

2024-2025 Social Studies Framework

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2nd Grade Grade Social Studies: North American Interactions

[Kentucky Academic Standards for Social Studies, 2022](#)

Unit Title	Estimated Time Frame*
Unit 1: Exploring Geography in North America	1st Quarter
Big Idea	
<p>The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Second graders continue to work towards this goal by beginning to understand how communities work together throughout North America (Canada, Mexico and the U.S.). Students explain the need for civic and political structures and compare the rights and responsibilities of citizens. Students explain patterns of human settlement and compare the ways various cultural groups connect and interact within North America. Students describe how examples of capital, human, and natural resources are related to goods and services, and they categorize different limited resources as renewable and non-renewable. Students identify and compare the diverse cultural groups of North America and engage in learning the motivations of diverse groups in the past and today within the context of “today,” “yesterday” and “long ago.”</p>	
Compelling Question	Interdisciplinary Literacy Practices
<p>How does geography impact the way people live in North America?</p>	<ol style="list-style-type: none"> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning.

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		<p>7. Utilize digital resources to learn and share with others.</p> <p>8. Engage in specialized, discipline specific literacy practices.</p> <p>9. Apply high level cognitive processes to think deeply and critically about text.</p> <p>10. Develop a literacy identity that promotes lifelong learning.</p>
<p>KAS Standards Bold standards are identified as essential Supporting Questions are included with each standard.</p>	<p>Prerequisite Skills/Considerations</p>	<p>Samples of Learning Intentions/ Success Criteria These are suggested and can be modified.</p>
<p>2.G.GR.1: Examine geographic features of places in North America, using a variety of geographic data, including maps, photos, and other geographic tools.</p> <p>2.G.MM.1: Explain patterns of human settlement in North America.</p> <p>2.G.KGE.1: Analyze reasons for similarities and differences in the settlement patterns of North America and Kentucky.</p> <p><u>Supporting Questions:</u> What do maps tell us about Kentucky?</p> <p>What do maps tell us about the United States?</p> <p>What do maps tell us about Mexico?</p>	<p>Identify and use parts of a map (1.G.GR.1 pg.46)</p> <p>Use a variety of geographic tools (1.G.GR.1 pg.46)</p>	<p>I can explain how physical features shaped communities in North America.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> • Read and understand parts of a map (key, compass rose, map orientation) • Identify physical features on a map • Locate major cities and communities in Kentucky, the U.S., Canada, and Mexico using maps/geographic tools • Identify and explain (or compare/contrast) patterns of settlement in Kentucky, the U.S., Canada, and Mexico using geographic tools.

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<p>What do maps tell us about Canada?</p>		
<p>2.G.HI.1: Compare ways various cultural groups connect and interact within North America.</p> <p><u>Supporting Questions:</u> What are examples of culture in Kentucky?</p> <p>What are examples of culture in the United States?</p> <p>What are examples of culture in Mexico?</p> <p>What are examples of culture in Canada?</p>	<p>Have exposure to the idea of culture (can be incorporated with the first day of school/classroom culture, Social Emotional Learning curriculum)</p>	<p>I can compare and contrast the diverse cultural groups that live in North America.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> ● Identify elements of culture (language, art, food, family life, religion, etc.) ● Describe with specific examples elements of culture in Kentucky, the U.S., Canada, and Mexico.
<p>2.G.HE.1: Explain the ways human activities impact the physical environment of North America.</p> <p><u>Supporting Questions:</u> How have Kentuckians changed their environment?</p> <p>How have Americans changed their environment?</p> <p>How have Mexicans changed their environment?</p>	<p>From 1st Grade, students should understand the concept of production, natural resources, renewable and nonrenewable resources.</p>	<p>I can explain how and why people in North America change/have changed their environment.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> ● Provide specific examples of how people in Kentucky, the U.S., Canada, and Mexico have changed their environment ● Explain the reasons behind people changing their environment in Kentucky, the U.S., Canada, and Mexico

