

## Warren County Public Schools: Second Grade Social Studies Planning and Pacing Guide

Dear Second Grade Teacher:

Second grade students are introduced to an integrative approach of Social Studies by exploring aspects of self, others, families and communities across the world in developmentally responsive ways. In early years, children develop a foundation for the entire Social Studies program beginning in Kindergarten; therefore, Social Studies must be an essential part of the daily curriculum. *This planning and pacing guide will assist you in the designing of rigorous and relevant lessons* in the following Social Studies strands: **H**–History, **G**–Geography and Environmental Literacy, **E**–Economic and Financial Literacy, **C&G**–Civics and Government, **C**–Culture.

As students are acquainted with diverse classmates, they develop awareness of the similarities among individuals in the classroom as well as within the school, community and world. Comparing family traditions enable students to accept and appreciate their pluralistic society and acquire a sense of purpose regarding their role and the role of other citizens within the community and world. Second grade students develop geographic awareness of their surroundings by using geographic representations to process information about locations using maps and globes. They learn that people not only use the environment, but also modify or adapt to it.

In history, Second grade students begin to develop the ability to think like a historian as they acquire knowledge of history to understand the past and present. Students begin to appreciate the influence history has on their daily lives as they identify contributions of historical figures. They examine why certain events and people are celebrated through national holidays. In economics, students develop and build upon basic economic concepts by relating them to their own wants and needs.

Integration of *Social Studies Clarifying Objectives* within the English language arts block is an effective global approach for making meaningful cross discipline connections and designing rigorous lessons. Therefore, the “*Content Focus*” and/or the *aligned cognitive process skill* (located within each social studies “clarifying objective”), may be taught as *informational text*.

Pacing Guide Feature	Explanation of Feature
NC Essential Standard	What students must know, understand, and be able to apply during oral and written communications and on performance assessments
Essential Vocabulary	
Clarifying Objective	
Cognitive Processing Skill	The cognitive process skill refers to the “verb” used in the standard.
Content Focus	The “content focus” refers to the verb used in the standard.
Resources	

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## Overall Second Grade Social Studies Standards

History	Geography and Environmental Literacy	Economics and Financial Literacy	Civics and Government	Culture
<p><b>2.H.1 Understand how various sources provide information about the past.</b></p> <p>2.H.1.1 Use timelines to show sequencing of events.</p> <p>2.H.1.2 Identify contributions of historical figures (community, state, nation and world) through various genres.</p> <p>2.H.1.3 Compare various interpretations of the same time period using evidence such as photographs and interviews.</p>	<p><b>2.G.1 Use geographic representations, terms and technology to process information from a spatial perspective.</b></p> <p>2.G.1.1 Interpret maps of the school and community that contain symbols, legends and cardinal directions.</p> <p>2.G.1.2 Interpret the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.).</p> <p>2.G.2 Understand the effects of humans interacting with their environment.</p> <p>2.G.2.1 Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs.</p> <p>2.G.2.2 Explain how people positively and negatively affect the environment.</p>	<p><b>2.E.1 Understand basic economic concepts.</b></p> <p>2.E.1.1 Give examples of ways in which businesses in the community meet the needs and wants of consumers.</p> <p>2.E.1.2 Explain the roles and impact producers and consumers have on the economy.</p> <p>2.E.1.3 Summarize the concept of supply and demand.</p> <p>2.E.1.4 Explain why people and countries around the world trade for goods and services.</p> <p>2.E.1.5 Explain how money is used for saving, spending, borrowing and giving.</p> <p>2.E.1.6 Summarize the role of financial institutions relative to savings.</p>	<p><b>2.C&amp;G.1 Understand the purpose of governments.</b></p> <p>2.C&amp;G 1.1 Explain government services and their value to the community (libraries, schools, parks, etc.).</p> <p>2.C&amp;G.1.2 Explain how governments establish order, provide security and create laws to manage conflict.</p> <p>2.C&amp;G.2 Understand the roles and responsibilities of citizens.</p> <p>2.C&amp;G.2.1 Exemplify characteristics of good citizenship through historical figures and everyday citizens.</p> <p>2.C&amp;G.2.2 Explain why it is important for citizens to participate in their community.</p>	<p><b>2.C.1 Understand how various cultures influence communities.</b></p> <p>2.C.2.1 Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.).</p> <p>2.C.2.2 Recognize the key historical figures and events that are associated with various cultural traditions.</p> <p>2.C.2.3 Exemplify respect and appropriate social skills needed for working with diverse groups.</p>

