

**SOCIAL STUDIES Second Grade (Focus: Community Life)**

<b>VALUES AND ATTITUDES</b>	The student will: Be a mirror of the gospel values, and age-appropriately translate faith into action. Age-appropriately broaden focus from self, to class, to community, to state, to nation, and finally to world. Understand and use the language of Catholic Social Teaching. Incorporate the seven themes of Catholic Social Teaching throughout the curriculum. <ul style="list-style-type: none"><li>• Life and Dignity of the Human Person</li><li>• Call to Family, Community and Participation</li><li>• Rights and Responsibilities</li><li>• Option for the Poor and Vulnerable</li><li>• The Dignity of Work and The Rights of Workers</li><li>• Solidarity</li><li>• Care for God's Creation</li></ul>
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**STRAND A Individual Development and Catholic Ideals**

<b>OBJECTIVES</b>
Importance of family life <ul style="list-style-type: none"><li>• Recognize that we all belong to the family of God.</li><li>• Participate in the life of the parish community.</li><li>• Develop an understanding that each person is unique and is part of a basic unity in our society called family, parish, and school.</li><li>• Demonstrate understanding of the concept of authority.</li><li>• Demonstrate Christian values in group activities.</li></ul>

**STRAND B Citizenship, Civics and Government**

<b>OBJECTIVES</b>
Responsible citizenship <ul style="list-style-type: none"><li>• Describe and discuss characteristics of responsible citizenship.</li><li>• Demonstrate responsible citizenship in a variety of settings.</li><li>• Analyze and evaluate the effects of responsible citizenship in a variety of settings.</li><li>• Identify responsible courses of action in given situations.</li><li>• Assess the consequences of irresponsible behavior.</li><li>• Demonstrate why a group or community has rules and laws.</li><li>• Identify the rights and responsibilities people have in a democracy.</li><li>• Identify connections between the need for peace and the roles and responsibilities of others.</li><li>• Understand that choices made can be helpful or hurtful to self and to others.</li></ul> Relationships between people and governments. <ul style="list-style-type: none"><li>• Explain the functions of local governmental bodies and elected officials.</li></ul>

- Identify and discuss examples of the elective process.
- Describe the interdependence among individuals.
- Evaluate rules and laws and discuss appropriate consequences for noncompliance.
- Examine the interaction of individuals and groups in the state and communities and give examples of responsible participation.
- Participate in the rights and responsibilities of a democracy.

Authority, responsibility, and justice in a democratic society

- Define rules and relate what rules mean to them.
- Suggest and justify rules and laws for neighborhoods and communities.
- Suggest the consequences of not obeying rules and laws.
- Identify examples of responsible participation in neighborhoods and communities.
- Evaluate fair and unfair procedures for dealing with neighborhood and community problems.
- Distinguish aspects of the justice system evident in neighborhoods and communities.

Community services

- Describe the basic authority given to local elected officials.
- Identify government bodies and explain their functions in neighborhoods.
- Cite examples of the elective process in the community.
- Analyze how individuals and families depend on government services and how local governments depend on the support of citizens.
- Identify examples of tax money being used in neighborhoods and communities.

**STRAND C History**

**OBJECTIVES**

Change in communities over time

- Analyze the effects of change in communities and predict future changes.
- Describe how historic buildings and other structures are different from more modern structures.
- Analyze environmental issues, past and present, and determine their impact.
- Discuss and describe human settlement patterns such as rural, urban, and suburban.
- Use a variety of techniques to identify events, places and people in history.
- Demonstrate that every individual is unique and contributes to society.
- Examine religious and social concepts in the US.
- Use time and sequence, cause and effect in history.
- Identify and determine the influence of current events on the community.
- Develop a rudimentary understanding of early American history and the development of our country over time, e.g., early explorers, Native Americans, pilgrims, Colonial America, etc.
- Begin to develop an awareness of how events in the past reflect on current events.

Contributions of historical/cultural groups to the development of our country

- Identify religious and secular holidays observed in neighborhoods and communities.

- Interpret religious and secular symbols used in neighborhoods and communities.
- Identify and elaborate on patriotic symbols and observances.
- Identify selected famous people in history.
- Explore how families express their cultures through celebrations, rituals, and traditions.
- Identify culturally diverse religious and secular symbols associated with famous people, holidays.
- Discuss the reasons why diverse cultures observe particular religious, and secular holidays.
- Participate in special days that are observed by the class.
- Describe and compare customs, holidays, and celebrations in student's family.
- Identify purposes of, and the people and events honored in, commemorative holidays, e.g., Thanksgiving, Independence Day, Washington and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, and Veterans Day.

Individual action and character.

- Explain how heroes from long ago and the recent past have made a difference in others' lives, e.g., Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Jackie Robinson, Sally Ride.
- Identify key Catholics who influenced US history.
- Discuss the relationship of family and the church.

Influence of inventions and technology

- Identify uses of technology.
- Explain how technology has affected our world.
- Interpret and make predictions based on data from charts and graphs.

