



Pacing Guide – 2nd Grade Harcourt Social Studies

The expectation is at least 40 min. 3 x week

Approx week	Topics	Grade Level Indicators	ELA Focus	Days to Teach
1.	<p>Governing the People Unit 1</p> <p>Preview & Lesson 1</p> <p>Citizens in a Community</p>	<p>GOV 1- Identify leaders such as mayor, governor and president, and explain that they are elected by the people.</p> <p>GOV 2 - Explain how a system of government provides order to a group such as a school or community and why government is necessary including:</p> <ul style="list-style-type: none"> a. Making and enforcing laws; d. Resolving disputes. <p>GOV 4 -Explain the purpose of rules in the workplace.</p> <p>GOV 5 -Predict the consequences of following rules or violating rules in different settings.</p> <p>SSSM 1 -Obtain information from oral, visual and print sources.</p> <p>SSSM 2 -Identify sources used to gather information:</p> <ul style="list-style-type: none"> c. Electronic sources. <p>SSSM 5 -Communicate information in writing.</p> <p>SSSM 6 -Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.</p> <p>GEO 5 - Compare how land is used in urban, suburban and rural environments.</p> <p>ECO 5 - Recognize that money is a generally accepted medium of exchange for goods and services and that different countries use different forms of money.</p> <p>CRR 1 - Demonstrate skills and explain the benefits of cooperation when working in group settings:</p> <ul style="list-style-type: none"> a. Manage conflict peacefully; b. Display courtesy; c. Respect others. <p>CRR 3 - Demonstrate citizenship traits including:</p> <ul style="list-style-type: none"> c. Respect for the rights of others; <p>PIS 4 - Describe the contributions of significant individuals, including artisans, inventors, scientists, architects, explorers and political leaders to the cultural heritage of the United States.</p>	<p>Main Ideas/Details</p> <p>Suffixes</p> <p>Prefixes</p> <p>Write Paragraph</p> <p>Synonyms</p>	3
2.	<p>Governing the People Unit 1</p> <p>Lesson 2</p> <p>Government for the People</p>	<p>H 6 - Identify and describe examples of how science and technology have changed the daily lives of people and compare:</p> <ul style="list-style-type: none"> a. Forms of communication from the past and present; <p>GEO 6 - Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development.</p> <p>GOV 2 -Explain how a system of government provides order to a group such as a school or community and why government is necessary including:</p> <ul style="list-style-type: none"> a. Making and enforcing laws; c. Providing services; <p>GOV 4 -Explain the purpose of rules in the workplace.</p> <p>SSSM 5 -Communicate information in writing.</p>	<p>Main Ideas/Details</p> <p>Write Paragraph</p>	3



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3.	<p>Governing the People Unit 1</p> <p>Lesson 3 Our Leaders</p>	<p>GOV 1 – Identify leaders such as mayor, governor and president, and explain that they are elected by the people.</p> <p>GOV 2 – Explain how a system of government provides order to a group such as a school or community and why government is necessary including: b. Providing leadership;</p> <p>CCR 1- Demonstrate skills and explain the benefits of cooperation when working in group settings: a. Manage conflict peacefully; b. Display courtesy; c. Respect others.</p> <p>CCR 3 – Demonstrate citizenship traits including: c. Respect for the rights of others; d. Persistence;</p> <p>H 4 - Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past.</p> <p>H 7 - Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of: a. Social and political leaders in the United States (e.g., George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Sojourner Truth, Susan B. Anthony and Martin Luther King Jr.);</p> <p>PIS 4 - Describe the cultural practices and products of people on different continents.</p> <p>SSSM 1 – Obtain information from oral, visual and print sources.</p> <p>SSSM 2 - Identify sources used to gather information: c. Electronic sources.</p>	Main Ideas/Details	3
4.	<p>Governing the People Unit 1</p> <p>Lesson 4 Our Country's Government</p>	<p>H 6 - Identify and describe examples of how science and technology have changed the daily lives of people and compare: a. Forms of communication from the past and present;</p> <p>PIS 4 - Describe the cultural practices and products of people on different continents.</p> <p>GEO 1 – Read and interpret a variety of maps.</p> <p>GOV 1 - Identify leaders such as mayor, governor and president, and explain that they are elected by the people.</p> <p>GOV 2 - Explain how a system of government provides order to a group such as a school or community and why government is necessary including: a. Making and enforcing laws;</p> <p>GOV 4 - Explain the purpose of rules in the workplace.</p> <p>CRR 3 – Demonstrate citizenship traits including: c. Respect for the rights of others; d. Persistence;</p>	Main Ideas/Details	3