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<p>How have Canadians changed their environment?</p>		
<p>Vocabulary (Essential in bold, supporting not bolded)</p>		
<p>Map Key: a box of information on a map that contains an explanation of what the different lines and symbols on the map mean, as well as a scale to work out distance. Compass Rose: a circle showing directions printed on a map or chart Physical Features: Also known as landforms (use this synonym when teaching) – natural features on the earth that can be seen or touched Physical Map: a type of map that shows physical features (landforms) through the use of lines, color, or textures. Political Map: a type of map that shows the borders of states or countries. They can also show cities, counties, provinces. Culture: the knowledge, beliefs, laws, customs, and way of life of a group of people (including food, clothing, traditions, holidays, etc.) Human-Environment Interaction: one of the 5 themes of geography – the way humans adapt to or change their environment</p>		
<p>Social Studies Inquiry Standards (to be incorporated throughout instruction – standards in bold can be cross-content with ELA)</p>		
<p><u>Questioning:</u> 2.I.Q.1 Ask compelling questions about communities found in North America. 2.I.Q.2 Identify supporting questions that help answer compelling questions about communities found in North America.</p> <p><u>Investigating:</u> <i>Investigating occurs the exploration of the discipline strand standards.</i></p> <p><u>Using Evidence:</u> 2.I.U.E.1 Identify characteristics of primary and secondary sources. 2.I.U.E.2 Determine whether the evidence in primary or secondary sources is fact or opinion. 2.I.U.E.3 Identify a primary or secondary source, who created it, when they created it, where they created it, and why they created it</p>		

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2.I.U.E.4 Construct responses to compelling and supporting questions, using reasoning, examples and details, about the diversity of communities in North America.

Communicating Conclusions:

2.I.CC.1 Construct an explanation, using correct sequence and relevant information, to provide information about a community in North America.

2.I.CC.2 Construct an argument with reasons and details to address a civic issue on a community in North America

2.I.CC.3 Identify ways to civically engage in Kentucky.

2.I.CC.4 Use listening and consensus-building procedures to discuss how to take action in the local community in Kentucky.

Summative Assessment

School-Generated Unit Assessment addressing Essential and Supporting Standards

Anchor Materials

Savvas myWorld

Map and Graph Skills: p.SSH0-3

Celebrating Kentucky: p.KY28-29

Chapter 2: People, Places & Nature

What is the World Like? p.36-68

Additional Resources

Reading Books (from Kentucky Reading Association)

[Journey to the Bottomless Pit: The Story of Stephen Bishop and Mammoth Cave](#)* - Elizabeth Mitchell (2.G.GR.1)

[Early Settler Children](#)* - Bobbie Kalman (2.G.KGE.1)

[Jamestown: America's First Permanent English Settlement](#)*- Carole Marsh (2.G.MM.1)

[One World, One Day](#) - Barbara Kerley (2.G.HI.1)

[Bee & Me](#) - Alison Jay (2.G.HE.1)

[Things I Can Do to Help My World](#) - Melanie Walsh (2.G.HE.1)

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Databases/Websites:

[Kentucky Virtual Library \(KYVL\)](#)

[Mr. Nussbaum - Geography of North America](#)

[JCPS 2nd Grade Social Studies Curriculum Framework](#)

[Mr. Donn - State study: Kentucky](#)

[KET: Kentucky Interactive Regions Map](#)

[PBS: Kentucky in the Classroom](#)

[National Geographic: Kentucky Facts and History](#)

Videos:

[Men's Traditional Dance, Hopkinsville Pow Wow](#)

[6 Regions of Kentucky](#)

*Note: Pacing of these units takes into consideration social studies may have shared instructional time with other subject areas in Grades K-3 (for example, Science)

