



North Carolina Department of Public Instruction

## **INSTRUCTIONAL SUPPORT TOOLS**

FOR ACHIEVING NEW STANDARDS

This document is designed to assist North Carolina educators in effective instruction of the new Common Core State and/or North Carolina Essential Standards (Standard Course of Study) in order to increase student achievement. NCDPI staff are continually updating and improving instructional 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?**

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 understand, know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators. This tool also provides definitions and key terminology frequently used and identified within the North Carolina Essential Standards for Social Studies. Key terms in bold, correspond to those that would likely appear in the new standards, classroom instruction, and comprehensive assessments (formative, interim, and summative). You may also find a list of key terminology at the end of this document in Appendix A. This list is not meant to be exhaustive, but seeks to address key terms and definitions that are critical in building student knowledge and understanding in the content area. These terms should not be used for basic recall or memorization, but to enhance the student’s ability to make connections across other disciplines and in the real world.

#### **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 tool can be improved and made even more useful. Please send feedback to us at [feedback@dpi.nc.gov](mailto:feedback@dpi.nc.gov) and we will use your input to refine our instructional tool. 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 Government, **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 know:

- Events are often put in order by time to help organize our understanding of the past, present, and future
- How timelines provide detailing of important past events.
- How events are organized on a timeline to understand the past, recent and present.

#### The student will be able to:

- [Make a timeline](#) detailing important events in the student's life (e.g., birth, first day of school, etc.).
- Make a timeline detailing important events from the lives of historical figures such as [Rosa Parks](#), [Pocahontas](#), [George Washington](#), etc.
- Demonstrate chronological thinking by visually distinguishing among years, decades, etc. using a timeline to provide historical information showing sequencing of events.

#### Key Terminology:

- Chronological thinking- refers to the way that historians make sense of events by placing them in their order of occurrence in time. <http://nchs.ucla.edu/Standards/historical-thinking-standards-1/1.-chronological-thinking>

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

#### The student will understand:

- Historical events are often led by dynamic personalities that may help set a course that can change history.
- Historical events or issues can be better understood through the study of the lives and contributions of historical figures contained in historical narratives.

	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How to use various genres to find contributions of historical figures, such as <a href="#">Abraham Lincoln</a>, <a href="#">Martin Luther King, Jr.</a>, <a href="#">Michael Jordan</a>, <a href="#">Thurgood Marshall</a>, <a href="#">Thomas Jefferson</a>, <a href="#">Sacagawea</a>, <a href="#">Daniel Boone</a>, <a href="#">Frederick Douglass</a>, etc. and how they influenced history in communities, state, nation and world. Teachers should also focus on specific examples of historical figures in your community and <a href="#">state</a>.</li> <li>• Different genres such as history books, biographies, autobiographies, etc. are used to find out information about historical figures.</li> </ul>
<p>2.H.1.3 Compare various interpretations of the same time period using evidence such as photographs and interviews.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Multiple sources can communicate varied perspectives to provide a fuller understanding of a time period in history.</li> <li>• Interpretations of sources often reflect the author’s motive for writing.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How to identify and compare characteristics indicative to a particular time period when viewing media such as photographs, pictures, interviews, etc.</li> <li>• Why it is important to compare perspectives.</li> <li>• The <a href="#">difference between a primary and a secondary source</a>, examples of each, and how their values as sources vary.</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use historical information, artifacts and documents acquired from a variety of sources to investigate the past.</li> </ul> <p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>• <b>Primary sources</b>- provide a first-hand account or direct evidence concerning a topic under investigation. They are created by witnesses or recorders who actually experienced the events or conditions being documented. While these sources are often created at the time when the events or conditions are occurring, primary sources may also include autobiographies, memoirs, and oral histories recorded later. Some other examples of primary sources are letters, diaries, maps, drawings, laws, and statutes. <a href="http://www.yale.edu/collections_collaborative/primarysources/primarysources.html">http://www.yale.edu/collections_collaborative/primarysources/primarysources.html</a></li> </ul>

<http://www.primarysource.org/what-is-a-primary-source>

<http://library.ucsc.edu/help/howto/distinguish-between-primary-and-secondary-sources>

- **Secondary sources**- pertain to those sources that historians use to interpret and reconstruct the past that are the interpretations of events and developments that are not first-hand observations

[http://dese.mo.gov/divimprove/curriculum/GLE/documents/ss\\_glossary\\_030509.pdf](http://dese.mo.gov/divimprove/curriculum/GLE/documents/ss_glossary_030509.pdf)

## 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, Spatial Organization, Natural Resources, Community

### Clarifying Objectives

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

### Unpacking

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

#### The student will understand:

- Maps and globes are geographic representations that can be used to understand spatial organization and location.