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5.	Governing the People Unit 1 Lesson 5 Community and State Governments	H 6 - Identify and describe examples of how science and technology have changed the daily lives of people and compare: a. Forms of communication from the past and present; GEO 1 – Read and interpret a variety of maps. GEO 6 – Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development. GOV 1 – Identify leaders such as mayor, governor and president, and explain that they are elected by the people. GOV 2 – Explain how a system of government provides order to a group such as a school or community and why government is necessary including: a. Making and enforcing laws; c. Providing services; GOV 4 – Explain the purpose of rules in the workplace. GOV 5 – Predict the consequences of following rules or violating rules in different settings. SSSM 1 – Obtain information from oral, visual and print sources. SSSM 2 – Identify sources used to gather information: c. Electronic sources.	Main Ideas/Details Homophones	3
6.	Governing the People Unit 1 Fun with Social Studies pp. 50-51 Review/Activities pp. 52 Assessment	GOV 1 – Identify leaders such as mayor, governor and president, and explain that they are elected by the people. GOV 2 - Explain how a system of government provides order to a group such as a school or community and why government is necessary including: a. Making and enforcing laws; GOV 4 – Explain the purpose of rules in the workplace. GOV 5 – Predict the consequences of following rules or violating rules in different settings. SSSM 1 – Obtain information from oral, visual and print sources. SSSM 2 – Identify sources used to gather information: b. Printed materials; c. Electronic sources. SSSM 5 – Communicate information in writing GEO 1- Read and interpret a variety of maps.		3
7.	People Long Ago Unit 4 Preview Lesson 1 People and Places Change	GOV 1 – Identify leaders such as mayor, governor and president, and explain that they are elected by the people. H 4 – Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past. H 5 – Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and/or different from those of today. H 6 - Identify and describe examples of how science and technology have changed the daily lives of people and compare: a. Forms of communication from the past and present;	Sequence Synonyms & Antonyms Word Origins	3



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		<p>b. Forms of transportation from the past and present.</p> <p>GEO 6 - Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development.</p> <p>SSSM 2 – Identify sources used to gather information: a. people</p> <p>SSSM 3 - Predict the next event in a sequence.</p> <p>SSSM 5 – Communicate information in writing</p>		
8.	<p>People Long Ago Unit 4</p> <p>Lesson 2 Early America</p>	<p>H 4 – Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past.</p> <p>H 6 - Identify and describe examples of how science and technology have changed the daily lives of people and compare: a. Forms of communication from the past and present; b. Forms of transportation from the past and present.</p> <p>GEO 3 - Name and locate the continents and oceans.</p> <p>GEO 4 - Describe and locate landforms (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps and 3-D models.</p> <p>ECON 1 – Explain how resources can be used in various ways (e.g., a bushel of corn could be fed to cows, used to make sweetener, or converted to fuel).</p> <p>SSSM 1 - Obtain information from oral, visual and print sources.</p> <p>SSSM 2 - Identify sources used to gather information: a. People; b. Printed materials; c. Electronic sources.</p> <p>SSSM 3 - Predict the next event in a sequence.</p>	Sequence	3
9.	<p>People Long Ago Unit 4</p> <p>Lesson 3 Independence</p>	<p>H 3 - Place a series of related events in chronological order on a time line.</p> <p>H 4 – Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past.</p> <p>H 7 - Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of: a. Social and political leaders in the United States (e.g., George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Sojourner Truth, Susan B. Anthony and Martin Luther King Jr.);</p> <p>PIS 4 - Describe the cultural practices and products of people on different continents.</p> <p>GEO 1- Read and interpret a variety of maps.</p> <p>GOV 1 – Identify leaders such as mayor, governor and president, and explain that they are elected by the people.</p> <p>GOV 2 – Explain how a system of government provides order to a group such as a school or community and why</p>	Sequence Proper Nouns Poem Writing	3



