

Grade 2 Pacing Guide 2013-14

The teacher is responsible for adjusting pacing to meet learner needs to facilitate student mastery of the Next Generation Sunshine State Standards for Social Studies and integrate the Common Core State Standards for ELA. This guide is only a reference for planning purposes to provide at a glance information related to content, their corresponding lessons, and rough judgments of time that may or may not be required for students to achieve mastery.

*Please note that Standard 1: Historical Inquiry and Analysis SS.2.A.1.1 Examine primary and secondary sources and SS.2.A.1.2 Utilize the media center, technology, or other informational sources to located information that provides answers to questions about a historical topic must be addressed during each unit of study.

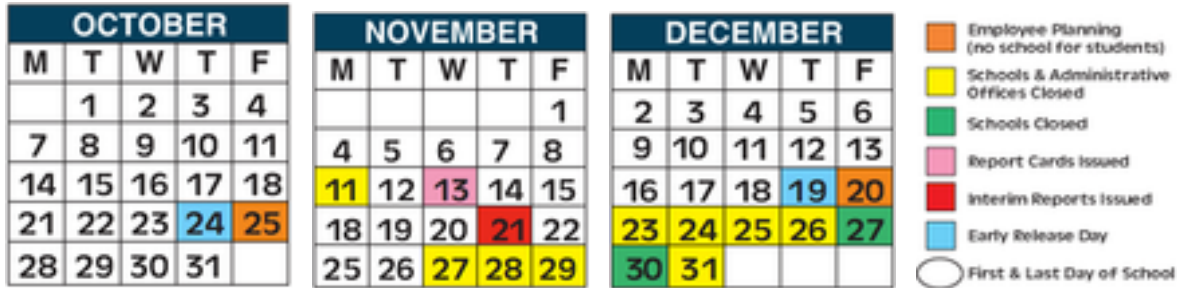
Quarter 1															
AUGUST					SEPTEMBER					OCTOBER					<div style="display: flex; flex-direction: column; gap: 5px;"> <div> Employee Planning (no school for students)</div> <div> Schools & Administrative Offices Closed</div> <div> Schools Closed</div> <div> Report Cards Issued</div> <div> Interim Reports Issued</div> <div> Early Release Day</div> <div> First & Last Day of School</div> </div>
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
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5	6	7	8	9	9	10	11	12	13	7	8	9	10	11	
12	13	14	15	16	16	17	18	19	20	14	15	16	17	18	
19	20	21	22	23	23	24	25	26	27	21	22	23	24	25	
26	27	28	29	30	30					28	29	30	31		
Conceptual Topic: Weather Matters															
NGSSS	Learning Targets	Florida Social Studies Who We Are as Americans Unit and Lessons							Number of Days						
SS.2.G.1.1, SS.2.G.1.2, SS.2.G.1.3, SS.2.G.1.4	<ul style="list-style-type: none"> Use different types of maps (political, physical, and thematic) to identify map elements. Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital. 	<u>Who We Are as Americans:</u> Unit 1, Lessons 1-3 pages 2-3 and 10-22							30						

	<ul style="list-style-type: none"> • Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole. • Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands). 		
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BEEP Social Studies Related Activities:

- Creating a Thematic Map
- Globes
- Globes and More
- Map Elements
- Me on the Map
- North, South, East and West
- Oceans
- Physical Maps
- Political Maps
- Primary Source Maps
- PBL – Thematic Map of Your Bedroom
- The Prime Meridian and Equator
- The Seven Continents
- Using a Compass Rose in my Classroom
- What is a Compass Rose?
- What is a Globe?