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### 1<sup>st</sup> Quarter

Social Studies Strand: Civics and Government (Citizenship)				
Essential Vocabulary: citizen, law, rule, responsibility		Enrichment Vocabulary: duty		
NC Essential Standard	Clarifying Objective	Cognitive Processing Skill	Content Focus	Resources
2.C&G.2 Understand the roles and responsibilities of citizens	2.C&G. 2.1 Exemplify characteristics of good citizenship through historical figures and everyday citizens.	2.C&G.2.1 <b>Exemplify</b>	Who are some historical figures in our society that have helped shaped our world and community?	<a href="http://www.livebinders.com/play/play?id=211951">http://www.livebinders.com/play/play?id=211951</a>
	2.C&G. 2.2 Explain why it is important for citizens to participate in their community.	2.C&G.2.2 <b>Explain</b>	Why is it important for citizens to act responsibly?  Classroom rules, procedures, citizenship, responsibilities, PBIS	bensguide.gpo.gov  rpd.net/k8  learnnc.org
Social Studies Strand: Civics and Government (Government)				
Essential Vocabulary: government, law, election, leader		Enrichment Vocabulary: authority, control, justice, vote		
NC Essential Standard	Clarifying Objective	Cognitive Processing Skill	Content Focus	Resources
2.C&G.1 Understand the purpose of governments.	2.C&G 1.1 Explain government services and their value to the community (libraries, schools, parks, etc.).	2.C&G.1.1 <b>Explain</b>		<a href="http://www.livebinders.com/play/play?id=211951">http://www.livebinders.com/play/play?id=211951</a>
	2.C&G.1.2 Explain how governments establish order, provide security and create laws to manage conflict.	2.C&G.1.2 <b>Explain</b>		bensguide.gpo.gov  rpd.net/k8  learnnc.org

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## 2<sup>nd</sup> Quarter

Social Studies Strand: Economics and Financial Literacy				
Essential Vocabulary: market economy, consumer, producer, goods, services, needs, wants, trade, supply, demand				
NC Essential Standard	Clarifying Objective	Cognitive Processing Skill	Content Focus	Resources
2.E.1 Understand basic economic concepts.	2.E.1.1 Give examples of ways in which businesses in the community meet the needs and wants of consumers.	2.E.1.1 <b>Present</b>	Design a community and take into considerations the structures of human resources necessary for a balanced community	<a href="http://www.livebinders.com/play/play?id=211951">http://www.livebinders.com/play/play?id=211951</a>
	2.E.1.2 Explain the roles and impact producers and consumers have on the economy.	2.E.1.2 <b>Explain</b>	Evaluate communities /evaluate difference between wants and needs	bensguide.gpo.gov  <a href="http://rpd.net/k8">rpd.net/k8</a>  <a href="http://learnnc.org">learnnc.org</a>
	2.E.1.3 Summarize the concept of supply and demand.	2.E.1.3 <b>Summarize</b>		
Social Studies Strand: Economics and Financial Literacy				
Essential Vocabulary: Enrichment Vocabulary: scarcity, revenue, resource, barter, financial institution, transfer				
NC Essential Standard	Clarifying Objective	Cognitive Processing Skill	Content Focus	Resources
2.E.1 Understand basic economic concepts.	2.E.1.4 Explain why people and countries around the world trade for goods and services.	2.E.1.4 <b>Explain</b>	Discuss the differences between needs and wants	<a href="http://www.livebinders.com/play/play?id=211951">http://www.livebinders.com/play/play?id=211951</a>
	2.E.1.5 Explain how money is used for saving, spending, borrowing and giving.	2.E.1.5 <b>Explain</b>		<a href="http://bensguide.gpo.gov">bensguide.gpo.gov</a>  <a href="http://rpd.net/k8">rpd.net/k8</a> <a href="http://learnnc.org">learnnc.org</a>

	2.E.1.6 Summarize the role of financial institutions relative to savings.			
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### 3<sup>rd</sup> Quarter

