

Ganado Unified School District

Social Studies- 2nd grade

PACING Guide SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1st Quarter Unit 1 Governing the people Pg 6/7 Lesson 1 H-1 back of Bk Online Library Unit 4 lesson 5	Strand 3: Civics/Government Concept 1: Foundations of Government PO 1. Describe the history and meaning of national symbols, documents, songs, and monuments that represent American democracy and values: a. American flag b. Pledge of Allegiance c. National Anthem d. America the Beautiful e. the U.S. Capitol f. Liberty Bell Connect with: Strand 1 Concept 4 PO 2. Recognize that the U.S. Constitution provides the American people with common laws and protects their rights. PO 3. Describe the significance of national holidays: a. Presidents' Day – pg 206 b. Martin Luther King, Jr. Day pg 208 c. Veterans' Day 203 d. Memorial Day 204 e. Fourth of July 202 f. Constitution Day 203	How can citizens of a community show they are responsible? How does our community and state government help people Why do we need leaders in government? How does our country's government work? How do signs keep people safe? What might happen if someone does not obey the signs? What are some consequences for breaking rules at home or in school? How do government services make a community better?	Use visuals to determine word meanings Use words and visual to preview the content of the unit Identify the main idea of a paragraph Identify detail sentences in a paragraph Interpret information from charts Identify patriotic elements in a song Understand the concepts of freedom and bravery. Explain citizens' rights and responsibilities at home, at school and in the community Recognize the need for rules and laws.	Main Idea Details Community Citizen Right Responsibility Law Consequence Problem Solution Government Judge Government service Tax election Mayor Governor President Vote Ballot Capital Congress Supreme court Constitution Council Legislation

