

2nd Grade Social Studies



Prioritized Standards and Instructional Units 2023-2024

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UNIT 1: <i>Place Defining Us</i> 12+ Days	UNIT 2: <i>Defining Kentucky</i> 12+ Days	UNIT 3: <i>Defining the U.S.</i> 12+ Days	UNIT 4: <i>Defining Mexico</i> 12+ Days	UNIT 5: <i>Defining Canada</i> 12+ Days	UNIT 6: <i>Defining North Am.</i> 12+ Days
<p>Prioritized Standards for 22-23 2.I.Q.2</p> <p>Identify supporting questions that help answer compelling questions about communities found in North America.</p> <p>2.I.U.E.1</p> <p>Identify characteristics of primary and secondary sources.</p> <p>2.I.U.E.2</p> <p>Determine whether the evidence in primary and secondary sources is fact or opinion.</p> <p>2.I.CC.1</p> <p>Construct an explanation, using correct sequence and relevant information, to provide information on a community in North America.</p>	<p>Prioritized Standards for 22-23 2.I.Q.2</p> <p>Identify supporting questions that help answer compelling questions about communities found in North America.</p> <p>2.I.U.E.1</p> <p>Identify characteristics of primary and secondary sources.</p> <p>2.I.CC.3</p> <p>Identify ways to civically engage in Kentucky.</p> <p>2.I.CC.4</p> <p>Use listening and consensus-building procedures to discuss how to take action in the local community or Kentucky.</p>	<p>Prioritized Standards for 22-23 2.I.Q.2</p> <p>Identify supporting questions that help answer compelling questions about communities found in North America.</p> <p>2.I.U.E.3</p> <p>Identify a primary and secondary source, and explain who created it, when they created it, where they created it and why they created it.</p> <p>2.I.U.E.4</p> <p>Construct responses to compelling and supporting questions, using reasoning, examples and details, about the diversity of communities in North America.</p> <p>2.I.CC.1</p> <p>Construct an explanation, using correct sequence and relevant information, to</p>	<p>Prioritized Standards for 22-23 2.I.Q.1</p> <p>Ask compelling questions about communities found in North America.</p> <p>2.I.U.E.3</p> <p>Identify a primary and secondary source, and explain who created it, when they created it, where they created it and why they created it.</p> <p>2.I.U.E.4</p> <p>Construct responses to compelling and supporting questions, using reasoning, examples and details, about the diversity of communities in North America.</p> <p>2.I.CC.1</p> <p>Construct an explanation, using correct sequence and relevant information, to provide information on a community in North</p>	<p>Prioritized Standards for 22-23 2.I.Q.1</p> <p>Ask compelling questions about communities found in North America.</p> <p>2.I.U.E.3</p> <p>Identify a primary and secondary source, and explain who created it, when they created it, where they created it and why they created it.</p> <p>2.I.U.E.4</p> <p>Construct responses to compelling and supporting questions, using reasoning, examples and details, about the diversity of communities in North America.</p> <p>2.I.CC.1</p> <p>Construct an explanation, using correct sequence and relevant information, to provide information on a community in North</p>	<p>Prioritized Standards for 22-23 2.I.Q.1</p> <p>Ask compelling questions about communities found in North America.</p> <p>2.I.U.E.3</p> <p>Identify a primary and secondary source, and explain who created it, when they created it, where they created it and why they created it.</p> <p>2.I.U.E.4</p> <p>Construct responses to compelling and supporting questions, using reasoning, examples and details, about the diversity of communities in North America.</p> <p>2.I.CC.1</p> <p>Construct an explanation, using correct sequence and relevant information, to provide information on a community in North</p>

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		<p>provide information on a community in North America.</p> <p>2.I.CC.2</p> <p>Construct an argument with reasons and details to address a civic issue on a community in North America.</p>	<p>America.</p> <p>2.I.CC.2</p> <p>Construct an argument with reasons and details to address a civic issue on a community in North America.</p>	<p>America.</p> <p>2.I.CC.2</p> <p>Construct an argument with reasons and details to address a civic issue on a community in North America.</p>	<p>America.</p> <p>2.I.CC.2</p> <p>Construct an argument with reasons and details to address a civic issue on a community in North America.</p>
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Place Defining Us / Unit 1:

Suggested Pacing Guide: 8+ Days

Compelling Questions: How does place define us?
Supporting Questions: <ul style="list-style-type: none"> ● What different groups of people lived in North America? ● Why did groups of people settle and move where they did? ● How did early people in North America use their environment to meet their needs? ● What roles did people have in early North American groups?

