

Approximate time schedule
 * Days for Skills & Activities
 * days for Tests
 * Days (* weeks)

Social Studies
Comprehensive Curriculum Scope & Sequence
2007-2008

Grade 2
Unit 1

Key: T- Transparency, WB- Workbook, ESL- ESL Summary book, TP- Reading Support and Test Prep.

First Six Weeks

Note: The Social Studies GLEs are embedded in the suggested activities. Other activities incorporated by teachers may result in additional SS GLEs being addressed during instruction.

CC Activity		GLE Description	Resources			Suggested # of Days	Date Taught
#	Page		Chapter Lesson	Supplemental	Assessment		
1 2 7	20 20 22	- Define community. - Explain the need for rules. - Recognize the responsibilities of citizens to the community. - Interpret print materials by identifying main ideas. - Recognize details that support the main idea. - Describe the different roles people play in their community. - Distinguish between the roles of a child and those of an adult GLEs: 1, 4, 6, 7, 9, 10, 12, 21, 23, 24, 25, 26, 28, 29, 33, 34, 42, 46, 47, 50, 51	Unit 1 L1-2	T 1-1 T 1-2 T 1-3 WB p1 WB p2 WB p4	WB p3 ESL p12 TP p1-4	4	
3 4	20 21	- Describe a neighborhood. - Compare an aerial photograph and a map of a neighborhood. - Use your address to identify where you live. - Locate communities, states, the United States and selected countries on maps and globes. - Compare cities, suburbs, and rural or farming areas. - Use symbols and find locations on maps. - Draw maps to show places and routes. GLEs: 1, 2, 3, 4, 7, 8, 9, 10, 12, 21, 22, 24, 25, 28, 29, 34, 42, 46, 49	L3-4	T 1-4 T 1-5 WB p5 WB p6	WB p7 ESL p3-4 TP p5-7	5	
5 6 2	21 22 26	- Identify ways people and places change. - Compare photographs of a place taken at different times. - Describe and measure calendar time by days, weeks, months, and years. - Read a calendar. - Identify people's basic needs. - Recognize that people cannot always have everything they want. - Explore how a community expresses its history and diversity through art. - Explain the significance of the local cultural heritage. GLEs: 9, 10, 24, 24b, 25, 29, 32, 45, 46, 50, 51, 54	L5-6	T 1-6 T 1-7 WB p8 WB p10 WB p11 WB p12	WB p9 ESL p5-6 TP p8-12 Unit 1 Test	5	

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Social Studies
Comprehensive Curriculum Scope & Sequence
2007-2008

Grade 2
Unit 2

Key: T- Transparency, WB- Workbook, ESL- ESL Summary book, TP- Reading Support and Test Prep.

Second Six Weeks

Note: The Social Studies GLEs are embedded in the suggested activities. Other activities incorporated by teachers may result in additional SS GLEs being addressed during instruction.

CC Activity		GLE Description	Resources			Suggested # of Days	Date Taught
#	Page		Chapter Lesson	Supplemental	Assessment		
1 2 3	14 14 14	<ul style="list-style-type: none"> - Identify functions of government. - Describe how governments establish order, provide security, and manage conflict. - Recognize laws in the community and consequences of breaking them. - Use a problem-solving process to identify a problem, gather information, and list and consider options for solving the problem - Use a problem- solving process to consider advantages and disadvantages of the options for solving the problem. - Use a problem-solving process to choose and implement a solution and evaluate the effectiveness of the solution. - Describe a community government. - Explain the role of a judge in a court. - Identify some governmental services in the community, such as libraries, schools, and parks, and explain their value to the community. - Recognize the importance of leaders throughout history. - Discuss what makes a good leader. - Identify ways that public officials are selected, including election and appointment office. - Describe the voting process - Explain majority rule. <p>GLEs: 1, 16, 17, 18, 19, 20, 21, 22, 24, 26, 27, 28, 43, 47, 49, 50, 52</p>	Unit 2 L1-3	<ul style="list-style-type: none"> T 2-1 T 2-2 T 2-3 T2-4 WB p14 WB p15 WB p16 	<ul style="list-style-type: none"> WB p13 WB p17 ESL p7-9 TP p13-16 	5	