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<p>Unit 5</p> <p>Lesson 1- unit 1</p> <p>Strand 3: Civics/ Government 1st Quarter</p> <p>Unit 1 lesson 2/ 4</p> <p>Unit 1 Lesson 3</p> <p>Unit 3 Lesson 5</p>	<p>PO 4. Know that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.</p> <p>PO 5. Recognize how students work together to achieve common goals.</p> <p>Concept 2: Structure of Government</p> <p>PO 1. Identify the three branches of national government as represented by the President, Congress, and the Supreme Court.</p> <p>Connect with: Strand 1 Concept 4</p> <p>PO 2. Identify current political leaders of the state and nation:</p> <p>a. President of the United States</p> <p>b. Governor of Arizona</p> <p>c. local leaders (e.g., tribal council, mayor)</p> <p>PO 3. Recognize how Arizona and the other states combine to make a nation.</p> <p>Concept 3: Functions of Government</p>	<p>What services does a government provide?</p> <p>Why do we need these services?</p> <p>What do taxes pay for?</p> <p>What would happen if no taxes were collected?</p> <p>How do citizens choose government leaders?</p> <p>How are the jobs of president, a government and a mayor alike?</p> <p>What is the capital of the united states?</p> <p>How are the members of congress chosen?</p> <p>What is the job of the executive branch, supreme court, executive and judicial branch?</p> <p>What does our government need the constitution?</p>	<p>Identify the consequences of breaking a rules and laws.</p> <p>Use problem solving process to identify a problem, gather information, and list possible solutions.</p> <p>Compare and contrast children's daily lives to those of other</p> <p>Explore different points of view about what individuals do to get along with one another.</p>	<p>]map key</p> <p>Map key</p> <p>Border</p> <p>Capital</p> <p>States</p> <p>Country</p> <p>Government</p> <p>President</p> <p>Congress</p> <p>Supreme Court</p> <p>Governor</p> <p>Mayor</p>
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<p>Continue Strand 3: Civics/ Government 1st Quarter</p> <p>Unit 1 – Lesson 1</p> <p>Unit 1 – Lesson 1</p> <p>Unit 1 – Lesson 1</p>	<p>No performance objectives at this grade level.</p> <p>-----</p> <p>Concept 4: Rights, Responsibilities, and Roles of Citizenship</p> <p>PO 1. Discuss examples of responsible citizenship in the school setting and in stories about the past and present.</p> <p>PO 2. Describe the rights and responsibilities of citizenship:</p> <p>a. elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated</p> <p>b. importance of participation and cooperation in a classroom and community</p> <p>c. why we have rules and the consequences for violating them</p> <p>d. responsibility of voting</p> <p>PO 3. Describe the importance of students contributing to a community (e.g., helping others, working together, service projects).</p> <p>PO 4. Identify traits of character (e.g., honesty, courage, cooperation and patriotism) that are important to the preservation and improvement of democracy.</p>	<p>What are some examples of a responsible citizens in a school setting and in stories about the past and present.</p> <p>What are some rights and responsibilities of a citizens?</p> <p>Why is it important for students to contribute to a community?</p> <p>What are some traits of a character that are important to the preservation and</p>		<p>Rights Responsibilities Citizen/Citizenship Vote Law Government</p>
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Unit 1 – Lesson 1 Strand 3: Civics/ Government 1st Quarter	<p>-----</p> <p>Concept 5: Government Systems of the World No performance objectives at this grade.</p>	<p>improvement of democracy?</p> 		
2nd Quarter Unit 2 The world All in Unit 2 Integrate with Math	<p>Concept 1: The World in Spatial Terms</p> <p>PO 1. Recognize different types of maps (e.g., political, physical, thematic) serve various purposes.</p> <p>PO 2. Interpret political and physical maps using the following elements:</p> <ul style="list-style-type: none"> a. alpha numeric grids b. title c. compass rose - cardinal directions d. key (legend) e. symbols <p>PO 3. Construct a map of a familiar place (e.g., school, home, neighborhood, fictional place) that includes a title, compass rose, symbols and key (legend).</p> <p>PO 4. Construct tally charts</p>	<p>How do people help find locations?</p> <p>What countries and landforms make up North America?</p> <p>Why are season and climate different in different regions around the world different?</p> <p>How are regions around the world different?</p> <p>What is a weather vane?</p> <p>How is the weather where you live the same as the region? How is it different?</p>	<p>Compare and contrast information</p> <p>Interpret information from charts</p> <p>Identify the purpose of a legend</p> <p>Identify the purpose of a legend</p> <p>Recognize how legend relates to the location of a place.</p> <p>Use a map grid to location a map</p> <p>Understand the importance of the actions and character of Benjamin Banneker and explain how he made a difference in others lives.</p>	<p>Compare</p> <p>Contrast</p> <p>Location</p> <p>Relative location</p> <p>Absolute location</p> <p>Map grid</p> <p>Landform</p> <p>Island</p> <p>Peninsula</p> <p>Gulf</p> <p>Region</p> <p>Climate</p> <p>Table</p> <p>Cardinal directions</p> <p>Equator</p> <p>Hemisphere</p> <p>Pole</p> <p>Compass rose</p> <p>Intermediate directions</p>

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2 nd Quarter Unit 2	<p>and pictographs to display geographic information (e.g., birthplace – city or state).</p> <p>PO 5. <i>Recognize characteristics of human and physical features:</i></p> <p>a. physical (i.e., <i>ocean, continent, river, lake, mountain range, coast, sea, desert</i>)</p> <p>b. human (i.e., <i>equator, Northern and Southern Hemispheres, North and South Poles</i>)</p> <p>PO 6. <i>Locate physical and human features using maps, illustrations, images, or globes:</i></p> <p>a. <i>physical</i> (i.e., <i>ocean, continent, river, lake, mountain range, coast, sea, desert</i>)</p> <p>b. <i>human</i> (i.e., <i>equator Northern and Southern Hemispheres, North and South Poles, city, state, country</i>)</p>	<p>What ocean is found near the west coast?</p> <p>Why to people need water?</p> <p>How do thunder and earthquake act like humans in the legend?</p> <p>How do maps help people ind locations?</p> <p>What is the absolute location of your home?</p> <p>How is the absolute location of your school different from its relative location?</p> <p>Which two countries are neighbors of the united states?</p> <p>How are plains different from hills?</p> <p>Do you think farmers prefer to grow crops and</p>	<p>Identify the countries of North America</p> <p>Identify landforms and bodies of water in North America</p> <p>Use a map key and symbols to identify landforms and bodies of water on a map</p> <p>Compare and contrast climate and water</p> <p>Recognize that climate and seasons vary depending on location and time of the year</p> <p>Describe the climate of a place</p> <p>Understand how information is organized on a table or chart</p> <p>Interpret information from a table or chart.</p> <p>Identify the cardinal directions</p>	
Unit 2				
Unit 2	<p>Concept 2: Places and Regions</p> <p>PO 1. Identify through images of content studied (e.g., Japan, China, United States) how places have distinct characteristics.</p>			

