

**Standards Curriculum Map
Bourbon County Schools**

Level: 2nd Grade Grade
Grade and/or Course: World Civilization
Updated/Created: May 2020

Students will use the inquiry process to explore how communities work together throughout North America (Canada, Mexico and the United States) through civic, economic, geographic and historical concepts.

Civics(C) **Economics (E)** **Geography (G)** **History (H)**

Days: All Year	KAS:	Inquiry Standards	(I can) Skills/Targets:	Vocabulary:	Strategies:	Resources:
Questioning Using Evidence Communicate Conclusions <u>Days</u> All year	<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.	<u>Inquiry Standards: 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.	I can ask compelling questions. I can identify supporting questions.	*compelling questions *communities *identify	Inquiry Process	simplesolutions.org

	<p>Using Evidence</p> <p>2.I.U.E.1 Identify characteristics of primary and secondary sources</p> <p>2.I.U.E.2 Determine whether the evidence in primary and secondary sources is fact or opinion.</p> <p>2.I.U.E.3 Identify a primary and secondary sources, 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 Construct responses to compelling and supporting questions, using reasoning, examples, and details, about the diversity of communities in North America.</p>	<p>Inquiry Standards: Using Evidence</p> <p>2.I.U.E.1 Identify characteristics of primary and secondary sources</p> <p>2.I.U.E.2 Determine whether the evidence in primary and secondary sources is fact or opinion.</p> <p>2.I.U.E.3 Identify a primary and secondary sources, 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 Construct responses to compelling and supporting questions, using reasoning, examples, and details, about the diversity of communities in North America.</p>	<p>I can identify characteristics of primary and secondary sources.</p> <p>I can decide if evidence is fact or opinion.</p> <p>I can tell who, when, where and why evidence was created.</p> <p>I can respond to questions about the diversity of communities in North America.</p>	<p>*primary sources *secondary sources</p> <p>*evidence *fact *opinion</p> <p>*construct reasoning</p>	<p>Inquiry Process</p>	<p>Simplesolutions.org</p> <p>Primary Vs. Secondary Sources</p> <p>Lesson on Primary and secondary sources</p> <p>There are also primary and secondary sources sorts on teachers pay teachers along with other resources.</p>
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	<p><u>Communicate Conclusions</u></p> <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>	<p><u>Inquiry Standards: Communicating Conclusions</u></p> <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>	<p>I can tell about a community using correct order and information.</p> <p>I can provide reasons and details to tell about a civic issue in a community.</p> <p>I can list ways to be a good citizen in Kentucky.</p> <p>I can discuss how to take action in my community.</p>	<p>*relevant</p> <p>*sequence</p> <p>*argument</p> <p>*civically engage</p> <p>*consensus</p>	<p>Inquiry Process</p>	<p>SimpleSolutions.org</p> <p>Unit 4 discusses civic issues and how to take action</p> <p>https://www.living-democracy.com/textbooks/volume-2/unit-4/</p> <p>Website offers ideas on civic issues and how to teach kids to take action:</p> <p>https://www.edutopia.org/article/civics-elementary-classroom</p> <p>This website does the same but is geared for older kids. Could use some of the ideas but modify them for our kids.</p> <p>https://www.pbs.org/newshour/extra/lessons-plans/lesson-plan-civic-engagement-and-ways-for-students-to-get-involved/</p>
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HOT questions: **Compelling** Does development mean progress?
What is the difference between primary and secondary sources?
Give an example of a primary and secondary source.

<p>order, establish justice and meet the needs of their citizens.</p> <p>2.C.CV.2 Evaluate how democratic principles guide governments, societies and communities.</p> <p>Process, Rules and Laws</p> <p>2.C.PR.1 Describe how societies changed and continue to change through processes, rules and laws in North America.</p>	<p>Inquiry Standards: Process, Rules and Laws</p>	<p>and meet the citizens needs.</p> <p>I can explain how democracy guides our community.</p> <p>I can explain how other communities are governed.</p> <p>I can describe how communities change because of rules and laws.</p> <p>I can explain how Kentucky's laws have changed over time.</p>	<p>*democratic principles</p> <p>*rules</p> <p>*laws</p> <p>*processes</p>	<p>Numbered Heads Together</p> <p>Timed Pair Share</p> <p>Rally Coach</p> <p>Quiz-Quiz Trade</p> <p>Fan-n-Pick</p> <p>Showdown</p> <p>Numbered Heads Together</p>	<p>resources</p> <p>Explains the functions of effective government to meet the needs of their citizens using Stone Fox and other read alouds Lesson 4 Specifically We the Civics Kids-constitution.org</p> <p>Information on democracy</p> <p>Wonders story: Grace for President</p> <p>Do We Have to Have Rules?</p> <p>https://www.education.com/lesson-plan/law-of-the-land/</p> <p>Rules and Laws lesson ideas hingideas.co.uk/re/rules-and-laws</p>
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	2. C.KGO.1 Describe how Kentucky's laws change over time.					
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HOT questions: **Compelling** Does development mean progress?
Why do we need civic and political structures?
How do governments meet the needs of its citizens?
How are other communities governed?

