

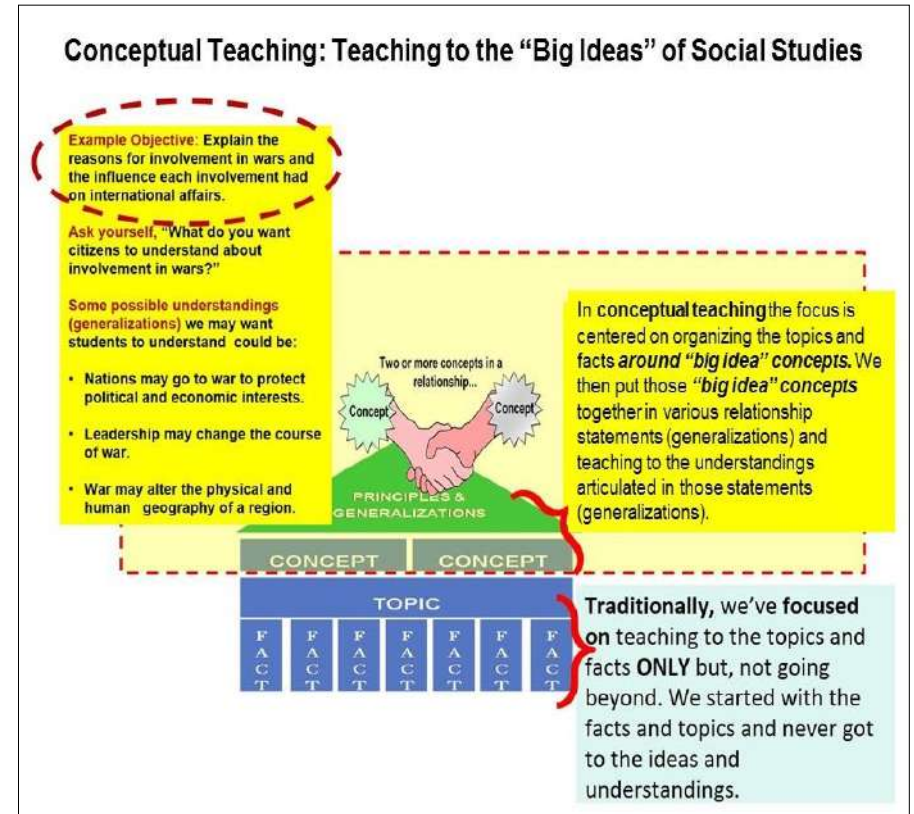
Dear 2nd Grade Social Studies Teacher:

On February 4, 2021 the North Carolina State Board of Education approved new content standards for K-12 social studies. The elementary standards define what students are expected to know, understand, and be able to do by the end of each grade. Included as a part of the approval of the standards is a [preamble](#) written by NC Superintendent of Public Instruction, Catherine Truitt. The [preamble](#) states that the standards are a framework intended to teach the full spectrum of history to best help students learn and use the information they acquire in the course of learning experiences.

Need to Know:

- Social Studies is taught daily in a minimum 30 to 45 minute blocks with a conceptual teaching approach.
- The standards and objectives in the second grade SCOS, **America: Our Nation** support the building of the foundation of social studies skills, concepts, and processes that progress vertically K-12 and prepare students to be college, career, and civic ready.
- Students will explore the content through the following lenses: **inquiry;**
- **behavioral sciences; civics and government; economics; geography; and history.** As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.
- Study the explanation and example of the graphic (Figure 1) to begin developing your understanding of concept-based teaching.
- Lessons should be developed *with an integrated literacy approach.*
- Lessons should engage students' intellect and interest in conceptual understandings: *1. about real people's lives and their relationship to each other and to nature; 2. various roles students will assume in making society more equal and more just; 3. and expressing of students' ideas powerfully to make a difference in society locally, nationally and internationally.*
- Use the new 2021 Social Studies Unpacking Guide to craft the learning.

Figure 1: Example of Conceptual Teaching



[Link: What is Concept-Based Learning?](#) (video)

Best regards for a successful school year!

-The CIA Team

“Charting a New Course” to Student Achievement!

Halifax County Schools

(New 2021 Social Studies Standards)



Halifax County Schools: 2nd Grade Pacing Guide

Revised August 19, 2021

The Inquiry Strand is a content-neutral strand that focuses on the skills necessary for students to improve their critical thinking. The Inquiry Strand comes first in the standards document because the skills outlined can and should be applied within all content in the course. The content strands are arranged alphabetically, and each represents a different social studies lens through which students should access the content. **The Inquiry Indicators** are meant to be used in concert with the content standards. The intent is that by the end of grade 2 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade. [Link: What is inquiry-based learning? \(video\)](#).

