

Grade 2: North American Interactions

Specific Overview

Grade 2: Introduction

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 toward this goal by beginning to understand how communities work together throughout North America (Canada, Mexico and the United States). 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.”

Key Vocabulary

May include, but is not limited to: capital, civic, common goods, conflict, consumer, culture, economy, entrepreneurship, geographic, geographic features, human resources, innovations, labor, land, natural resources, non-renewable resource, producer, production, renewable resource, resources, responsibilities, rights, society, virtues

Looking Back, Looking Ahead: Connections to Grade 1 and Grade 3

In grade 1, students explore the interplay between people of the past and modern communities by expanding their studies from a personal to a local level, to include Kentucky. In grade 2, students apply their understanding of local and state communities to how communities work together throughout North America (Canada, Mexico and the United States). In grade 3, students begin to apply the concept of the community globally, understanding the impact of interaction between groups within the continent of Africa, the Americas, Asia, Europe and Oceania (Australasia, Melanesia, Micronesia and Polynesia).

What this would look like in practice

This example provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices throughout grade 2. The identified sample evidence of learning is a possible suggestion of how the disciplinary strand standards interact with the inquiry practices; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.

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.

Standard	Sample Evidence of Learning
2.I.Q.2 Identify supporting questions that help answer compelling questions about communities found in North America.	<p>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.</p> <ul style="list-style-type: none"> • How do diverse groups civically participate? • How do diverse groups share resources? • How do diverse groups resolve conflict?
2.C.RR.1 Describe the importance of civic participation.	<p>Human society is only possible through cooperation. Students may begin to understand how 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. Students can describe how several ways of participating in one’s community help human societies in North America function.</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>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. Students can identify times when individuals from diverse cultural groups worked together to attempt to resolve conflict.</p>
2.I.U.4 Construct responses to compelling and supporting questions, using reasoning, examples and details, about the diversity of communities in North America.	<p>Students can construct verbal and written responses to the question “How do diverse groups build good relationships?” utilizing their developed content knowledge.</p>
2.I.CC.2 Construct an argument with reasons and details to address a civic issue on a community in North America.	<p>Students can discuss civic issues found within communities. When civic issues are identified, students can discuss the multiple perspectives surrounding the issue. Students can develop an opinion on how to address the civic issue and then construct an argument with reasons and details.</p>

Opportunities for Cross-Disciplinary Connections

The *KAS for Social Studies* provides opportunities to engage with other content areas. For example, a teacher can connect the *KAS for Social Studies* and the *KAS for Reading and Writing* by providing students with a variety of texts (literary, informational, visual, digital, etc.) and asking them to describe the connections between individuals, diverse groups and/or historical events over the course of a text. Students could also identify information gained from visuals and words in a text, and explain how the information contributes to the understanding of the text. They might also describe the relationship between information in two or more texts on the same topic, such as how diverse groups build good relationships. After learning the purpose and form of informational texts, students could write an informational piece, design a presentation, or create a visual to explain how diverse groups build good relationships. They may also compose an opinion on a way to address a civic issue in a community in North America.

Grade 2: North American Interactions Standards

Introduction

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 United States). 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.

Concepts and Practices	Standards
I: 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.
I: Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>
C: Civic and Political Institutions	2.C.CP.1 Explain the need for civic and political structures in North America. 2.C.CP.2 Explain that the functions of effective government are to create order, establish justice and meet the needs of their citizens.
C: Roles and Responsibilities of a Citizen	2.C.RR.1 Describe the importance of civic participation. 2.C.RR.2 Compare the rights and responsibilities of citizens in North America.
C: Civic Virtues and Democratic Principles	2.C.CV.1 Evaluate how civic virtues guide governments, societies and communities. 2.C.CV.2 Evaluate how democratic principles guide governments, societies and communities.
C: Processes, Rules and Laws	2.C.PR.1 Describe how societies changed and continue to change through processes, rules and laws in North America.
C: Kentucky Government	2.C.KGO.1 Describe how Kentucky’s laws change over time.
E: Microeconomics	2.E.MI.1 Describe how examples of capital, human, and natural resources are related to goods and services. 2.E.MI.2 Describe how people are both producers and consumers.
E: Macroeconomics	2.E.MA.1 Identify the cost of everyday, common goods. 2.E.MA.2 Explain the role of prices in an economic market.

Concepts and Practices	Standards	
E: Specialization, Trade and Interdependence	2.E.ST.1	Explain why people specialize in the production of goods and services.
E: Incentives, Choices and Decision Making	2.E.IC.1	Categorize different limited resources as renewable and non-renewable resources.
E: Kentucky Economics	2.E.KE.1	Provide examples of each of the factors of production in Kentucky.
G: Migration and Movement	2.G.MM.1	Explain patterns of human settlement in North America.
G: Human Interactions and Interconnections	2.G.HI.1	Compare the ways various cultural groups connect and interact within North America.
G: Human Environment Interaction	2.G.HE.1	Explain the ways human activities impact the physical environment of North America.
G: 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.
G: Kentucky Geography	2.G.KGE.1	Analyze reasons for similarities and differences in the settlement patterns of North America and Kentucky.
H: Change and Continuity	2.H.CH.1	Identify and compare the diverse North American cultural groups of the past and today.
H: Cause and Effect	2.H.CE.1 2.H.CE.2	Describe events in North America shaped by multiple cause and effect relationships. Describe the events and innovations that had effects on North America.
H: 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.
H: Kentucky History	2.H.KH.1	Explain how events in North America impacted Kentucky.
I: Using Evidence	2.I.UE.1 2.I.UE.2 2.I.UE.3 2.I.UE.4	Identify characteristics of primary and secondary sources. Determine whether the evidence in primary and secondary sources is fact or opinion. Identify a primary and secondary source, and explain who created it, when they created it, where they created it and why they created it. Construct responses to compelling and supporting questions, using reasoning, examples and details, about the diversity of communities in North America.

