



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

This document is designed to help North Carolina educators teach the Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

Essential Standards: Second Grade Social Studies • Unpacked Content

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

What is the purpose of this document?

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

What is in the document?

Descriptions of what each standard means a student will know, understand and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators.

How do I send Feedback?

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?

You can find the standards alone at <http://www.ncpublicschools.org/acre/standards/new-standards/#social> .

Note on Numbering: **H**–History, **G**–Geography and Environmental Literacy, **E**–Economic and Financial Literacy, **C&G**–Civics and Governance, **C**–Culture

History

Essential Standard:

2.H.1 Understand how various sources provide information about the past.

Concept(s): Change, Patterns

Clarifying Objectives

Unpacking

What does this standard mean a student will understand, know and be able to do?

2.H.1.1 Use timelines to show sequencing of events.

The student will understand:

- Events are often put in order by time to help describe the past.

The student will know:

- Detailing important events that have occurred can be identified by using a timeline.
- How events are organized on a timeline to understand recent, past, present and past.

The student will be able to:

- Make a timeline detailing important events in his/her life (e.g., birth, first day of school, etc.).
- Make a timeline detailing important events from the lives of famous people such as Rosa Parks, Pocahontas, George Washington, etc.
- Demonstrate chronological thinking by distinguishing among years, decades, etc. using a timeline to provide historical information showing sequencing of events.

2.H.1.2 Identify contributions of historical figures (community, state, nation and world) through various genres.

The student will understand:

- Contributions of historical figures have helped shape history.

The student will know:

- How to use various genres to find contributions of historical figures, such as Abraham Lincoln, Martin Luther King, Jr., Michael Jordan, Thurgood Marshall, Thomas Jefferson, Sacagawea, Daniel Boone, Frederick Douglas, etc. and how they influenced history in

	<p>communities, state, nation and world.</p> <ul style="list-style-type: none"> • Different genres such as history books, biographies, autobiographies, etc. are used to find out information about historical figures.
<p>2.H.1.3 Compare various interpretations of the same time period using evidence such as photographs and interviews.</p>	<p>The student will know:</p> <ul style="list-style-type: none"> • How to identify and compare characteristics indicative to a particular time period when viewing media such as photographs, pictures, interviews, etc. • Why it is important to compare interpretation. • The difference between a primary and a secondary source. <p>The student will be able to do:</p> <ul style="list-style-type: none"> • To use historical information, artifacts and documents acquired from a variety of sources to investigate the past.

Geography and Environmental Literacy

Essential Standard:

2.G.1 Use geographic representations, terms and technology to process information from a spatial perspective.

Concept(s): Location, Physical Attributes

Clarifying Objectives

Unpacking

What does this standard mean a student will understand, know and be able to do?

2.G.1.1 Interpret maps of the school and community that contain symbols, legends and cardinal directions.

The student will know:

- How to use map elements, such as title, compass rose, legend/key, date and author to interpret a map.
- Why we use geographic tools such as maps, legends, keys, symbols, cardinal directions, and compass rose, etc.
- The purpose and use of a variety of maps and atlases.

The student will be able to do:

- Use map symbols to represent streets, roads, buildings, etc.

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.).

The student will know:

- How to interpret symbols such as a character, letter, or similar graphic representation used on a map.
- How to find the location of physical features (e.g., continents, oceans, etc.) and human features (e.g., cities, railroads, highways, etc.) on a map.
- How to interpret map symbols to find locations of physical and human features on map.
- Human features versus physical features.

The student will be able to do:

- Use map symbols to represent streets, roads, buildings, etc.

Essential Standard:**2.G.2 Understand the effects of humans interacting with their environment.****Concept(s): Location, Physical Attributes****Clarifying Objectives****Unpacking**

What does this standard mean a student will understand, know and be able to do?

2.G.2.1 Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs.

The student will understand:

- People depend on the physical environment and use natural resources such as vegetation, animal life, landforms and bodies of water, etc. to meet basic needs.
- Physical environment shapes the way people live.
- People settle in certain areas depending on the physical environment and availability of natural resources.

The student will know:

- The definition of natural resources.
For example: tree, rainwater, air, etc.
- The various ways in which people use the environment to meet their needs.

2.G.2.2 Explain how people positively and negatively affect the environment.

The student will understand:

- Changing the physical environment may affect the environment.
- Interactions of human beings and their physical environment impact the uses of land and ecosystem changes.
- People may affect the environment in positive ways.

For example: recycling, conserving water, etc.

- People may affect the environment in negative ways.

For example: polluting lakes, streams, etc.

- Managing resources effectively in the environment such as conserving water, reducing the amount of waste, etc. may protect these resources for future generations.

The student will know:

- What it means to litter, recycle, and conserve.
- Ways in which people impact the environment both positively and negatively.

Economics and Financial Literacy

Essential Standard:

2.E.1 Understand basic economic concepts

Concept(s): Needs and Wants, Producer, Consumers Goods, Services, Supply, Demand, Trade

Clarifying Objectives

2.E.1.1 Give examples of ways in which businesses in the community meet the needs and wants of consumers.

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- Businesses in a community impact economic wants of consumers.

The student will know:

- What a want is versus a need.
- How to define a market economy.
- How to identify businesses in the local community.
- A market economy answers the questions of what gets produced, how it is produced, and who receives it, and how it meets the needs and wants of consumers.

For example: Clothes produced in factories meet consumers needs/wants, grocery stores supply food products because consumers need them.

