



GRADE 2

Crosswalk for Standard Course of Study and Extended Content Standards

I-Inquiry, B - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History

Inquiry K-2

The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the K-2 grade band. Teachers should be encouraged to use these indicators in every grade level.

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 2 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.

Category	Indicator
Compelling Questions	I.1.1 Identify inquiry as a process to answer questions and solve issues. I.1.2 Recognize a compelling question with prompting and support. I.1.3 Explain why or how a compelling question is important to a topic or issue.
Supporting Questions	I.1.4 Identify what questions are needed to support the compelling question. I.1.5 Recognize how supporting questions connect to compelling questions.
Gathering and Evaluating Sources	I.1.6 Demonstrate an understanding of facts, opinions, and other details in sources. I.1.7 Identify the information surrounding a primary or secondary source including who created it, when they created it, where they created it, and why they created it.
Developing Claims and Using Evidence	<i>Starting in Grade 3</i>

Communicating Ideas	I.1.8 Construct responses to compelling questions using information from sources.
Taking Informed Action	I.1.9 Identify problems related to the compelling question that students think are important.

Behavioral Sciences		
Standard	Objectives	Extended Content Standards
2.B.1 Understand how values and beliefs shape culture in America.	2.B.1.1 Identify the various values and beliefs of diverse cultures that have shaped American identity.	ECS.2.B.1.1 Identify two or more values and beliefs of diverse cultures that have shaped American identity.
	2.B.1.2 Explain how belief systems of various indigenous, religious, and racial groups have influenced or contributed to culture in America.	ECS.2.B.1.2 Recognize how belief systems of various indigenous, religious, and racial groups have impacted culture in America.

Civics and Government		
Standard	Objectives	Extended Content Standards
2.C&G.1 Understand how freedom, equality, and democracy contribute to the government of America.	2.C&G.1.1 Explain how principles of democracy have shaped the government of America.	ECS.2.C&G.1.1 Identify the principles of American democracy.
	2.C&G.1.2 Summarize the role of government in protecting freedom and equality of individuals in America.	ECS.2.C&G.1.2 Demonstrate an understanding of the role government has in protecting freedom and equality of individuals in America.
	2.C&G.1.3 Compare the structure and function of the three branches of government at the national level.	ECS.2.C&G.1.3 Compare the structure and function of the three branches of government at the national level.
	2.C&G.1.4 Explain how various indigenous, religious, gender, and racial groups advocate for freedom and equality.	ECS.2.C&G.1.4 Recognize how various indigenous, religious, gender, and racial groups advocate for freedom and equality.

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Economics		
Standard	Objectives	Extended Content Standards
2.E.1 Understand how the availability of resources impacts economic decisions.	2.E.1.1 Explain how scarcity affects economic decisions.	ECS.2.E.1.1 Identify an example of scarcity and how it affects economic decisions.
	2.E.1.2 Explain how the availability of resources impacts the production of goods.	ECS.2.E.1.2 Recognize how the availability of resources impacts the production of goods.

Geography		
Standard	Objectives	Extended Content Standards
2.G.1 Understand how interaction between humans and the physical environment are impacted by movement and settlement.	2.G.1.1 Recognize absolute and relative location of various settlements, territories, and states in the development of the American nation.	ECS.2.G.1.1 Recognize the location of various settlements, territories, and states in the development of the American nation.
	2.G.1.2 Explain how the environment has impacted settlement across America.	ECS.2.G.1.2 Recognize how the environment has impacted settlement across America.
	2.G.1.3 Interpret how the movement of people, goods, and ideas has impacted the regional development of America.	ECS.2.G.1.3 Demonstrate an understanding of how the movement of goods and people have impacted the regional development of America.

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History		
Standard	Objectives	Extended Content Standards
2.H.1 Understand how various people and events have shaped America.	2.H.1.1 Summarize contributions of various women, indigenous, religious, racial, and other minority groups that have impacted American history.	ECS.2.H.1.1 Identify contributions of various women, indigenous, religious, racial, and other minority groups that have impacted American history.
	2.H.1.2 Explain ways in which various historical events have shaped American history.	ECS.2.H.1.2 Demonstrate an understanding of various historical events in American history.
	2.H.1.3 Compare various perspectives of the same time period using primary and secondary sources.	ECS.2.H.1.3 Compare two or more perspectives of the same time period.