6 7	16 16	<ul style="list-style-type: none"> - Compare the roles of mayor and governor. - Describe state government. - Identify some responsibilities of state government. - Use symbols on maps. - Locate state and state capitals on a map. - Recognize state borders. - Describe our national government. - Compare the roles of public officials, including mayor, governor, and president. - Identify and explain the significance of the national capitol building. - Recognize the Constitution as the defining document for our country's government. <p>GLEs: 1, 2, 3, 6, 17, 18, 19, 21, 24</p>	L4-5	<ul style="list-style-type: none"> T 2-5 T 2-6 WB p18 	<ul style="list-style-type: none"> WB p19 WB p20 ESL p10-11 TP p18-19 	4	
4 5	14 15	<ul style="list-style-type: none"> - Identify selected symbols and patriotic symbols such as the U. S. and state flags and Uncle Sam. - Identify selected symbols such as state and national birds and flowers. - Identify and explain the parts of a picture graph. - Identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good. - Identify ordinary people who exemplify good citizenship. - Differentiate between fact and opinion. - Identify examples of fact and opinion in a newspaper article. - Obtain information about a topic using a variety of visual sources. - Sequence and categorize information. <p>GLEs: 1, 3, 23, 24, 25, 27, 47, 50</p>	L6-7	<ul style="list-style-type: none"> T 2-7 T 2-8 WB p21 WB p22 WB p23 WB p24 WB p25 	<ul style="list-style-type: none"> WB p26 ESL p12-13 TP p20-16 Unit 2 Test 	5	

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Social Studies
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2007-2008

Grade 2
Unit 3

Key: T- Transparency, WB- Workbook, ESL- ESL Summary book, TP- Reading Support and Test Prep

Third Six Weeks

Note: The Social Studies GLEs are embedded in the suggested activities. Other activities incorporated by teachers may result in additional SS GLEs being addressed during instruction.

CC Activity		GLE Description	Resources			Suggested # of Days	Date Taught
#	Page		Chapter Lesson	Supplemental	Assessment		
1 2 6	7 8 9	<ul style="list-style-type: none"> - Identify and describe the physical characteristics of various landforms. - Compare the features of different kinds of land. - Distinguish regions of the United States. - Identify and describe physical characteristics of various bodies of water. - compare the features of different bodies of water. - Name major bodies of water. - Use symbols, colors, and labels on maps. - Use maps to describe land and bodies of water. <p>GLEs: 2, 3, 4, 7, 8, 9, 10, 11, 25, 35, 36, 37, 48, 50</p>	Unit 3 L1-2	T 3-1 T 3-2 T 3-3 WB p27	WB p28 WB p29 ESL p14-15 TP p27-30	5	
2 3 4 8	35 8 8 10	<ul style="list-style-type: none"> - Identify major landforms and bodies of water including continents and oceans, on maps and globes. - Compare maps and globes. - Use a globe to find the poles, the cardinal directions, and the equator. - Find locations and determine directions on maps and globes. - Draw maps to show places and routes. - Explain how people depend on the physical environment and its natural resources to satisfy their basic needs. - List natural resources and give examples of their use. - Describe how natural resources affect activities. - Categorize information. - Identify the parts of a table. - Use a table to find information about resources. <p>GLEs: 1, 2, 3, 4, 6, 8, 10, 14, 15, 22, 26, 27, 29, 35, 36, 37, 49, 51</p>	L3-4	T 3-4 T 3-5 WB p31 WB p32 WB p33	WB p30 ESL p16-17 TP p31-33	5	

5 7 10 11	9 9 11 11	<ul style="list-style-type: none"> - Describe how weather patterns, natural resources, seasonal patterns, and natural hazards affect activities and settlement of patterns. - Identify ways in which people have modified the physical environment, such as building roads, clearing land for urban development, and mining coal. - Recognize interaction between people and their physical environment. - Recognize that maps can be different sizes. - Define map scale. - Use a scale to find real distance. - Identify ways people can conserve and replenish natural resource. - Explore ways to recycle. - Define pollution. - Recognize the importance of caring for resources. - Use a decision-making process to identify a situation that requires a decision. - Use a decision-making process to gather information and identify options. - Use a decision-making process to predict consequences and take action to implement a decision. - Describe how and why people use resources from the Earth to create art. - Identify the steps in a process. - Examine the art and culture of Native American groups. <p>GLEs: 1, 2, 3, 4, 5, 6, 7, 8, 10, 12, 15, 23, 24, 26, 30, 31, 35, 36, 37, 38, 46, 47, 49, 50, 51</p>	L5-6	<p>T 3-6 T 3-7 WB p34 WB p35 WB p36 WB p37 WB p39</p>	<p>WB p38 ESL p18-19 TP p34-38 Unit 3 Test</p>	5	
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Social Studies
Comprehensive Curriculum Scope & Sequence
2007-2008

Grade 2
Unit 4

Key: T- Transparency, WB- Workbook, ESL- ESL Summary book, TP- Reading Support and Test Prep.

