

# Second Grade Social Studies Pacing Guide

## Lynchburg City Schools 2013-2014

GRADING PERIOD: 1 <sup>st</sup> Nine Weeks						
SOL / Enabling Objectives		Resources			Assessments	Suggested Time Frame
		Text	Activities	Technology		
<b>COMMUNITY BUILDING</b>  Civics <b>SOL 2.10 The student will explain the responsibilities of a good citizen, with emphasis on</b>  a) respecting and protecting the rights and property of others;		<b>Lessons</b> Harcourt Houghton Mifflin (HHM) Social Studies  Unit 5 Preview pp. 177-184 Unit 5 Lesson 1 pp. 185-191	<b>Lilly's Purple Plastic Purse Plans</b>	<b>Technology</b> Harcourt Resources	Week 1	
			<b>Monster Fun Teaching Manners</b>	TTAC Online		HHM Assessment Program
			<b>Book List</b>	Brainpopjr.com Rights and Responsibilities		
			<b>Getting To Know You Activities</b>	Wordle		
			<b>Activities</b> HHM Electronic Interactive Presentation (EIP)	Good Citizenship Quiz		
			Leveled Readers			
			ESS 2nd Gr SS Session 1 p. 5			
			Webquest			

CF refers to the Virginia SOL Curriculum Framework [CF 2nd SS](#)

ESS refers to the Virginia SOL Enhanced Scope and Sequence [ESS 2nd Gr SS](#)

# Second Grade Social Studies Pacing Guide

## Lynchburg City Schools 2013-2014

GRADING PERIOD: 1 <sup>st</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>SOL 2.10 The student will explain the responsibilities of a good citizen, with emphasis on</b></p> <p>b) taking part in the voting process when making classroom decisions;</p> <p>c) describing actions that can improve the school and community;</p> <p>d) demonstrating self-discipline and self-reliance;</p> <p>e) practicing honesty and trustworthiness.</p>		<p>ESS 2nd Gr SS Session 3 p. 7</p> <p>Vote on classroom jobs</p> <p>Elect a class president (weekly/monthly)</p> <p>ESS 2nd Gr SS Session 2 p. 6</p> <p>Six Pillars of Citizenship</p>	US Government	Teacher made Formative Assessments	

CF refers to the Virginia SOL Curriculum Framework [CF 2nd SS](#) ESS refers to the Virginia SOL Enhanced Scope and Sequence [ESS 2nd Gr SS](#)

# Second Grade Social Studies Pacing Guide

## Lynchburg City Schools 2013-2014

GRADING PERIOD: 1 <sup>st</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Civics</b></p> <p><b>SOL 2.12 The student will understand that the people of Virginia</b></p> <p>a) have state and local government officials who are elected by voters ;</p> <p>b) have diverse ethnic origins, customs, and traditions, make contributions to their communities, and are united as Americans by common principals.</p>	<p>Unit 5 Lesson 2 pp. 193-200</p> <p>Unit 5 Lesson 3 pp. 201-209</p>	<p>ESS 2nd Gr SS Session 4 pp. 8-9</p> <p>ESS 2nd Gr SS Session 5 p. 10</p> <p>ESS 2nd Gr SS Session 6 p.11</p> <p>ESS 2nd Gr SS Session 7 pp. 12-13</p>	<p>Congress for Kids</p> <p>Brainpopjr.com- Local and State Governments</p> <p>Brainpopjr.com- Community Helpers</p> <p>Brainpopjr.com- School</p> <p>Brainpopjr.com- President</p> <p>Brainpopjr.com- U.S. Symbols</p>	<p>Teacher made Formative Assessments</p>	<p>Week 3 and Week 4</p>

CF refers to the Virginia SOL Curriculum Framework [CF 2nd SS](#) ESS refers to the Virginia SOL Enhanced Scope and Sequence [ESS 2nd Gr SS](#)

