**Pacing Guide for Social Studies: Grade 2**

The placement of the SOL suggests a time for introducing content at the assigned grade level. It is expected that teachers will spiral and scaffold their instruction of the boldface SOL through the year. Review of previous grade level content will be determined based on the needs of the students.

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| **Time Frame** | **Reporting Category** | **SOL** | **Unit of Study** |
| **1st****Semester** | CivicsGeographyHistoryHistoryGeography | 2.11, **2.1**2.6 a-c, **2.1**2.2, **2.1**2.3, **2.1**2.7, **2.1** | * Explain the responsibilities of a good “school” citizen.
* Develop map skills by using globes and maps of the world and the United States.
* Describe important developments and innovations in US history, including those related to communication and transportation.
* Compare the lives and contributions of the Powhatan, Lakota and Pueblo Indians
* Locate and describe the relationship between the environment and culture of the Powhatan, Lakota and Pueblo Indians.
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| **2nd****Semester** | HistoryHistoryEconomicsCivics | 2.4, **2.1**2.5, **2.1**2.8, 2.9, 2.10, **2.1**2.11, 2.12, 2.13, **2.1** | * Describe how the contributions of 10 selected individuals changed the lives of Americans.
* Describe why US citizens celebrate major holidays.
* Describe natural, capital, and human resources.
* Distinguish between the use of barter and money in exchange for goods and services.
* Explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.
* Explain the responsibilities of a good citizen.
* Understand that the people in the US: make contributions; vote in elections; are united by common principles; have individual rights to life, liberty, and the pursuit of happiness as well as equality under the law.
* Understand the symbols and traditional practices that honor and foster patriotism in the US.
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**Giles County Public Schools 2019/20 – Heather Munsey**