## **STRAND D Geography**

### **OBJECTIVES**

#### Relationship between people and geography

- Describe landforms, bodies of water, weather, and climate using geographic terms.
- Describe the role of a geographer in the understanding of locations and characteristics of places and regions.
- Compare the physical features of communities and regions.
- Demonstrate map skills by describing the absolute and relative locations of people, places, and environments.
- Interpret maps, charts, and pictures.
- Use symbols to identify local landforms and bodies of water.
- Locate oceans, continents, mountains, islands, and lakes on maps and globes.
- Compare maps and describe similarities and differences.
- Identify and describe the people, vegetation, and animal life specific to certain regions and discuss their interdependence.
- Analyze human-environment interaction in local and other neighborhoods.
- Identify means and methods of human movement in local and other neighborhoods.
- Use symbols and maps to show the relationship of neighborhood to community.
- Identify processes through use of diagrams and charts.

- Identify cardinal directions.
- Use cardinal directions to locate specific places.
- Identify changes in environments at school, home, and community.
- Analyze the impact of geography on US settlements and their development.
- Examine the changes in the community because of the influence of people.
- Demonstrate care for the environment and an appreciation for the beauty of God's creation.

## **STRAND E Economics**

### **OBJECTIVES**

#### Dependence on the physical environment and natural resources

- Identify natural resources.
- Cite ways to conserve and replenish natural resources.
- Cite ways people modify the physical environment to meet their needs.
- Explain the consequences of modifying physical environment to meet needs.
- Describe how people depend on each other for goods and services.
- Explain how family members and community depend on each other.
- Explain how people use goods, services and resources for their wants.
- Know the role that resources play in our daily lives, resources used to generate electricity, to produce automobiles, medicines, clothing, and food.

#### Basic economic concepts and resources

- Distinguish between producers and consumers.
- Distinguish between goods produced and services provided.
- Describe income and various types of employment .
- Identify the sources and use of revenue in the community.
- Analyze the changing uses of a community's economic resources.
- Identify scarcity in neighborhoods.
- Define income and identify different sources of income in neighborhoods.
- Identify economic resources in neighborhoods and describe their uses.
- Recognize that the dignity of work contributes to self-fulfillment.
- Recognize that work is related to the physical and social needs of the individual or groups within the community.
- Develop an awareness of the various types of careers; requirements and characteristics of given career choices.
- Discuss the impact of Catholic social teaching on economic issues.
- Relate how Jesus and the saints helped others in need.

#### Patterns and networks of economic interdependence

- Know the modes of transportation used to move people, products and ideas from place to place, e.g., barges, airplanes, automobiles, pipelines, ships, railroads; and their importance and advantages and disadvantages.

**STRAND F Cultures, Customs and Diversity**

**OBJECTIVES**

Likenesses and differences in individuals, families, and communities

- Compare similarities and differences between student , family members and to other individuals.
- Describe similarities and differences among families and other cultures in the community.
- Compare similarities and differences among institutions in different neighborhoods and communities.
- Identify the role of an individual in their family and in their community.
- Identify historical figures and events associated with various world wide cultural traditions and holidays.
- Identify culturally diverse individuals and describe their contributions to society.
- Analyze and appreciate the diverse groups that have influenced the heritage of the US.
- Examine religions they are familiar with.
- Compare and contrast various religions within the community.
- Investigate the contribution of religious and ethnic groups in everyday life.
- Discuss diverse cultural contributions to US heritage.
- Identify customs/ethnic heritage that influence values.
- Identify purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events; e.g., Thanksgiving, Independence Day, Washington and Lincoln’s Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, and Veterans Day.
- Know the basic components of culture, e.g., language, social organization, beliefs about customs, forms of shelter, economic activities, and education systems.
- Demonstrate an appreciation for other cultures.

## SKILLS APPLICATION

### Kindergarten through Eighth Grade

\*Skills should be applied as appropriate to the developmental stage of the student.  
(In addition to skills found in the link for the **North Carolina Standard Course of Study** the Diocese encourages the following application skills.)

#### APPLICATION\*

Strategies for reading social studies materials and for increasing social studies vocabulary.

- Distinguish fact and fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.
- Apply terms correctly, e.g. past, present, future, decade, century, and generation.

Strategies to access a variety of sources demonstrate the knowledge acquired.

- Distinguish between primary and secondary sources.
- Pose relevant questions about events they encounter in research.

Strategies to analyze, interpret, create, and use resources.

- Use information for problem solving, decision-making, and planning.
- Interpret timelines.
- Explain how the present is connected to the past, identifying similarities and differences.
- Judge the significance of the relative location of a place, e.g., proximity of a harbor, and analyze how relative advantages or disadvantages change.
- Summarize key events of a specific and explain the historical contexts of those events.
- Identify the human and physical characteristics of the places being studied and explain how those features form the unique character of those places.
- Identify and interpret the multiple causes and effects of historical events.
- Conduct cost-benefit analysis of historical and current events.

Written and oral decision making and problem-solving techniques for world issues.

Constructive interpersonal relationships.

- Explain the need for rules.
- Discuss actions local citizens could take to solve a problem.

Participation in civic affairs.

- Participate in a community/parish service activity.

Link to Skills in the North Carolina Standard Course of Study: <http://www.dpi.state.nc.us/curriculum/socialstudies/scos/2003-04/038skills>