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Unit Title	Estimated Time Frame*
Unit 2: Exploring History in North America	2nd Quarter
Big Idea	
<p>The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Second graders continue to work towards this goal by beginning to understand how communities work together throughout North America (Canada, Mexico and the U.S.). Students explain the need for civic and political structures and compare the rights and responsibilities of citizens. Students explain patterns of human settlement and compare the ways various cultural groups connect and interact within North America. Students describe how examples of capital, human, and natural resources are related to goods and services, and they categorize different limited resources as renewable and non-renewable. Students identify and compare the diverse cultural groups of North America and engage in learning the motivations of diverse groups in the past and today within the context of “today,” “yesterday” and “long ago.”</p>	
Compelling Question	Interdisciplinary Literacy Practices
<p>How do the events in history impact life in North America today?</p>	<ol style="list-style-type: none"> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning. 7. Utilize digital resources to learn and share with others. 8. Engage in specialized, discipline specific literacy practices.

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		<p>9. Apply high level cognitive processes to think deeply and critically about text.</p> <p>10. Develop a literacy identity that promotes lifelong learning.</p>
<p>KAS Standards</p> <p>Bold standards are identified as essential Supporting Questions are included with each standard.</p>	<p>Prerequisite Skills/Considerations</p>	<p>Samples of Learning Intentions/ Success Criteria</p> <p>These are suggested and can be modified.</p>
<p>2.H.CH.1: Identify and compare the diverse North American cultural groups of the past and today.</p> <p>2.G.MM.1: Explain patterns of human settlement in North America.</p> <p>2.G.GR.1: Examine geographic features of places in North America using a variety of geographic data, including maps, photos, and other tools.</p> <p><u>Supporting Questions:</u> Who are the indigenous peoples of Kentucky? Who are the indigenous peoples of the United States? Who are the indigenous peoples of Mexico? Who are the indigenous peoples of Canada?</p>	<p>Have exposure to the idea of culture (can be incorporated with the first day of school/classroom culture, Social Emotional Learning curriculum)</p>	<p>I can compare and contrast the diverse cultural groups that have lived in North America.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> ● Identify various indigenous peoples from Kentucky, the U.S., Canada, and Mexico. ● Describe with specific examples how the cultures of indigenous peoples from Kentucky, the U.S., Canada, and Mexico were influenced by where they settled. ● Tell how culture has changed over time, using specific examples from Kentucky, the United States, Canada, and Mexico - (extension or alternate success criteria: I can explain how the movement of one indigenous group created changes to their society)

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<p>2.H.CE.1: Describe events in North America shaped by multiple cause and effect relationships.</p> <p>2.H.CO.1: Describe events in North America that illustrate how people from diverse cultural groups attempted to work through conflicts to solve a problem.</p> <p>2.H.CE.2: Describe the events and innovations that had effects on North America</p> <p>2.H.KH.1: Explain how events in North America impacted Kentucky.</p> <p><u>Supporting Questions:</u> What are significant historical events in Kentucky?</p> <p>What are significant historical events in the United States?</p> <p>What are significant historical events in Mexico?</p> <p>What are significant historical events in Canada?</p>	<p>From ELA: Students understand the connections between ideas, people, and events in a story</p> <p>From K-1, students should be building on the concept of “Life Long Ago.”</p> <p>In 1st Grade, students begin to make connections of cause and effect.</p>	<p>I can describe events that have had a historical impact in North America.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> ● Define “innovation” and explain how it impacts people’s way of life. ● Identify key historical events in Kentucky, The U.S., Canada, and Mexico. ● Connect events from cause and effect relationships (ex: “this” happened because “that” happened) ● Determine what makes an event historically significant. <p>I can explain types of conflicts that occurred within different groups across North America and how they were resolved.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> ● Give examples of the possible outcomes that can arise from conflict ● Provide specific examples of a conflict that occurred between two groups of people in North American history and how it was resolved.
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Vocabulary (Essential in bold, supporting not bolded)

Indigenous Peoples: groups of people whose family is connected to the original people of a region. (*NOTE: It is acceptable to let students know that while indigenous peoples is the preferred term, they may encounter “Native American” or “American Indian”)

Conflict: a serious disagreement, in history, this can be wars or battles

Resolution: the action of solving a problem/conflict

Innovation: a new method, idea, or product (technology, invention)

Significant: important or worthy of attention

Social Studies Inquiry Standards (to be incorporated throughout instruction – standards in **bold** can be cross-content with ELA)

Questioning:

2.I.Q.1 Ask compelling questions about communities found in North America.

