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| http://portal3.pwcs.edu:7779/pls/portal/url/ITEM/ED264C75E9AA4E69A8033B44E9460AC7 | **2nd Grade**  **Social Studies**  **Suggested Pacing Guide – Year at a Glance**  **2022-23** |

###### Reflects 18 Weeks of Instructional Time (allows for sharing of block with science)

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| **Virginia SOL** | **Unit** | **Suggested Time Frame** |
| SOL 2.11 | **Unit 1: Good Citizens** | 2 weeks |
| SOL 2.4  SOL 2.5 | **Unit 2: Famous Americans and Holidays**   * American Leaders: contributions * Major Holidays | 4 weeks |
| SOL 2.8  SOL 2.9  SOL 2.10 | **Unit 3: Economics**   * Natural, Human, and Capital Resources * Barter and Money * Scarcity | 3 weeks |
| SOL 2.6 | **Unit 4: Geography**   * Map Skills | 2 weeks |
| SOL 2.2 | **Unit 5: Innovations in Communication and Transportation** | 2 weeks |
| SOL 2.3  SOL 2.7 | **Unit 6: American Indians**   * Compare 3 American Indian Cultures * Relationship Between Geography and Culture | 3 weeks |
| SOL 2.12  SOL 2.13 | **Unit 7: Civics: Principles and Traditions**   * Civic Contributions, Rights, and Principles * Symbols, Traditions, and Patriotism | 2 weeks |

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| Skills that are incorporated into each lesson:2.1 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;  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;  h) using a decision-making model to make informed decisions;  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. |