Indiana Academic Standards Grade 2 Social Studies Crosswalk

2014 Standard Language	2020 Standard Language	Changes
Grade 2 Social Studies		
Standard 1: History		
2.1.1: Identify when the local community was established and identify its founders and early settlers.	2.1.1: Identify when the local community was established and identify its founders and early settlers.	No change
2.1.2: Explain changes in daily life in the community over time using maps, photographs, news stories, Web sites or video images.	2.1.2: Identify continuity and change between past and present community life using primary sources.	Rewritten with similar content
2.1.3: Identify individuals who had a positive impact on the local community.	2.1.3: Identify actions and individuals that had a positive impact on the local community.	Added *actions and*
2.1.4: Identify and describe community celebrations, symbols and traditions and explain why they are important.	2.1.4: Identify and describe community celebrations, symbols and traditions and explain why they are important.	No change
2.1.5: Develop a timeline of important events in the history of the school and/or school community.	2.1.5: Develop a timeline of important events in the history of the school and/or school community.	No change
2.1.6: Create and maintain a calendar of important school days, holidays and community events.	2.1.6: Create and maintain a calendar of important school days, holidays and community events.	No change
2.1.7: Read about and summarize historical community events using a variety of resources (the library, digital media, print media, electronic media, and	2.1.7: Read about and summarize historical community events using a variety of resources (the library, digital media, print media, electronic media, and	No change

community resources).	community resources).	
Standard 2: Civics and Government		
2.2.1: Explain that the United States government is founded on the belief of equal rights for its citizens.	2.2.1: Explain that the United States government is founded on the belief of equal rights for its citizens.	No change
2.2.2: Understand and explain why it is important for a community to have a responsible government.	2.2.2: Understand and explain why it is important for a community to have a responsible government.	No change
2.2.3: Identify community leaders such as the mayor and city council.	2.2.3: Identify community leaders such as the mayor and city council.	No change
2.2.4: Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.	2.2.4: Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.	No change
2.2.5: Identify people who are good citizens and describe the character traits that make them admirable.	2.2.5: Identify people who are good citizens and describe the character traits that make them admirable.	No change
2.2.6: Discuss and explain the meaning of the Pledge of Allegiance and understand the role played by Benjamin Harrison (Indiana's only President) in promoting recitation of the Pledge by American school children; identify other ways citizens can affirm their citizenship.	2.2.6: Discuss and explain the meaning of the Pledge of Allegiance and understand the role played by Benjamin Harrison (Indiana's only President) in promoting recitation of the Pledge by American school children; identify other ways citizens can affirm their citizenship.	No change
2.2.7: Explain the consequences of violating	2.2.7: Explain the consequences of violating	No change

laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately.	laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately.	
Standard 3: Geography		
2.3.1: Use a compass to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school and community.	2.3.1: Use a compass to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school and community.	No change
2.3.2: Locate the equator and the poles on a globe and identify the local community, state, and the United States on maps.	2.3.2: Locate the equator, the poles, continents, and hemispheres on a world map and on a globe; identify the local community, city, Indiana, the United States, and North America on a world map and on a globe.	Rewritten with similar content
2.3.3: Compare neighborhoods in your community and explain how physical features of the community affect people living there.	2.3.3: Compare neighborhoods in your community/regions and explain how physical features of the community affect people living there.	Added *regions*
2.3.4: Compare neighborhoods in your community with those in other parts of the world.	2.3.4: Compare neighborhoods in your community/region with those in other parts of the world.	Added *region*
2.3.5: On a map, identify physical features of the local community. Examples: Use maps and atlases to identify local bodies of water, crops, and green spaces.	2.3.5: On a map, identify physical features of the local community and relate how seasons may or may not impact those features. Examples: Use maps and atlases to identify local bodies of water, crops, and green spaces (identify how these	Added *and relate how seasons may or may not impact those features* Added to Examples *(identify how these features are affected by seasons.)*

	features are affected by seasons.)	
2.3.6: Identify and describe cultural or human features on a map using map symbols.	2.3.6: Identify and describe cultural or human features on a map using map symbols.	No change
2.3.7: Describe simple demographics of the school.	2.3.7: Gather data about the demographics of the school.	Rewritten with similar content
2.3.8: Identify ways that recreational opportunities influence human activity in the community/region.	2.3.8: Identify ways that recreational opportunities influence human activity in the community/region.	No change
Standard 4: Economics		
2.4.1: Define the three types of productive resources (human resources, natural resources and capital resources).	2.4.1: Define the three types of productive resources (human resources, natural resources and capital resources).	No change
2.4.2: Identify productive resources used to produce goods and services in the community.	2.4.2: Identify productive resources used to produce goods and services in the community.	No change
2.4.3: Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community	2.4.3: Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community	No change
2.4.4: Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services.	2.4.4: Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services.	No change
2.4.5: Research goods and services produced in the local community and describe how	2.4.5: Research goods and services produced in the local community and describe how	No change

people can be both producers and consumers.	people can be both producers and consumers.	
2.4.6: Define opportunity cost and explain that because resources are limited in relation to people's wants (scarcity), people must make choices as to how to use resources.	2.4.6: Define opportunity cost and explain that because resources are limited in relation to people's wants (scarcity), people must make choices as to how to use resources.	No change
2.4.7: Define specialization and identify specialized jobs in the school and community	2.4.7: Define specialization and identify specialized jobs in the school and community	No change
2.4.8: Explain why people trade for goods* and services* and explain how money makes trade easier.	2.4.8: Explain why people trade for goods* and services* and explain how money makes trade easier.	No change
2.4.9: Explain the concept of savings and why this is important for individuals and for our economy.	2.4.9: Explain the concept of savings and why this is important for individuals and for our economy.	No change