

Instructional Guide

Grade Level: Second Grade

Subject: Social Studies

School System: Pickens County

School Year: 2011 - 2012

Time Period (Pacing when)	AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st six weeks					
1 st six weeks		2.3.a Discuss historical and current events within the state that are recorded in a variety of resources. Examples: newspaper reports of current elections, video about Sheyann Webb and her involvement in Selma's voting rights	Scott Foresman Reading Street Unit 1; pages 42a – 67b; Significant Vocabulary – ascend, descend, orbit, universe, meteorite Houghton Mifflin Social Studies Neighborhoods; page 334 Significant Vocabulary - marched Supplemental material for Sheyann Webb and her involvement in Selma's voting rights: http://library.thinkquest.org/CR0214523/welcome.htm Use graphic organizers and supplemental text at a lower level		

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1st six weeks		2.3.b Discuss historical and current events within the nation that are recorded in a variety of resources. Examples: interviews with grandparents, Martin Luther King, Jr.'s "I Have a Dream" speech, video of Neil Armstrong's walk on the moon	Scott Foresman Reading Street Unit 1; pages 42a – 67b; Significant Vocabulary – ascend, descend, orbit, universe, meteorite Houghton Mifflin Social Studies Neighborhoods; page 334 Significant Vocabulary – marched; Supplemental material for Martin Luther King's "I Have a Dream" speech and Neil Armstrong's walk on the moon: http://www.americanrhetoric.com/speeches/mlkhaveadream.htm http://www.answers.com/topic/neil-armstrong Use graphic organizers and supplemental text at a lower level		

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2 nd six weeks					
2 nd six weeks		2.4.a Discuss celebrations in the United States Examples: Veterans Day in the United States	Scott Foresman Reading Street Unit 2; pages 282a – 311b; Significant Vocabulary – dine, holiday, participate, decorate Houghton Mifflin Social Studies Neighborhoods; pages 144 – 145, 332; Significant Vocabulary – veteran, citizenship, national holiday; Use graphic organizers and supplemental text at lower reading level		

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3 rd six weeks					
3 rd six weeks		<p>2.5.a Explain the relationship between the production and distribution processes. Examples: tracing milk supply from production on the farm to grocery stores and to consumers tracing the manufacturing of technological components in other countries to consumers in the United States</p> <p>2.5.B.1 Discussing the impact of consumer choices and decisions Example: cost of buying and caring for a pet</p> <p>2.5.B.2 Making informed decisions about borrowing and saving</p>	<p>Scott Foresman Reading Street Unit 3; pages 402a – 425b; Significant Vocabulary – family, cooperation, producer, consumer, abundant, generous, Houghton Mifflin Social Studies Neighborhoods; pages 158 -207; Significant Vocabulary – producer, consumer, income, price, Supplemental material needed for tracing the manufacturing of technological components in other countries to consumers in the United States; Supplemental material for cost of buying and caring for a pet: http://www.sPCA.bc.ca/AnimalCare/petcost.asp</p> <p>Use graphic organizers and supplemental text at lower reading level</p>		

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3 rd six weeks		2.6.a Identify human made resources in the world. Examples: paper	Scott Foresman Reading Street Unit 3; pages 426a – 461b; Significant Vocabulary – research, scientist, process, accomplish, discover; Use graphic organizers and supplemental text at lower reading level		

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3 rd six weeks		2.6.b Identify natural resources in the world. Examples: crude oil	Scott Foresman Reading Street Unit 3; pages 426a – 461b; Significant Vocabulary – research, scientist, process, accomplish, discover; Supplemental material for crude oil: http://en.wikipedia.org/wiki/petroleum Use graphic organizers and supplemental text at lower reading level		

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3rd six weeks		<p>2.7.a Describe ways people throughout the world are affected by their geographic environments. Examples: land use, housing, occupations</p> <p>2.7.B.1 Comparing physical features of regions throughout the world Examples: discussing differences in a desert environment, a tropical rainforest, and a polar region</p> <p>2.7.B.2 Identifying positive and negative ways people affect the environment</p> <p>Examples: positive—restocking fish in lakes, oceans, and rivers; reforesting cleared land; negative—polluting water; throwing trash on roadways; causing erosion</p>	<p>Scott Foresman Reading Street Unit 3; pages 426a – 461; Significant Vocabulary – excel, opportunity, scientist, research</p> <p>Houghton Mifflin Social Studies Neighborhoods; pages 84 – 87; Significant Vocabulary – climate, weather;</p> <p>Supplemental material for tropical rain forests: http://kids.mongabay.com/</p> <p>Supplemental material for a polar region: http://www.atozteacherstuff.com</p> <p>Supplemental material for restocking fishing lakes, oceans and rivers: http://www.ccmua.org/herring.html</p> <p>Supplemental material for reforesting, clear land, polluting water, throwing trash on road ways causing erosion: http://www.kidsforsavingearth.org</p> <p>Use graphic organizers and supplemental text at lower reading level</p>		