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		<p>government is necessary including:</p> <ul style="list-style-type: none"> a. Making and enforcing laws; b. Providing leadership; c. Providing services; <p>GOV 4 – Explain the purpose of rules in the workplace.</p> <p>CRR 3 – Demonstrate citizenship traits including:</p> <ul style="list-style-type: none"> a. Honesty; b. Self-assurance; c. Respect for the rights of others; d. Persistence; e. Patriotism. 		End of 1 st Qtr.
10.	<p>People Long Ago Unit 4</p> <p>Lesson 4 American Heritage</p>	<p>H 7 - Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of:</p> <ul style="list-style-type: none"> a. Social and political leaders in the United States (e.g., George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Sojourner Truth, Susan B. Anthony and Martin Luther King Jr.); <p>PIS 4 - Describe the cultural practices and products of people on different continents.</p> <p>GOV 3 - Explain the importance of landmarks in the United States and the ideals that they represent including:</p> <ul style="list-style-type: none"> a. The Washington Monument; b. The Jefferson Memorial; c. The Lincoln Memorial. <p>SSSM 3 - Predict the next event in a sequence.</p>	Sequence	3
11. & 12.	<p>People Long Ago Unit 4</p> <p>Lesson 5 Heroes and Holidays</p>	<p>H 7 - Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of:</p> <ul style="list-style-type: none"> a. Social and political leaders in the United States (e.g., George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Sojourner Truth, Susan B. Anthony and Martin Luther King Jr.); b. Explorers, inventors and scientists (e.g., George Washington Carver, Thomas Edison, Charles Drew, Rachel Carson and Neil Armstrong). <p>PIS 4 - Describe the cultural practices and products of people on different continents.</p> <p>SSSM 1 - Obtain information from oral, visual and print sources.</p> <p>SSSM 2 - Identify sources used to gather information:</p> <ul style="list-style-type: none"> c. Electronic sources. <p>SSSM 3 - Predict the next event in a sequence.</p> <p>SSSM 4 - Distinguish the difference between fact and fiction in oral, visual and print materials.</p> <p>SSSM 5 - Communicate information in writing.</p> <p>GOV 1- Identify leaders such as mayor, governor and president, and explain that they are elected by the</p>	Sequence Suffixes Legends	3



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		<p>people.</p> <p>GOV 2 – Explain how a system of government provides order to a group such as a school or community and why government is necessary including:</p> <p style="padding-left: 20px;">a. Making and enforcing laws;</p> <p>GOV 4 – Explain the purpose of rules in the workplace.</p> <p>CRR 3 – Demonstrate citizenship traits including:</p> <p style="padding-left: 20px;">c. Respect for the rights of others;</p> <p style="padding-left: 20px;">d. Persistence;</p>		
13.	<p>People Long Ago Unit 4</p> <p>Fun with Social Studies pp. 210-211 Review and Activities pp. 212-216 Assessment</p>	<p>SSSM 1 - Obtain information from oral, visual and print sources.</p> <p>SSSM 2 - Identify sources used to gather information:</p> <p style="padding-left: 20px;">c. Electronic sources.</p> <p>SSSM 3 - Predict the next event in a sequence.</p> <p>SSSM 4 - Distinguish the difference between fact and fiction in oral, visual and print materials.</p> <p>SSSM 5 - Communicate information in writing.</p> <p>H 7 - Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of:</p> <p style="padding-left: 20px;">a. Social and political leaders in the United States (e.g., George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Sojourner Truth, Susan B. Anthony and Martin Luther King Jr.);</p> <p>PIS 4 - Describe the cultural practices and products of people on different continents.</p>		3
14.	<p>A World of Many People Unit 5</p> <p>Preview Lesson 1 World Cultures</p>	<p>PIS 1 - Describe the cultural practices and products of people on different continents.</p> <p>PIS 2 - Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.</p> <p>SSSM 1 - Obtain information from oral, visual and print sources.</p> <p>SSSM 2 - Identify sources used to gather information:</p> <p style="padding-left: 20px;">c. Electronic sources.</p> <p>H 4 – Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past.</p> <p>H 5 – Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and/or different from those of today.</p> <p>GEO 1 - Read and interpret a variety of maps.</p> <p>GEO 2 - Construct a map that includes a map title and key that explains all symbols that are used.</p> <p>GEO 3 - Name and locate the continents and oceans.</p> <p>ECON - 4 Explain why people in different parts of the world earn a living in a variety of ways.</p>	Recall/Retell Vocab. Chart	2