Quarter 2



Conceptual Topic: Basic Needs and Wants

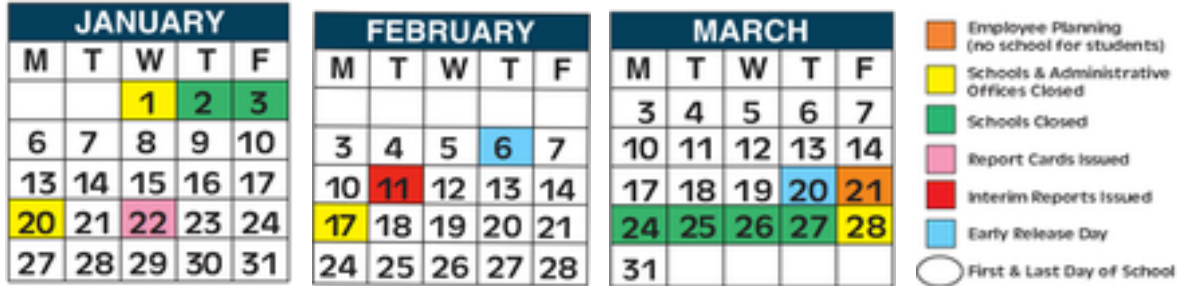
NGSSS	Learning Targets	Florida Social Studies Who We Are as Americans Unit and Lessons	Number of Days
SS.2.E.1.1, SS.2.E.1.2, SS.2.E.1.4	<ul style="list-style-type: none"> Recognize that people make choices because of limited resources. Recognize that people supply goods and services based on consumer demands. Explain the personal benefits and costs involved in saving and spending. 	<u>Who We Are as Americans:</u> Unit 5, Lessons 1-3 pages 134-147	45

BEEP Social Studies Related Activities:

- Am I a Service or Good Provider?
- Benefits and Costs of Saving
- Benefits and Costs of Spending
- Consumers and Consumer Demands
- Economics Vocabulary Wrap Up
- From the Farm Leveled Readers Activity
- Goods and Services
- Goods and Services Sort

- How is a Crayons Made?
- Is it a Good or a Service?
- Limited Resources
- Needs and Wants
- Primary Source Newspapers
- Project Based Learning Activity- Goods or Services?
- Saving and Spending Your Money Part 1
- Saving and Spending Your Money Part 2
- Trading
- Trading Goods and Services
- Wants and Needs Sort
- What are Goods and Services?
- What Do You Want or What Do You Need?
- What is a Consumer?
- What to do About Limited Resources?
- Why Do We Need Money?

Quarter 3



Conceptual Topic: Earth's Structures and Map Skills

NGSSS	Learning Targets	Florida Social Studies Who We Are as Americans Unit and Lessons	Number of Days
SS.2.G.1.1, SS.2.G.1.2, SS.2.G.1.3, SS.2.G.1.4	<ul style="list-style-type: none"> • Use different types of maps (political, physical, and thematic) to identify map elements. • Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital. • Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole. • Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands). 	<p>Who We Are as Americans:</p> <p>Unit 1, Lessons 1-3 pages 2-3 and 10-22</p>	30

BEEP Social Studies Related Activities:

- Creating a Thematic Map
- Globes
- Globes and More
- Map Elements
- Me on the Map
- North, South, East and West
- Oceans
- Physical Maps
- Political Maps
- Primary Source Maps
- PBL – Thematic Map of Your Bedroom
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- What is a Compass Rose?
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Conceptual Topic: Native Americans & Colonial America

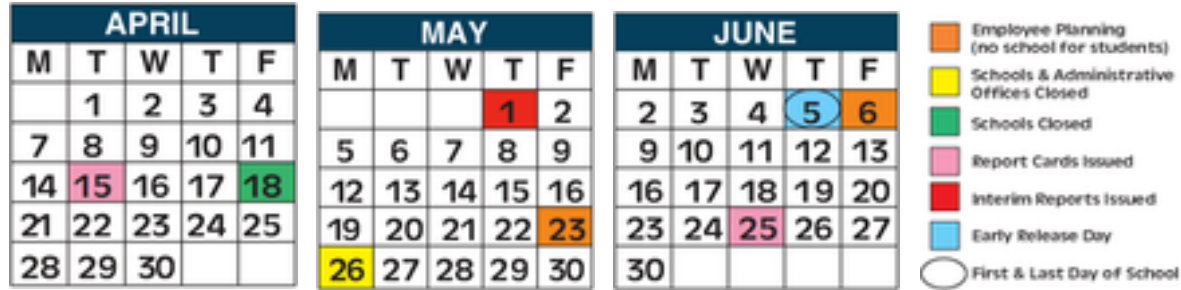
NGSSS	Learning Targets	Florida Social Studies Who We Are as Americans Unit and Lessons	Number of Days
SS.2.A.2.4, SS.2.C.1.1, SS.2.A.2.1, SS.2.A.2.2, SS.2.A.2.3	<ul style="list-style-type: none"> • Explore ways the daily life of people living in Colonial America changed over time. • Explain why people form governments. • Recognize that Native Americans were the first inhabitants in North America. • Compare the cultures of Native American tribes from various geographic regions of the United States. 	<p><u>Who We Are as Americans:</u></p> <p>Unit 2, Lessons 1-6 pages 34-57 Unit 3, Lesson 1 pages 68-73 Unit 4, Lesson 4 pages 114-117</p>	20