# Second Grade Social Studies Pacing Guide

## Lynchburg City Schools 2013-2014

GRADING PERIOD: 1 <sup>st</sup> Nine Weeks (continued)							
SOL / Enabling Objectives		Resources			Assessments	Suggested Time Frame	
		Text	Activities	Technology			
<b>Civics</b>							
<p><b>SOL 2.11 The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr., as Americans whose contributions improved the lives of other Americans.</b></p>			<p>ESS 2nd Gr SS Session 7 Review &amp; Additional Activities pp. 133-134</p>	<p>Brainpopjr.com – George Washington</p>	<p>ESS 2nd Gr SS Assessment Attachment A p. 135</p>	<p>Weeks 5, 6, 7, and 8</p>	
George Washington and Abraham Lincoln		<p>Unit 6 Preview pp. 217-224</p>	<p>ESS 2nd Gr SS Session 1 p. 127</p>	<p>Brainpop.com – George Washington</p>			
Susan B. Anthony and Martin Luther King, Jr.		<p>Unit 6 Lesson 1 pp. 225-234</p>	<p>ESS 2nd Gr SS Session 2 p. 128</p>	<p>Brainpopjr.com – Abraham Lincoln</p>			<p>MLK Test</p>
Helen Keller and Jackie Robinson		<p>Unit 6 Lesson 2 pp. 235-242</p>	<p>ESS 2nd Gr SS Session 4 p. 130</p>	<p>Brainpop.com – Abraham Lincoln</p> <p>Abraham Lincoln Photo Gallery</p> <p>Abraham Lincoln Interactive</p>			
		<p>Unit 6 Lesson 3 pp. 243-249</p>	<p>ESS 2nd Gr SS Session 5 p. 131</p>	<p>Brainpopjr.com - Susan B. Anthony</p>			

CF refers to the Virginia SOL Curriculum Framework [CF 2nd SS](#)

ESS refers to the Virginia SOL Enhanced Scope and Sequence [ESS 2nd Gr SS](#)

# Second Grade Social Studies Pacing Guide

Lynchburg City Schools 2013-2014

GRADING PERIOD: 1 <sup>st</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>SOL 2.11</b> The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr., as Americans whose contributions improved the lives of other Americans.</p> <p>Martin Luther King, Jr.</p> <p>Helen Keller and Jackie Robinson</p> <p><b>Remediation and Enrichment</b></p>			<p>Brainpopjr.com – Martin Luther King, Jr.</p> <p>Brainpop.com – Martin Luther King, Jr.</p> <p>I Have a Dream Speech</p> <p>MLK Info</p> <p>MLK Photo Gallery</p> <p>Brainpopjr.com – Helen Keller</p> <p>Brainpop.com – Helen Keller</p> <p>Helen Keller Photos</p> <p>Helen Keller Kids Museum</p> <p>Braille Translator</p> <p>Brainpop.com – Jackie Robinson</p>	<p>Teacher made Formative Assessments</p>	<p>Week 9</p>

CF refers to the Virginia SOL Curriculum Framework [CF 2nd SS](#)

ESS refers to the Virginia SOL Enhanced Scope and Sequence [ESS 2nd Gr SS](#)

# Second Grade Social Studies Pacing Guide

Lynchburg City Schools 2013-2014

GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks					
SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand</b>  <b>2.5</b>  <b>The student will develop map skills by:</b></p> <p>b) locating selected rivers (James River, Mississippi River, Rio Grande), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States.</p> <p><b>2.6</b>  <b>The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.</b></p> <p><b>2.3</b>  <b>The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.</b></p>	<p><b>Geography Review</b> pp i2 - i6</p> <p><b>Unit 3 Lesson 4</b> pp 117 - 124</p> <p><b>Unit 3 Lesson 5</b> pp 125 - 129</p>	<p><b>HMM: Electronic Interactive Presentation (EIP)</b></p> <p><b>TTAC Online</b></p> <p>ESS 2nd Gr SS Session 1 -9 pp 25 - 32</p> <p>Mapping Our Worlds Lesson Activities</p> <p>Enchanted Learning Geography Pages</p>	<p>Brainpopjr.com Landforms</p> <p>Brainpopjr.com Reading Maps</p> <p>Discovery Education Beginning Maps: Models and Places</p> <p>Discovery Education Understanding Maps: Keys to Everywhere</p> <p>Discovery Education Understanding and Making Maps: An Introduction</p>	<p>HMM Assessment Program &amp; CD Rom</p>	<p>3 weeks</p>