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15. & 16.	A World of Many People Unit 5 Lesson 2 Many People, One Country	PIS 3 – Explain how contributions of different cultures within the United States have influenced our common national heritage. PIS 4 - Describe the cultural practices and products of people on different continents. SSSM 1 - Obtain information from oral, visual and print sources. SSSM 2 - Identify sources used to gather information: c. Electronic sources. SSSM 5 - Communicate information in writing. CCR 1 - Demonstrate skills and explain the benefits of cooperation when working in group settings: a. Manage conflict peacefully; b. Display courtesy; c. Respect others. CCR 3 - Demonstrate citizenship traits including: c. Respect for the rights of others;	Recall/Retell Poetry Write Narrative	3
17.	A World of Many People Unit 5 Lesson 3 Celebrating Culture	PIS 3 – Explain how contributions of different cultures within the United States have influenced our common national heritage. PIS 4 - Describe the cultural practices and products of people on different continents. SSSM 1 - Obtain information from oral, visual and print sources. SSSM 2 - Identify sources used to gather information: a. People; b. Printed materials; c. Electronic sources. SSSM 3 - Predict the next event in a sequence.	Recall/Retell Related words	3
18.	A World of Many People Unit 5 Lesson 4 Recognizing Americans	H 7 - Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of: b. Explorers, inventors and scientists (e.g., George Washington Carver, Thomas Edison, Charles Drew, Rachel Carson and Neil Armstrong). PIS 4 - Describe the cultural practices and products of people on different continents. SSSM 5 - Communicate information in writing. GEO 5 - Compare how land is used in urban, suburban and rural environments.	Recall/Retell Folktales	3 End of 2 nd Qtr.
19.	A World of Many People Unit 5 Fun with Social Studies pp. 258-259 Review and Activities pp. 260-264 Assessment	SSSM 1 - Obtain information from oral, visual and print sources. SSSM 2 - Identify sources used to gather information: b. Printed materials; c. Electronic sources. SSSM 5 - Communicate information in writing. H 1 - Measure calendar time by days, weeks, months and years. H 2 - List the days of the week and months of the year in order. GEO 1 - Read and interpret a variety of maps. GEO 2 - Construct a map that includes a map title and key that explains all symbols that are used. GEO 3 - Name and locate the continents and oceans.		3



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20.	The World Around Us <u>Unit 2</u> Preview Lesson 1 Maps & Locations	GEO 1 - Read and interpret a variety of maps. GEO 2 - Construct a map that includes a map title and key that explains all symbols that are used. GEO 4 - Describe and locate landforms (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps and 3-D models. SSSM 1 - Obtain information from oral, visual and print sources. SSSM 2 - Identify sources used to gather information: b. Printed materials; c. Electronic sources. SSSM 5 - Communicate information in writing. H 7 - Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of: b. Explorers, inventors and scientists (e.g., George Washington Carver, Thomas Edison, Charles Drew, Rachel Carson and Neil Armstrong). PIS 4 - Describe the cultural practices and products of people on different continents. CCR 3 - Demonstrate citizenship traits including: e. Patriotism.	Compare/Contrast Use reference source Write a paragraph Capital letters	3
21.	The World Around Us <u>Unit 2</u> Lesson 2 North America	GEO 1 - Read and interpret a variety of maps. GEO 3 - Name and locate the continents and oceans. GEO 4 - Describe and locate landforms (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps and 3-D models. GEO 5 - Compare how land is used in urban, suburban and rural environments. GEO 6 - Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development. SSSM 1 - Obtain information from oral, visual and print sources. SSSM 2 - Identify sources used to gather information: c. Electronic sources.	Compare/Contrast Compound Words Plurals	3
22.	The World Around Us <u>Unit 2</u> Lesson 3 Seasons and Climate	GEO 4 - Describe and locate landforms (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps and 3-D models. SSSM 1 - Obtain information from oral, visual and print sources. SSSM 2 - Identify sources used to gather information: c. Electronic sources. SSSM 5 - Communicate information in writing. H 1 - Measure calendar time by days, weeks, months and years.	Compare/Contrast	3
23.	The World Around Us <u>Unit 2</u>	GEO 1 - Read and interpret a variety of maps. GEO 3 - Name and locate the continents and oceans. GEO 4 - Describe and locate landforms (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps and 3-D models. SSSM 1 - Obtain information from oral, visual and print sources.	Compare/Contrast	3



