# Social Studies Pacing Guide

## 2nd Grade

### Q1

#### Unit 1: Connecting Themes

<table>
<thead>
<tr>
<th>Time</th>
<th>5 days (1 week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days</td>
<td>Aug. 10-14, 2015</td>
</tr>
</tbody>
</table>

- Overview of all themes
- Rituals and Routines

**SS2CG1** The student will define the concept of government and the need for rules and laws.

### Unit 2: Our Georgia

<table>
<thead>
<tr>
<th>Time</th>
<th>10 days (2 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days</td>
<td>August 17 – August 28, 2015</td>
</tr>
</tbody>
</table>

**SS2CG2** The student will identify the roles of the following elected officials:

- **President** (leader of our nation)
- **Governor** (leader of our state)
- **Mayor** (leader of a city)

**SS2CG4** The student will demonstrate knowledge of the state and national capitol buildings by identifying them from pictures and capitals of the United States of America (Washington, D.C.) and the state of Georgia (Atlanta) by locating them on appropriate maps.

### Unit 2: Our Georgia (Continued)

<table>
<thead>
<tr>
<th>Time</th>
<th>24 days (5 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days</td>
<td>August 31 – October 2, 2015</td>
</tr>
</tbody>
</table>

**SS2G1** The student will locate major topographical features of Georgia and will describe how these features define Georgia’s surface.

- **Blue Ridge Mountains**
- **Piedmont**
- **Coastal Plain**
- **Valley and Ridge**
- **Appalachian Plateau**

Intermediate Directions
<table>
<thead>
<tr>
<th>Georgia Content Focus Standards</th>
<th></th>
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</table>
| **SS2H1** The student will read about and describe the lives of historical figures in Georgia history.  
  a. Identify the contributions made by *Sequoyah* (development of a Cherokee alphabet)  
  b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights, and freedoms).  
| **SS2H2** The student will describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.  
  a. Describe the regions in Georgia where the Creeks and Cherokees lived and how the people used their local resources.  
  b. Compare and contrast the Georgia Creek and Cherokee cultures of the past to Georgians today.  
| **SS2G2** The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creeks and Cherokees.  
  a. Identify specific locations significant to the life and times of each historic figure on a political map.  
  b. Describe how place (physical and human characteristics) had an impact on the lives of each historic figure.  
  c. Describe how each historic figure adapted to and was influenced by his/her environment.  
  d. Trace examples of travel and movement of these historic figures and their ideas across time.  
  e. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which the students live.  
| **SS2G3** The student will give examples of how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.  
| **SS2E1** The student will explain that because of *scarcity*, people must **make choices and incur opportunity costs**.
### Q3: Unit 4: Georgia Becomes a Colony / Unit 5: Georgians and Civil Rights

<table>
<thead>
<tr>
<th>Time</th>
<th>52 days (11 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days</td>
<td>December 7 – March 4, 2016</td>
</tr>
</tbody>
</table>

SS2H1 The student will read about and describe the lives of historical figures in Georgia history.
   a. Identify the contributions made by these historic figures:
      - James Oglethorpe (founding of Georgia)
      - Tomochichi (founding of Georgia)
      - Mary Musgrove (founding of Georgia)
      - Jackie Robinson (sports)
      - Martin Luther King, Jr. (civil rights)
   b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights, and freedoms).

SS2G2 The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creeks and Cherokees.
   a. Identify specific locations significant to the life and times of each historic figure on a political map.
   b. Describe how place (physical and human characteristics) had an impact on the lives of each historic figure.
   c. Describe how each historic figure adapted to and was influenced by his/her environment.
   d. Trace examples of travel and movement of these historic figures and their ideas across time.
   e. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which the students live.

SS2CG3 The student will give examples of how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.
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### 2nd Grade

<table>
<thead>
<tr>
<th>Q4</th>
<th>Benchmark Review and Next Grade Preview</th>
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<tbody>
<tr>
<td><strong>Time Frame</strong></td>
<td>15 days (3 weeks)</td>
</tr>
<tr>
<td><strong>Instructional Days</strong></td>
<td>May 2 – through End of School Year</td>
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</tbody>
</table>
| **Georgia Content Focus Standards Review** | • Additional benchmark review for targeted non-proficiency students  
• Current grade enrichment |

### Unit 6: Being a Georgian Today: Jimmy Carter & Me

#### Time
- **35 days (7 weeks)**

#### Days
- **March 7 – April 29, 2016**

#### Georgia Content Focus Standards

**SS2H1** The student will read about and describe the lives of historical figures in Georgia history.
  - a. Identify the contributions made by **Jimmy Carter** (leadership and human rights).
  - b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights, and freedoms).

**SS2G2** The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creeks and Cherokees.
  - a. Identify specific locations significant to the life and times of each historic figure on a political map.
  - b. Describe how place (physical and human characteristics) had an impact on the lives of each historic figure.
  - c. Describe how each historic figure adapted to and was influenced by his/her environment.
  - d. Trace examples of travel and movement of these historic figures and their ideas across time.
  - e. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which the students live.

**SS2CG3** The student will give examples of how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

**SS2E1** The student will explain that because of scarcity, people must **make choices and incur opportunity costs**.

**SS2E2** The student will identify ways in which **goods and services are allocated** (by price; majority rule; contests; force; sharing; lottery; command; first-come, first-served; personal characteristics; and others).

**SS2E3** The student will explain that people usually **use money to obtain the goods and services they want** and explain how **money makes trade easier than barter**.

**SS2E4** The student will describe the **costs and benefits of personal spending and saving choices**.
Quarterly Benchmark Assessments

Quarter 1 --- 24 questions (14 multiple choice questions and 10 labeling questions)
Quarter 2 --- 26 questions (7 matching questions 1 true/false, 17 multiple choice, and 1 constructed response)
Quarter 3 --- 23 questions (18 multiple choice and 5 matching questions)
Quarter 4 --- 25 questions (24 multiple choice questions and 1 constructed response question)