CAN use graphs to analyze solutions.</p> <p>2 - P3.1.3</p> <p><input type="checkbox"/> I CAN tell about Core Democratic Values.</p> <p><input type="checkbox"/> I CAN tell how people solve problems using Core Democratic Values.</p>

Vocabulary	
<div>Economics</div> <div>Capital resources</div> <div>Human resources</div> <div>Natural resources</div> <div>Consumers</div> <div>Economic wants</div> <div>Opportunity cost</div> <div>Specialize</div> <div>Trade</div>	
Recommended Texts*	Resources*

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Second Grade • Second Quarter

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Grade 2 Social Studies Second Quarter				
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Vocabulary	
<div>Geography</div> <div>Consequences</div> <div>Culture</div> <div>Diversity</div> <div>Environment</div> <div>Goods</div> <div>Human characteristics</div> <div>Physical characteristics</div> <div>Labels</div> <div>Legends</div> <div>Relative location</div> <div>Responsibly</div> <div>Scale</div> <div>Spatial organization</div> <div>Symbols</div>	
Recommended Texts*	Resources *

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Second Grade • Third Quarter

Pacing Guide



Social Studies

Introduction to Your Social Studies Pacing Guide

Grade 2 Social Studies Third Quarter				
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making and Citizen Involvement
	<div>2 - G1.0.1</div> <div><input type="checkbox"/> I CAN construct maps of the local community that contain symbols, labels, and legends.</div> <div>2 - G1.0.2</div> <div><input type="checkbox"/> I CAN use maps to describe the spatial organization of the local community by using relative location, distance, directions, and scale.</div> <div>2 - G2.0.1</div> <div><input type="checkbox"/> I CAN compare the physical characteristics of the local community with other communities.</div> <div><input type="checkbox"/> I CAN compare the human characteristics of the local community with those of other communities.</div> <div><input type="checkbox"/> I CAN describe how the local community is part of a larger region.</div> <div>2 - G4.0.1</div> <div><input type="checkbox"/> I CAN describe different ways land is used in a community.</div> <div>2 - G4.0.2</div> <div><input type="checkbox"/> I CAN describe how people, goods, and ideas move within the local community.</div> <div>2 - G4.0.3</div> <div><input type="checkbox"/> I CAN use food, language, religion, and traditions to describe diversity in the local community.</div> <div>2 - G5.0.1</div> <div><input type="checkbox"/> I CAN tell how people act responsibly with the environment in the local community.</div> <div>2 - G5.0.2</div> <div><input type="checkbox"/> I CAN describe positive consequences of changing the physical environment of the local community.</div> <div><input type="checkbox"/> I CAN describe negative consequences of changing the physical environment of the local community.</div>	<div>This is not a focus area during this quarter.</div> <div>Continue to reinforce skills and concepts previously introduced, as necessary.</div>	<div>This is not a focus area during this quarter.</div> <div>Continue to reinforce skills and concepts previously introduced, as necessary.</div>	<div>2 - P3.3.1</div> <div><input type="checkbox"/> I CAN state a position on a community issue.</div> <div><input type="checkbox"/> I CAN give my reasons for my position.</div> <div>2 - P4.2.1</div> <div><input type="checkbox"/> I CAN develop an action plan to tell others about a public issue.</div> <div><input type="checkbox"/> I CAN implement an action plan to tell others about a public issue.</div> <div>2 - P4.2.2</div> <div><input type="checkbox"/> I CAN participate in projects to help others.</div>

Vocabulary	
<div>History</div> <div>Community</div> <div>Decades</div> <div>Historical narrative</div> <div>Negative</div> <div>Positive</div> <div>Timeline</div>	
Recommended Texts*	Resources*

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Second Grade • Fourth Quarter

Pacing Guide



Social Studies

Introduction to Your Social Studies Pacing Guide

Grade 2 Social Studies Fourth Quarter				
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making and Citizen Involvement
<p>2 - H2.0.1</p> <p><input type="checkbox"/> I CAN create a timeline to show the difference between years and decades of local community events.</p> <p>2 - H2.0.2</p> <p><input type="checkbox"/> I CAN explain why descriptions of the same event in the local community can be different.</p> <p>2 - H2.0.3</p> <p><input type="checkbox"/> I CAN use examples to describe the role of an individual in creating history.</p> <p>2 - H2.0.4</p> <p><input type="checkbox"/> I CAN describe positive changes in the local community over time.</p> <p><input type="checkbox"/> I CAN describe negative changes in the local community over time.</p> <p>2 - H2.0.5</p> <p><input type="checkbox"/> I CAN identify a problem in the community's past.</p> <p><input type="checkbox"/> I CAN describe how the problem can be solved</p> <p>1 - H2.0.6</p> <p><input type="checkbox"/> I CAN write a historical narrative using a variety of sources.</p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p>2 - P3.3.1</p> <p><input type="checkbox"/> I CAN state a position on a community issue.</p> <p><input type="checkbox"/> I CAN give my reasons for my position.</p> <p>2 - P4.2.1</p> <p><input type="checkbox"/> I CAN develop an action plan to tell others about a public issue.</p> <p><input type="checkbox"/> I CAN implement an action plan to tell others about a public issue.</p> <p>2 - P4.2.2</p> <p><input type="checkbox"/> I CAN participate in projects to help others.</p>