



Gulfport School District
PACING GUIDE
SECOND GRADE
Social Studies
School/Neighborhood

QUARTER	COMPETENCY/OBJECTIVES
(C-Civics) (H-History) (G-Geography) (E-Economics)	
QUARTER 1	
1	1. Develop an understanding of <i>school/neighborhood</i> in relationship to the expanding horizon theme. (C, H, G, E)
1	b. Specify roles of different community helpers.
1	d. Identify student responsibilities at home, school, and in the neighborhood (e.g., homework, school supplies, following procedures, neighborhood awareness {neighborhood cleanup, home safety, etc.}).
1	2. Acquire the characteristics to be a responsible citizen. (C, H, E)
1	d. Recognize responsibilities of the individual (e.g., respect for the rights and property of others, tolerance, honesty, compassion, self-control, participation in the democratic process, work for the common good, etc.).
1	3. Demonstrate the ability to use social studies tools (e.g., timelines, compass, maps, globes, graphs etc.). (C, H, G, E) {On-going}
1	c. Identify and apply <i>cardinal directions</i> .
1	5. Integrate, connect and apply social studies into other subject areas and everyday life. (C, H, G) {On-going}
GSD SKILLS	
SS1	Recognize the duties of a position of authority.
SS2	Identify figures of authority in his/her community and/or neighborhood.
SS3	Understand the need for rules and the consequences of breaking those rules.
SS4	Name problems that may result from the absence of rules.
SS5	Identify groups of people who enforce rules.
SS6	Compare and contrast the living situations of different communities, including rural, urban, and suburban.
SS7	Identify how people in his/her environment are similar and different.



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QUARTER	COMPETENCY/OBJECTIVE
QUARTER 2	
2	1. Develop an understanding of <i>school/neighborhood</i> in relationship to the expanding horizon theme. (C, H, G, E)
2	a. Compare and contrast selected neighborhoods (e.g., local schools/neighborhoods and Chinese schools/neighborhoods, etc.).
2	e. Recognize varieties of family life and cultures (e.g., rural, urban, national, and international {For example: China}, etc.).
2	2. Acquire the characteristics to be a responsible citizen. (C, H, E)
2	a. Explain the importance of Americans sharing history and supporting certain values, principles, and beliefs (e.g., holidays, democracy, historical figures, constitution, etc.). {On-going}
2	b. Describe diversity in the United States and identify its benefits (e.g., cultural traditions and practices, variety of viewpoints, new ideas, etc.).
2	c. Explain why certain civic responsibilities (For Example: civic <i>protocol</i> studying historical figures, etc.) are important to students in their school/neighborhood (e.g., littering, caring for the elderly, courteous behavior, etc.). {On-going}
2	3. Demonstrate the ability to use social studies tools (e.g., timelines, compass, maps, globes, graphs, etc.). (C, H, G, E) {On-going}
2	a. Identify time and space relevant to a student's environment (e.g., school/neighborhood etc.) by using social studies tools (e.g., maps, timelines, etc.).
2	c. Identify and apply <i>cardinal directions</i> . {On-going}
2	5. Integrate, connect and apply social studies into other subject areas and everyday life. (C, H, G) {On-going}
2	a. Identify story elements of read-aloud stories from various cultures (e.g., <u>The Last Dragon</u>).
2	b. Compare and contrast various styles of art and music from different cultures (e.g., China).
2	d. Construct a picture using materials from various countries (e.g., tangrams, chopsticks from China, etc.).
GSD SKILLS	
SS8	Identify examples of good citizens throughout history. {On-going}
SS9	Compare and contrast different types of families.
SS10	Develop their own family timeline.
SS11	Recognize geographical terms dealing with location, such as neighborhood.



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QUARTER	COMPETENCY/OBJECTIVES
QUARTER 3	
3	1. Develop an understanding of <i>school/neighborhood</i> in relationship to the expanding horizon theme. (C, H, G, E)
3	a. Compare and contrast selected neighborhoods (e.g., local schools/neighborhoods and Chinese schools/neighborhoods, etc.).
3	c. Represent the relationship among people, places, and environments (e.g., school and neighborhoods through time, etc.).
3	e. Recognize varieties of family life and cultures (e.g., rural, urban, national, and international {For Example: China}, etc.).
3	2. Acquire the characteristics to be a responsible citizen. (C, H, E)
3	b. Describe diversity in the United States and identify its benefits (e.g., cultural traditions and practices, variety of viewpoints, new ideas, etc.).
3	5. Integrate, connect and apply social studies into other subject areas and everyday life. (C, H, G) {On-going}
3	a. Identify story elements of read-aloud stories from various cultures.
3	b. Compare and contrast various styles of art and music from different cultures (e.g., China).
3	c. Create a story based on facts represented about life in a different country (e.g., China).
3	d. Construct a picture using materials from various countries (e.g., tangrams, chopsticks from China, etc.).
GSD SKILLS	
SS9	Compare and contrast different types of families.
SS12	Use maps and globes.



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QUARTER	COMPETENCY/OBJECTIVES
QUARTER 4	
4	3. Demonstrate the ability to use social studies tools (e.g., timelines, bar graphs, pictographs, globes, school maps, etc.). (C, H, G, E)
4	b. Demonstrate and apply <i>spatial</i> and <i>ecological</i> perspectives to life situations (e.g., waste disposal within a family or school environment, etc.).
4	4. Identify the interdependence of economic (self/family). (C, H, E)
4	a. Describe the <i>needs</i> and <i>wants</i> of students/family members as <i>consumers</i> .
4	b. Describe the <i>scarcity</i> of <i>resources</i> within the home/classroom environment (e.g., computers, etc.).
4	c. Describe the <i>opportunity cost</i> of choices made in the home/classroom environment (e.g., spending money for treats and not having money for lunch, etc.).
4	d. Describe the <i>goods and services</i> provided by student, family, and school <i>producers</i> .
4	e. Describe the <i>division of labor</i> within the home/classroom environment (e.g., family helps make a holiday meal, etc.).
4	5. Integrate, connect and apply social studies into other subject areas and everyday life. (C, H, G) {On-going}
4	c. Create a story based on facts represented about life in a different country (e.g., China).
GSD SKILLS	
SS13	Compare information presented on a bar graph.
SS14	Interpret information presented on a bar graph.