

## Second Grade Social Studies Pacing Guide 10/2008

TRIMESTER 1		TRIMESTER 2		TRIMESTER 3				
Time	GLCE'S	Resources	Time	GLCE'S	Resources			
Sept.	<p><b><u>C1 Purposes of Government</u></b></p> <p><i>Explain why people create governments.</i></p> <p>2 – C1.0.1 Explain why people form governments.</p> <p>2 – C1.0.2 Distinguish between government action and private action.</p>	CDV resources	Jan.	<p><b><u>E1 Market Economy</u></b></p> <p><i>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</i></p> <p>2 – E1.0.1 Identify the opportunity cost involved in a consumer decision.</p> <p>2 – E1.0.2 Identify businesses in the local community.</p> <p>2 – E1.0.3 Describe how businesses in the local community meet economic wants of consumers.</p> <p>2 – E1.0.4 Describe the natural, human, and capital resources needed for production of a good or service in a community.</p> <p>2 – E1.0.5 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.</p>	Local and community business	March	<p><b><u>G4 Human Systems</u></b></p> <p><i>Understand how human activities help shape the Earth's surface.</i></p> <p>2 – G4.0.1 Describe land use in the community (e.g., where people live, where services are provided, where products are made).</p> <p>2 – G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.</p> <p>2 – G4.0.3 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.</p>	Nystrom materials Local community
Oct.	<p><b><u>C2 Values and Principles of American Democracy</u></b></p> <p><i>Understand values and principles of American constitutional democracy.</i></p> <p>2 – C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.</p> <p>2 – C2.0.2 Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.</p>	Scholastic News, School House Rock, Pledge of Allegiance book, CDV resources	Feb.	<p><b><u>G1 The World in Spatial Terms</u></b></p> <p><i>Use geographic representations to acquire, process, and report information from a spatial perspective.</i></p> <p>2 – G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.</p>	Nystrom materials	April	<p><b><u>G5 Environment and Society</u></b></p> <p><i>Understand the effects of human-environment interactions.</i></p> <p>2 – G5.0.1 Suggest ways people can responsibly interact with the environment in the local community.</p> <p>2 – G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community.</p>	Earth day unit

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Nov.	<p><b><u>C3 Structure and Functions of Government</u></b></p> <p><i>Describe the structure of government in the United States and how it functions to serve citizens.</i></p> <p>2 – C3.0.1 Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.</p> <p>2 – C3.0.2 Use examples to describe how local government affects the lives of its citizens.</p> <p>2 – C3.0.3 Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).</p>	Guest speakers and field trips	Feb.	<p>2 – G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.</p> <p><b><u>G2 Places and Regions</u></b></p> <p><i>Understand how regions are created from common physical and human characteristics.</i></p> <p>2 – G2.0.1 Compare the physical and human characteristics of the local community with those of another community.</p> <p>2 – G2.0.2 Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).</p>	Me on the Map book  community field trips	May	<p><b><u>H2 Living and Working Together in Communities</u></b></p> <p><i>Use historical thinking to understand the past.</i></p> <p>2 – H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.</p> <p>2 – H2.0.2 Explain why descriptions of the same event in the local community can be different.</p> <p>2 – H2.0.3 Use an example to describe the role of the individual in creating history.</p> <p>2 – H2.0.4 Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).</p> <p>2 – H2.0.5 Identify a problem in a community's past and describe how it was resolved.</p> <p>2 – H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).</p>	

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						<p>May</p> <p>May</p>	<p><b><u>P3.1 Identifying and Analyzing Public Issues</u></b></p> <p><i>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i></p> <p>2 – P3.1.1 Identify public issues in the local community that influence the daily lives of its citizens.</p> <p>2 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.</p> <p>2 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.</p> <p><b><u>P3.3 Persuasive Communication About a Public Issue</u></b></p> <p><i>Communicate a reasoned position on a public issue.</i></p> <p>2 – P3.3.1 Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.</p>	<p>Newspaper and Guest speakers</p> <p>Scholastic News</p>

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						May	<p><b><u>P4.2 Citizen Involvement</u></b></p> <p><i>Act constructively to further the public good.</i></p> <p>2 – P4.2.1 Develop and implement an action plan to address or inform others about a public issue.</p> <p>2 – P4.2.2 Participate in projects to help or inform others.</p>	
						May	<p><b><u>C5 Roles of the Citizen in American Democracy</u></b></p> <p><i>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</i></p> <p>2 – C5.0.1 Identify ways citizens participate in community decisions.</p> <p>2 – C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.</p> <p>2 – C5.0.3 Design and participate in community improvement projects that help or inform others. (See P4.2.2)</p>	