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3 rd six weeks		<p>2.11.a Explain how the diversity of people and customs in the United States and the world affect viewpoints and ideas.</p> <p>2.11.B.1 Discussing how and why people from various cultures immigrated to the United States</p> <p>Examples: how ships, planes, automobiles improved quality of life, family connections, agricultural disasters</p>	<p>Scott Foresman Reading Street Unit 3; pages 344a – 371b</p> <p>Significant Vocabulary – transport, imitate,</p> <p>Houghton Mifflin Social Studies Neighborhoods; pages 116 – 135, 260 – 267; Significant Vocabulary – custom, culture, immigrant, ancestor, transportation, technology;</p> <p>Supplemental materials on agricultural disasters: http://www.kids.gov/k_5/k_5social.shtml</p> <p>Use graphic organizers and supplemental text at lower reading level</p>		

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4 th six weeks					
4 th six weeks		<p>2.1.a Compare features of modern day living to those of the past. Examples: Past – shopping in general stores, attending frontier schools in one - room building Present – shopping in national chain superstores, attending contemporary schools with multiple school</p> <p>2.1.B.1 Using vocabulary to describe periods of time Examples: year, decade, century</p>	<p>Scott Foresman Reading Street Grade 2 Unit 4; pages 12a – 41b Scott Foresman Practice Book page 5 – 6; Significant Vocabulary - trunks, preserve, represent, heirloom Houghton Mifflin Social Studies Neighborhoods; pages 208– 277; significant vocabulary – explorer, colonist, independence, technology; Supplemental material for vocabulary words year, decade, century: http://dictionary.reference.com Supplemental material for past and present stores and frontier and contemporary schools: http://www.osv.org/explore_learn/village_tour.html Use graphic organizers and supplemental text at lower reading level</p>		

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4 th six weeks		<p>2.2.a Identify past and present contributions of a variety of individuals who have overcome difficulties or obstacles to achieve goals.</p> <p>Examples: Abraham Lincoln rising from poverty and achieving position of President of United States, Heather Whitestone coping with hearing loss and achieving title of Miss America, Nat “King” Cole struggling with segregation and becoming a world renowned singer, Arthur George (A. G.) Gaston overcoming lack of completion of high school education and becoming exceptional businessman and developer and owner of one of the largest African-American businesses in the United States, Nelson Mandel confronting apartheid and receiving the Nobel Peace Prize</p>	<p>Scott Foresman Reading Street Unit 4; pages 124a – 151a Significant Vocabulary – contribution, clung, predict, terrifying Houghton Mifflin Social Studies Neighborhoods; pages 254 – 257, 304 – 305; Significant Vocabulary – invention, hero; Supplemental material on Abraham Lincoln: www.siec.k12.in.us/~west/ www.kids.govproj/Lincoln/ Supplemental material for Heather Whitestone: www.heatherwhitestone.com Supplemental material for Nat King Cole: www.biographies.com/natknigcole Supplemental material for Arthur George Gaston: www.aaregistry.com Supplemental material for Nelson Mandel: www.anc.org.za/people/mandela Use graphic organizers and supplemental text at a lower level</p>		