2.I.Q.2 Identify supporting questions that help answer compelling questions about communities found in North America.

Investigating:

Investigating occurs the exploration of the discipline strand standards.

Using Evidence:

2.I.U.E.1 Identify characteristics of primary and secondary sources.

2.I.U.E.2 Determine whether the evidence in primary or secondary sources is fact or opinion.

2.I.U.E.3 Identify a primary or secondary source, who created it, when they created it, where they created it, and why they created it

2.I.U.E.4 Construct responses to compelling and supporting questions, using reasoning, examples and details, about the diversity of communities in North America.

Communicating Conclusions:

2.I.CC.1 Construct an explanation, using correct sequence and relevant information, to provide information about a community in North America.

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2.I.CC.2 Construct an argument with reasons and details to address a civic issue on a community in North America
2.I.CC.3 Identify ways to civically engage in Kentucky.
2.I.CC.4 Use listening and consensus-building procedures to discuss how to take action in the local community in Kentucky.

Summative Assessment

School-Generated Unit Assessment addressing Essential and Supporting Standards

Anchor Materials

Savvas myWorld

Using Primary and Secondary Sources: p.SSH8-SSH11

Celebrating Kentucky: p.KY24-27

Chapter 1: Families Today and In The Past: p.14-15 Interpreting Timelines; Life Then and Now p.16-23; Primary Source Angel Island p.28-29

Chapter 6: Our American Culture: p.177-207

ELA Connection: Sequencing, Savvas myWorld p. 22-23

Additional Resources

Reading Books:

[Read Aloud: Many Nations](#)

[We Are Water Protectors](#)

[Who Was Henry Ford?*](#) - Michael Burgan (2.H.CE.1; 2.H.CE.2)

[Wee and the Wright Brothers](#) - Timothy R. Gaffney (2.H.CE.1; 2.H.CE.2)

[Arrow to the Sun](#) - Gerald McDermott (2.H.CO.1)

[At the Mountain's Base](#) - Traci Sorrell (2.H.CO.1)

[The Legend of the Indian Paintbrush](#) - Tomie dePaola (2.H.CO.1)

[That Book Woman](#) - Heather Henson (2.H.CO.1)

[Lift Your Light a Little Higher: The Story of Stephen Bishop](#) - Heather Henson (2.H.CH.1; 2.H.KH.1)

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Websites/Databases:

[Kentucky Virtual Library \(KYVL\)](#)

[American History for kids & teachers](#)

[KHS: 2nd Grade Resource Guide](#)

[National Geographic: Kentucky Facts and History](#)

[Settlement map: Library of Congress](#) (to show students the variety and scope of Native American tribes across North America)

[American Indians and their Environment](#)

[The Six Nations](#)

[How the Iroquois Great Law of Peace Shaped U.S. Democracy](#)

[The Story of the Peacemaker](#)

Native American Chiefs:

- [Crazy Horse](#)
- [Geronimo](#)
- [Sitting Bull](#)

[Elders | NCAI](#)

[Native Americans for Kids: Social Structure](#)

[Native American Voting History](#)

[Maya Society](#)

[Native Americans: Agriculture & Food](#)

[Native American & Early American list of treaties](#)

[Portrayals of Native Americans - photo collection](#)

[Virginia's Early Relations with Native Americans](#)

[European Colonization](#) - Nat. Geo (*primary sources database*)

[Technology in the Age of Discovery](#) - Khan Academy (photos)

[9 Greatest Technological Innovations that Triggered the Age of Exploration](#) - Interesting Engineering

[Motivations for Colonization](#) - Nat. Geo

[Interactive Notebook](#) - Teachers Pay Teachers

[Colonization of the Americas](#) - Briticanna Kids

[The New England Colonies and Native Americans](#) - Nat. Geo

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Videos:

[Comparing the Lives of Native Americans](#)

[What can Native Americans teach us about Sustainability?](#) (youtube clip)

[Mayan Civilization for Kids](#) - youtube

[Ancient Maya 101](#) - youtube (great for primary sources!)

