

***Pike County School District
Standards Mastery Document***

2nd Grade Social Studies
2021 1st Edition



**Pike County Schools
Social Studies- 2nd Grade
Standards Mastery Document**

The focus of grade 2 continues to be the development of students' understandings of the concept of community by extending their studies from their local and state community to communities found in North America (Canada, Mexico and the U.S.). They engage in learning the motivations of diverse groups in the past and today. Students also study the influence of settlement on people and places.

Inquiry Practice- Questioning(Q)

These are the questioning standards to be used with every 2nd grade standard in order to help students achieve mastery. All of these will not be used with every standard. The teacher must decide which one(s) correspond with the standard being taught.

Standard	Sample Evidence of Learning
2.I.Q.1 Ask compelling questions about communities found in North America.	"How do diverse groups build good relationships?" Teachers can pose this question to students to facilitate exploration about why this standard applies to communities in North America.
2.I.Q.2 Identify supporting questions that help answer compelling questions about communities found in North America.	Teachers can pose these questions to students to facilitate exploration about why this standard applies to communities in North America to address the compelling question.

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Standard: Civic and Political Institutions: 2.C.CP.1: Explain the need for civic and political structures in North America.

Clarification Statement: All societies have a structure for maintaining law and order and meeting their population's needs. For example, some early American Indian societies had a hierarchy that included personal connections to leadership through elders, councils and chiefs. Others had more complex hierarchies with kings, nobles and priests like the Maya.

KNOW: Vocabulary:

Structure
Hierarchy
Population
Society

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **2.I.UE.1** Identify characteristics of primary and secondary sources.
- **2.I.UE.2** Determine whether the evidence in primary and secondary sources is fact or opinion.
- **2.I.UE.3** Identify a primary and secondary source, and explain who created it, when they created it, where they created it and why they created it.
- **2.I.UE.4** Construct responses to compelling and supporting questions, using reasoning, examples and details, about the diversity of communities in North America.

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MASTERY: Communicating Conclusions:

(Students must score 80% mastery on two or more in order to obtain mastery of this standard)

- **2.I.CC.1** Construct an explanation, using correct sequence and relevant information, to provide information on a community in North America.
- **2.I.CC.2** Construct an argument with reasons and details to address a civic issue in 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 or Kentucky.

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Standard: Civic and Political Institutions: 2.C.CP.2: Explain that the functions of effective government are to create order, establish justice and meet the needs of their citizens.

Clarification Statement: Effective government is one which creates order, establishes justice and meets the needs of its citizens. If a government does not complete these functions, the lives of citizens may not be as productive, safe or fulfilling.

KNOW: Vocabulary:

Government
Order
Justice
Citizens
Productive

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Roles and Responsibilities of a Citizen: 2.C.RR.1: Describe the importance of civic participation.

Clarification Statement: Civic participation in modern times may include voting and participating in the election process, attending public meetings and writing letters to representatives. In earlier societies of North America, civic participation may have included sharing resources, filling specialized roles like artisans and contributing to the success of the larger society.

KNOW: Vocabulary:

Civic Participation
Public
Representative
Society

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Roles and Responsibilities of a Citizen: 2.C.RR.2: Compare the rights and responsibilities of citizens in North America.

Clarification Statement: There are basic rights afforded to citizens in North America today which are similar to those of early North American societies. In other ways, citizens of modern democracies have more rights than people in the past, such as the expansion of voting rights to people who are able to participate in elections at the local, state and national level.

KNOW: Vocabulary:

Basic Rights
Citizens
Society
Modern Democracies
Elections
Expansion

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Civic Virtues and Democratic Principles: 2.C.CV.1: Evaluate how civic virtues guide governments, societies and communities.

Clarification Statement: Civic virtues are actions and duties citizens undertake, such as voting or attending a town meeting, to contribute to their communities. Democratic principles include equality before the law, inalienable rights, consent of the governed, right to alter or abolish the government, justice, responsibility and freedom. These virtues and principles form the foundation for interactions between citizens and governments and help governments, societies and communities decide which decisions are correct and which actions should be taken.

KNOW: Vocabulary:

Citizens
Equality
Consent
Abolish
Civic Virtues
Communities
Democratic Principles
Responsibility
Freedom
Governments
Society

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Civic Virtues and Democratic Principles: 2.C.CV.2: Evaluate how democratic principles guide governments, societies and communities.

Clarification Statement: Civic virtues are actions and duties citizens undertake, such as voting or attending a town meeting, to contribute to their communities. Democratic principles include equality before the law, inalienable rights, consent of the governed, right to alter or abolish the government, justice, responsibility and freedom. These virtues and principles form the foundation for interactions between citizens and governments and help governments, societies and communities decide which decisions are correct and which actions should be taken.

