

**RIDGECROFT SCHOOL  
GRADE 2 SOCIAL STUDIES**

**PACING GUIDE**

TOPICS/CONCEPTS	TIME	CURRICULUM OBJECTIVES	RESOURCE: Social Studies (Harcourt)  ADDITIONAL RESOURCE: Financial Literacy (DPI)
<b>FIRST GRADING PERIOD</b>	<b>30 Days</b>		
GEOGRAPHY REVIEW RESPONSIBLE CITIZEN		1.01-1.04	TEXTBOOK Unit 1
<b>SECOND GRADING PERIOD</b>	<b>30 Days</b>		
PEOPLE AND GOVERNMENT		2.01-2.05	TEXTBOOK Unit 2
<b>THIRD GRADING PERIOD</b>	<b>30 Days</b>		
WORLD OF MANY PEOPLES		3.01-3.06	TEXTBOOK Unit 3
<b>FOURTH GRADING PERIOD</b>	<b>30 Days</b>		
COMMUNITIES NOW AND LONG AGO THE WORLD AROUND US		4.01-4.03 5.01-5.06	TEXTBOOK Unit 4 Unit 5
<b>FIFTH GRADING PERIOD</b>	<b>30 Days</b>		
THE WORLD AROUND US USING OUR RESOURCES		5.01-5.06 6.01-6.03	TEXTBOOK Unit 5 Unit 6
<b>SIXTH GRADING PERIOD</b>	<b>30 Days</b>		
PEOPLE AND MARKETPLACE TECHNOLOGY AND OUR WORLD		7.01-7.05 8.01-8.03	TEXTBOOK Unit 7 Unit 8

8-5-08

**NC STANDARD COURSE OF STUDY (Effective 2008-2009)**

**REGIONAL STUDIES: LOCAL, STATE, UNITED STATES, AND WORLD**

The second grade study emphasizes community life in a variety of contexts with a major focus on geography. Students examine how communities may be linked to form larger political units, and how there are cultural, geographic, and economic ties. Through their study of various patterns of community living, the students begin to understand that people's activities are influenced not only by their geographic location, but also by how they use the earth's materials, the physical environment, and human traditions. By looking at communities from a geographic perspective, students become aware of some of the cultural, political, geographic, and economic factors that help bind communities together through both time and space.

**Strands:** Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship

**COMPETENCY GOAL 1: THE LEARNER WILL IDENTIFY AND EXHIBIT QUALITIES OF RESPONSIBLE CITIZENSHIP IN THE CLASSROOM, SCHOOL, AND OTHER SOCIAL ENVIRONMENTS.**

- 1.01 Identify and describe attributes of responsible citizenship.
- 1.02 Demonstrate responsible citizenship in the school, community, and other social environments.
- 1.03 Analyze and evaluate the effects of responsible citizenship in the school, community, and other social environments.
- 1.04 Identify responsible courses of action in given situations and assess the consequences of irresponsible behavior.

**COMPETENCY GOAL 2: THE LEARNER WILL EVALUATE RELATIONSHIPS BETWEEN PEOPLE AND THEIR GOVERNMENTS.**

- 2.01 Identify and explain the functions of local governmental bodies and elected officials.
- 2.02 Recognize and demonstrate examples of the elective process.
- 2.03 Describe the interdependence among individuals, families, and the community.
- 2.04 Evaluate rules and laws and suggest appropriate consequences for noncompliance.
- 2.05 Identify examples of responsible citizen participation in society and social environments.

**COMPETENCY GOAL 3: THE LEARNER WILL ANALYZE HOW INDIVIDUALS, FAMILIES, AND COMMUNITIES ARE ALIKE AND DIFFERENT.**

- 3.01 Compare similarities and differences between oneself and others.
- 3.02 Describe similarities and differences among families in different communities.
- 3.03 Compare similarities and differences among cultures in various communities.
- 3.04 Identify multiple roles performed by individuals in their families and communities.
- 3.05 Identify historical figures and events associated with various cultural traditions and holidays celebrated around the world.
- 3.06 Identify individuals of diverse cultures and describe on their contributions to society.

**COMPETENCY GOAL 4: THE LEARNER WILL EXHIBIT AN UNDERSTANDING OF CHANGE IN COMMUNITIES OVER TIME.**

- 4.01 Analyze the effects of change in communities and predict future changes.
- 4.02 Analyze environmental issues, past and present, and determine their impact on different cultures.
- 4.03 Describe human movement in the establishment of settlement patterns such as rural, urban, and suburban.

**COMPETENCY GOAL 5: THE LEARNER WILL UNDERSTAND THE RELATIONSHIP BETWEEN PEOPLE AND GEOGRAPHY IN VARIOUS COMMUNITIES.**

- 5.01 Define geography and use geographic terms to describe landforms, bodies of water, weather, and climate.
- 5.02 Describe the role of a geographer and apply geographic tools, such as maps, globes, compasses and photographs, in the understanding of locations and characteristics of places and regions.
- 5.03 Compare and contrast the physical features of communities and regions.
- 5.04 Identify the absolute and relative location of communities.
- 5.05 Interpret maps, charts, and pictures of locations.
- 5.06 Identify and describe the people, vegetation, and animal life specific to certain regions and describe their interdependence.

**COMPETENCY GOAL 6: THE LEARNER WILL ANALYZE HOW PEOPLE DEPEND ON THE PHYSICAL ENVIRONMENT AND USE NATURAL RESOURCES TO MEET BASIC NEEDS.**

- 6.01 Identify natural resources and cite ways people conserve and replenish natural resources.
- 6.02 Cite ways people modify the physical environment to meet their needs and explain the consequences.
- 6.03 Identify means and methods of human movement as they relate to the physical environment.

**COMPETENCY GOAL 7: THE LEARNER WILL APPLY BASIC ECONOMIC CONCEPTS AND EVALUATE THE USE OF ECONOMIC RESOURCES WITHIN COMMUNITIES.**

- 7.01 Distinguish between producers and consumers and identify ways people are both producers and consumers.
- 7.02 Distinguish between goods produced and services provided in communities.
- 7.03 Describe different types of employment and ways people earn an income.
- 7.04 Identify the sources and use of revenue in the community.
- 7.05 Analyze the changing uses of a community's economic resources and predict future changes.

**COMPETENCY GOAL 8: THE LEARNER WILL RECOGNIZE HOW TECHNOLOGY IS USED AT HOME, SCHOOL, AND IN THE COMMUNITY.**

- 8.01 Identify uses of technology in communities.
- 8.02 Explain how technology has affected the world in which we live.
- 8.03 Interpret data on charts and graphs and make predictions.