Social Studies Strand: History				
<b>Essential Vocabulary:</b> timeline, artifact, event		<b>Enrichment Vocabulary:</b> primary and secondary source		
NC Essential Standard	Clarifying Objective	Cognitive Processing Skill	Content Focus	Resources
<b>2.H.1 Understand how various sources provide information about the past.</b>	<p>2.H.1.1 Use time lines to show sequencing of events.</p> <p>2.H.1.2 Identify contributions of historical figures (community, state, nation and world) through various genres.</p> <p>2.H.1.3 Compare various interpretations of the same time period using evidence such as photographs and interviews</p>	<p>2.H.1.3 <b>Sequencing</b></p> <p>2.H.1.3 <b>Identify</b></p> <p>2.H.1.3 <b>Compare/Analyze/Evaluate</b></p>	<p>Analyze how individuals, families and groups are similar and different</p> <p>Evaluate how the lives of individuals and families of the past are different from what they are today</p> <p>Begin to develop an understanding of change over time Use Venn Diagrams to take notes</p>	<p><a href="http://www.livebinders.com/play/play?id=211951">http://www.livebinders.com/play/play?id=211951</a></p> <p><a href="http://bensguide.gpo.gov">bensguide.gpo.gov</a></p> <p><a href="http://rpd.net/k8">rpd.net/k8</a></p>
Social Studies Strand: Culture				
<b>Essential Vocabulary:</b> culture, respect, traditions, values, diversity, society				
NC Essential Standard	Clarifying Objective	Cognitive Processing Skill	Content Focus	Resources
<b>2.C.1 Understand how various cultures influence communities.</b>	<p>2.C.2.1 Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music,</p>	<p>2.C.2.1 <b>Explain</b></p>	<p>Understand and compare the similarities and differences of children, families, and communities in different times and places. They will analyze religious and other</p>	<p><a href="http://www.livebinders.com/play/play?id=211951">http://www.livebinders.com/play/play?id=211951</a></p> <p><a href="http://bensguide.gpo.gov">bensguide.gpo.gov</a></p>

	food, etc.).		cultural traditions. They will apply basic geographic concepts.	<a href="http://rpd.net/k8">rpd.net/k8</a>
	2.C.2.2 Recognize the key historical figures and events that are associated with various cultural traditions.	2.C.2.2 <b>Recognize</b>		
	2.C.2.3 Exemplify respect and appropriate social skills needed for working with diverse groups.	2.C.2.3 <b>Exemplify</b>		

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### 4<sup>th</sup> Quarter

Social Studies Strand: Geography and Environmental Literacy				
Essential Vocabulary: geographic tools, cardinal directions, legends and symbols, maps and atlas, environment,				
NC Essential Standard	Clarifying Objective	Cognitive Processing Skill	Content Focus	Resources
<b>2.G.1</b> <b>Use geographic representations, terms and technology to process information from a spatial perspective.</b>	2.G.1.1 Interpret maps of the school and community that contain symbols, legends and cardinal directions.	2.G.1.1 <b>Interpret</b>	Make a map – include map legends, compass rose, oceans, physical features and etc.	<a href="http://www.livebinders.com/play/play?id=211951">http://www.livebinders.com/play/play?id=211951</a>  <a href="http://bensguide.gpo.gov">bensguide.gpo.gov</a>  <a href="http://rpd.net/k8">rpd.net/k8</a>
	2.G.1.2 Interpret the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.).	2.G.1.2 <b>Locate Interpret</b>	Observe the migration of the Monarch Butterfly to Mexico  Why do we use geographic tools to find locations?  How do we use geographic tools to interpret a map and find locations?	

**Social Studies Strand: Geography and Environmental Literacy**

**Essential Vocabulary:** human features, natural resources, physical features, physical environment, recycle, conserve, reduce

NC Essential Standard	Clarifying Objective	Cognitive Processing Skill	Content Focus	Resources
<b>2.G.1</b> Use geographic representations, terms and technology to process information from a spatial perspective.	2.G.2 Understand the effects of humans interacting with their environment.  2.G.2.1 Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs.  2.G.2.2 Explain how people positively and negatively affect the environment.	2.G.2 Understand Cause and Effect  2.G.2.1 Present  2.G.2.2 Explain Compare and Contrast	How can people positively or negatively affect the environment?  Explore the concept through discussion, matching, literature, and writing	<a href="http://www.livebinders.com/play/play?id=211951">http://www.livebinders.com/play/play?id=211951</a>  <a href="http://bensguide.gpo.gov">bensguide.gpo.gov</a>  <a href="http://rpd.net/k8">rpd.net/k8</a>