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<p>Unit 2 2nd Quarter</p>	<p><i>PO 2. Discuss human features (e.g., cities, parks, railroad tracks, hospitals, shops, schools) in the world.</i></p> <p><i>PO 3. Discuss physical features (e.g., mountains, rivers, deserts) in the world.</i></p> <p><i>PO 4. Discuss the ways places change over time.</i></p> <p>Concept 3: Physical Systems (Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.)</p> <p>Connect with: Science Strand 6 Concept 3 Measure and record weather conditions, identify clouds and analyze their relationship to temperature and weather patterns.</p>	<p>raise animals on the plains hills or mountains? Why?</p> <p>Between which two oceans In North America located?</p> <p>What countries and landforms make up North America?</p> <p>What landform is located in the middle of the United States?</p> <p>How are mountains different from hills?</p> <p>What kind of lands are shown on a map?</p> <p>What kind of land surrounds a region?</p> <p>What shows a mountain region on a map? What are the two biggest mountain range in the United States?</p>	<p>Recognize hemisphere, the equator and poles on a map or globe.</p> <p>Identify and compare the characteristics of world regions</p> <p>Identify intermediate directions</p> <p>Describe one place relative to another using cardinal and intermediate directions</p> <p>Identify the landforms and bodies of water of a region</p> <p>Recognize the unique features of a region, including wildlife, structures and activities.</p>	<p>Natural Resources</p> <p>Cause Effect</p> <p>Fuel</p> <p>Conservation</p> <p>Picture graph</p> <p>Rural</p> <p>Urban</p> <p>Suburb</p> <p>Environment</p> <p>Technology</p> <p>Product</p> <p>Product Map</p> <p>Transportation</p> <p>Communication</p> <p>Route</p>
<p>Unit 3 Lesson 1,2, 3</p> <p>Integrate with Math/ Science</p>				

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2 nd Quarter	Concept 4: Human Systems		Recognize housing and land use in urban and rural communities.	
Unit 3	PO 1. Discuss housing and land use in urban and rural communities.	How are some housing and land use in urban and rural communities?		
Unit 3	PO 2. Describe the reasons (e.g., jobs, climate, family) for human settlement patterns.	What are some reasons for the human settlement patterns?	Recognize the reasons for human settlement patterns.	
Unit 3	PO 3. Discuss the major economic activities and land use (e.g., natural resources, agricultural, industrial, residential, commercial, and recreational) of areas studied.	What are the major economic activities and land use of areas studied?	Recognize elements of culture in a community of areas studied.	
Unit 5	PO 4. Describe elements of culture (e.g., food, clothing, housing, sports, customs, beliefs) in a community of areas studied.	What are the elements of culture, food, clothing, housing, sports, customs, in a community of areas studied?	Describe how Asian civilization have changed from past to present.	
Unit 5	Connect with: Reading Strand 2 Concept 2		Recognize the connection between city, state, country and continent.	
Unit 5	PO 5. Discuss that Asian civilizations have changed from past to present.	What are some changes Asian civilization from the past and present?		
Unit 2	PO 6. Recognize the connections between city, state, country, and continent.	What are the connections between city, state, country and continent?	Identify ways in which humans depend upon, adapt to, and impact the earth.	
2 nd Quarter			Recognize ways of protecting natural resources	
Unit 3	Concept 5: Environment and Society			
Unit 3	PO 1. Identify ways (e.g., agriculture, structures, roads) in which humans depend upon, adapt to, and impact the earth.	What are the connections between city, state, country and continent?		
Unit 3	PO 2. Recognize ways of protecting natural resources.	What are ways in which humans depend upon, adapt to and impact the earth?		
Unit 3	Concept 6: Geographic Applications			
Unit 3	PO 1. Discuss geographic concepts related to current events.			