- Economics is the process of making decisions about the use of resources to meet the needs and wants of consumers.
- Businesses incur costs by hiring individuals and earn revenue by selling goods and services.
- The language of economics such as scarcity, resource, revenue, consumer, producer, etc.

<p>2.E.1.2 Explain the roles and impact producers and consumers have on the economy.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Choices people make about what they buy often influence what goods and services are produced. • People can be both producer and consumer. • Because people cannot produce everything that consumers want, people depend on trade with others to meet their wants and needs. <p>The student will know:</p> <ul style="list-style-type: none"> • The language of economics such as choice, producer and consumer. • The distinction between consumer and producer. • Examples to show the impact that producers and consumers have on the economy.
<p>2.E.1.3 Summarize the concept of supply and demand.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Business decisions are influenced by supply and demand. <p>The student will know:</p> <ul style="list-style-type: none"> • The price of a good is determined by the cost to produce it and the demand of a product. • Economic language of economics such as the concept of supply and demand.
<p>2.E.1.4 Explain why people and countries around the world trade for goods and services.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • World trade often impacts economic efficiency by providing a wider variety of goods, often at lower manufacturing costs. • Countries trade in both goods and services. <p>The student will know:</p> <ul style="list-style-type: none"> • What it means to trade or barter. <p style="padding-left: 40px;">For example: exchanging one thing for another.</p> <p style="padding-left: 40px;">For example: how the American Indians traded furs, shells, etc. for items of need.</p> <ul style="list-style-type: none"> • People cannot produce everything that consumers want and depend on trade with others to

	<p>meet their wants and needs.</p> <ul style="list-style-type: none"> • How to distinguish between barter/trade and money.
<p>2.E.1.5 Explain how money is used for saving, spending, borrowing and giving.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Responsible individuals use good decision-making when using money for spending and saving. <p>The student will know:</p> <ul style="list-style-type: none"> • People can earn money (e.g., income) that can be spent or saved as they choose. • Ways money is transferred for goods, the performance of a service, giving, borrowing and saving. • Advantages and disadvantages of saving money. <p>For example: saving money allows you to buy things you need or want.</p> <p>For example: not saving money will limit buying needs and wants which may cause you to go without, borrow, or give.</p> <ul style="list-style-type: none"> • Money can be used in various ways.
<p>2.E.1.6 Summarize the role of financial institutions relative to savings.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Financial institutions often influence people to save. <p>The student will know:</p> <ul style="list-style-type: none"> • The role of financial institutions (e.g., banks) and how they assist people (e.g., opening an account, etc.) in saving money. • What a financial institution is such as a bank, etc.

Civics and Governance

Essential Standard:

2.C&G.1 Understand the purpose of governments

Concept(s): Governmental Systems

Clarifying Objectives

2.C&G.1.1 Explain government services and their value to the community (libraries, schools, parks, etc.).

Unpacking

What does this standard mean a student will understand, know and be able to do?

The student will understand:

- Local government services impact the lives of its citizens.

The student will know:

- Types of services in the government.
- Services are commonly provided by the local government.

For example: parks, police, fire protection, schools, libraries

- Services are valuable to the community.

For example: Policemen protect us and keep us safe, parks provide recreation, and libraries and schools provide education.

<p>2.C&G.1.2 Explain how governments establish order, provide security and create laws to manage conflict.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Governments create laws to manage conflict. • Governments work to serve the needs of the people in a community. <p>The student will know:</p> <ul style="list-style-type: none"> • The purpose and functions of government. <p>For example: Government leaders work to keep people safe and to keep order.</p> <ul style="list-style-type: none"> • Local governments make, enforce and interpret laws in the local community. • Some leaders are part of the government. <p>For example: mayor is the leader of the town or city, city council makes decisions for the community, etc.</p>
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Culture

Essential Standard:

2.C.1 Understand how various cultures influence communities.

Concept(s): Diversity, Culture

Clarifying Objectives

Unpacking

What does this standard mean a student will understand, know and be able to do?

2.C.1.1 Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.).

The student will understand:

- Cultures from other countries may have influence a community.

For example: foods such as Mexican, Chinese, and music such as Latino, Reggae etc.

- Cultures have different ways of expressing art.

	<ul style="list-style-type: none"> • Language, art, music and cultural traditions lead to global understanding. <p>The student will know:</p> <ul style="list-style-type: none"> • How stories, art, music, food, etc. have shaped the culture of communities. • Language, art, stories, technology, music, etc. serve as cultural expressions. <p>For example: American Indian Heritage month is celebrated in November. It is a time to learn about the history and heritage of Native American people and how they contributed (food, art, music, dance, etc.) to their community.</p>
<p>2.C.1.2 Recognize the key historical figures and events that are associated with various cultural traditions.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Historical figures and events help to shape cultural traditions. <p>For example: Martin Luther King, Jr. Cinco de Mayo, Kwanza, Chinese New Year, Independence Day, Memorial Day, etc.</p> <p>The student will know:</p> <ul style="list-style-type: none"> • Some key historical figures and events from different cultural traditions.
<p>2.C.1.3 Exemplify respect and appropriate social skills needed for working with diverse groups.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Respect for diverse groups may be influenced by individual ethnic and cultural differences. • People have different cultural values and traditions. <p>The student will know:</p> <ul style="list-style-type: none"> • The meaning of respect. • How to interact and communicate with others.