[Pilgrims for Kids](#) - youtube

[The Pilgrims' First Thanksgiving](#) by Ann McGovern

[Pilgrim Life with Scholastic](#)

[8 Incredible Inventions of the Indigenous People](#) - youtube

[The Age of Discovery](#) - youtube

[How Did the Caravel Change the World?](#) - youtube

[15TH Century Replica Caravel "NOTORIOUS"](#) - youtube

(walk through of a replica ship, can be shown to compare & contrast Caravel ships vs ships today)

[European Exploration of the Americas: Motivation](#) - youtube

*Note: Pacing of these units takes into consideration social studies may have shared instructional time with other subject areas in Grades K-3 (for example, Science)

Unit Title	Estimated Time Frame*
Unit 3: Exploring Civics in North America	3rd Quarter
Big Idea	
The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Second graders continue to work towards this goal by beginning to understand how communities work together throughout North America (Canada, Mexico and the U.S.). Students explain the need for civic and political structures and compare the rights and responsibilities of citizens. Students explain patterns of	

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human settlement and compare the ways various cultural groups connect and interact within North America. Students describe how examples of capital, human, and natural resources are related to goods and services, and they categorize different limited resources as renewable and non-renewable. Students identify and compare the diverse cultural groups of North America and engage in learning the motivations of diverse groups in the past and today within the context of “today,” “yesterday” and “long ago.”

Compelling Question		Interdisciplinary Literacy Practices
How can citizens impact their government?		<ol style="list-style-type: none"> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning. 7. Utilize digital resources to learn and share with others. 8. Engage in specialized, discipline specific literacy practices. 9. Apply high level cognitive processes to think deeply and critically about text. 10. Develop a literacy identity that promotes lifelong learning.
KAS Standards Bold standards are identified as essential Supporting Questions are included with each standard.	Prerequisite Skills/Considerations	Samples of Learning Intentions/ Success Criteria These are suggested and can be modified.
2.C.CP.2: Explain that the functions of effective government are to create	Citizenship, Rules and Laws from Kindergarten Social Studies	I can describe the functions of an effective government.

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<p>order, establish justice, and meet the needs of their citizens.</p> <p><u>Supporting Questions:</u> What is the structure and function of Kentucky’s government?</p> <p>What is the structure and function of the United States’ government?</p> <p>What is the structure and function of Mexico’s government?</p> <p>What is the structure and function of Canada’s government?</p>		<p>I know I am successful when I can...</p> <ul style="list-style-type: none"> • Identify the key leaders of Kentucky, the U.S., Canada, and Mexico and explain their roles. • Give specific examples of ways governments provide services to its people. • Describe three functions of effective government using specific examples from Kentucky, the U.S., Canada, and Mexico.
<p>2.C.RR.2: Compare the rights and responsibilities of citizens in North America.</p> <p><u>Supporting Question:</u> What do young people teach us?</p> <p>What is the difference between a role and a responsibility of citizens?</p>	<p>Citizenship, Responsibilities as a student/classmate, family member, community member (Kindergarten and 1st Grade)</p>	<p>I can explain the differences between rights and responsibilities of citizens in North America.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> • Define role and responsibility • Provide specific examples of how individuals in Kentucky, The U.S., Canada, and Mexico exercised their roles and responsibilities as a citizen to make an impact.
<p>Vocabulary (Essential in bold, supporting not bolded)</p>		
<p>Citizen: someone who belongs to a town, city, state, or country Government: a group of people that make laws and decisions for citizens</p>		