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	<p>PO 2. Use geography concepts and skills (e.g., patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the environment.</p>	<p>What are ways of protecting natural resources? What are some ways to use geography concepts and skills to find solutions for problems?</p>	<p>Use geography concepts and skills to find solutions for problems.</p>	
<p>3rd Quarter Unit 4 people long ago</p> <p>Unit 4</p> <p>Unit 4</p> <p>Throughout the SS resource bk</p> <p>3rd Quarter</p>	<p>Strand 1: American History Concept 1: Research Skills for History PO 1. Place important life events in chronological order on a timeline. PO 2. Place historical events from content studied in chronological order on a timeline. PO 3. Recognize how archaeological research adds to our understanding of the past. PO 4. Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past. PO 5. Retell stories to describe past events, people and places.</p>	<p>How do we place events in chronological order? What is a timeline? How does a timeline help us when we look at history? How does archeology help us understand the past? How do we recognize how archaeological research adds to our understanding of the past? How do we use primary resources to study people and events from the past?</p>	<p>Identify important life events in chronological order on a timeline. Identify historical events from content studied in chronological order on a timeline. Recognize how archaeological research adds to our understanding of the past. Use primary source materials to study people and events from the past. Describe past events, people and places.</p>	<p>Sequence Past Present Future Change Diagram History Colony Settler Source Freedom Independence Time line Heritage Landmark Memorial Hero Legend Fact Nonfiction</p>

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Unit 4 Lesson 2	<p>Concept 2: Early Civilizations PO 1. Recognize that prehistoric Native American mound-building cultures lived in Central and Eastern North America.</p> <p>Concept 3: Exploration and Colonization No performance objectives at this grade.</p> <p>Concept 4: Revolution and New Nation (Note: American colonies being settled by England was introduced in Grade 1.)</p>	How do I recognize the prehistoric native American mound-building cultures lived in central and eastern north America?	Recognize that prehistoric Native American mound- building cultures lived in central and Eastern North America.	Fiction Native American
Unit 4	<p>PO 1. Recognize that American colonists and Native American groups lived in the area of the Thirteen Colonies that was ruled by England.</p>	How do I recognize that American colonist and Native American groups lived in the area of the Thirteen colonies that was ruled by England?	Recognize that American colonist and Native American groups lived in the area of the thirteen colonies that was ruled by England.	
Unit 4	<p>PO 2. Recognize dissatisfaction with England's rule was a key issue that led to the Revolutionary War. Connect with: Strand 2 Concept 6</p>	How do I recognize disinfection with England's rule was a key issue that led to the Revolutionary War in gaining independence during this time?	Recognize dissatisfaction with England's rule was a key issue that led to the Revolutionary War.	
Unit 4	<p>PO 3. Describe how the colonists demonstrated their discontent with British Rule (e.g., Boston Tea Party, Declaration of</p>		Describe how the colonist demonstrated their discontent with British Rule.	

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Unit 4 3rd Quarter	Independence, Paul Revere's Ride, battles of Lexington and Concord). PO 4. Discuss contributions of key people (e.g., George Washington, Thomas Jefferson, Benjamin Franklin) in gaining independence during the Revolutionary War.	How did the United states become an independent country?	Describe contributions of key people in gaining independence During the Revolutionary war. Recognize that the United States become an independent country as A result of the Revolutionary war.	Recall Retell Culture Language Immigrant Diversity Conflict Custom Tradition Calendar Scientist Invention
Unit 4	PO 5. Know that the United States became an independent country as a result of the Revolutionary War.	Why was the constitution and Bill of Rights Written?	Identify how the need for a strong central government led to the writing of the constitution and Bill of Rights.	
Unit 4	PO 6. Discuss how the need for a strong central government led to the writing of the Constitution and Bill of Rights.			
Unit 5 Lesson 2	Concept 5: Westward Expansion PO 1. Identify reasons (e.g., economic opportunity, political or religious freedom) for immigration to the United States. PO 2. Identify reasons (e.g., economic opportunities, forced removal) why people in the United States moved westward to territories or unclaimed lands.	What are reasons for immigration to the United States?	Identify reasons why people in the united states move westward to territories or unclaimed lands.	
Throughout Unit 4/5 (PO 2,3,4)	PO 3. Discuss the experiences (e.g., leaving homeland, facing unknown challenges) of the pioneers as they	What are reasons why people in the United States moved westward to territories or unclaimed lands? What experiences of the pioneers as they	Identify the experiences of the pioneers as they journeyed west to settle new lands.	

