

# CARROLL COUNTY SCHOOL DISTRICT CURRICULUM WEEKLY PACING GUIDE MS MATHEMATICS FRAMEWORK

**Grade Level:** Second      **Subject:** Social Studies      **Term:** August 8 – Oct 12, 2007

\*LEVELS:    I = INTRODUCTORY      M = MASTERY      O = ONGOING

Competencies (Bold/Italics/Underlined)    Objectives (Bold)    Benchmarks (Unbold)

The teacher will model the objective, work through a guided practice, and assign independent practice for each of the following objectives:

<i>Weekly Date</i>	<i>Competencies/ Objectives</i>	<i>*Level</i>	<i>Description of Competencies/Objectives/Benchmarks</i>			
	<i>District / State</i>		<i>Description</i>			
	<b><u>1.a,b,c,d,e</u></b>		<b><u>Develop an understanding of school/neighborhoods in relationship to the expanding horizon theme.</u></b>			
8/8 – 8/10	<b>1.a</b>		<b>a. Compare and contrast selected neighborhoods(e.g., local school/neighborhoods and Chinese schools/neighborhoods, etc.)</b>			
8/13 - 8/17	<b>1.b</b>		<b>b. Specify roles of different community helpers.</b>			
8/20 – 8/24	<b>1.c</b>		<b>c. Represent the relationship among people, places, and environments (e.g., school and neighborhoods through time, etc.)</b>			
8/27-8/31	<b>1.c</b>		<b>c. Represent the relationship among people, places, and environments (e.g., school and neighborhoods through time,</b>			

			etc.)			
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9/4 – 9/7	<b>1.d</b>		<b>d. Identify student responsibilities at home, school, and the neighborhood (e.g., homework, school supplies, following procedures, neighborhood awareness (neighborhood cleanup, home safety, etc.))</b>			
9/10 – 9/14	<b>1.d</b>		<b>d. Identify student responsibilities at home, school, and the neighborhood (e.g., homework, school supplies, following procedures, neighborhood awareness (neighborhood cleanup, home safety, etc.))</b>			

9/17-9/21	1.e		e. Recognize varieties of family life and cultures (e.g., rural, urban, national, and international).			
9/24-9/28	1.e		e. Recognize varieties of family life and cultures (e.g., rural, urban, national, and international).			
10/1-10/5			Review Week			
10/8-10/12			Nine Weeks' Tests			

## CARROLL COUNTY SCHOOL DISTRICT CURRICULUM WEEKLY PACING GUIDE MS MATHEMATICS FRAMEWORK

**Grade Level:** Second      **Subject:** Social Studies      **Term:** Oct. 16 – Dec. 20, 2007

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<i>Weekly Date</i>	<i>Competencies/ Objectives</i>	<i>*Level</i>	<i>Description of Competencies/Objectives/Benchmarks</i>			
	<i>District / State</i>		<i>Description</i>			
	<b>2.a,b,c,d</b>		<b><u>Acquire the characteristics to be a responsible citizen.</u></b>			
10/16-10/19	<b>2.a</b>		<b>a. explain the importance of Americans sharing history and supporting certain values, principles, and beliefs (e.g.,</b>			

			holidays democracy, historical figures, constitution.			
10/22-10/26	2.b		b. Describe diversity in the United States and identify its benefits. (e.g., cultural traditions and practices, variety of viewpoints, new ideas, etc.)			
10/29-11/2	2.b		b. Describe diversity in the United States and identify its benefits. (e.g., cultural traditions and practices, variety of viewpoints, new ideas, etc.)			
11/5-11/9	2.c		c. Explain why certain civic responsibilities (e.g., civic protocol, studying historical figures, etc.) are important to students in their school/neighborhood( e.g., littering, caring for the elderly, courteous public behavior, etc.)			
11/12-11/16	2.c		c.Explain why certain civic responsibilities (e.g., civic protocol, studying historical figures, etc.) are important to students in their school/neighborhood( e.g., littering, caring for the elderly, courteous public behavior, etc.)			
11/26-11/30	2.d		d.Recognize responsibilities of the individual (e.g., respect for the rights and property of others, tolerance, honesty, compassion, self-control, participation in the democratic process, work for the common good, etc.)			