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Role: a person's job in a community

Responsibility: things citizens should do

Right: freedoms that everyone should have

Democracy: a type of government where citizens vote to elect people to lead or make decisions

President: a type of leader of a country. The U.S. and Mexico are democracies that elect a president

Civic participation: taking part in activities that make the community a better place

Governor: the leader of a state (this is a repeat from 1st Grade)

Congress: the group of people in the U.S. government that make and pass laws (Representatives and Senators)

Supreme Court: the highest court in the country made up of nine judges who determine what the law means. They have the final word on the law

Prime Minister: much like a president, they are the leader of a country. Canada has a Prime Minister, who they elect just like the U.S. and Mexico elect a president

Parliament: Just like Congress in the United States, it's a lawmaking group of people. Canada and Mexico have parliaments.

Social Studies Inquiry Standards (to be incorporated throughout instruction – standards in **bold** can be cross-content with ELA)

Questioning:

2.I.Q.1 Ask compelling questions about communities found in North America.

2.I.Q.2 Identify supporting questions that help answer compelling questions about communities found in North America.

Investigating:

Investigating occurs the exploration of the discipline strand standards.

Using Evidence:

2.I.U.E.1 Identify characteristics of primary and secondary sources.

2.I.U.E.2 Determine whether the evidence in primary or secondary sources is fact or opinion.

2.I.U.E.3 Identify a primary or secondary source, who created it, when they created it, where they created it, and why they created it

2.I.U.E.4 Construct responses to compelling and supporting questions, using reasoning, examples and details, about the

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diversity of communities in North America.

Communicating Conclusions:

2.I.CC.1 Construct an explanation, using correct sequence and relevant information, to provide information about a community in North America.

2.I.CC.2 Construct an argument with reasons and details to address a civic issue on a community in North America

2.I.CC.3 Identify ways to civically engage in Kentucky.

2.I.CC.4 Use listening and consensus-building procedures to discuss how to take action in the local community in Kentucky.

Summative Assessment

School-Generated Unit Assessment addressing Essential and Supporting Standards

Anchor Materials

Savvas myWorld

Celebrating Kentucky - p.KY30-33

Chapter 3: Government - p.71-101

Chapter 5: Making A Difference - p.135-173

Additional Resources

Reading Books:

[We the Kids: The Preamble to the Constitution of the United States](#) - David Catrow (2.C.CP.1; 2.C.CP.2)

[We the People: The Story of Our Constitution](#) - Lynne Cheney (2.C.CV.1)

[America Votes: How Our President Is Elected*](#) - Linda Granfield (2.C.PR.1)

[Why Do We Need Rules and Laws?](#) - Jessica Pegis (2.C.KGO.1)

[All the Way To The Top: How One Girl's Fight for Americans with Disabilities Changed Everything](#) - Annette Bay Pimentel (2.C.RR.1)

[Duck for President](#) - Doreen Cronin (2.C.PR.1)

[Sofia Valdez Future Prez](#) - Andrea Beaty

[Grace for President](#) - Kelly DiPucchio

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Does My Voice Count? : A Book About Citizenship - Sandy Donovan

Databases/Websites:

[Kentucky Virtual Library \(KYVL\)](#)

[JCPS Social Studies: What Is The Purpose of Governments?](#)

[Kiddle: Government of Canada facts for Kids](#)

[National Geographic Kids: Canada Country Profile](#)

[Britannica Kids: Canada](#)

[Kiddle: Mexico Facts for Kids](#)

[National Geographic Kids: Mexico Country Profile](#)

[Britannica Kids: Mexico](#)

[JCPS Social Studies: Why Are Democratic Principles Important?](#)

[JCPS Social Studies: What Can Young People Teach Us?](#) - (Ruby Bridges, Jennifer Keelan, Terry Fox, Xiye Beara)

Videos:

[Schoolhouse Rock: The Constitution](#)