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5 th six weeks					
5 th six weeks		<p>2.9.b Describe responsibilities of citizens of the United States</p> <p>Example: responsibilities—paying taxes</p> <p>2.9.B.2 Identifying acts of patriotism and symbols of the United States</p> <p>Example: reciting the Pledge of Allegiance to the flag, standing during the national anthem; symbols—Statue of Liberty, Liberty Bell</p> <p>2.9.B.3 Describing responsibilities of state, national, and world leaders</p>	<p>Scott Foresman Reading Street Unit 5; pages 208a – 233b</p> <p>Significant Vocabulary – cooperate, properly, obedient, reprimand</p> <p>Scott Foresman Reading Street Unit 6; pages 322a – 349b</p> <p>Significant Vocabulary – allegiance, patriotic, indivisible, independence, symbol</p> <p>Houghton Mifflin Social Studies Neighborhoods; pages 136 – 143, 287 – 291, 294 – 295, 322 - 325;</p> <p>Significant Vocabulary – taxes, responsibility, aid, symbol, landmark, president, monument, memorial;</p> <p>Use graphic organizers and supplemental text at lower reading level</p>		

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5 th six weeks		<p>2.10.a Discuss ways in which people in authority gain the right to direct or control others.</p> <p>Examples: being an appointed or elected official, being a parent or guardian, being a police officer</p> <p>2.10.B.1 Describing the appropriate use as well as the misuse of power and authority</p> <p>Examples: use—determining safety rules, misuse—showing disrespect for personal freedoms</p>	<p>Scott Foresman Reading Street Unit 5; pages 234a – 263b</p> <p>Significant Vocabulary – respect, fairness, appreciate, defiant</p> <p>Houghton Mifflin Social Studies Neighborhoods; pages 300 - 321;</p> <p>Significant Vocabulary – law, judge, liberty, justice, constitution, democracy;</p> <p>Use graphic organizers and supplemental text at lower reading level</p>		

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5 th six weeks		<p>2.9.a Describe rights of citizens of the United States.</p> <p>Example: rights—voting, freedom of speech;</p> <p>2.9.B.1 Explaining the voting process and the use of results</p> <p>Example: telling how some national and world issues are settled by voting</p>	<p>Scott Foresman Reading Street Unit 5; pages 264a - 293</p> <p>Significant Vocabulary – citizen, protest, judgement,</p> <p>Houghton Mifflin Social Studies Neighborhoods; pages 292 – 293; 308 – 313 Significant Vocabulary – citizen, right, vote, election, ballot;</p> <p>Need material for world issues that are settled by voting;</p> <p>Use graphic organizers and supplemental text at lower reading level</p>		

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6 th six weeks		2.4.b Discuss celebration around the world. Examples: Children’s Day in Japan, Bastille Day in France, Cinco de Mayo in Mexico, New Year	Scott Foresman Reading Street Unit 6; pages 350a – 375b; Significant Vocabulary – celebration, custom, tradition, relate Houghton Mifflin Social Studies Neighborhoods; pages 146 – 149, 326 - 327; Significant Vocabulary – religious holidays; Supplemental materials for Children’s Day in Japan, Bastille Day in France, Cinco De Mayo in Mexico, New Year celebration in China: www.knowledgehound.com www.socialstudiesforkids.com Use graphic organizers and supplemental text at lower reading level		

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6 th six weeks		2.8.a Identify continents using technology, maps, and globes 2.8.B.1 Identifying map elements, including title, legend, and scale	Scott Foresman Reading Street Unit 6; pages 376a – 407b Significant Vocabulary – legend, geography, Houghton Mifflin Social Studies Neighborhoods; pages 32 – 33, 68 – 69, 202 Significant Vocabulary – globe, world map, scale, distance, continent, country, state, nation; Use graphic organizers and supplemental text at lower reading level		

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6 th six weeks		2.8.b Identify oceans using technology, maps, and globes 2.8.B.2 Identifying map elements, including title, legend, and scale	Houghton Mifflin Social Studies Neighborhoods; pages 32 – 33, 68 – 69, 202 Significant Vocabulary – globe, world map, scale, distance; Use graphic organizers and supplemental text at lower reading level		

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6 th six weeks		<p>2.8.c Identify the equator using technology, maps, and globes</p> <p>2.8.B.3 Utilizing key elements on maps and globes to estimate routes</p> <p>Example: using a map scale to estimate the shortest route from one state to another or from Birmingham, Alabama, to Athens, Greece</p>	<p>Houghton Mifflin Social Studies Neighborhoods; pages 72 – 73, 202 – 203; Significant Vocabulary – pole, equator, hemisphere, scale, distance;</p> <p>Need materials for shortest route from Birmingham, Alabama to Athens, Greece;</p> <p>Supplemental material for shortest route from one state to another: www.harcourtschool.com</p> <p>Use graphic organizers and supplemental text at lower reading level</p>		

