

**SAS Pacing Guide (Sept. 2017 – June 2018 )**

**Grade: Grade 2**

**Subject: Social Studies**

Pacing	Essential Standards	Unit Topic(s) and Essential Questions	Student Target Outcomes and Goals <i>I can...</i>	Focus Topics/Skills	Assessment	Resources	Catholic Identity
<b>Sept-</b>	Individual development and Cultural Identity 2.1a 2.1b 2.1c 2.1d  2.2	1. What makes a community urban, suburban, or rural?  2. How are we different and alike?  3. What the advantages and disadvantages of living in urban, suburban, or rural communities?	SWBAT: locate my community on a map of the USA.  identify the characteristics of rural, suburban, and urban communities.  explore the people, events, and traditions that make up my community.	communities  advantages/disadvantages  map skills  events and traditions  strengthened by diversity	Label communities  T-Charts  formative assessment  think, pair, share	Textbook  video of Veggie Tales- "Who's Your Neighbors"  book "Country Mouse/City Mouse"  Brain Pop	Holy Family  God's Creation- Care of land and people  Compare to Church Community -We are one but with many parts.  My parish.
<b>October</b>	<b>Government Communities</b> have rules and laws 2.4a 2.4b 2.4c	1. What are my values and how do I show them?  2. Can we make classroom rules that reflect our values?  3. What would happen if we did not have rules?	SWBAT: explain the importance of classroom rules.  explain the importance of making fair rules and laws, benefits/consequences for following them.  identify what leaders makes/enforces the rules or laws for the common good.	values  rules/laws  benefits/consequences  leaders  responsibilities of young citizen in school and at home	Compare good/bad actions  KWL charts  T-Charts  think, pair, share  lists	You Tube video- <b>Homeschool Pop</b> ~Gov't  Guest Speakers  Books	Ten Commandments  God's Creations  Community service projects  Rules to keep us good.
<b>November</b>	<b>Civic Ideals and Practices</b> Principles of democracy  2.3 2.4	1. What roles and responsibilities does each student have as a contributing	SWBAT: explore democratic principles~dignity, fairness, equality, and respect for authority and rules with in a community	leaders and jobs  elections/voting  Symbols of American democracy	formal assessment  group projects	Books  Guest Speakers	Corporal/Sp iritual works of Mercy.

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		<p>member of a community?</p> <p>2. What are the roles and responsibilities of a citizen of the U. S.?</p> <p>3. Why do we hold elections? How will voting affect our community?</p> <p>4. How have the view of leaders affected our nation's history?</p>	<p>examine ways a government serves its people, and provides order and safety.</p> <p>participate in classroom voting.</p> <p>examine the symbols of our country: eagle, American flag, The Statue of Liberty, the White House, and Mount Rushmore.</p> <p>provide services to their school or community and demonstrate good citizenship.</p>	<p>citizenship</p> <p>student roles in our community</p>	<p>Venn Diagram</p> <p>T-charts</p> <p>KWL charts</p> <p>Web organizers</p> <p>Role playing</p>	<p>Field Trip to Buffalo City Hall</p> <p>interviews</p>	<p>Service projects within the community</p> <p>“One Nation Under God” (Psalms 33:12)</p> <p>1 Tim 2:2- Pray for Our Leaders and authority</p> <p>Leaders as servants, Gospel accounts.</p>
<b>December</b>	<p><b>Holidays Traditions</b></p> <p><b>2.6</b></p>	<p>1. What celebrations do we have in our community or surrounding communities heritages and religions?</p>	<p>SWBAT: explore how different ideas, talents, and cultures are shared in one community.</p> <p>explain the symbols used in our holidays and the history that brought it to importance.</p>	<p>traditions around the world</p> <p>traditions in Americans homes with different heritage backgrounds</p>	<p>Family Surveys</p> <p>KWL charts</p>	<p>Videos</p> <p>Christmas Around the World</p>	<p>Nativity family and story</p> <p>What is the significance of the signs we see in Church?</p>

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<b>Jan./ Feb.</b>	<b>Community History</b>  <b>2.6a,b</b>  <b>2.7a</b>	1. How do people and places change over time? 2. How do we honor people and events in our country's history? 3. What do we know about the people who lived in N. America long ago? 4. How do we honor our American heritage? 5. How did our country get its independence?	SWBAT: examine change over time in their community  develop a timeline of important events  explain the roles different important Americans in shaping our country.  understand the role of explorers, inventors, and leaders in our country.	traditions  holidays  American Revolution  American symbols~flag  Presidents Day  Martin Luther King	Group projects creating a now and then poster  Venn Diagrams  Time lines  maps  formative assessment  cause/effect	Population charts  photographs  artifacts  newspaper  biographies  maps  songs	America the Beautiful  "In God We Trust" (dollar bill)  Rise of "God" "Divine" in founding documents. Bill of Rights.
<b>March/ April</b>	<b>Maps/ Geography Environment</b>  <b>2.5</b>	1. How do maps help people find location  2. What countries and landforms make up N. America?  3. Why are seasons and climates different in different regions? 4. How are regions around the world different?	SWBAT: locate their communities on a map.  demonstrate map skills.  create/read maps.  demonstrate how land is used.  explain how climate and seasons affect people's day to day life choices, activities, and ways of living.	landforms/physical features  location  map skills	models  diagrams  compare/contrast  group projects	books "Me On The Map"  maps/globes	Census travel of Mary and Joseph  Story of Creation.

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<p><b>May /</b> <b>June</b></p>	<p><b>Economics</b> People in the Marketplace</p> <p><b>2.8</b> <b>2.9</b></p>	<p>1. How do producers and consumers depend on each other?</p> <p>2. How do people get money to pay for good and services?</p> <p>3. How do raw materials become products?</p> <p>4. How does trade help people meet their needs?</p>	<p>SWBAT: explain how consumers and producers depend on each other</p> <p>investigate what resources are available in their community and surrounding communities.</p> <p>understand how different communities support one another with these resources to meet the needs of people.</p> <p>explore economic decision making and the use of money.</p> <p>understand how local businesses supply goods and services.</p> <p>explain the services provided by community worker</p>	<p>classify and organize goods and services</p> <p>consumer/producer</p> <p>supply and demand</p>	<p>Flow chart</p> <p>role playing</p> <p>graphs (bar)</p> <p>charts</p>	<p>Field trips</p> <p>role playing</p> <p>play money</p> <p>guest speakers</p> <p>“You Tube” Videos</p>	<p>Principles of social teaching of the Church.</p>