[Purpose of Government](#)

*Note: Pacing of these units takes into consideration social studies may have shared instructional time with other subject areas in Grades K-3 (for example, Science)

Unit Title	Estimated Time Frame*
Unit 4: Exploring Economics in North America	4th Quarter
Big Idea	

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The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Second graders continue to work towards this goal by beginning to understand how communities work together throughout North America (Canada, Mexico and the U.S.). Students explain the need for civic and political structures and compare the rights and responsibilities of citizens. Students explain patterns of human settlement and compare the ways various cultural groups connect and interact within North America. Students describe how examples of capital, human, and natural resources are related to goods and services, and they categorize different limited resources as renewable and non-renewable. Students identify and compare the diverse cultural groups of North America and engage in learning the motivations of diverse groups in the past and today within the context of “today,” “yesterday” and “long ago.”

Compelling Question	Interdisciplinary Literacy Practices
How do communities and countries ensure they have everything they need and want?	<ol style="list-style-type: none"> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning. 7. Utilize digital resources to learn and share with others. 8. Engage in specialized, discipline specific literacy practices. 9. Apply high level cognitive processes to think deeply and critically about text. 10. Develop a literacy identity that promotes lifelong learning.
KAS Standards	Prerequisite Skills/Considerations
	Samples of Learning Intentions/

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<p>Bold standards are identified as essential Supporting Questions are included with each standard.</p>		<p>Success Criteria These are suggested and can be modified.</p>
<p>2.E.MI.2 Describe how people are both producers and consumers.</p> <p>2.E.MA.1: Identify the cost of everyday, common goods.</p> <p>2.E.MA.2: Explain the role of prices in an economic market.</p> <p><u>Supporting Questions:</u> In what ways do people make a living? What might influence the cost of goods and services we purchase?</p>	<p>From K-1, students should have a prior understanding of the role of producers and consumers and wants and needs.</p>	<p>I am learning about the economic relationship between producers and consumers.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> - Describe ways in which people can be a producer and a consumer. - Describe how producers' actions play a role in determining the prices of goods and services. - Describe how consumers' actions play a role in determining the prices of goods and services.
<p>2.E.MI.1: Describe how examples of capital, human, and natural resources are related to goods and services.</p> <p>2.E.ST.1: Explain why people specialize in the production of goods and services.</p> <p>2.E.KE.1: Provide examples of the factors of production in Kentucky.</p> <p>2.E.MA.2: Explain the role of prices in an economic market.</p>	<p>In 1st Grade, students are introduced to the concept of opportunity costs.</p> <p>From K-1, students are familiar with jobs of people in their communities and how they interact with one another.</p>	<p>I am learning about the parts of the production process</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> - Distinguish between capital, human, and natural resources - Explain what types of resources are needed to produce a good or service - Give examples of people who specialize in jobs - Explain how resources determine what goods and services are produced in an area

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<p><u>Supporting Questions:</u> What are resources and how do they impact people’s way of life?</p> <p>What are goods and services?</p> <p>What is specialization and why is it important?</p> <p>How might available resources and specialization impact the price of goods and services?</p>		
<p>2.E.IC.1: Categorize different limited resources as renewable and non-renewable resources.</p> <p><u>Supporting Questions:</u> Why is it important for countries in North America to trade with other countries to get things they need and/or want?</p>	<p>From 1st grade, students have an understanding of limited resources and basic knowledge of scarcity.</p>	<p>I am learning about how resources impact trade between countries in North America.</p> <p>I know I am successful when I can...</p> <ul style="list-style-type: none"> - Distinguish between renewable and non-renewable resources - Connect between national resources and the physical geography of regions - Connect how renewable and non-renewable resources in countries have an impact on trade (interdependence)
<p>Vocabulary (Essential in bold, supporting not bolded)</p>		
<p>Specialization: the process of becoming an expert in a subject or skill Capital: what is needed to provide a good or service (money, workers, a building, transportation) Human Resources: workers and the skills, knowledge, and experience they have</p>		

