

Second Grade Science/S.S. Pacing Guide

SOL	Standards and Essential Skills	Time
<p>S.S 2.1 a,c,f,g,h</p>	<p><u>Communities:</u></p> <p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> a) identifying artifacts and primary and secondary sources to understand events in American history; c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of American history; f) recognizing direct cause-and-effect relationships; g) making connections between past and present; h) using a decision-making model to make informed decisions <p>The student will demonstrate knowledge of the United States by describing important developments and innovations in United States history, including developments and innovations related to communication and transportation.</p> <p>PBL: Students will collaboratively work as a team to create a community with given supplies. The community will represent a time period of past, present, or future.</p>	<p>9 days</p>
<p>S.S 2.2</p>		

<p>S.S. 2.13</p>	<p><u>American Symbols & Pledge:</u></p> <p>The student will understand the symbols and traditional practices that honor and foster patriotism in the United States of America by</p> <ul style="list-style-type: none"> a) explaining the meaning behind symbols such as the American flag, bald eagle, Washington Monument, and Statue of Liberty; and b) learning the words and meaning of the Pledge of Allegiance. 	<p>10 days</p>
<p>S.S. 2.1 a</p>	<p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> a) identifying artifacts and primary and secondary sources to understand events in American history; 	
<p>Science 2.5</p>	<p><u>Living Systems (Habitats):</u></p> <p>The student will investigate and understand that living things are part of a system. Key ideas include</p> <ul style="list-style-type: none"> a) plants and animals are interdependent with their living and nonliving surroundings; b) an animal’s habitat provides all of its basic needs; and c) habitats change over time due to many influences. <p>PBL: In STEAM, students will collaboratively create a habitat for an animal.</p>	<p>13 days</p>

<p>S.S 2.1 a,c,e,f,g</p>	<p><u>Native Americans:</u></p> <p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> a) identifying artifacts and primary and secondary sources to understand events in American history; c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of American history; e) comparing and contrasting people, places, or events in American history; f) recognizing direct cause-and-effect relationships; g) making connections between past and present; 	<p>22 days</p>
<p>2.3</p>	<p>The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on</p> <ul style="list-style-type: none"> a) the Powhatan of the Eastern Woodlands; b) the Lakota of the Plains; and c) the Pueblo peoples of the Southwest. 	
<p>2.7</p>	<p>The student will locate and describe the relationship between the environment and culture of</p> <ul style="list-style-type: none"> a) the Powhatan of the Eastern Woodlands; b) the Lakota of the Plains; and c) the Pueblo Indians of the Southwest. <p>PBL: Students will collaboratively work in a group to create a model of one of the tribes.</p>	

<p>S.S. 2.1 c, d, e, f, g, j</p> <p>2.4</p>	<p><u>Famous Americans:</u></p> <p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of American history; d) asking appropriate questions to solve a problem; e) comparing and contrasting people, places, or events in American history; f) recognizing direct cause-and-effect relationships; g) making connections between past and present; j.) defending positions orally and in writing, using content vocabulary <p>The student will describe how the contributions of selected individuals changed the lives of Americans, with emphasis on</p> <ul style="list-style-type: none"> a) Christopher Columbus; b) Benjamin Franklin; c) Abraham Lincoln; d) George Washington Carver; e) Helen Keller; f) Thurgood Marshall; g) Rosa Parks; h) Jackie Robinson; i) Cesar Chavez; and j) Martin Luther King, Jr. 	<p>22 days</p>
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<p>Science 2.6</p> <p>2.7</p>	<p>***We will include math sol of measurement of pounds into this unit as well.</p> <p><u>Weather:</u></p> <p>The student will investigate and understand that there are different types of weather on Earth. Key ideas include</p> <ul style="list-style-type: none"> a) different types of weather have specific characteristics; b) measuring, recording, and interpreting weather data allows for identification of weather patterns; and c) tracking weather allows us to prepare for the weather and storms. <p>The student will investigate and understand that weather patterns and seasonal changes affect plants, animals, and their surroundings. Key ideas include</p> <ul style="list-style-type: none"> a) weather and seasonal changes affect the growth and behavior of living things; b) wind and weather can change the land; and c) changes can happen quickly or slowly over time. <p>Students will participate in a music performance about weather.</p>	<p>10 days</p>
<p>Science 2.2</p>	<p><u>Magnets:</u></p> <p>The student will investigate and understand that different types of forces may cause an object's motion to change. Key ideas include</p> <ul style="list-style-type: none"> a) forces from direct contact can cause an object to move; b) some forces, including gravity and magnetism, can cause objects to move from a distance; and c) forces have applications in our lives. 	<p>10 days</p>

<p>S.S 2.8</p> <p>2.9</p> <p>2.10</p>	<p><u>Economics:</u></p> <p>The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).</p> <p>The student will distinguish between the use of barter and the use of money in the exchange for goods and services.</p> <p>The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.</p>	<p>12 days</p>
<p>Science</p> <p>2.4</p> <p>2.8</p>	<p><u>Life Cycles:</u></p> <p>The student will investigate and understand that plants and animals undergo a series of orderly changes as they grow and develop. Key ideas include</p> <ul style="list-style-type: none"> a) animals have life cycles; and b) plants have life cycles. <p>The student will investigate and understand that plants are important natural resources. Key ideas include</p> <ul style="list-style-type: none"> a) the availability of plant products affects the development of a geographic area; b) plants provide oxygen, homes, and food for many animals; and c) plants can help reduce the impact of wind and water. 	<p>8 days</p>

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