#### The student will know:

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

#### The student will be able to:

- Read a map, [using its symbols](#) to find streets, roads, buildings, etc.
- Use a scale to calculate miles on a map
- Create a map using symbols, legends, and cardinal directions that provides individuals with directions to a particular location within the classroom, school, or community.

<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><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Location and physical features can be understood through the interpretation of map symbols.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How to interpret <a href="#">symbols</a> such as a character, letter, numbers, or similar graphic representation used on a map.</li> <li>• 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.</li> <li>• Human features versus physical features.</li> <li>• Physical and human features of rural, urban and suburban communities.</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Read a map using its symbols</a> to find locations of physical and human features.</li> <li>• Differentiate between rural, urban, and suburban communities.</li> <li>• Identify states, towns, countries, and continents.</li> <li>• <a href="#">Conduct basic map skills</a> that answer: where are we now? What city are we in? What state are we in? What country are we in? What continent are we on? What planet are we on?</li> <li>• Identify the following physical features: mountains, hills, valleys, plateaus, plains, oceans, rivers, bays, and streams.</li> </ul>
<p><b>Essential Standard:</b>  <b>2.G.2 Understand the effects of humans interacting with their environment.</b></p> <p><b>Concept(s): Location, Physical Environment, Spatial Organization, Natural Resources, Settlement</b></p>	
<p><b>Clarifying Objectives</b></p>	<p><b>Unpacking</b>  What does this standard mean a student will understand, know and be able to do?</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><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• People depend on the physical environment and use natural resources to meet basic needs.</li> <li>• Physical environment shapes the way people live.</li> <li>• People settle in certain areas depending on the physical environment and availability of natural resources.</li> </ul>

	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Examples of settlements and communities and their correlating resources.</li> <li>• The various ways in which people use the environment to meet their needs.</li> <li>• How natural resources have been manipulated by humans: rivers and canals and irrigation systems, cultivation process, and fertilizing land.</li> </ul>
<p>2.G.2.2 Explain how people positively and negatively affect the environment.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• The environment may be transformed through the actions of human beings.</li> </ul> <p><b>For example:</b> positive transformation: <a href="#">recycling</a>, <a href="#">conserving water</a>, etc.</p> <p><b>For example:</b> negative transformation: <a href="#">polluting</a> lakes, streams, etc.</p> <ul style="list-style-type: none"> <li>• Managing resources effectively in the environment may protect these resources for future generations.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• What it means to litter, recycle, and conserve.</li> <li>• Examples of how people impact the environment both positively and negatively.</li> </ul> <p>For example: conserving water, reducing the amount of waste, littering, etc.</p> <ul style="list-style-type: none"> <li>• Individual responsibility to the environment and community includes a responsibility of positively affecting the environment</li> </ul> <p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>• <u>Ecosystem</u>- a complex set of relationships among the living resources, habitats, and residents of an area. <a href="http://forest.mtu.edu/kidscorner/ecosystems/definition.html">http://forest.mtu.edu/kidscorner/ecosystems/definition.html</a></li> </ul>

## Economics and Financial Literacy

### Essential Standard:

#### 2.E.1 Understand basic economic concepts

Concept(s): Needs and Wants, Producer, Consumers, Supply and Demand, Trade, Choice, Community, Economic System

### Clarifying Objectives

### Unpacking

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

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

#### The student will understand:

- Businesses in a community produce goods and services based on the wants and needs of consumers.
- Businesses produce goods and services that often benefit the economic system within a community.

#### The student will know:

- That [wants and needs](#) drive economic development and the types of businesses that are established in a community
- Examples of 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 profit and revenue by selling goods and services.
- The language of economics such as scarcity, resource, profit, revenue, consumer, producer, etc.

	<p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>• <u>Market economy</u>- an economy that relies chiefly on market forces to allocate goods and resources and to determine prices.</li> </ul>
<p>2.E.1.2 Explain the roles and impact producers and consumers have on the economy.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• The economic decisions relating to what people buy often dictates what goods and services are produced.</li> <li>• People can be both a producer and a consumer.</li> <li>• People often depend on trade with others to meet their wants and needs.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The distinction between a <u>consumer and a producer</u>.</li> <li>• Examples showing the impact that producers and consumers have on the economy.</li> </ul>
<p>2.E.1.3 Summarize the concept of supply and demand.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• The availability of goods and services may be dictated by the supply of and demand for those goods and services.</li> <li>• Price is derived through the interaction of supply and demand.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The price of a good is determined by the cost to produce it and the demand for a product.</li> <li>• <u>Economic language</u> such as the concept of supply and demand.</li> </ul> <p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>• <u>Supply and demand</u> is a major economic concept that, in a market economy, helps to determine the price of goods and services. Supply is the quantities of a good or service that a firm is willing and able to make available for sale at different prices. Demand refers to the quantities of a good or serve that a buyer is willing and able to purchase at different prices. <a href="http://www.investopedia.com/university/economics/economics3.asp#axzz1oHKF21qA">http://www.investopedia.com/university/economics/economics3.asp#axzz1oHKF21qA</a></li> </ul>

