

# Social Studies Pacing Guide

2nd Grade



Q1		Unit 1: Connecting Themes
Time		5 days (1 week)
Days		Aug. 10- 14, 2015
Georgia Content Focus Standards		<ul style="list-style-type: none"> <li>○ Overview of all themes</li> <li>○ Rituals and Routines</li> </ul> <p><b>SS2CG1 The student will define the concept of government and the need for rules and laws.</b></p>
		Unit 2: Our Georgia
		10 days (2 weeks)
		August 17 – August 28, 2015
		<p><b>SS2CG2 The student will identify the roles of the following elected officials:</b></p> <ul style="list-style-type: none"> <li>a. <b>President</b> (leader of our nation)</li> <li>b. <b>Governor</b> (leader of our state)</li> <li>c. <b>Mayor</b> (leader of a city)</li> </ul> <p><b>SS2CG4 The student will demonstrate knowledge of the state and national capitol buildings by identifying them from pictures and capitals of the United States of America (Washington, D.C.) and the state of Georgia (Atlanta) by locating them on appropriate maps.</b></p>
		Unit 2: Our Georgia (Continued)
		24 days (5 weeks)
		August 31 – October 2, 2015
		<p><b>SS2G1 The student will locate major topographical features of Georgia and will describe how these features define Georgia's surface.</b></p> <ul style="list-style-type: none"> <li>a. Locate all the geographic <b>regions</b> of Georgia: <ul style="list-style-type: none"> <li><b>Blue Ridge Mountains</b></li> <li><b>Piedmont</b></li> <li><b>Coastal Plain</b></li> <li><b>Valley and Ridge</b></li> <li><b>Appalachian Plateau</b></li> </ul> </li> <li>b. Locate the major <b>rivers</b> of Georgia: <ul style="list-style-type: none"> <li><b>Ocmulgee</b></li> <li><b>Oconee</b></li> <li><b>Altamaha</b></li> <li><b>Savannah</b></li> <li><b>St. Mary's</b></li> <li><b>Chattahoochee</b></li> <li><b>Flint</b></li> </ul> </li> </ul> <p>Intermediate Directions</p>

Quarterly Benchmark Assessment Window ---- Oct. 5 - 9, 2015

# Social Studies Pacing Guide

2nd Grade



Q2		Unit 3: Georgia's First People
Time	39 days (8 weeks)	
Days	October 5 – December 4, 2015	
Georgia Content Focus Standards	<p><b>SS2H1 The student will read about and describe the lives of historical figures in Georgia history.</b></p> <ul style="list-style-type: none"> <li>a. Identify the contributions made by <b>Sequoyah</b> (development of a Cherokee alphabet)</li> <li>b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights, and freedoms).</li> </ul>	
	<p><b>SS2H2 The student will describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.</b></p> <ul style="list-style-type: none"> <li>a. Describe the regions in Georgia where the Creeks and Cherokees lived and how the people used their local resources.</li> <li>b. Compare and contrast the Georgia Creek and Cherokee cultures of the past to Georgians today.</li> </ul>	
	<p><b>SS2G2 The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creeks and Cherokees.</b></p> <ul style="list-style-type: none"> <li>a. Identify specific locations significant to the life and times of each historic figure on a political map.</li> <li>b. Describe how place (physical and human characteristics) had an impact on the lives of each historic figure.</li> <li>c. Describe how each historic figure adapted to and was influenced by his/her environment.</li> <li>d. Trace examples of travel and movement of these historic figures and their ideas across time.</li> <li>e. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which the students live.</li> </ul>	
	<p><b>SS2CG3 The student will give examples of how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.</b></p>	
	<p><b>SS2E1 The student will explain that because of <b>scarcity</b>, people must <b>make choices and incur opportunity costs</b>.</b></p>	