Standards:	Priority or Supporting:
Questioning Standards: 2.I.Q.1 Ask compelling questions about communities found in North America.	Supporting
2.I.Q.2 Identify supporting questions that help answer compelling questions about communities found in North America.	Priority
Content Standards:	
2.C.PR.1 Describe how societies changed and continue to change through processes, rules and laws in North America.	Supporting
2.E.MI.1 Describe how examples of capital, human and natural resources are related to goods and services.	Supporting
2.G.MM.1 Explain patterns of human settlement in North America.	Supporting
2.G.HE.1 Explain the ways human activities impact the physical environment of North America.	Supporting
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.	Supporting
2.H.CH.1 Identify and compare the diverse North American cultural groups of the past and today.	Supporting

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2.H.CE.1 Describe events in North America shaped by multiple cause and effect relationships.	Supporting
2.H.CO.1 Describe events in North America that illustrate how people from diverse cultural groups worked through conflicts to solve a problem.	Supporting
Using Evidence: 2.I.U.E.1 Identify characteristics of primary and secondary sources.	Priority
2.I.U.E.2 Determine whether the evidence in primary and secondary sources is fact or opinion.	Priority
2.I.U.E.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.	Supporting
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.	Supporting
Communicating Conclusions: 2.I.CC.1 Construct an explanation, using correct sequence and relevant information, to provide information on a community in North America.	Priority
2.I.CC.2 Construct an argument with reasons and details to address a civic issue on a community in North America.	Supporting
2.I.CC.3 Identify ways to civically engage in Kentucky.	Supporting
2.I.CC.4 Use listening and consensus-building procedures to discuss how to take action in the local community or Kentucky.	Supporting

Defining Kentucky / Unit 2:

Suggested Pacing Guide: 8+ Days

Compelling Questions: What defines Kentucky?
Supporting Questions: <ul style="list-style-type: none"> • Where do we see democratic principles in Kentucky? • How have human activities impacted the environment in Kentucky? • How have goods and services changed over time in Kentucky? • What are major events that happened in Kentucky?

Standards:	Priority or Supporting:
Questioning Standards:	Supporting
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.	Priority
Content Standards:	
2.C.PR.1 Describe how societies changed and continue to change through processes, rules and laws in North America.	Supporting
2.C.KGO.1 Describe how Kentucky’s laws change over time.	Supporting
2.E.KE.1 Provide examples of each of the factors of production in Kentucky.	Supporting
2.E.MI.2 Describe how people are both producers and consumers.	Supporting
2.G.HI.1 Compare the ways various cultural groups connect and interact within North America.	Supporting
2.G.KGE.1 Analyze reasons for similarities and differences in the settlement patterns of North America and Kentucky.	Supporting

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2.H.KH.1 Explain how events in North America impacted Kentucky.	Supporting
2.H.CH.1 Identify and compare the diverse North American cultural groups of the past and today.	Supporting
Using Evidence: 2.I.U.E.1 Identify characteristics of primary and secondary sources.	Priority
2.I.U.E.2 Determine whether the evidence in primary and secondary sources is fact or opinion.	Supporting
2.I.U.E.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.	Supporting
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.	Supporting
Communicating Conclusions: 2.I.CC.1 Construct an explanation, using correct sequence and relevant information, to provide information on a community in North America.	Supporting
2.I.CC.2 Construct an argument with reasons and details to address a civic issue on a community in North America.	Supporting
2.I.CC.3 Identify ways to civically engage in Kentucky.	Priority
2.I.CC.4 Use listening and consensus-building procedures to discuss how to take action in the local community or Kentucky.	Priority

Defining the United States / Unit 3:

Suggested Pacing Guide: 8+ Days

Compelling Questions: What defines the United States?