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| | <ul style="list-style-type: none">• Describe the impact of immigrants on the Native Americans. | | |
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BEEP Social Studies Related Activities:

- Main Idea and Details- The Story of the Cherokee Leveled Readers Activity
- Comparing and Contrasting- Powhatan Leveled Readers Activity
- Primary Source Artifacts
- Native Americans of the Southeast Woodlands
- Native Americans of the Southeast Woodlands Flipbook
- Native Americans of the Northeast Woodlands
- Native Americans of the Northeast Woodlands Flipbook
- Native Americans of the Plains
- Native Americans of the Plains Flipbook
- Native Americans of the Southwest
- Native Americans of the Southwest Flipbook
- Native Americans of the Pacific Northwest
- Native Americans of the Pacific Northwest Flipbook
- New Arrivals
- Changes in Native Americans
- Project Based Learning Activity- Models of Native American Regions
- Primary Source Photographs
- The First Colonists
- Daily Life for the Early Colonists
- What Was Life Like in the Early 1900's?
- Comparing and Contrasting Children of Today and Children of 100 Years Ago
- Comparing and Contrasting Colonial Kitchens to Our Kitchens Today
- Project Based Learning Activity- Invention for Colonial America
- Colonial America Assessment

Quarter 4



Conceptual Topic: Travel, Immigration and Our Country

NGSSS	Learning Targets	Florida Social Studies Who We Are as Americans Unit and Lessons	Number of Days
SS.2.A.2.5, SS.2.A.2.6, SS.2.A.2.7, SS.2.A.2.8, SS.2.C.2.1, SS.2.C.2.2, SS.2.C.2.3, SS.2.C.2.4, SS.2.C.2.5, SS.2.C.3.1, SS.2.C.3.2, SS.2.E.1.4	<ul style="list-style-type: none"> Identify reasons people came to the United States throughout history. Discuss the importance of Ellis Island and the Statute of Liberty to immigration from 1892-1954. Discuss why immigration continues today. Explain the cultural influences and contributions of immigrants today. Identify what it means to be a United States citizen either by birth or by naturalization. Define and apply the characteristics of responsible citizenship. Explain why United States citizens have guaranteed rights and identify rights. 	<u>Who We Are as Americans:</u> Unit 3, Lessons 2-3 pages 74-85 Unit 4, Lessons 1-5 pages 96-123 Unit 5, Lesson 3 pages 144-147	45

	<ul style="list-style-type: none"> • Identify ways citizens can make a positive contribution in their community. • Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women. • Identify the Constitution as the documents, which establish the structure, function, powers, and limits of American government. • Recognize symbols, individuals, events, and documents that represent the United States. • Explain the personal benefits and costs involved in saving and spending. 		
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BEEP Social Studies Related Activities:

- Abraham Lincoln's Hat
- American Symbols of our Freedom
- American Symbols of our Government
- Comparing and Contrasting the First American Flag to the American Flag of Today
- Comparing and Contrasting Your House to the White House
- Facts About Abraham Lincoln
- George Washington and the General's Dog
- George Washington Facts
- Cesar Chavez and His Contributions
- George Washington Carver and His Contributions
- Harriet Tubman
- If I Were Betsy Ross
- Martin Luther King Jr.

- PBL: Famous American Women and Their Contributions
- Rosa Parks
- Ruby Bridges
- Veterans
- Coming to America
- Arriving in the United States
- The Ellis Island Experience
- Immigration Today
- Learning New Customs
- Vocabulary Wrap Up
- Comparing and Contrasting- Annie Moore Ellis Island's First Immigrant Leveled Readers Activity Leveled Readers Activity
- Cause and Effect- Cuba and the United States Leveled Readers Activity
- Coming to America- The Story of Immigration
- Ellis Island Chapter 1
- Ellis Island Chapter 3 and 4
- Project Based Learning Activity- Family Immigration Project