# Second Grade Social Studies Pacing Guide

## Lynchburg City Schools 2013-2014

GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>2.2</b> The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo peoples of the Southwest.</p> <p><b>2.4</b> The student will develop map skills by: c.) locating the regions of the Powhatan, Lakota, and Pueblo Indians on a United States maps d.) understanding the relationships between the environment and the culture of the Powhatan, Lakota, and Pueblo Indians</p>	<b>Unit 2 Preview</b> pp 41 - 48	Leveled Readers  ESS 2nd Gr SS Session 1 - 11 pp 53 - 78	Brainpopjr.com Pueblo		4 weeks
	<b>Unit 2 Lesson 1</b> pp 49 - 56	National Museum of the American Indian: lessons & resources	Discovery Education Native Americans: People of the Forest		
	<b>Unit 2 Lesson 2</b> pp 57 - 64	Native American Cultures Across the U.S. lesson	Discovery Education Native Americans: People of the Plains		1 week
	<b>Unit 2 Lesson 3</b> pp 65 - 72	Living with the Indians  America in 1607: Jamestown and the Powhatan	Discovery Education Native Americans: People of the Desert		
<p><b>Reviewing All SOL This 9 Weeks</b></p> <p><b>Remediation and Enrichment</b></p>	<b>Unit 2 Lesson 4</b> pp 73 - 81	The Plains Indians  Ancestral Pueblo Tools Lesson			1 week

# Second Grade Social Studies Pacing Guide

## Lynchburg City Schools 2013-2014

GRADING PERIOD: 3 <sup>rd</sup> Nine Weeks					
SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<b>Strand</b>  <b>2.5</b> <b>The student will develop map skills by</b> a) locating the equator, the seven continents, and the five oceans on maps and globes; b) locating selected rivers (Huang He, Nile River) and other countries.  <b>2.4</b> <b>The student will develop map skills by</b> a) locating the United States, China, and Egypt on world maps; b) understanding the relationship between the environment and the culture of ancient China and Egypt  <b>2.3</b> <b>The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.</b>	<b>Geography Review</b> <b>pp i0 – i1</b>  <b>Lesson 4</b> <b>Unit 3</b> <b>pp 117 – 120</b>	ESS Construction and Use of Simple Maps and Globes Sessions 11-14 Pp 40 -52  ESS Construction and Use of Simple Maps and Globes Session10 Pp 39  The Nile River  Map Foldable  Continents and Oceans\worksheets  Continents and Oceans-Smartboard	Brainpopjr..com – Continents and Oceans  Brainpop.com – Continents of the World		1 week
					1 week
		<b>Unit 1 Preview</b> <b>pp 1-8</b>  <b>Unit 1</b> <b>Lesson 1</b> <b>pp 9-16</b>			Unit 1 Test pp 1-6 HHM Assessment Program



# Second Grade Social Studies Pacing Guide

## Lynchburg City Schools 2013-2014

GRADING PERIOD: 3 <sup>rd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>2.1</b> The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.</p> <p><b>EGYPT</b></p>	<p><b>Unit 1</b> <b>Lesson 2</b> <b>pp 17-24</b></p>	<p>Regions, Environments, and Communities P 54 - 70</p> <p>T/TAC Online Resources Pp 7 -28</p> <p>ESS Contributions of Ancient China &amp; Egypt Pp 85 -</p> <p>ESS Session 6 - 9 Ancient Egypt Pp 93 - 96</p> <p>Activities for Ancient Egypt</p> <p>Assessments Books for Ancient Egypt</p> <p>Geography</p> <p>Hieroglyphs</p> <p>Mummies</p> <p>Pharaohs</p> <p>Pyramids</p> <p>The Nile River</p> <p>Websites Craft</p>	<p>Brainpopjr.- Ancient Egypt</p> <p>Brainpop – Egyptian Pharaohs</p> <p>Brainpop – The Great Wall</p> <p>Brainpop – Seven Wonders</p> <p>Mummification Process and Underworld Challenge</p> <p>Ancient Egypt for Kids: Pyramids and Tombs</p>	<p>Unit 1 Test pp 1-6 HHM Assessment Program</p>	<p>2 weeks</p>