<p>2.E.1.4 Explain why people and countries around the world trade for goods and services.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• World trade often provides a wider variety of available goods, sometimes at lower production costs.</li> <li>• Countries specialize in economic activities that will most often give them an advantage over competitors.</li> <li>• People and countries cannot produce everything that consumers want and depend on trade with others to meet their wants and needs.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• What it means to trade or barter.</li> </ul> <p><b>For example:</b> exchanging one thing for another.</p> <p><b>For example:</b> how the American Indians traded furs and shells for glass beads.</p> <ul style="list-style-type: none"> <li>• How to distinguish between barter/trade and money exchanges.</li> <li>• How competition contributes to the economic choices that a country makes.</li> <li>• Ways in which countries can specialize in goods and services.</li> </ul> <p><b>For example:</b> Korea specializes in manufacturing (goods) while Switzerland specializes in banking (services)</p>
<p>2.E.1.5 Explain how money is used for saving, spending, borrowing and giving.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Responsible individuals use good decision-making when using money for spending and saving.</li> <li>• Money is often used as a means for the payment of goods and services.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Ways people can earn money (e.g., income) that can be spent, given or saved as they choose.</li> <li>• Ways money is transferred for goods, the performance of a service, giving, borrowing and saving.</li> <li>• Advantages and disadvantages of saving and spending money.</li> </ul>

	<p><b>For example:</b> Saving money allows you to buy things you need or want.</p> <p><b>For example:</b> Not saving money will limit buying needs and wants which may cause you to go without or borrow.</p>
<p>2.E.1.6 Summarize the role of financial institutions relative to savings.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• People often view financial institutions as a means to safeguard their personal savings, wealth, and valued treasures.</li> <li>• Individuals may utilize various financial tools to preserve and sometimes grow their own measures of wealth.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The role of <a href="#">financial institutions</a> (e.g., banks and credit unions) and how they assist people (e.g., opening an account, etc.) in saving money.</li> <li>• What a financial institution is, such as a bank and credit union.</li> <li>• Examples of financial tools, such as savings accounts, investments, loans, and credit.</li> </ul>

## Civics and Government

### Essential Standard:

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

Concept(s): Governmental Systems, Authority, Conflict, Laws, Rules, Community

### Clarifying Objectives

### Unpacking

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

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

#### The student will understand:

- The services offered by a local government are often provided to ensure the safety, well-being, and opportunity within the community.

#### The student will know:

- [Types of services in the government](#) and how they serve the community.
- 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.

2.C&G.1.2 Explain how governments establish order, provide security and create laws to manage conflict.

#### The student will understand:

- Governments create laws to establish order and manage conflict.
- Governments often work to serve the needs of the people in a community.
- Governments establish laws, order, and security through a variety of processes.

#### The student will know:

- The [purpose and functions of government](#).

**For example:** Government leaders work to keep people safe and to keep order.

	<ul style="list-style-type: none"> <li>• The difference between rules and laws.</li> <li>• Examples of how local governments make, enforce and interpret laws in the local community.</li> </ul> <p><b>For example:</b> A mayor is the leader of the town or city, city council makes decisions for the community, etc.</p> <ul style="list-style-type: none"> <li>• Government leaders establish order, provide security, and create laws to manage conflict.</li> <li>• Examples of how the government ensures justice.</li> <li>• Examples of ways in which governments make laws, establish order, and provide security.</li> </ul>
<p><b>Essential Standard:</b>  <b>2.C&amp;G.2 Understand the roles and responsibilities of citizens.</b></p> <p><b>Concept(s):</b> Citizenship, Participation, Rights and Responsibilities</p>	
<p><b>Clarifying Objectives</b></p>	<p><b>Unpacking</b>  What does this standard mean a student will understand, know and be able to do?</p>
<p>2.C&amp;G.2.1 Exemplify characteristics of good citizenship through historical figures and everyday citizens.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Actions of individuals throughout history can serve as a model for the traits of responsible citizenship.</li> <li>• Responsible citizenship often requires citizens to develop skills and knowledge concerning civic practice that are gained through various forms of education.</li> <li>• Responsible citizens balance individual rights with personal responsibility.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Characteristics of good citizenship include being honest and trustworthy and respecting the rights and property of others.</li> <li>• Examples of historical figures who have exemplified good citizenship (e.g., <a href="#">Cesar Chavez</a>, <a href="#">George Washington</a>, <a href="#">Abraham Lincoln</a>, <a href="#">Susan B. Anthony</a>, <a href="#">Helen Keller</a>, <a href="#">Jackie Robinson</a>, <a href="#">Ella Baker</a> and <a href="#">Martin Luther King, Jr.</a>).</li> </ul> <p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>• <u>Citizenship</u>- membership in a political community and carries with it rights to political</li> </ul>