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Unit 3 Lesson 3/4	<p>journeyed west to settle new lands.</p> <p>PO 4. Describe how new forms of transportation and communication impacted the westward expansion of the United States:</p> <p>a. transportation (e.g., trails, turnpikes, canals, wagon trains, steamboats, railroads)</p> <p>b. communication (e.g., Pony Express, telegraph)</p> <p>PO 5. Discuss the effects (e.g., loss of land, depletion of the buffalo, establishment of reservations, government boarding schools) of Westward Expansion on Native Americans.</p> <p>Concept 6: Civil War and Reconstruction No performance objectives at this grade.</p> <p>Concept 7: Emergence of the Modern United States No performance objectives at this grade.</p> <p>Concept 8: Great Depression and World War II</p>	<p>journeyed west to settle new lands</p> <p>How did new forms of transportation and communication impact the westward expansion of the United States?</p> <p>What are the effects of Westward Expansion of Native Americans?</p>	<p>Describe how new forms of transportation and communication impacted the westward expansion.</p> <p>Identify the effects of Westward Expansion on Native American.</p>	<p>Westward Expansion</p> <p>Current Events</p> <p>Historical Events</p> <p>Native American Tribes</p>
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<p>3rd Quarter</p> <p>Newspapers Current events</p> <p>Scholastic video, library</p>	<p>No performance objectives at this grade.</p> <p>Concept 9: Postwar United States No performance objectives at this grade.</p> <p>Concept 10: Contemporary United States PO 1. Use information from written documents, oral presentations, and the media to describe current events. PO 2. Connect current events with historical events from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). PO 3. Recognize current Native American tribes in the United States (e.g., Navajo, Cherokee, Lakota, Iroquois, Nez Perce).</p>	 <p>How do we use written documents, oral presentations, and media to describe current events? How do we use current events with historical events and have a discussion? Who are the current Native American tribes in the United states?</p>	<p>Use information from written documents, oral presentations and the media to describe current events.</p> <p>Identify connections between current events with historical events.</p> <p>Recognize current Native American tribes in the United States.</p>	
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3rd Quarter Unit 4: people long ago	Strand 2: World History Concept 1: Research Skills for History PO 1. Place important life events in chronological order on a timeline. PO 2. Place historical events from content studied in chronological order on a timeline. PO 3. Recognize how archaeological research adds to our understanding of the past. PO 4. Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past. PO 5. Retell stories to describe past events, people and places.	What are some important life events, historical events in chronological order on a timeline? What are some stories to describe past events, people and places?	Identify important life events in chronological order on a timeline. Identify historical events from content studied in chronological order on a timeline. Recognize how archaeological research adds to our understanding of the past. Use sources to study people and events from the past. Retell stories to describe events, people and places.	Chronological Timeline Archeology Artifacts Interviews Biographies Encyclopedias
4th Quarter	Continue: Strand 2: World History	What are civilizations?		Civilizations Art