Supporting Questions:

- Where do we see democratic principles in the United States?
- How have human activities impacted the environment in the United States?
- How has specialization and trade changed over time in the United States?
- What are major events that happened in the United States?

Standards:	Priority or Supporting:
Questioning Standards: 2.I.Q.1 Ask compelling questions about communities found in North America.	Supporting
2.I.Q.2 Identify supporting questions that help answer compelling questions about communities found in North America.	Priority
Content Standards:	
2.C.CP.2 Explain that the functions of effective government are to create order, establish justice and meet the needs of their citizens.	Supporting
2.C.RR.2 Compare the rights and responsibilities of citizens in North America.	Supporting
2.E.ST.1 Explain why people specialize in the production of goods and services.	Supporting
2.G.HE.1 Explain the ways human activities impact the physical environment of North America.	Supporting
2.G.HI.1 Compare the ways various cultural groups connect and interact within North America.	Supporting
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.	Supporting
2.H.CE.2 Describe the events and innovations that had effects on North America.	Supporting

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2.H.CH.1 Identify and compare the diverse North American cultural groups of the past and today.	Supporting
Using Evidence: 2.I.U.E.1 Identify characteristics of primary and secondary sources.	Supporting
2.I.U.E.2 Determine whether the evidence in primary and secondary sources is fact or opinion.	Supporting
2.I.U.E.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.	Priority
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.	Priority
Communicating Conclusions: 2.I.CC.1 Construct an explanation, using correct sequence and relevant information, to provide information on a community in North America.	Priority
2.I.CC.2 Construct an argument with reasons and details to address a civic issue on a community in North America.	Priority
2.I.CC.3 Identify ways to civically engage in Kentucky.	Supporting
2.I.CC.4 Use listening and consensus-building procedures to discuss how to take action in the local community or Kentucky.	Supporting

Defining Mexico / Unit 4:

Suggested Pacing Guide: 8+ Days

Compelling Questions: What defines Mexico?
Supporting Questions: <ul style="list-style-type: none"> ● Where do we see democratic principles in Mexico? ● How have human activities impacted the environment in Mexico? ● How have human activities impacted the environment in Mexico? ● What are major events that happened in Mexico?

Standards:	Priority or Supporting:
Questioning Standards: 2.I.Q.1 Ask compelling questions about communities found in North America.	Priority
2.I.Q.2 Identify supporting questions that help answer compelling questions about communities found in North America.	Supporting
Content Standards:	
2.C.CP.2 Explain that the functions of effective government are to create order, establish justice and meet the needs of their citizens.	Supporting
2.C.RR.2 Compare the rights and responsibilities of citizens in North America.	Supporting
2.E.MI.1 Describe how examples of capital, human and natural resources are related to goods and services.	Supporting
2.E.ST.1 Explain why people specialize in the production of goods and services.	Supporting
2.G.HE.1 Explain the ways human activities impact the physical environment of North America.	Supporting
2.G.HI.1 Compare the ways various cultural groups connect and interact within North America.	Supporting

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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.	Supporting
2.H.CE.2 Describe the events and innovations that had effects on North America.	Supporting
2.H.CH.1 Identify and compare the diverse North American cultural groups of the past and today.	Supporting
Using Evidence: 2.I.UE.1 Identify characteristics of primary and secondary sources.	Supporting
2.I.UE.2 Determine whether the evidence in primary and secondary sources is fact or opinion.	Supporting
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.	Priority
2.I.UE.4 Construct responses to compelling and supporting questions, using reasoning, examples and details, about the diversity of communities in North America.	Priority
Communicating Conclusions: 2.I.CC.1 Construct an explanation, using correct sequence and relevant information, to provide information on a community in North America.	Priority
2.I.CC.2 Construct an argument with reasons and details to address a civic issue on a community in North America.	Priority
2.I.CC.3 Identify ways to civically engage in Kentucky.	Supporting
2.I.CC.4 Use listening and consensus-building procedures to discuss how to take action in the local community or Kentucky.	Supporting

Defining Canada / Unit 5:

Suggested Pacing Guide: 8+ Days

Compelling Questions: What defines Canada?
Supporting Questions: <ul style="list-style-type: none"> ● Where do we see democratic principles in Canada? ● How have human activities impacted the environment in Canada? ● How has specialization and trade changed over time in Canada? ● What are major events that happened in Canada?