| Inquiry K-2 | | Quarters Taught | | | |
|---|--|-----------------|-----------------|-----------------|-----------------|
| Categories | Indicators | 1 st | 2 nd | 3 rd | 4 th |
| Compelling Questions Article Link: How to Help Students Ask Better Questions by Creating a Culture of Inquiry | I.1.1 Identify inquiry as a process to answer questions and solve issues. | 1st | X | 3 rd | X |
| | 1.1.2 Recognize a compelling question with prompting and support. | 1st | X | 3 rd | X |
| | I.1.3 Explain why or how a compelling question is important to a topic or issue. | 1st | X | 3 rd | X |
| Supporting Questions Article Link: How to Help Students Craft Questions that Compel & Support | I.1.4 Identify what questions are needed to support the compelling question. | X | 2 nd | X | X |
| | 1.1.5 Recognize how supporting questions connect to compelling questions. | X | 2 nd | X | X |
| Gathering and Evaluating Sources Article Link: The Ultimate Guide to Teaching Source Credibility Video Link: Evaluating Sources and Using Evidence | I.1.6 Demonstrate an understanding of facts, opinions, and other details in sources. | X | 2 nd | X | X |
| | I.1.7 Identify the information surrounding a primary or secondary source including who created it, when they created it, where they created it, and why they created it. | X | X | X | 4 th |
| Communicating Ideas Article Link: Obtaining, Evaluating, and Communicating Information | I.1.8 Construct responses to compelling questions using information from sources. | X | X | X | 4 th |
| Taking Informed Action Article Link: What is Informed Action? Video Link: Inspiring Examples of Informed Action | I.1.9 Identify problems related to the compelling question that students think are important. | X | X | X | 4 th |



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| B-Behavioral Sciences | | | | | C&G-Civics and Government | | | | | | |
|--|--|-----------------|-----------------|-----------------|--|---|--|-----------------|-----------------|-----------------|-----------------|
| The second grade course is called “America: Our Nation.” In this grade, students will learn, through the six strands of social studies, how the United States developed over time. | | | | | Students continue the study of Civics and Government . Students will learn how our democratic values and ideals guide the roles and responsibilities of our nation’s leader. Students will further develop a sense of purpose regarding their role and the role of other citizens within the community and world. | | | | | | |
| Objectives | | Quarters Taught | | | | Objectives | | Quarters Taught | | | |
| Standard 2.B.1: Understand how values and beliefs shape culture in America. | | 1 st | 2 nd | 3 rd | 4 th | 2.C&G.1 Understand how freedom, equality, and democracy contribute to the government of America. | | 1 st | 2 nd | 3 rd | 4 th |
| 2.B.1.1 Identify the various values and beliefs of diverse cultures that have shaped American identity. | | 1 st | X | X | X | 2.C&G.1.1 Explain how principles of democracy have shaped the government of America. | | X | 2 nd | X | X |
| 2.B.1.2 Explain how belief systems of various indigenous, religious, and racial groups have influenced or contributed to culture in America. | | 1 st | X | X | X | 2.C&G.1.2 Summarize the role of government in protecting freedom and equality of individuals in America. | | X | 2 nd | X | X |
| | | | | | | 2.C&G.1.3 Compare the structure and function of the three branches of government at the national level. | | X | 2 nd | X | X |
| | | | | | | 2.C&G.1.4 Explain how various indigenous, religious, gender, and racial groups advocate for freedom and equality. | | X | 2 nd | X | X |
| E-Economics | | | | | G-Geography | | | | | | |
| Students will learn how economic decisions and resources are affected by and shape the nation. | | | | | In the disciplinary lens of Geography , students will develop spatial awareness of their surroundings by using geographic representations, tools, and terminology to process information about the world around them. They will study the environmental characteristics that helped shape America. Students will learn that people not only use the environment to meet their needs and wants but also that the environment often dictates where and how people choose to live. Students will understand that we are individuals who are influenced by and contribute to our surrounding environment. | | | | | | |
| Objectives | | Quarters Taught | | | | Objectives | | Quarters Taught | | | |
| 2.E.1 Understand how the availability of resources impacts economic decisions. | | 1 st | 2 nd | 3 rd | 4 th | 2.G.1 Understand how interaction between humans and the physical environment is impacted by movement and settlement. | | 1 st | 2 nd | 3 rd | 4 th |
| 2.E.1.1 Explain how scarcity affects economic decisions. | | X | X | X | 4 th | 2.G.1.1 Recognize absolute and relative location of various settlements, territories, and states in the development of the American nation. | | X | X | 3 rd | X |
| 2.E.1.2 Explain how the availability of resources impacts the production of goods. | | X | X | X | 4 th | 2.G.1.2 Explain how the environment has impacted settlement across America. | | X | X | 3 rd | X |
| | | | | | | 2.G.1.3 Interpret how the movement of people, goods, and ideas has impacted the regional development of America. | | X | X | 3 rd | X |



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H-History

The objectives developed for the History strand help facilitate instruction which will allow students in first grade to compare life in the past to life today as they study the contributions of historical figures and how those figures have helped shape and change various communities and environments across the globe.

| Objectives | Quarters Taught | | | |
|---|-----------------|-----------------|-----------------|-----------------|
| | 1 st | 2 nd | 3 rd | 4 th |
| 2.H.1 Understand how various people and events have shaped America. | | | | |
| 2.H.1.1 Summarize contributions of various women, indigenous, religious, racial, and other minority groups that have impacted American history. | 1 st | X | X | X |
| 2.H.1.2 Explain ways in which various historical events have shaped American history. | 1 st | X | X | X |
| 2.H.1.3 Compare various perspectives of the same time period using primary and secondary sources. | 1 st | X | X | X |