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Standard: Processes, Rules and Laws: 2.C.PR.1: Describe how societies changed and continue to change through processes, rules and laws in North America.

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Clarification Statement: Societies of North America have changed over time through processes, rules and laws. In the past, long-standing American Indian societies changed as encounters with early European explorers created a new context through new laws like the establishment of private property. Today throughout North America, there are different views on how society and government should be organized. For example, Canada, Mexico and the U.S. have different government structures.

KNOW: Vocabulary:

Society
Explorers
Private Property
Government
Structures

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Kentucky Government: 2.C.KGO.1: Describe how Kentucky's laws change over time.

Clarification Statement: As the needs of Kentuckians change, citizens have the opportunity to affect laws in their state by exercising their right to vote, writing letters to news outlets and legislators, and speaking at public meetings. The government of the state debates and passes laws that work to meet citizens' needs. Kentucky laws have changed over time, such as the requirement to wear a seatbelt in a vehicle.

KNOW: Vocabulary:

Kentuckian
Citizens
Laws
Legislators
Public Meetings
Government

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Microeconomics: 2.E.MI.1: Describe how examples of capital, human and natural resources are related to goods and services.

Clarification Statement: Capital resources are goods and tools used in production (logging truck, machinery); human resources include the people involved in the production of goods and services (horse trainers, coal miners); and natural resources are the materials (renewable and non-renewable) used in the production of goods and services (lumber, coal, wind).

KNOW: Vocabulary:

Capital resources
Production
Human resources
Natural resources
Materials
Common goods
Services
Economy

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Microeconomics: 2.E.MI.2: Describe how people are both producers and consumers.

Clarification Statement: Producers are people who use resources to provide goods or services. Consumers are people who choose to purchase goods or services. Because of specialization, a person can be both a producer providing a good or service they excel in, and a consumer, trading their own specialization for a good or service from someone with a different specialization.

KNOW: Vocabulary:

Producers
Resources
Common goods
Services
Consumers
Specialization
Economy

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Macroeconomics: 2.E.MA.1: Identify the cost of everyday, common goods.

Clarification Statement: Examples of everyday goods include, but are not limited to, groceries, clothes, household appliances or gasoline. Thinking about and identifying prices of common items helps lay a framework for later content.

KNOW: Vocabulary:

Goods
Common items
Economy

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Macroeconomics: 2.E.MA.2: Explain the role of prices in an economic market.

Clarification Statement: An economic market is created when goods and services are exchanged by producers and consumers. Prices are an indicator of what consumers are willing to pay for an item and what payment producers require to make an item.

KNOW: Vocabulary:

Economic market
Common goods
Services
Producers
Consumers
Payment

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Specialization, Trade and Interdependence: 2.E.ST.1: Explain why people specialize in the production of goods and services.

Clarification Statement: Specialization increases efficiency by allowing different people to become experts in the production of all of the various goods and services found in an economy. As societies become larger, more specialization can occur. For example, in nomadic North American tribes, specialization was low, but among settled agricultural states like the Aztecs, specialization was high.

KNOW: Vocabulary:

Specialization
Efficiency
Economy
Production
Common goods
Labor
Services
Society
Agriculture
Nomadic

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Incentives, Choices and Decision Making: 2.E.IC.1: Categorize different limited resources as renewable and non-renewable resources.

Clarification Statement: Renewable resources are resources that can be created, re-purposed (recycled materials into new materials) or re- grown (forests, crops). Nonrenewable resources are finite (natural gas, coal, oil).

KNOW: Vocabulary:

Renewable resources
Re-purposed
Recycled materials
Re-grown
Nonrenewable resources
Finite

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Kentucky Economics: 2.E.KE.1: Provide examples of each of the factors of production in Kentucky.

Clarification Statement: Factors of production are land, labor, capital and entrepreneurial skills. Examples of factors of production in Kentucky may include, but are not limited to: Land: natural resources used to produce goods and services, such as water, coal, forest Labor: coal miners, engineers, doctors Capital: machinery, tools, money used for investment Entrepreneurial skills: the qualities of a person who combines the other factors of production to make a profit.

KNOW: Vocabulary:

Production
Capital
Entrepreneurial skills
Factors
Profit

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Migration and Movement: 2.G.MM.1: Explain patterns of human settlement in North America.

Clarification Statement: Geographic features, such as bodies of water, topography, climate, land and natural resources, often affect where people settle and how these people sustain themselves. For example, the Aztec empire built their capital city within a lake to provide defense and enhance transportation, and over 90 percent of the population of Canada live within 100 miles of the United States border because that is the location of most of their farmable land.

KNOW: Vocabulary:

Geographic features

Sustain

Defense

Transportation

Population

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Human Interactions and Interconnections: 2.G.HI.1: Compare the ways various cultural groups connect and interact within North America.