Standards:	Priority or Supporting:
Questioning Standards: 2.I.Q.1 Ask compelling questions about communities found in North America.	Priority
2.I.Q.2 Identify supporting questions that help answer compelling questions about communities found in North America.	Supporting
Content Standards:	
2.C.CP.2 Explain that the functions of effective government are to create order, establish justice and meet the needs of their citizens.	Supporting
2.C.RR.2 Compare the rights and responsibilities of citizens in North America.	Supporting
2.E.ST.1 Explain why people specialize in the production of goods and services.	Supporting
2.G.HE.1 Explain the ways human activities impact the physical environment of North America.	Supporting
2.G.HI.1 Compare the ways various cultural groups connect and interact within North America.	Supporting
2.G.GR.1 Examine geographic features of places in North America using a variety of geographic data, including maps, photos	Supporting

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and other geographic tools.	
2.H.CE.2 Describe the events and innovations that had effects on North America.	Supporting
2.H.CH.1 Identify and compare the diverse North American cultural groups of the past and today.	Supporting
Using Evidence: 2.I.UE.1 Identify characteristics of primary and secondary sources.	Supporting
2.I.UE.2 Determine whether the evidence in primary and secondary sources is fact or opinion.	Supporting
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.	Priority
2.I.UE.4 Construct responses to compelling and supporting questions, using reasoning, examples and details, about the diversity of communities in North America.	Priority
Communicating Conclusions: 2.I.CC.1 Construct an explanation, using correct sequence and relevant information, to provide information on a community in North America.	Priority
2.I.CC.2 Construct an argument with reasons and details to address a civic issue on a community in North America.	Priority
2.I.CC.3 Identify ways to civically engage in Kentucky.	Supporting
2.I.CC.4 Use listening and consensus-building procedures to discuss how to take action in the local community or Kentucky.	Supporting

Defining North America / Unit 6:

Suggested Pacing Guide: 8+ Days

Compelling Questions: What defines North America?
<p>Supporting Questions:</p> <ul style="list-style-type: none"> ● How are democracies in North America similar and different? ● How is the impact of human activities on the environment in North America similar and different? ● How are goods and services in North America similar and different? ● How are major events in North America similar and different?

Standards:	Priority or Supporting:
Questioning Standards: 2.I.Q.1 Ask compelling questions about communities found in North America.	Priority
2.I.Q.2 Identify supporting questions that help answer compelling questions about communities found in North America.	Supporting
Content Standards:	
2.C.CP.2 Explain that the functions of effective government are to create order, establish justice and meet the needs of their citizens.	Supporting
2.C.RR.2 Compare the rights and responsibilities of citizens in North America.	Supporting
2.E.ST.1 Explain why people specialize in the production of goods and services.	Supporting
2.G.HE.1 Explain the ways human activities impact the physical environment of North America.	Supporting
2.G.HI.1 Compare the ways various cultural groups connect and interact within North America.	Supporting
2.G.GR.1 Examine geographic features of places in North America using a variety of geographic data, including maps, photos	Supporting

and other geographic tools.	
2.H.CE.2 Describe the events and innovations that had effects on North America.	Supporting
2.H.CH.1 Identify and compare the diverse North American cultural groups of the past and today.	Supporting
Using Evidence: 2.I.U.E.1 Identify characteristics of primary and secondary sources.	Supporting
2.I.U.E.2 Determine whether the evidence in primary and secondary sources is fact or opinion.	Supporting
2.I.U.E.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.	Priority
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.	Priority
Communicating Conclusions: 2.I.CC.1 Construct an explanation, using correct sequence and relevant information, to provide information on a community in North America.	Priority
2.I.CC.2 Construct an argument with reasons and details to address a civic issue on a community in North America.	Priority
2.I.CC.3 Identify ways to civically engage in Kentucky.	Supporting
2.I.CC.4 Use listening and consensus-building procedures to discuss how to take action in the local community or Kentucky.	Supporting