Quarterly Benchmark Assessment Window ---- December 7 – 11, 2015

## Social Studies Pacing Guide

2nd Grade



Q3		Unit 4: Georgia Becomes a Colony / Unit 5: Georgians and Civil Rights
Time	52 days (11 weeks)	
Days	December 7 – March 4, 2016	
Georgia Content Focus Standards	<p><b>SS2H1 The student will read about and describe the lives of historical figures in Georgia history.</b></p> <ul style="list-style-type: none"> <li>a. Identify the contributions made by these historic figures: <ul style="list-style-type: none"> <li><b>James Oglethorpe</b> (founding of Georgia)</li> <li><b>Tomochichi</b> (founding of Georgia)</li> <li><b>Mary Musgrove</b> (founding of Georgia)</li> <li><b>Jackie Robinson</b> (sports)</li> <li><b>Martin Luther King, Jr.</b> (civil rights)</li> </ul> </li> <li>b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights, and freedoms).</li> </ul>	
	<p><b>SS2G2 The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creeks and Cherokees.</b></p> <ul style="list-style-type: none"> <li>a. Identify specific locations significant to the life and times of each historic figure on a political map.</li> <li>b. Describe how place (physical and human characteristics) had an impact on the lives of each historic figure.</li> <li>c. Describe how each historic figure adapted to and was influenced by his/her environment.</li> <li>d. Trace examples of travel and movement of these historic figures and their ideas across time.</li> <li>e. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which the students live.</li> </ul>	
	<p><b>SS2CG3 The student will give examples of how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.</b></p>	

Quarterly Benchmark Assessment Window ---- March 7 – 11, 2016

## Social Studies Pacing Guide

2nd Grade



Q4		Unit 6: Being a Georgian Today: Jimmy Carter & Me
Time	35 days (7 weeks)	
Days	March 7 – April 29, 2016	
Georgia Content Focus Standards	<p><b>SS2H1</b> The student will read about and describe the lives of historical figures in Georgia history.</p> <ol style="list-style-type: none"> <li>Identify the contributions made by: <b>Jimmy Carter</b> (leadership and human rights).</li> <li>Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights, and freedoms).</li> </ol> <p><b>SS2G2</b> The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creeks and Cherokees.</p> <ol style="list-style-type: none"> <li>Identify specific locations significant to the life and times of each historic figure on a political map.</li> <li>Describe how place (physical and human characteristics) had an impact on the lives of each historic figure.</li> <li>Describe how each historic figure adapted to and was influenced by his/her environment.</li> <li>Trace examples of travel and movement of these historic figures and their ideas across time.</li> <li>Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which the students live.</li> </ol> <p><b>SS2CG3</b> The student will give examples of how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.</p> <p><b>SS2E1</b> The student will explain that because of scarcity, people must <b>make choices and incur opportunity costs</b>.</p> <p><b>SS2E2</b> The student will identify ways in which <b>goods and services are allocated</b> (by price; majority rule; contests; force; sharing; lottery; command; first-come, first-served; personal characteristics; and others).</p> <p><b>SS2E3</b> The student will explain that people usually <b>use money to obtain the goods and services they want</b> and explain how <b>money makes trade easier than barter</b>.</p> <p><b>SS2E4</b> The student will describe the <b>costs and benefits of personal spending and saving choices</b>.</p>	

Benchmark Assessment Window ---- May 2 – 13, 2016 (TBD)

Q4	Benchmark Review and Next Grade Preview
Time Frame	15 days (3 weeks)
Instructional Days	May 2 - through End of School Year
Georgia Content Focus Standards Review	<ul style="list-style-type: none"> <li>Additional benchmark review for targeted non-proficiency students</li> <li>Current grade enrichment</li> </ul>

## Social Studies Pacing Guide

### 2nd Grade



### Quarterly Benchmark Assessments

**Quarter 1 --- 24 questions (14 multiple choice questions and 10 labeling questions)**

**Quarter 2 --- 26 questions (7 matching questions 1 true/false, 17 multiple choice, and 1 constructed response)**

**Quarter 3 --- 23 questions (18 multiple choice and 5 matching questions)**

**Quarter 4 --- 25 questions (24 multiple choice questions and 1 constructed response question)**

#### MAP AND GLOBE SKILLS

GOAL: The student will use maps to retrieve social studies information.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	K	1	2
1. use cardinal directions	I	M	A
2. use intermediate directions		I	M
3. use a letter/number grid system to determine location			I
4. compare and contrast the categories of natural, cultural, and political features found on maps			I
5. use inch to inch map scale to determine distance on map			I
6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps			I
7. use a map to explain impact of geography on historical and current events			I

#### INFORMATION PROCESSING SKILLS

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills	K	1	2
1. compare similarities and differences	I	D	M
2. organize items chronologically	I	D	D
3. identify issues and/or problems and alternative solutions	I	D	D
4. distinguish between fact and opinion		I	D
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D
6. identify and use primary and secondary sources		I	D
7. interpret timelines		I	D
8. identify social studies reference resources to use for a specific purpose			I
9. construct charts and tables			I
10. analyze artifacts			I