Days: 41-63	KAS:	Inquiry Standards	(I can) Skills/Targets:	Vocabulary:	Strategies:	Resources:
History <u>Days</u> 2nd- Nine weeks	History 2.H.CH.1 Identify and compare the diverse North American cultural groups of the past and today. 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. 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. 2.H.KH.1 Explain how events in North America impacted Kentucky.	Inquiry Standards: History	I can compare cultural groups of the past and today. I can describe how events were shaped by the actions of different cultures. I can describe how events and inventions affected our country. I can describe how different cultures solved conflicts. I can explain how events in North	*compare *diverse *cultural *events *multiple relationships *effects *Innovations *illustrate *conflicts *impacted	Timed Pair Share Rally Coach Quiz-Quiz Trade Fan-n-Pick Showdown Numbered Heads Together Timed Pair Share Rally Coach	If We Live in the Present, Why Should We Care About the Past? https://kystandards.org/standards-resources/sal/ss_sal/ Background info on the first settlements in N. America Lesson plans and teacher guides over early settlements https://online.kidsdiscover.com/unit/early-settlements If We Live in the Present, Why Should We Care About the

			America affected Kentucky.		Quiz-Quiz Trade Fan-n-Pick Showdown Numbered Heads Together	Past? https://kystandards.org/standards-resources/sal/ss_sal/
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HOT questions: (Compelling)

Does development mean progress?

How does culture shape modern communities?

How have events from the past changed our lives in the present?

How do people today solve problems created in the past?

Days: Days 89-109	KAS:	Inquiry Standards	(I can) Skills/Targets:	Vocabulary:	Strategies:	Resources:
Economics Micro- economics	<p>Economics-Microeconomics</p> <p>2.E.MI.1 Describe how examples of capital, human, and natural resources are related to goods and services.</p> <p>2.E.IC.1 Categorize different limited resources as renewable and non-renewable resources.</p> <p>2.E.KE.1 Provide examples of of the factors of production in Kentucky (land, labor, capital, entrepreneurial skills)</p> <p>2.E.MI.2 Describe how people are both producers and consumers.</p>	<p>Inquiry Standards: Economics- Micro-economics</p>	<p>I can describe how resources are related to goods and services.</p> <p>I can sort resources as renewable and non-renewable.</p> <p>I can give examples of what is needed to produce goods in Kentucky.</p> <p>I can describe how people are both producers and consumers.</p>	<p>*capital resources</p> <p>*human resources</p> <p>*natural resources</p> <p>*goods</p> <p>*services</p> <p>*renewable resources</p> <p>*nonrenewable resources</p> <p>*factors of production</p> <p>*land</p> <p>*labor</p> <p>*capital</p> <p>*entrepreneurial skills</p> <p>*producers</p> <p>*consumers</p>	<p>Timed Pair Share</p> <p>Rally Coach</p> <p>Quiz-Quiz Trade</p> <p>Fan-n-Pick</p> <p>Showdown</p> <p>Numbered Heads Together</p> <p>Timed Pair Share</p> <p>Rally Coach</p>	<p>What Makes Me Become We?</p> <p>Potato: A Tale from the Great Depression Lesson for Grades 2-4 Education Resources</p> <p>Clifford and the Big Storm Lesson for Grades 1-3 Education</p> <p>A Chair for My Mother Lesson for Grades 1-3 Education</p> <p>https://www.econedlink.org/resources/grade/k-2/</p>

	<p>2.E.ST.1 Explain why people specialize in the production of goods and services.</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>I can explain why people specialize in the production of goods and services.</p> <p>I can identify the cost of everyday goods.</p> <p>I can explain how prices affect the economy.</p>	<p>*specialize</p> <p>*cost</p> <p>*everyday common goods</p> <p>*economy</p>	<p>Quiz-Quiz Trade</p> <p>Fan-n-Pick</p> <p>Showdown</p> <p>Numbered Heads Together</p>	<p>Piggy Bank Primer: Twenty-five Cents Worth of History Lesson for Grades 2-4 Education Resources</p> <p>Junior Achievement: arrange through local representative</p>
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HOT questions: **(Compelling)** Does development mean progress?
 How do people decide what is a need and what is a want? How have needs and wants changed over time?
 What goods and services are an important part of a person's daily life?
 How does the need for resources unite and divide us?

Days: Days 132-151	KAS:	Inquiry Standards	(I can) Skills/Targets:	Vocabulary:	Strategies:	Resources:
Geography	<p>Geography</p> <p>2.G.GR1 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.HE.1 Explain ways human activities impact the physical environment of North America</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>Inquiry Standards: Questioning</p>	<p>I can explore geographic features using a variety of tools.</p> <p>I can explain how people can change the environment.</p> <p>I can explain how North America was settled.</p> <p>I can compare reasons that caused people to settle in certain areas.</p>	<p>maps globes graphs diagrams GPS aerial photographs bodies of water topography climate land natural resources</p> <p>Geographic tools: *title *legend *compass rose *cardinal direction *intermediate direction *scale *symbols *grid *principal parallels *meridians *settlement</p>	<p>Timed Pair Share</p> <p>Rally Coach Quiz-Quiz Trade</p> <p>Fan-n-Pick</p> <p>Showdown</p> <p>Numbered Heads Together</p> <p>Timed Pair Share</p> <p>Rally Coach Quiz-Quiz Trade</p> <p>Fan-n-Pick</p> <p>Showdown</p> <p>Numbered</p>	<p><u>How Do We Shape Our Environment?</u></p> <p><u>Treasure Map Lesson for Grades 2-4</u> <u>Treasure Map</u></p> <p><u>How Would Our Lives Be Different If We Lived in a Different Kind of Co</u></p> <p><u>How Do We Shape Our Environment?</u></p> <p><u>Treasure Map Lesson for Grades 2-4</u> <u>Treasure Map</u></p> <p><u>How Would</u></p>

	<p>2.G.HI.1 Compare the ways various cultural groups connect and interact within North America</p>		<p>I can compare the ways different groups of people connect.</p>		<p>Heads Together</p>	<p><u>Our Lives Be Different If We Lived in a Different Kind of Co</u></p>
<p>HOT questions: (Compelling) Does development mean progress? How does culture shape modern communities? 1. How do we modify our environment over time? 2. How do we use land in different ways to shape our community? 3. How does our use of land improve or harm our community? 4. How has a local development improved or harmed our community?</p>						