# Second Grade Social Studies Pacing Guide

## Lynchburg City Schools 2013-2014

GRADING PERIOD: 3 <sup>rd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>2.1</b> The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.</p> <p><b>CHINA</b></p>	<p><b>HHM Lesson 3</b> pp 25-35</p> <p><b>HHM Review</b> pp 36-40</p> <p><b>Leveled Reader: Ancient Chinese Inventions</b></p> <p><b>More Books About Ancient China</b></p>	<p>ESS Sessions 2-5 Ancient China Pp 88 - 93</p> <p>Ancient China Coloring Pages, Printables, Puzzles, and Crafts</p> <p>Panda Resource</p> <p>Animals</p> <p>Books and Videos for Ancient China</p> <p>Calendar</p> <p>Dragons</p> <p>Festivals</p> <p>Geography</p> <p>Inventions</p> <p>The Great Wall</p> <p>Written Language</p> <p>Smartboard</p>	<p>Brainpopjr – Ancient China</p> <p>Brainpop – The Silk Road</p> <p>Brainpop – Mt Everest</p>	<p>ESS Sample Assessment Items Pp 29</p>	<p>2 weeks</p>

# Second Grade Social Studies Pacing Guide

Lynchburg City Schools 2013-2014

GRADING PERIOD: 3 <sup>rd</sup> Nine Weeks (continued)						
SOL / Enabling Objectives		Resources			Assessments	Suggested Time Frame
		Text	Activities	Technology		
<b>2.6</b> The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.			T/TAC Online Resources			1 week
<b>Remediation and Enrichment</b>						1 week

# Second Grade Social Studies Pacing Guide

Lynchburg City Schools 2013-2014

GRADING PERIOD: 4 <sup>th</sup> Nine Weeks					
SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand</b></p> <p><b>Review from kindergarten and first grade</b></p> <p><b>K.6 The student will match simple descriptions of work that people do with the names of those jobs.</b></p> <p><b>K.7 The student will</b></p> <p>a) recognize that people make choices because they cannot have everything they want;</p> <p>b) explain that people work to earn money to buy the things they want.</p> <p><b>1.7 The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.</b></p> <p><b>1.8 The student will explain that people make choices because they cannot have everything they want.</b></p> <p><b>1.9 The student will recognize that people save money for the future to purchase goods and services.</b></p>	<p><b>HHM</b> Lesson 2 Unit 4 pp 153 - 156</p> <p><i>Atlas</i> Communities pp 28 - 29</p>	<p>ESS 2nd Gr SS Preview – Session 6 pp 78 - 87</p> <p>ESS 2nd Gr SS Preview – Session 4 pp 88 - 97</p> <p>ESS 2nd Gr SS Preview – Session 11 pp 95 - 109</p> <p>ESS 2nd Gr SS Preview – Session 8 pp 110 - 121</p>	<p>Kids Econ</p> <p>Economics Songs</p> <p>Using Children’s Literature to teach Economics</p> <p>Books and Lesson Plans for Teaching Economics</p> <p>Community Helpers – Brainpopjr.com</p> <p>Needs and Wants – Brainpopjr.com</p> <p>Saving and Spending – Brainpopjr.com</p>		Week 1

# Second Grade Social Studies Pacing Guide

Lynchburg City Schools 2013-2014

GRADING PERIOD: 4 <sup>th</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>ECONOMICS</b></p> <p><b>SOL 2.7 The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).</b></p> <p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the three main types of resources as natural, human, and capital.</li> <li>2. Classify examples of resources as natural, human, or capital.</li> <li>3. Contrast the differences among natural, human, and capital resources.</li> </ol> <p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• Natural resources: Materials that come directly from nature</li> <li>• Human resources: People working to produce goods and services</li> <li>• Capital resources: Goods made by people and used to produce other goods and services</li> </ul> <p><b>Examples of resources</b></p> <ul style="list-style-type: none"> <li>• Natural: Water, soil, wood, coal</li> <li>• Human: Farmers, miners, builders, painters</li> <li>• Capital: Hammers, computers, trucks, lawn mowers, factory buildings</li> </ul>	<p><b>HHM</b></p> <p>Lesson 1 Unit 4 pp 145 – 152</p>	<p>HHM Electronic Interactive Presentation (EIP)</p> <p>Leveled Readers</p> <p>ESS 2nd Gr SS Overview pp 136 – 138</p> <p>CF 2nd SS p 8</p> <p>ESS 2nd Gr SS Session 2 pp 139 – 140</p> <p>ESS 2nd Gr SS Session 3 pp 141 – 142</p>	<p>Harcourt Resources</p> <p>TTAC Online</p> <p>On-line Economic Lessons</p> <p>K-3 Economics Literature</p> <p>Resources – The Little Red Hen</p> <p>Little Bill, The Producer</p> <p>The Goat in the Rug – Children’s Literature</p> <p>The Shoemaker’s Tools: capital resources</p> <p>Simple Simon Meets A Producer</p>	<p>HHM Assessment Program</p> <p>ESS 2nd Gr SS Assessment pp 143</p>	<p>Weeks 2, 3, 4</p>