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	Lesson 4 World Regions	SSSM 2 - Identify sources used to gather information: c. Electronic sources.		
24.	The World Around Us Unit 2 Fun with Social Studies pp. 98-99 Review pp. 100-104 Assessment	GEO 1 - Read and interpret a variety of maps. GEO 4 - Describe and locate landforms (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps and 3-D models. SSSM 1 - Obtain information from oral, visual and print sources. SSSM 2 - Identify sources used to gather information: b. Printed materials; c. Electronic sources.		3
25.	Using Our Resources Unit 3 Preview Lesson 1 Land & Water Resources	H 5 - Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and/or different from those of today. H 6 - Identify and describe examples of how science and technology have changed the daily lives of people and compare: b. Forms of transportation from the past and present. H 7 - Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of: a. Social and political leaders in the United States (e.g., George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Sojourner Truth, Susan B. Anthony and Martin Luther King Jr.); b. Explorers, inventors and scientists (e.g., George Washington Carver, Thomas Edison, Charles Drew, Rachel Carson and Neil Armstrong).	Cause/Effect Oral Reports Related Words Action Verbs Science: Needs of Living	3
26.	Using Our Resources Unit 3 Lesson 2 People Settle	H 5 - Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and/or different from those of today. H 6 - Identify and describe examples of how science and technology have changed the daily lives of people and compare: b. Forms of transportation from the past and present. GEO 1 - Read and interpret a variety of maps. GEO 4 - Describe and locate landforms (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps and 3-D models. GEO 5 - Compare how land is used in urban, suburban and rural environments. GEO 6 - Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development. ECON 1 - Explain how resources can be used in various ways (e.g., a bushel of corn could be fed to cows, used to make sweetener, or converted to fuel). ECON - 4 Explain why people in different parts of the world earn a living in a variety of ways. SSSM 5 - Communicate information in writing.	Cause/Effect Math: Story Problems	3



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27.	Using Our Resources Unit 3 Lesson 3 Changing Our Environment	H 5 – Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and/or different from those of today. GEO 5 - Compare how land is used in urban, suburban and rural environments. GEO 6 - Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development. ECON 1 – Explain how resources can be used in various ways (e.g., a bushel of corn could be fed to cows, used to make sweetener, or converted to fuel). ECON - 4 Explain why people in different parts of the world earn a living in a variety of ways. GEO 1 - Read and interpret a variety of maps. SSSM 1 - Obtain information from oral, visual and print sources.	Cause/Effect	3
28.	Using Our Resources Unit 3 Lesson 4 Connecting Communities	H 6 - Identify and describe examples of how science and technology have changed the daily lives of people and compare: a. Forms of communication from the past and present; b. Forms of transportation from the past and present. GEO 1 - Read and interpret a variety of maps. GEO 4 - Describe and locate landforms (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps and 3-D models. GEO 6 - Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development. SSSM 1 -Obtain information from oral, visual and print sources. SSSM 2 - Identify sources used to gather information: c. Electronic sources.	Cause/Effect	3
29.	Using Our Resources Unit 3 Fun with Social Studies pp. 146-147 Review pp. 148-152 Assessment	H 6 - Identify and describe examples of how science and technology have changed the daily lives of people and compare: b. Forms of transportation from the past and present. GEO 1 - Read and interpret a variety of maps. GEO 2 - Construct a map that includes a map title and key that explains all symbols that are used. GEO 5 - Compare how land is used in urban, suburban and rural environments. SSSM 1 - Obtain information from oral, visual and print sources. SSSM 2 - Identify sources used to gather information: b. Printed materials; c. Electronic sources. ECON 1 – Explain how resources can be used in various ways (e.g., a bushel of corn could be fed to cows, used to make sweetener, or converted to fuel).	Cause/Effect	3



