Second Grade Science/S.S. Pacing Guide

SOL	SOL Standards and Essential Skills	
S.S 2.1 a,c,f,g,h	Communities: The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by 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	9 days
S.S 2.2	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. 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.	

	Citizenship & Civics:	
	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by	
S.S 2.1 d,f,h,i,j	 d) asking appropriate questions to solve a problem; f) recognizing direct cause-and-effect relationships; i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and j) defending positions orally and in writing, using content vocabulary 	
2.11		
2.12	The student will explain the responsibilities of a good citizen, with emphasis on a) respecting and protecting the rights and property of others; b) taking part in the voting process when making classroom decisions; c) describing actions that can improve the school and community; d) demonstrating self-discipline and self-reliance; e) practicing honesty and trustworthiness; and f) describing the purpose of rules and laws.	7 days
2.12	The student will understand that the people of the United States of America	
	The student will understand that the people of the United States of America a) make contributions to their communities; b) vote in elections; c) are united as Americans by common principles; and d) have the individual rights to life, liberty, and the pursuit of happiness as well as equality under the law.	

	American Symbols & Pledge:	
S.S. 2.13	The student will understand the symbols and traditional practices that honor and foster patriotism in the United States of America by 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.	10 days
S.S. 2.1 a	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by a) identifying artifacts and primary and secondary sources to understand events in American history;	
Science 2.5	Living Systems (Habitats): The student will investigate and understand that living things are part of a system. Key ideas include 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. PBL: In STEAM, students will collaboratively create a habitat for an animal.	13 days

	Map Skills:	
S.S. 2.1 a, b, h	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by a) identifying artifacts and primary and secondary sources to understand events in American history; b) using basic map skills to locate places on maps and globes to support an understanding of American history; h) using a decision-making model to make informed decisions;	
2.6	The student will develop map skills by using globes and maps of the world and the United States to locate a) the seven continents and the five oceans; b) the equator, the Prime Meridian, and the four hemispheres; and c) major rivers, mountain ranges, lakes, and other physical features in the United States.	16 days

	Native Americans:	
	The student will demonstrate skills for historical thinking, geographical analysis,	
S.S 2.1	economic decision making, and responsible citizenship by	
a,c,e,f,g	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;	22 days
2.3	The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on	
2.3	a) the Powhatan of the Eastern Woodlands;	
	b) the Lakota of the Plains; and	
	c) the Pueblo peoples of the Southwest.	
2.7	The student will locate and describe the relationship between the environment and culture of	
	a) the Powhatan of the Eastern Woodlands;	
	b) the Lakota of the Plains; and	
	c) the Pueblo Indians of the Southwest.	
	PBL: Students will collaboratively work in a group to create a model of one of the	
	tribes.	

	Famous Americans:	
S.S. 2.1 c, d, e, f, g, j	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by 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	
2.4	The student will describe how the contributions of selected individuals changed the lives of Americans, with emphasis on 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.	22 days

	Famous Holidays:	
The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by e) comparing and contrasting people, places, or events in American history; g) making connections between past and present;		10 days
2.5	The student will describe why United States citizens celebrate major holidays, including a) Martin Luther King, Jr., Day; b) George Washington Day (Presidents' Day); c) Memorial Day; d) Independence Day (Fourth of July); e) Labor Day; f) Columbus Day; g) Veterans Day; and h) Thanksgiving Day.	
Science 2.3	Matter: The student will investigate and understand that matter can exist in different phases. Key ideas include a) matter has mass and takes up space; b) solids, liquids, and gases have different characteristics; and c) heating and cooling can change the phases of matter.	13 days

Science 2.6	***We will include math sol of measurement of pounds into this unit as well. Weather: The student will investigate and understand that there are different types of weather on Earth. Key ideas include 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.	10 days
2.7	The student will investigate and understand that weather patterns and seasonal changes affect plants, animals, and their surroundings. Key ideas include 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. Students will participate in a music performance about weather.	
Science 2.2	Magnets: The student will investigate and understand that different types of forces may cause an object's motion to change. Key ideas include 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.	10 days

S.S 2.8 2.9 2.10	Economics: The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings). The student will distinguish between the use of barter and the use of money in the exchange for goods and services. The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.	12 days
Science 2.4	Life Cycles: The student will investigate and understand that plants and animals undergo a series of orderly changes as they grow and develop. Key ideas include a) animals have life cycles; and b) plants have life cycles.	8 days
2.8	The student will investigate and understand that plants are important natural resources. Key ideas include 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.	