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Natural Resources: materials or substances that occur in nature and can be used for economic gain (minerals, forests, water, fertile land)

Renewable Resources: a valuable substance or material that is replenished naturally over time

Nonrenewable Resources: a valuable substance or material that cannot be reused once it is used in production

Production: the process of making a good or providing a service

Interdependence: countries, businesses, or people depending on each other to buy and sell things (trade)

Goods: things people buy or sell

Services: things people do for other people

Scarcity: when something is in short supply

Trade: giving or getting something in return for another

Social Studies Inquiry Standards (to be incorporated throughout instruction – standards in **bold** can be cross-content with ELA)

Questioning:

2.I.Q.1 Ask compelling questions about communities found in North America.

2.I.Q.2 Identify supporting questions that help answer compelling questions about communities found in North America.

Investigating:

Investigating occurs the exploration of the discipline strand standards.

Using Evidence:

2.I.U.E.1 Identify characteristics of primary and secondary sources.

2.I.U.E.2 Determine whether the evidence in primary or secondary sources is fact or opinion.

2.I.U.E.3 Identify a primary or secondary source, who created it, when they created it, where they created it, and why they created it

2.I.U.E.4 Construct responses to compelling and supporting questions, using reasoning, examples and details, about the diversity of communities in North America.

Communicating Conclusions:

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2.I.CC.1 Construct an explanation, using correct sequence and relevant information, to provide information about a community in North America.

2.I.CC.2 Construct an argument with reasons and details to address a civic issue on a community in North America

2.I.CC.3 Identify ways to civically engage in Kentucky.

2.I.CC.4 Use listening and consensus-building procedures to discuss how to take action in the local community in Kentucky.

Summative Assessment

School-Generated Unit Assessment addressing Essential and Supporting Standards

Anchor Materials

Savvas myWorld

Celebrating Kentucky: p.KY34-35

Chapter 4: People Who Supply Our Goods and Services - p.105-131

- **Activity: Analyze Cost & Benefits**
 - o Kentucky myWorld Interactive Grade 2 > Chapter 4: People Who Supply Our Goods and Services > Critical Thinking Skills: Analyze Costs and Benefits
- **Video: How Do People Get What They Need?**
 - Kentucky myWorld Interactive Grade 2 > Chapter 4: People Who Supply Our Goods and Services > Chapter Opener
- **Sing About It! What We Buy**
 - o Kentucky myWorld Interactive Grade 2 > Chapter 4: People Who Supply Our Goods and Services > Chapter Opener

Additional Resources

Reading Books:

[Who's Buying? Who's Selling?](#) - Jennifer S. Larson (2.E.MI.1: How do people use the environment to meet their needs? How can resources unite or divide people?)

[Those Shoes](#) - Maribeth Boelts (2.E.MI.2: What roles do people have as producers and consumers?)

[Alexander Who Used to be Rich Last Sunday](#) - Judith Viorst (2.E.MA.1; 2.E.MA.2)

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[The Day the Crayons Quit](#) - Drew Daywalt (2.E.ST.1 - How can the crayons in this story show us about specialization?)

[The Wartville Wizard](#) - Don Madden (2.E.IC.1)

[What's Great about Kentucky?*](#) - Sherra G. Edgar (2.E.KE.1)

Websites/Databases:

[Renewable or not?](#) Activity

https://www.ducksters.com/science/environment/renewable_energy.php

[Second Grade Economics Unit - Taylor Crain](#)

[Specialization for Kids - vasolsuperstars](#)

[ReadWorks: What is Trade?](#) (Free account sign up)

[Britannica Kids: NAFTA](#) (North American Free Trade Agreement)

[Britannica Kids: The Fur Trade](#)

Videos:

[Renewable & Nonrenewable resources](#) - youtube

[CBC Kids News Canada: "Take A Ride in This Mustang to Understand Free Trade"](#)