12/3-12/7	2.d		<b>d.Recognize responsibilities of the individual (e.g., respect for the rights and property of others, tolerance, honesty, compassion, self-control, participation in the democratic process, work for the common good, etc.)</b>			
12/10-12/14			<b>Review Week</b>			
12/17-12/20			<b>Nine Weeks' Tests</b>			

## CARROLL COUNTY SCHOOL DISTRICT CURRICULUM WEEKLY PACING GUIDE MS MATHEMATICS FRAMEWORK

**Grade Level:** Second      **Subject:** Social Studies      **Term:** Jan. 7 – March 14, 2008

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	<b><u>3. a,b,c</u></b>		<b><u>Demonstrate the ability to use social studies tools(e.g., timelines, compass, maps, globes, graphs, etc.)</u></b>			

1/7 – 1/11	3.a		Identify time and space relevant to a students environment (e.g., school/neighborhood, etc) by using social studies tools(e.g., maps, timelines, etc.)			
1/14-1/18	3.a		Identify time and space relevant to a students environment (e.g., school/neighborhood, etc) by using social studies tools(e.g., maps, timelines, etc.)			
1/22-1/25	3.b		Demonstrate and apply spatial and ecological perspectives to life situations (e.g., location of waste disposal, etc.)			
1/28-2/1	3.b		Demonstrate and apply spatial and ecological perspectives to life situations (e.g., location of waste disposal, etc.)			
2/4-2/8	3.c		c. Identify and apply cardinal directions.			
2/11-2/15	3.c		c. Identify and apply cardinal directions.			
	<u>4.a,b,c,d</u>		<u>Identify the interdependence of economics(self/family).</u>			
2/18-2/22	4.a		a. Recognize resources and scarcity of resources within a neighborhood environment( e.g., parks water during a drought, etc.)			
2/25-2/29	4.a		a. Recognize resources and scarcity of resources within a neighborhood environment( e.g., parks water during a drought, etc.)			
3/3-3/7			Review Week			

3/10-3/14			<b>Nine Weeks' Tests</b>			

## CARROLL COUNTY SCHOOL DISTRICT CURRICULUM WEEKLY PACING GUIDE MS MATHEMATICS FRAMEWORK

**Grade Level:** Second      **Subject:** Social Studies      **Term:** Mar. 25 –May 21, 2008

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3/25-3/28	<b>4.b</b>		<b>Describe the needs and wants of neighborhood consumers.(e.g., drinking water[need], water for a swimming pool [want], etc.)</b>			
3/31-4/4	<b>4.c</b>		<b>Describe the division of labor within a school/neighborhood environment(e.g., planning a neighborhood garage sale, etc)</b>			

4/7-4/11	<b>4.d</b>		<b>d. Identify goods and services provided by neighborhoods (e.g., goods are objects [cookies], services are actions [bakery], etc.)</b>			
4/14-4/18	<b>4.e</b>		<b>e. Describe the opportunity cost of choices. (e.g., keeping a job and staying in the neighborhood or relocating, etc.)</b>			
	<b><u>5.a,b,c,d</u></b>		<b>Integrate, connect and apply social studies into other subject areas and everyday life.</b>			
4/21-4/25	<b>5.a</b>		<b>a. Identify story elements of read-aloud stories from various cultures (etc. The last Dragon).</b>			
4/28-5/2	<b>5.b</b>		<b>b. Compare and contrast various styles of art and music from different cultures(e.g., China)</b>			
5/5-5/9	<b>5.c</b>		<b>c. Create a story based on facts presented about life in a different country (e.g., China)</b>			
5/5-5/9	<b>5.d</b>		<b>d. Construct a picture using materials from various countries (e.g., tangrams, chopsticks from China, etc.)</b>			
5/12-5/16			<b>Review Week</b>			
5/19-5/21			<b>Nine Weeks' Tests</b>			