	<p>participation. <a href="http://teacher.scholastic.com/activities/government/civics.htm">http://teacher.scholastic.com/activities/government/civics.htm</a></p> <ul style="list-style-type: none"> <li>• <u>Citizen</u>- the importance of law, order, and rules with regard to any society or group of individuals. <a href="http://www.ehow.co.uk/info_7822792_kindergarten-activities-being-good-citizen.html">http://www.ehow.co.uk/info_7822792_kindergarten-activities-being-good-citizen.html</a> and <a href="http://constitution.laws.com/constitution-for-kids">http://constitution.laws.com/constitution-for-kids</a></li> </ul>
<p>2.C&amp;G.2.2 Explain why it is important for citizens to participate in their community.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Active participation in the community is a citizen’s responsibility.</li> <li>• Active participation in the community allows for citizens to have a voice in decisions that are made regarding the community.</li> <li>• Active participation may serve as a means to initiate social, political, or economic change within a community.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Responsibilities of citizens</a> (i.e. voting.).</li> <li>• The importance of participation and volunteering in community affairs.</li> <li>• Examples of participation and how participation can make a positive difference in the community.</li> </ul>

# Culture

## Essential Standard:

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

Concept(s): Diversity, Culture, Community

### 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 influence a community.

**For example:** the celebration of Cinco de Mayo and St. Patrick’s Day, and music such as Latin, Reggae etc.

- The art of different cultures may be expressed through a variety of means.
- Global understanding and tolerance within a community may often be achieved through the sharing of the art, music and cultural traditions of different groups of people.

#### The student will know:

- How stories, art, music, food, etc. have shaped the [culture](#) of communities.
- Examples of how language, art, stories, technology, music, etc. serve as cultural expressions.

2.C.1.2 Recognize the key historical figures and events that are associated with various cultural traditions.

#### The student will understand:

- Historical figures and events help to shape cultural traditions.
- Community and local norms may be attributed to significant contributions of individuals that lived in the past.

#### The student will know:

- Examples of key historical figures and events and their correlating cultural traditions.

#### Key Terminology:

- [Historical figure](#) is a person from the past who has made a significant and lasting impact on society both during his/her time and/or in the present

<p>2.C.1.3 Exemplify respect and appropriate social skills needed for working with diverse groups.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Respect for diverse groups may be influenced by individual ethnic and cultural differences.</li> <li>• Cultural values and traditions should be respected when interacting with others.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Basic concepts of diversity, tolerance, fairness, and respect for others.</li> <li>• The meaning of respect</li> <li>• People have different cultural values and traditions.</li> <li>• How knowledge of our differences facilitates our respect for one another's beliefs and traditions.</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Model respect and positive social skills among peers.</li> </ul>

## APPENDIX A: KEY TERMINOLOGY

### History:

- **Chronological thinking-** refers to the way that historians make sense of events by placing them in their order of occurrence in time.
- **Primary sources-** provide a first-hand account or direct evidence concerning a topic under investigation. They are created by witnesses or recorders who actually experienced the events or conditions being documented. While these sources are often created at the time when the events or conditions are occurring, primary sources may also include autobiographies, memoirs, and oral histories recorded later. Some other examples of primary sources are letters, diaries, maps, drawings, laws, and statutes.

- **Secondary sources-** - pertain to those sources that historians use to interpret and reconstruct the past that are the interpretations of events and developments that are not first-hand observations

### **Geography and Environmental Literacy:**

- **Ecosystem-** a complex set of relationships among the living resources, habitats, and residents of an area.

### **Economics and Financial Literacy:**

- **Market economy-** an economy that relies chiefly on market forces to allocate goods and resources and to determine prices
- **Supply and demand** is a major economic concept that, in a market economy, helps to determine the price of goods and services. Supply is the quantities of a good or service that a firm is willing and able to make available for sale at different prices. Demand refers to the quantities of a good or serve that a buyer is willing and able to purchase at different prices.

### **Civics and Government:**

- **Citizenship-** membership in a political community and carries with it rights to political participation
- **Citizen-** the importance of law, order, and rules with regard to any society or group of individuals

### **Culture:**

- **Historical figure** is a person from the past who has made a significant and lasting impact on society both during his/her time and/or in the present.
- **Cultural values-**the behaviors and beliefs characteristic of a particular social, ethnic, or age group.