Concepts and Practices	Standards
I: Communicating Conclusions	<p>2.1.CC.1 Construct an explanation, using correct sequence and relevant information, to provide information on a community in North America.</p> <p>2.1.CC.2 Construct an argument with reasons and details to address a civic issue on a community in North America.</p> <p>2.1.CC.3 Identify ways to civically engage in Kentucky.</p> <p>2.1.CC.4 Use listening and consensus-building procedures to discuss how to take action in the local community or Kentucky.</p>

Grade 2: Disciplinary Clarifications and Instructional Support

The disciplinary clarifications include sample ideas of content and concepts to help teachers better understand the expectations of the standards. The identified disciplinary clarifications are possible suggestions; however, they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Civics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
C: Civic and Political Institutions	2.C.CP.1 Explain the need for civic and political structures in North America.	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.
	2.C.CP.2 Explain that the functions of effective government are to create order, establish justice and meet the needs of their citizens.	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.
C: Roles and Responsibilities of a Citizen	2.C.RR.1 Describe the importance of civic participation.	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.
	2.C.RR.2 Compare the rights and responsibilities of citizens in North America.	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.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
C: Civic Virtues and Democratic Principles	2.C.CV.1 Evaluate how civic virtues guide governments, societies and communities. 2.C.CV.2 Evaluate how democratic principles guide governments, societies and communities.	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.
C: Processes, Rules and Laws	2.C.PR.1 Describe how societies changed and continue to change through processes, rules and laws in North America.	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.
C: Kentucky Government	2.C.KGO.1 Describe how Kentucky’s laws change over time.	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.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Economics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
E: Microeconomics	<p>2.E.MI.1 Describe how examples of capital, human, and natural resources are related to goods and services.</p> <p>2.E.MI.2 Describe how people are both producers and consumers.</p>	<p>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).</p> <p>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.</p>
E: Macroeconomics	<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>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.</p> <p>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.</p>
E: Specialization, Trade and Interdependence	<p>2.E.ST.1 Explain why people specialize in the production of goods and services.</p>	<p>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.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
E: Incentives, Choices and Decision Making	2.E.IC.1 Categorize different limited resources as renewable and non-renewable resources.	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).
E: Kentucky Economics	2.E.KE.1 Provide examples of each of the factors of production in Kentucky.	Factors of production are land, labor, capital and entrepreneurial skills. Examples of factors of production in Kentucky may include, but are not limited to: <i>Land:</i> natural resources used to produce goods and services, such as water, coal, forests <i>Labor:</i> coal miners, engineers, doctors <i>Capital:</i> machinery, tools, money used for investment Entrepreneurial skills: the qualities of a person who combines the other factors of production to make a profit

Geography Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
G: Migration and Movement	2.G.MM.1 Explain patterns of human settlement in North America.	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.
G: Human Interactions and Interconnections	2.G.HI.1 Compare the ways various cultural groups connect and interact within North America.	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.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
G: Human Environment Interaction	2.G.HE.1 Explain ways human activities impact the physical environment of North America.	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.
G: 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.	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.
G: Kentucky Geography	2.G.KGE.1 Analyze reasons for similarities and differences in the settlement patterns of North America and Kentucky.	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.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

History Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
H: Change and Continuity	2.H.CH.1 Identify and compare the diverse North American cultural groups of the past and today.	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 enslaved people from Africa. In North America today, diverse groups from across the globe live and interact to create our modern context.
H: Cause and Effect	2.H.CE.1 Describe events in North America shaped by multiple cause and effect relationships. 2.H.CE.2 Describe the events and innovations that had effects on North America.	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. 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.
H: 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.	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.
H: Kentucky History	2.H.KH.1 Explain how events in North America impacted Kentucky.	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.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Grade 3: Global Interactions

Specific Overview

Grade 3: Introduction

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. Third graders continue to work toward this goal by applying the concept of community globally, understanding the impact of interaction between groups within the continent of Africa, the Americas, Asia, Europe and Oceania (Australasia, Melanesia, Micronesia and Polynesia). Students explain the basic purposes and functions of differing governing bodies in the world while comparing how diverse societies govern themselves. Students illustrate the relationship between supply and demand and describe examples of economic interdependence. Students explain how the cultural aspects of a region spread beyond its borders and how culture influences how people modify and adapt to their environments. Students compare diverse world communities in terms of members, customs and traditions to their local community while explaining how world events impact Kentucky. Students also investigate how communities work together while acknowledging the different perspectives of diverse groups in today's world.

Key Vocabulary

May include, but is not limited to: benefit, chronological, contributions, culture, customs and traditions, demand, diverse, economic interdependence, governing bodies, immigrant, incentives, influence, law, multicultural, opportunity costs, property, region, representations, rule, supply

Looking Back, Looking Ahead: Connections Grade 2 and Grade 4

In grade 2, students apply their understanding of local and state communities to how communities work together throughout North America (Canada, Mexico and the United States). In grade 3, students apply the concept of the community globally, understanding the impact of interaction between groups within the continent of Africa, the Americas, Asia, Europe and Oceania (Australasia, Melanesia, Micronesia and Polynesia). In grade 4, students use this knowledge to examine the reasons why and how people move from one place to another through migration and settlement of Colonial America.

What this would look like in practice

This example provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices throughout grade 3. The identified sample evidence of learning is a possible suggestion of how the disciplinary strand standards interact with the inquiry practices; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.