Clarification Statement: In early North American societies, cultural groups connected through trade, migration, technology sharing and conquest. As exploration and colonization from the eastern hemisphere to the western hemisphere began, levels of connection and interaction within North America increased. Today, Canada, Mexico, and the United States interact for trade of many goods and services.

KNOW: Vocabulary:

Society
Cultural groups
Trade
Migration
Technology
Conquest
Exploration
Colonization
Eastern and Western Hemisphere
Interaction
Goods
Services

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **2.I.UE.1** Identify characteristics of primary and secondary sources.
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- **2.I.UE.3** Identify a primary and secondary source, and explain who created it, when they created it, where they created it and why they created it.
- **2.I.UE.4** Construct responses to compelling and supporting questions, using reasoning, examples and details, about the diversity of communities in North America.

Pike County Schools
Social Studies- 2nd Grade
Standards Mastery Document

MASTERY: Communicating Conclusions:

(Students must score 80% mastery on two or more in order to obtain mastery of this standard)

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Standard: Human Environment Interactions: 2.G.HE.1: Explain ways human activities impact the physical environment of North America.

Clarification Statement: Human movement, settlement and use of resources impacts the physical environment. For example, when French exploration and colonization of North America began, animals with fur were hunted to a greater extent. In modern day North America, urbanization has decreased the amount of forested land, and increased industrial production has caused more air and water pollution.

KNOW: Vocabulary:

Settlement
Resources
Physical Environment
Urbanization
Industrial production
Pollution

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Standard: Geographic Reasoning: 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.

Clarification Statement: Geographic representations include, but are not limited to, maps, globes, graphs, diagrams, GPS and aerial photographs. Students may use the properties of these representations, which include, but are not limited to, title, legend, compass rose, cardinal and intermediate directions, scale, symbols, grid, principal parallels and meridians, to examine information about geographic features of an area.

KNOW: Vocabulary:

Geographic representations

Properties

Geographic Features

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Standard: Kentucky Geography: 2.G.KGE.1: Analyze reasons for similarities and differences in the settlement patterns of North America and Kentucky.

Clarification Statement: Geographic features, such as natural resources, often affect where people settle and how people sustain themselves. For example, early European settlers established Louisville due to the geographic features of the Ohio River and Falls. Similarly, the Mississippi River Valley provided the water resources and transportation necessary for the creation of the early American Indian Mississippian mound culture. Modern civilizations tend to still be near sources of water.

KNOW: Vocabulary:

Geographic features
Natural resources
Water resources
Transportation
Modern

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Change and Continuity: 2.H.CH.1: Identify and compare the diverse North American cultural groups of the past and today.

Clarification Statement: Diverse groups from early North American societies included a variety of American Indians and indigenous people in modern-day Canada and Mexico living in large centralized agricultural civilizations, smaller agricultural villages, and as nomadic hunter gatherers. It also included early European explorers, from a variety of nations, and people who were brought forcibly, such as slaves from Africa. In North America today, diverse groups from across the globe live and interact to create our modern context.

KNOW: Vocabulary:

Diverse
Agricultural civilizations
Modern
Centralized

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Standard: Cause and Effect: 2.H.CE.1: Describe events in North America shaped by multiple cause and effect relationships.

Clarification Statement: The presence of diverse American Indian groups in North America created a variety of lifestyles and interactions among groups. As European exploration began, interactions among these groups began influencing events across the continent.

KNOW: Vocabulary:

Diverse

Variety

Interaction

Influence

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Standard: Cause and Effect: 2.H.CE.2: Describe the events and innovations that had effects on North America.

Clarification Statement: Some examples of events and innovations influential to early North America include, but are not limited to, caravel ships, navigational technology like the compass and astrolabe, the domestication of maize as well as advanced Mayan mathematics and astronomy.

KNOW: Vocabulary:

Innovations
Domestication

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Conflict and Compromise: 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.

Clarification Statement: Early American Indian societies and early explorers had cultural differences that created conflicts they attempted to resolve. For example, Europeans believed in land ownership, but many American Indian groups believed land was not a commodity to be possessed by individuals. These differences created conflicts and led to negative consequences for many American Indians.

KNOW: Vocabulary:

Societies
Explorers
Cultural differences
Conflicts
Negative consequences

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Standard: Kentucky History: 2.H.KH.1: Explain how events in North America impacted Kentucky.

Clarification Statement: Many diverse American Indian groups inhabited Kentucky prior to European exploration and settlement. Early European exploration laid a foundation for the eventual creation of the Commonwealth. However, elements of the complex history remain; for example, the name “Kentucky” is derived from American Indian languages.

KNOW: Vocabulary:

Diverse
Inhabit
Exploration
Settlement
Creation

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