Fourth Six Weeks

Note: The Social Studies GLEs are embedded in the suggested activities. Other activities incorporated by teachers may result in additional SS GLEs being addressed during instruction.

CC Activity		GLE Description	Resources			Suggested # of Days	Date Taught
#	Page		Chapter Lesson	Supplemental	Assessment		
1 2	34 2	<ul style="list-style-type: none"> - Explore the diversity of the United States. - Define culture. - Compare and contrast people's work, interests, and talents. - Recognize that people have different points of view. - Relate people's points of view to their culture and environment. - Recognize how explorers led the way for settlement in new places. - Discuss the role of pioneers in settling our country. - Explain how immigrants bring new ideas when they move. - Find locations on maps. - Determine directions on maps. - Draw maps to show places and routes. <p>GLEs: 1, 2, 6, 7, 23, 24, 25, 34, 38, 39, 41, 42, 46, 47, 48, 49, 51, 52</p>	Unit 4 L1-2	<ul style="list-style-type: none"> T 4-1 T 4-2 T 4-3 WB p40 WB p41 WB p43 	<ul style="list-style-type: none"> WB p42 ESL p20-21 TP p39-42 	4	
3 4 5	35 35 36	<ul style="list-style-type: none"> - Recognize that every family has its own heritage. - Give examples of family traditions. - Appreciate the value of learning from family members. - Identify the parts of a bar graph. - Use a bar graph to interpret information. - Identify cultural holidays celebrated in the community. - Describe customs associated with cultural holidays. - Explain the origins of holiday traditions. <p>GLEs: 1, 2, 5, 15, 16, 24, 25, 26, 27, 38, 46, 49, 51, 52</p>	L3-4	<ul style="list-style-type: none"> T 4-4 T 4-5 WB p44 WB p46 	<ul style="list-style-type: none"> WB p45 ESL p22-23 TP p43-45 	5	

6 7	36 37	<ul style="list-style-type: none"> - Identify and explain expressions of culture in the community. - Identify stories from different cultures. - Identify and explain art forms in different cultures. - Explain how ideas and culture spread from one place to another. - Describe how science and technology have changed communication. - Compare old and new forms of communication. - Identify a map by its title. - Locate the United States and other countries on a map. - Use a map key to identify regions on a map. - Identify examples of the local cultural heritage. - Explain the significance of the local cultural heritage. <p>Obtain information about a topic using a variety of visual source. GLEs: 2, 9, 25, 39, 49, 50, 51, 52</p>	L5-6	<p>T 4-6 T 4-7 WB p47 WB p48 WB p50 WB p51</p>	<p>WB p49 ESL p24-25 TP p46-50 Unit 4 Test</p>	4	
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 * Days (* weeks)

Social Studies
Comprehensive Curriculum Scope & Sequence
2007-2008

Grade 2
Unit 5

Key: T- Transparency, WB- Workbook, ESL- ESL Summary book, TP- Reading Support and Test Prep.

Fifth Six Weeks

Note: The Social Studies GLEs are embedded in the suggested activities. Other activities incorporated by teachers may result in additional SS GLEs being addressed during instruction.

CC Activity		GLE Description	Resources			Suggested # of Days	Date Taught
#	Page		Chapter Lesson	Supplemental	Assessment		
1	2	<ul style="list-style-type: none"> - Identify early uses of calendars and clocks as ways to measure time. - Describe the order of events by using designations of time periods such as ancient times and modern times. - Use vocabulary related to chronology, including past, present, and future. - Trace the history of space exploration on a time line. - Create and interpret time lines. - Sequence and categorize information. - Name sources of information, such as people, places, and artifacts. - Obtain information about a topic using a variety of sources. - Compare sources of information about the past. - Recognize the importance of knowing the past to predict the future. - Follow steps for making a prediction. <p>GLEs: 1, 2, 3, 10, 11, 13, 25, 28, 36, 37, 45, 46, 47, 49</p>	Unit 5 L1	T 5-1 T 5-2 WB p52 WB p53 WB p54	TE p225A template ESL p26 TP p51-53	3	
3 4 5 6	2 3 3 4	<ul style="list-style-type: none"> - Trace the history of Fort Myers, Florida. - Explain how local people and events have influenced local community over time. - Describe changes in a community over time - Explain how one event can cause another. - Analyze the effects of change. - Recognize that history is a series of causes and effects. - Explain the significance of various national celebrations. - Compare early Native American groups. - Sequence early American history. - Identify place that remind us of our history. - Learn about the past from a history map. - Draw maps to show places and routes. <p>GLEs: 1, 2, 3, 6, 7, 9, 10, 12, 13, 25, 27, 36, 37, 46, 47, 48, 50, 51</p>	L2-3	T 5-3 T 5-4 WB p56 WB p58	WB p55 WB p57 ESL p27-28 TP p54-56	5	

