

# Grades K, 1, 2

Adopted 2017

## Developing Questions & Planning Inquiries

### Constructing Compelling Questions

- K-2. Explain why the compelling question is important to the student. [D1.1.K-2](#)
  - K-2. Identify disciplinary ideas associated with a compelling question. [D1.2.K-2](#)
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### Constructing Supporting Questions

- K-2. Identify facts and concepts associated with a supporting question. [D1.3.K-2](#)
  - K-2. Make connections between supporting questions and compelling questions. [D1.4.K-2](#)
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### Determining Helpful Sources

- K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions. [D1.5.K-2](#)
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## Applying Disciplinary Concepts & Tools

### Civics

#### Civic and Political Institutions

- K-2. Describe roles and responsibilities of people in authority. [D2.CIV.1.K-2](#)
- K-2. Explain how all people, not just official leaders, play important roles in a community. [D2.CIV.2.K-2](#)
- K-2. Explain the need for and purposes of rules in various settings inside and outside of school. [D2.CIV.3.K-2](#)
- K-2. Begins in grades 3–5 [D2.CIV.4.K-2](#)
- K-2. Explain what governments are and some of their functions. [D2.CIV.5.K-2](#)
- K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. [D2.CIV.6.K-2](#)

#### Participation and Deliberation: Applying Civic Virtues and Democratic Principles

- K-2. Apply civic virtues when participating in school settings. [D2.CIV.7.K-2](#)
- K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules. [D2.CIV.8.K-2](#)
- K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group. [D2.CIV.9.K-2](#)
- K-2. Compare their own point of view with others' perspectives. [D2.CIV.10.K-2](#)

#### Processes, Rules, and Laws

- K-2. Explain how people can work together to make decisions in the classroom. [D2.CIV.11.K-2](#)
- K-2. Identify and explain how rules function in public (classroom and school) settings. [D2.CIV.12.K-2](#)
- K-2. Begins in grades 3–5 [D2.CIV.13.K-2](#)
- K-2. Describe how people have tried to improve their communities over time. [D2.CIV.14.K-2](#)

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## Economics

### Economic Decision Making

K-2. Explain how scarcity necessitates decision making. [D2.ECO.1.K-2](#)

K-2. Identify the benefits and costs of making various personal decisions. [D2.ECO.2.K-2](#)

### Exchange and Markets

K-2. Describe the skills and knowledge required to produce certain goods and services. [D2.ECO.3.K-2](#)

K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities. [D2.ECO.4.K-2](#)

K-2. Identify prices of products in a local market. [D2.ECO.5.K-2](#)

K-2. Explain how people earn income. [D2.ECO.6.K-2](#)

K-2. Describe examples of costs of production. [D2.ECO.7.K-2](#)

K-2. Begins in grades 3-5 [D2.ECO.8.K-2](#)

K-2. Describe the role of banks in an economy. [D2.ECO.9.K-2](#)

### The National Economy

K-2. Explain why people save. [D2.ECO.10.K-2](#)

K-2. Begins in grades 3–5 [D2.ECO.11.K-2](#)

K-2. Describe examples of the goods and services that governments provide. [D2.ECO.12.K-2](#)

K-2. Describe examples of capital goods and human capital. [D2.ECO.13.K-2](#)

### The Global Economy

K-2. Describe why people in one country trade goods and services with people in other countries. [D2.ECO.14.K-2](#)

K-2. Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad. [D2.ECO.15.K-2](#)

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## Geography

### Geographic Representations: Spatial Views of the World

- K-2.** Construct maps, graphs, and other representations of familiar places. [D2.GEO.1.K-2](#)
- K-2.** Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. [D2.GEO.2.K-2](#)
- K-2.** Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places. [D2.GEO.3.K-2](#)