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30.	People in the Marketplace Unit 6 Preview Lesson 1 Producers & Consumers	H 5 – Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and/or different from those of today. H 6 - Identify and describe examples of how science and technology have changed the daily lives of people and compare: b. Forms of transportation from the past and present. GOV 2 – Explain how a system of government provides order to a group such as a school or community and why government is necessary including: c. Providing services; ECON – 2 Explain how people are both buyers and sellers of goods and services. ECON – 3 Recognize that most people work in jobs in which they produce a few special goods or services. SSSM 1 - Obtain information from oral, visual and print sources. SSSM 2 - Identify sources used to gather information: c. Electronic sources. SSSM 4 - Distinguish the difference between fact and fiction in oral, visual and print materials.	Categorize/Classify Word Meanings Figurative Language Compound Words Synonyms Adjectives Comparisons Sequence Math: Money Science: Characteristics of Plants	3 End of 3 rd Qtr.
31.	People in the Marketplace Unit 6 Lesson 2 Work & Income	H 5 – Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and/or different from those of today. PIS 4 - Describe the cultural practices and products of people on different continents. ECON – 2 Explain how people are both buyers and sellers of goods and services. ECON – 3 Recognize that most people work in jobs in which they produce a few special goods or services. ECON - 4 Explain why people in different parts of the world earn a living in a variety of ways. ECON – 5 Recognize that money is a generally accepted medium of exchange for goods and services and that different countries use different forms of money. GOV 2 – Explain how a system of government provides order to a group such as a school or community and why government is necessary including: c. Providing services; SSSM 5 - Communicate information in writing.	Categorize/Classify Synonyms Commas Rhythm/Rhyme	3
32.	People in the Marketplace Unit 6 Lesson 3 From Factory to You	H 5 – Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and/or different from those of today. ECON 1 – Explain how resources can be used in various ways (e.g., a bushel of corn could be fed to cows, used to make sweetener, or converted to fuel). ECON – 2 Explain how people are both buyers and sellers of goods and services. ECON – 3 Recognize that most people work in jobs in which they produce a few special goods or services. ECON - 4 Explain why people in different parts of the world earn a living in a variety of ways. ECON – 5 Recognize that money is a generally accepted medium of exchange for goods and services and that different countries use different forms of money. SSSM 1 - Obtain information from oral, visual and print sources. SSSM 2 - Identify sources used to gather information: c. Electronic sources.	Categorize/Classify Word Web	3



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Approx week	Topics	Grade Level Indicators	ELA Focus	Days to Teach
33.	People in the Marketplace Unit 6 Lesson 4 How Much & How Many	ECON – 2 Explain how people are both buyers and sellers of goods and services. ECON – 3 Recognize that most people work in jobs in which they produce a few special goods or services. ECON - 4 Explain why people in different parts of the world earn a living in a variety of ways. GOV 2 – Explain how a system of government provides order to a group such as a school or community and why government is necessary including: c. Providing services; SSSM 1 - Obtain information from oral, visual and print sources. SSSM 2 - Identify sources used to gather information: c. Electronic sources. SSSM 5 - Communicate information in writing.	Categorize/Classify Compound Words	3
34.	People in the Marketplace Unit 6 Lesson 5 Barter & Trade	H 6 - Identify and describe examples of how science and technology have changed the daily lives of people and compare: b. Forms of transportation from the past and present. PIS 1 - Describe the cultural practices and products of people on different continents. GEO 1 - Read and interpret a variety of maps. ECON – 2 Explain how people are both buyers and sellers of goods and services. ECON – 3 Recognize that most people work in jobs in which they produce a few special goods or services. ECON - 4 Explain why people in different parts of the world earn a living in a variety of ways. ECON – 5 Recognize that money is a generally accepted medium of exchange for goods and services and that different countries use different forms of money. GOV 2 – Explain how a system of government provides order to a group such as a school or community and why government is necessary including: c. Providing services;	Categorize/Classify	3
35.	People in the Marketplace Unit 6 Fun with Social Studies pp. 314-315 Review pp. 316-320 Assessment	ECON – 3 Recognize that most people work in jobs in which they produce a few special goods or services. SSSM 1 - Obtain information from oral, visual and print sources. SSSM 2 - Identify sources used to gather information: b. Printed materials		3