	<ul style="list-style-type: none"> - Identify contributions of historical figures who have influenced the community, state, and nation. - Describe ways people honor their heroes. - Give examples of places in the community where individuals are remembered. - Read a grid. - Use a map grid to locate places on the map. - Draw a map grid of a familiar place. - Understand that cultural and civilizations existed in ancient times. - Identify contributions made by ancient Egyptians, Chinese, and Native American. - Trace the history of writing. - Explain how diagrams are used. - Read a cross-section diagram of a pyramid. - Identify and explain the significance of various community, state, and national memorials, such as, Mount Rushmore. - Obtain information about a topic using a variety of visual sources. <p>GLEs: 1, 2, 6, 9, 17, 22, 23, 24, 27, 38, 47, 49, 50</p>	L4-5	<p>T 5-5 T 5-6 WB p59 WB p61 WB p62 WB p63 WB p64</p>	<p>WB p60 ESL p29-30 TP p54-56 Unit 5 Test</p>	5	
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 * Days for Skills & Activities
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 * Days (* weeks)

Social Studies
Comprehensive Curriculum Scope & Sequence
2007-2008

Grade 2
Unit 6

Key: T- Transparency, WB- Workbook, ESL- ESL Summary book, TP- Reading Support and Test Prep.

Sixth Six Weeks

Note: The Social Studies GLEs are embedded in the suggested activities. Other activities incorporated by teachers may result in additional SS GLEs being addressed during instruction.

CC Activity		GLE Description	Resources			Suggested # of Days	Date Taught
#	Page		Chapter Lesson	Supplemental	Assessment		
1 3 9 10 11 14	26 27 29 29 29 31	- Distinguish between goods and services. - Identify people who provide goods and services to the community. - Distinguish between producing and consuming. - Identify ways in which people are both producers and consumers. - Recognize what is needed to run a business. GLEs: 6, 9, 14, 17, 18, 27, 29, 32, 33, 34, 36, 38, 39, 41, 43, 44, 46, 47	Unit 6 L1-2	T 6-1 T 6-2 T 6-3 WB p66	WB p65 ESL p31-32 TP p63-66	5	
4 5 6 8 12	27 27 28 29 30	- Identify three kinds of resources needed to produce goods. - Describe the jobs of factory workers. - Recognize that technology affects the way people work. - Describe the purpose of a flow chart. - Trace the development of a product from a natural resource to a finished product. - Explain how work provides income to purchase goods and services. - Explain choices people in the United States free enterprise system make about spending and saving money. - Use a decision-making process to identify a situation that requires a decision. - Recognize that scarcity and demand affect cost. - Explain the opportunity costs and trade-offs of spending money. - Describe various means of exchange. - Compare the use of money and barter. - Discuss modern methods of payment. GLEs: 1, 2, 3, 13, 14, 15, 24, 29, 30, 31, 32, 33, 34, 35, 36, 38, 40, 41, 47	L3-4	T 6-4 T 6-5 WB p67 WB p68 WB p70	WB p69 TE p295A ESL p33-34 TP p67-69	5	

7 13	28 30	<ul style="list-style-type: none"> - Distinguish volunteers from other kinds of workers. - Identify community volunteers. - Explain that people around the world depend on one another through trade. - Describe how science and technology have changed transportation. - Identify historic figures who have exhibited a love of individualism and inventiveness. - Compare information from different sources about places and regions. - Use symbols to find products on a map. - Recognize jobs associated with resources in a place. - Explain the basic steps in a manufacturing process. - Identify natural resources used in making products. - Sequence and categorize information. <p>GLEs: 1, 2, 6, 24, 25, 26, 33, 34, 38, 41, 51</p>	L5-6	T 6-6 T 6-7 WB p71 WB p72 WB p73 WB p74	WB p75 ESL p33-34 TE p70-74 Unit 6 Test	5	
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August 2007

