



## NORTH CAROLINA EXTENDED CONTENT STANDARDS FOR GRADE 2

The Extended Content Standards in the second grade course, *America: Our Nation* support the building of the foundation of social studies skills, concepts, and processes that progress vertically K-12 and prepare students to be career and civic ready. Despite there being a different overall focus for each subsequent course, students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.

The second grade course is called “America: Our Nation.” In this grade, students will learn, through the six strands of social studies, how the United States developed over time. They will study significant historic people and events, as well as study the environmental characteristics that helped shape America. Students will learn how economic decisions and resources are affected by and shape the nation. Students will also learn how our democratic values and ideals guide the roles and responsibilities of our nation’s leaders. Finally, students will understand that we are individuals who are influenced by and contribute to our surrounding environment.

In K-1, students learn about the world. In second grade, the focus of learning will shift to learning about America, as a part of the world and as a unique place within that world. Students will learn about America and how it fits into the global community. The intent of this course is that students will complete the second grade understanding that there are many factors that contribute to the development of our national identity.

**These Extended Content Standards are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (LEA) or school. The extended content standards for this course have been developed to serve as the framework which will guide each LEA in the development of the curriculum for their second grade course, *America: Our Nation*. The extended content standards of this course are conceptual in nature and have been organized around five disciplinary strands and a skill strand designed to promote inquiry. Every student following the North Carolina Extended Content Standards in Social Studies will engage in rigorous academic courses inclusive of multiple ideas, viewpoints, and perspectives that prepare them with the knowledge, understanding, and skills needed to productively live and engage in a multicultural and globally competitive society.**

Note: The Inquiry Strand is a content-neutral strand that focuses on the skills necessary for students to improve their critical thinking. The Inquiry Strand comes first in the standards document because the skills outlined can and should be applied within all content in the course. The content strands are arranged alphabetically, and each represents a different social studies lens through which students should access the content.

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
<b>Compelling Questions</b>	<b>I.1.1</b> Identify inquiry as a process to answer questions and solve issues. <b>I.1.2</b> Recognize a compelling question with prompting and support. <b>I.1.3</b> Explain why or how a compelling question is important to a topic or issue.
<b>Supporting Questions</b>	<b>I.1.4</b> Identify what questions are needed to support the compelling question. <b>I.1.5</b> Recognize how supporting questions connect to compelling questions.
<b>Gathering and Evaluating Sources</b>	<b>I.1.6</b> Demonstrate an understanding of facts, opinions, and other details in sources. <b>I.1.7</b> 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.
<b>Developing Claims and Using Evidence</b>	<i>Starting in Grade 3</i>
<b>Communicating Ideas</b>	<b>I.1.8</b> Construct responses to compelling questions using information from sources.
<b>Taking Informed Action</b>	<b>I.1.9</b> Identify problems related to the compelling question that students think are important.

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

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

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

Geography	
Standard	Extended Content Standards
<p><b>2.G.1</b> Understand how interaction between Humans and the physical environment are impacted by movement and settlement.</p>	<p><b>ECS.2.G.1.1</b> Recognize the location of various settlements, territories, and states in the development of the American nation.</p>
	<p><b>ECS.2.G.1.2</b> Recognize how the environment has impacted settlement across America.</p>
	<p><b>ECS.2.G.1.3</b> Demonstrate an understanding of how the movement of goods and people have impacted the regional development of America.</p>

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

History	
Standard	Extended Content Standards
<b>2.H.1</b> Understand how various people and events have shaped America.	<b>ECS.2.H.1.1</b> Identify contributions of various women, indigenous, religious, racial, and other minority groups that have impacted American history.
	<b>ECS.2.H.1.2</b> Demonstrate an understanding of various historical events in American history.
	<b>ECS.2.H.1.3</b> Compare two or more perspectives of the same time period.