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Unit 5: A world of many people	<p>Concept 2: Early Civilizations (Note: World civilizations were introduced in Grade 1.) PO 1. Recognize that civilizations developed in China, India, and Japan. PO 2. Recognize how art (e.g., porcelain, poetry), architecture (e.g., pagodas, temples), and inventions (e.g., paper, fireworks) in Asia contributed to the development of their own and later civilizations.</p>	How did art, architecture, and inventions contribute to the development of later civilizations?	Recognize that civilizations developed in China, India and Japan.	Architecture Inventions Trade
4 th Quarter	<p>Concept 3: World in Transition No performance objectives at this grade.</p> <p>Concept 4: Renaissance and Reformation No performance objectives at this grade.</p> <p>Concept 5: Encounters and Exchange PO 1. Describe how expanding trade (e.g., Marco Polo's travels to Asia) led to the exchange of new goods (i.e., spices, silk) and ideas.</p>	How have the culture and tradition of people who migrated and immigrated to our country affect our culture and heritage?	Recognize how are architecture and inventions contributed to the development of their own and late civilization.	
Unit 6 Other resources or online	<p>Concept 6: Age of Revolution PO 1. Recognize that people in different places (e.g., American colonies – England, Mexico – Spain) challenged their form of government, which resulted in conflict and change. Connect with: Strand 1 Concept 4</p>	How have people in the past challenged their governments? What was the result of them challenging their governments?	Recognize that people in different places challenged their form of government and the results.	Revolution Conflict Change

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<p>Current events/ newspaper, news</p> <p>4th Quarter</p>	<p>Concept 7: Age of Imperialism No performance objectives at this grade.</p> <p>Concept 8: World at War No performance objectives at this grade.</p> <p>Concept 9: Contemporary World PO 1. Use information from written documents, oral presentations, and the media to describe current events.</p>	<p>What are the characteristics of various places and how have they changed over time?</p>	<p>Use information from documents, presentations and media to describe events.</p>	
<p>4th Quarter</p> <p>Unit 3 : using our resources</p> <p>Unit 6: people in the Market place</p>	<p>Strand 5: Economics Concept 1: Foundations of Economics PO 1. Discuss how scarcity requires people to make choices due to their unlimited needs and wants with limited resources. PO 2. Discuss that opportunity cost occurs when people make choices and something is given up (e.g., if you go to the movies, you can't also go to the park). PO 3. Identify differences among natural resources (e.g., water, soil, and wood), human</p>	<p>What is economics? What natural resources do people use? How do they use natural resources? What is scarcity? What are capital resources? What does it mean to barter or trade? What goods do you use? What are services? What does it mean to be a consumer?</p>	<p>Identify how scarcity requires people to make choices due to their unlimited needs and wants with limited resources.</p> <p>Identify that opportunity cost occurs when people make choices and something is given up.</p>	<p>Cause Effect Natural resources Fuel Conversation Picture graph Scarcity Needs and wants Capital resources Trade Barter Money Goods Services Consumer</p>

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<p>Continue Strand 5: Economics</p> <p>4th Quarter</p>	<p>resources (e.g., people at work), and capital resources (e.g., machines, tools and buildings).</p> <p>PO 4. Recognize that people trade for goods and services.</p> <p>PO 5. Compare the use of barter and money in the exchange for goods and services (e.g., trade a toy for candy, buying candy with money).</p> <p>Connect with: Strand 2 Concept 2</p> <p>PO 6. Recognize that some goods are made in the local community and some are made in other parts of the world.</p> <p>PO 7. Discuss how people can be both producers and consumers of goods and services.</p> <p>Concept 2: Microeconomics No performance objectives at this grade.</p> <p>Concept 3: Macroeconomics No performance objectives at this grade.</p>	<p>What does it mean to be a producer?</p> <p>What is the difference between needs and wants?</p> <p>How are people both producers and consumers?</p> <p>Why do people trade or not trade for goods and services?</p> <p>How are human, natural and capital resources used to produce goods and services in the community?</p> <p>Why is it important to conserve natural resources?</p>	<p>Identify differences among natural resources and capital resources.</p> <p>Recognize what people trade for goods and services.</p> <p>Compare the use of barter and money in exchange for goods and services.</p> <p>Recognize that some goods are made in local community and in other parts of the world.</p> <p>Identify how people can be both producers and consumers of goods and services.</p>	<p>Producer</p>
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Continue Strand 5: Economics 4 th Quarter	<p>Concept 4: Global Economics</p> <p>No performance objectives at this grade.</p>	<p>Concept 5: Personal Finance</p> <p>PO 1. Discuss costs and benefits of personal savings.</p>	