# Second Grade Social Studies Pacing Guide

Lynchburg City Schools 2013-2014

GRADING PERIOD: 4 <sup>th</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>ECONOMICS</b></p> <p><b>SOL 2.8 The student will distinguish between the use of barter and the use of money in the exchange for goods and services.</b></p> <p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Distinguish between the use of barter and money.</li> <li>2. Explain the difference between goods and services.</li> <li>3. Demonstrate the use of barter and exchange of money for goods and services.</li> <li>4. Identify types of money.</li> </ol> <p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• <b>Barter:</b> The exchange of goods and services without the use of money</li> <li>• <b>Money:</b> Coins, paper bills, and checks used in exchange for goods and services</li> </ul>	<p><b>HHM</b> Social Studies</p> <p>Unit 4 Preview pp 138 – 140</p> <p>Lesson 3 pp 157 – 162</p>	<p>HHM Electronic Interactive Presentation (EIP)</p> <p>Leveled Readers</p> <p>ESS 2nd Gr SS Preview pp 144 – 145</p> <p>CF Curriculum Guide p 9</p> <p>ESS 2nd Gr SS Session 1 p 138</p> <p>ESS 2nd Gr SS Session 4 pp 151- 153</p>	<p>Harcourt Resources</p> <p>TTAC Online</p> <p>On-line Economic Lessons</p> <p>K-3 Economics Literature</p> <p>Goods/Services Lessons</p> <p>Barter/Trade Lessons</p> <p>Bartering – Jack and the Beanstalk</p> <p>Goods and Services – Brainpopjr.com</p> <p>Bartering – A New Coat for Anna</p> <p>Bartering – A New Coat for Anna</p> <p>Money vs Barter – No Funny Money, Honey...I Want the Real Thing!</p> <p>Goods and Services – Woof! Woof! At Your Service</p>		<p>Weeks 5 and 6</p>

# Second Grade Social Studies Pacing Guide

## Lynchburg City Schools 2013-2014

GRADING PERIOD: 4 <sup>th</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>ECONOMICS</b></p> <p><b>SOL 2.9 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.</b></p> <p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain that scarcity affects the economic choices that people make.</li> <li>2. Distinguish the difference between a consumer and a producer.</li> <li>3. Explain why people must make economic choices.</li> <li>4. Define consumer, producer, and scarcity.</li> </ol> <p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• <b>Scarcity:</b> Not being able to meet all wants at the same time because resources are limited</li> <li>• <b>Consumer:</b> A person who uses goods and services</li> <li>• <b>Producer:</b> A person who uses resources to make goods and/or provide services <ul style="list-style-type: none"> <li>• People must make economic choices because resources and goods and services are scarce (limited).</li> <li>• People are both producers and consumers.</li> </ul> </li> </ul>	<p><b>HHM</b></p> <p>Unit 4 Preview p 141</p> <p>Lesson 4 pp 163 - 176</p>	<p>HHM Electronic Interactive Presentation (EIP)</p> <p>Leveled Readers</p> <p>ESS 2nd Gr SS Preview pp 144 – 145</p> <p>CF 2nd SS p 10</p> <p>ESS 2nd Gr SS Session pp 146 – 150</p>	<p>Harcourt Resources</p> <p>TTAC Online</p> <p>On-line Economic Lessons</p> <p>K-3 Economics Literature</p> <p>Scarcity – The Perfect Pet</p> <p>Scarcity – The Mitten</p> <p>Wishes and Rainbows – teaching students about Scarcity</p> <p>Scarcity – Popcorn Economics</p> <p>Decision Making – Off to Interactive Island</p> <p>Decision Making – Everyday Opportunities</p> <p>Decision Making - Every Penny Counts</p> <p>Lessons on Choice</p>	<p>ESS 2nd Gr SS Assessment p 154</p>	<p>Weeks 7 and 8</p>