### Human-Environment Interaction: Place, Regions, and Culture

- K-2.** Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region. [D2.GEO.4.K-2](#)
- K-2.** Describe how human activities affect the cultural and environmental characteristics of places or regions. [D2.GEO.5.K-2](#)
- K-2.** Identify some cultural and environmental characteristics of specific places. [D2.GEO.6.K-2](#)

### Human Population: Spatial Patterns and Movements

- K-2.** Explain why and how people, goods, and ideas move from place to place. [D2.GEO.7.K-2](#)
- K-2.** Compare how people in different types of communities use local and distant environments to meet their daily needs. [D2.GEO.8.K-2](#)
- K-2.** Describe the connections between the physical environment of a place and the economic activities found there. [D2.GEO.9.K-2](#)

### Global Interconnections: Changing Spatial Patterns

- K-2.** Describe changes in the physical and cultural characteristics of various world regions. [D2.GEO.10.K-2](#)
- K-2.** Explain how the consumption of products connects people to distant places. [D2.GEO.11.K-2](#)
- K-2.** Identify ways that a catastrophic disaster may affect people living in a place. [D2.GEO.12.K-2](#)

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## History

### Change, Continuity, and Context

- K-2. Create a chronological sequence of multiple events. [D2.HIS.1.K-2](#)
- K-2. Compare life in the past to life today. [D2.HIS.2.K-2](#)
- K-2. Generate questions about individuals and groups who have shaped a significant historical change. [D2.HIS.3.K-2](#)

### Perspectives

- K-2. Compare perspectives of people in the past to those of people in the present. [D2.HIS.4.K-2](#)
- K-2. Begins in grades 3–5 [D2.HIS.5.K-2](#)
- K-2. Compare different accounts of the same historical event. [D2.HIS.6.K-2](#)
- K-2. Begins in grades 9–12 [D2.HIS.7.K-2](#)
- K-2. Begins in grades 9–12 [D2.HIS.8.K-2](#)

### Historical Sources and Evidence

- K-2. Identify different kinds of historical sources. [D2.HIS.9.K-2](#)
- K-2. Explain how historical sources can be used to study the past. [D2.HIS.10.K-2](#)
- K-2. Identify the maker, date, and place of origin for a historical source from information within the source itself. [D2.HIS.11.K-2](#)
- K-2. Generate questions about a particular historical source as it relates to a particular historical event or development. [D2.HIS.12.K-2](#)
- K-2. Begins in grade 3–5 [D2.HIS.13.K-2](#)

### Causation and Argumentation

- K-2. Generate possible reasons for an event or development in the past. [D2.HIS.14.K-2](#)
- K-2. Begins in grades 6–8 [D2.HIS.15.K-2](#)
- K-2. Select which reasons might be more likely than others to explain a historical event or development. [D2.HIS.16.K-2](#)
- K-2. Begins in grades 3–5 [D2.HIS.17.K-2](#)

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## Evaluating Sources & Using Evidence

### Gathering and Evaluating Sources

- K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection. [D3.1.K-2](#)
- K-2. Evaluate a source by distinguishing between fact and opinion. [D3.2.K-2](#)

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### Developing Claims and Using Evidence

- K-2. Begins in grades 3–5 [D3.3.K-2](#)
  - K-2. Begins in grades 3–5 [D3.4.K-2](#)
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## **Communicating Conclusions & Taking Informed Action**

### **Communicating and Critiquing Conclusions**

- K-2. Construct an argument with reasons. [D4.1.K-2](#)
  - K-2. Construct explanations using correct sequence and relevant information. [D4.2.K-2](#)
  - K-2. Present a summary of an argument using print, oral, and digital technologies. [D4.3.K-2](#)
  - K-2. Ask and answer questions about arguments. [D4.4.K-2](#)
  - K-2. Ask and answer questions about explanations [D4.5.K-2](#)
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### **Taking Informed Action**

- K-2. Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems. [D4.6.K-2](#)
- K-2. Identify ways to take action to help address local, regional, and global problems. [D4.7.K-2](#)
- K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms. [D4.8.K-2](#)