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8 New Teacher Inservice	Teacher's First Day	10 Para's First Day	11
12	13 Student's 1 st Day ½ Day	14	15	16	17	18
		Unit 1 Lessons 1 - 2				
19	20	21	22	23	24	25
	Unit 1 Lessons 3 - 4					
26	27	28	29	30	31	
	Unit 1 Lessons 5 - 6					

September 2007

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
						1	
2	3 Labor Day Holiday	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24 End	Unit 2 Lessons 1 - 3				28	29
30							

October 2007

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Elem Parent Conferences	2 Elem ½ Day Teachers and	3	4	5	6
Unit 2 Lessons 4 - 5						
7	8	9	10	11	12	13
Unit 2 Lessons 6 - 7						
14	15 End of 1 st 9 Weeks	16	17	18	19	20
21	22 Secondary Parent Conf	23 Sec ½ Day Teachers and Students	24	25	26	27
28	29	30	31			

November 2007

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5 End	6	7	8	9	10
	Unit 3 Lessons 1 - 2					
11	12	13	14	15	16	17
	Unit 3 Lessons 3 - 4					
18	19 Thanksgiving Holiday	20 Thanksgiving Holiday	21 Thanksgiving Holiday	22 Thanksgiving Holiday	23 Thanksgiving Holiday	24
25	26	27	28	29	30	
	Unit 3 Lessons 5 - 6					

December 2007

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Staff Dev No Students	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19 Midterm Exams	20 Midterm Exams	21 Midterm Exams ½ Day students	22
23	24 Christmas Vacation	25 Christmas Vacation	26 Christmas Vacation	27 Christmas Vacation	28 Christmas Vacation	29
30	31 Christmas Vacation					

January 2008

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Christmas Vacation	2 Christmas Vacation	3 Christmas Vacation	4 Christmas Vacation	5
6	7 School Resumes	8	9	10 Elem/Sec Parent Conf	11 Staff Dev M. J. Jones	12
Unit 4 Lessons 1 - 2						
13	14	15	16	17	18	19
Unit 4 Lessons 3 - 4						
20	21 MLK Holiday	22	23	24	25	26
Unit 4 Lessons 5 - 6						
27	28	29	30	31		

February 2008

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18 President's Day Holiday	19 Staff Dev No Students	Unit 5 Lesson 1			23
24	Unit 5 Lessons 2 - 3					

March 2008

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
Unit 2 Lesson 1 - 3						
9	10 State Testing	11 State Testing	12 End of 3 rd 9 Weeks State Testing	13 State Testing	14 State Testing	15
16	17 State Testing Make up	18 State Testing Make up	19 State Testing Make up	20	21 Easter Break	22
23	24 Easter Break	25 Spring Break	26 Spring Break	27 Spring Break	28 Spring Break	29
30	31					

April 2008

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4 End of 5 th 6 Weeks	5
6	7	8	9	10	11	12
	Unit 6 Lessons 1 - 2					
13	14	15	16	17	18	19
	Unit 6 Lessons 3 - 4					
20	21	22	23	24	25	26
	Unit 6 Lesson 5 - 6					
27	28	29	30			

May 2008

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 Senior's Last Day	3
4	5	6	7	8	9	10
11	12	13 Wossman Graduation	14 Carroll Graduation	15 Neville Graduation	16	17
18	19	20	21	22 Student's Last Day ½ Day	23 Teacher's Last Day	24
25	26	27	28	29	30	31

**Social Studies Timeline
2007-2008**

Week of	2nd Grade Social Studies
August 14-17	Living in a Community L1-2
August 20-24	L3-4
August 28-31	L5-6 Unit 1 Test
September 24-28	Our Government L1-3
October 1-5	L4-5
October 8-12	L6-7 Unit 2 Test
November 5-9	Looking at the Earth L1-2
November 12-16	L3-4
November 19-23	<i>THANKSGIVING HOLIDAY</i>
November 26-30	L5-6 Unit 3 Test
December 24-28	<i>CHRISTMAS HOLIDAY</i>
December 31- January 4	<i>CHRISTMAS HOLIDAY</i>
January 7- 11	Learn About People L1-2
January 14-18	L3-4
January 22-25	L5-6 Unit 4 Test
February 20-22	Past and Present L1
February 25-29	L2-3
March 3-7	L4-5 Unit 5 Test

March 24-28	<i>SPRING BREAK & EASTER HOLIDAY</i>
April 7-11	People at Work L1-2
April 14-18	L3-4
April 21-25	L5-6 Unit 6 Test