



INDIANA
DEPARTMENT of
EDUCATION

2024 INDIANA CONTENT CONNECTORS SOCIAL STUDIES

GRADE 2



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Indiana Content Connectors Context and Purpose

Introduction

The Indiana Content Connectors for Grade 2 Social Studies are the result of a process designed to identify, evaluate, synthesize, and create high-quality learning expectations for Indiana students with significant cognitive disabilities.

The Indiana Department of Education (IDOE) convened stakeholder committees to review proposed revisions to Indiana’s Alternative Standards, known as content connectors. The content connectors are designed to measure the knowledge and skills of students with the most significant cognitive disabilities and are assessed with the state’s alternate assessment. The content connectors are designed to ensure that all Indiana students in this population are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service.

What are the Content Connectors and how should they be used?

The Indiana Content Connectors are designed to help educators, parents, students, and community members understand the necessary content for each grade level, and within each content area domain, to access employment, enrollment, or enlistment leading to service. These content connectors should form the basis for strong core instruction for all students at each grade level and content area. The content connectors identify the minimum academic content or skills to which Indiana students need access in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Content Connectors establish key expectations for knowledge and skills and should be used as the basis for curriculum, the content connectors by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, including textbooks and any other supplementary materials, that align with Indiana Content Connectors. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the content connectors as well as the length of time needed to teach each one. Every content connector has a unique place in the continuum of learning, but each content connector will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. These content connectors must also be complemented by robust, evidence-based instructional practices to support overall student development. By utilizing strategic and intentional instructional practices, other areas such as STEM and employability skills can be integrated with the content connectors.

Acknowledgments

IDOE appreciates the time, dedication, and expertise offered by Indiana’s K-12 general and special educators, higher education professors, representatives from business and industry, families, and other stakeholders who contributed to the development of the Indiana Content Connectors. We wish to specially acknowledge the committee members, as well as participants in the public comment period, who dedicated many hours to the review and evaluation of these content connectors designed to prepare Indiana students for success after graduation.

Grade 2 Social Studies

Standards and content connectors identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E.”

Indiana Academic Standards	Content Connectors
History	
<p>2.H.1: Identify when the local community was established, and identify its founders and early settlers. (E)</p>	<p>2.H.1a: Identify when the local community was established, and identify one of its founders.</p>
<p>2.H.2: Identify continuity and change between past and present community life using primary sources.</p> <ul style="list-style-type: none"> ● Examples: changes in architecture, business/industry, transportation, community buildings, work, use of leisure time. 	<p>2.H.2a: Identify how transportation, work, or use of leisure time has changed between the past and present in community life. (E)</p>
<p>2.H.3: Identify actions and individuals who had a positive impact on the local community.</p>	<p>2.H.3a: Identify an action or an individual who had a positive impact in your school and/or local community.</p>
<p>2.H.4: Identify and describe community celebrations, symbols, and traditions, and explain why they are important.</p> <ul style="list-style-type: none"> ● Examples: local and regional festivals, city flags and seals, community mottos. 	<p>2.H.4a: Identify a community celebration, symbol, or tradition and why it is important. (E)</p>
<p>2.H.5: Develop a timeline of important events in the history of the school and/or school community. (E)</p>	<p>2.H.5a: Place three events from the history of the school and/or community in chronological order on a provided timeline. (E)</p>
<p>2.H.6: Create and maintain a calendar of important school days, holidays, and community events.</p>	<p>2.H.6a: Use a classroom calendar to identify important school or community days or holidays.</p>

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<p>2.H.7: Read about and summarize historical community events using a variety of resources (e.g., the library, digital media, print media, electronic media, and community resources). (E)</p> <ul style="list-style-type: none"> ● Examples: Write or illustrate the history of the school using photographs, archives, and oral histories of people in the community. 	<p>2.H.7a: Read or listen to a passage and summarize historical community event(s) using a variety of resources (e.g., the library, digital media, print media, electronic media, or community resources).</p>
<p>Civics and Government</p>	
<p>2.C.1: Explain that the United States government is founded on the belief of equal rights for its citizens. (E)</p> <ul style="list-style-type: none"> ● Examples: People have the right to own property and the right of free speech. 	<p>2.C.1a: Identify three basic rights as a United States citizen. (E)</p>
<p>2.C.2: Understand and explain why it is important for a community to have a responsible government. (E)</p> <ul style="list-style-type: none"> ● Examples: Government provides order, protects individual rights, and property, provides services such as mail delivery, and helps people feel safe. 	<p>2.C.2a: Identify three things a responsible government should do for a community.</p>
<p>2.C.3: Describe how people of different ages, cultural backgrounds, and traditions contribute to the community and how all citizens can respect these differences. (E)</p>	<p>2.C.3a: Describe ways people of different ages, cultural backgrounds, or traditions contribute to the community.</p>
<p>2.C.4: Identify people who are good citizens and describe the character traits that make them admirable.</p>	<p>2.C.4a: Identify people who are good citizens and describe the character traits that make them admirable. (E)</p>
<p>2.C.5: Discuss and explain the meaning of the Pledge of Allegiance and understand the role played by Benjamin Harrison in promoting recitation of the Pledge by American school children; identify other ways citizens can affirm their citizenship.</p> <ul style="list-style-type: none"> ● Examples: Other ways citizens can affirm their citizenship include voting, serving in the military, and volunteering to help solve community problems. 	<p>2.C.5a: Identify the role played by Benjamin Harrison in promoting recitation of the Pledge by American school children.</p>

Geography	
<p>2.G.1: Use a compass to identify cardinal and intermediate directions and locate places on maps and in the classroom, school, and community.</p>	<p>2.G.1a: Use a compass rose to locate a place in the school or community.</p>
<p>2.G.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. (E)</p>	<p>2.G.2a: Locate Indiana, the United States, and North America on a world map. (E)</p>
	<p>2.G.2b: Locate the equator, the poles, the continents, the United States, and Indiana on a world map or globe. (E)</p>
<p>2.G.3: Compare neighborhoods in your community/region, and explain how physical features of the community affect people living there. (E)</p> <ul style="list-style-type: none"> ● Examples: Lakes and rivers may affect the types of work and transportation done in a community. 	<p>2.G.3a: Identify physical features of your community and explain how they affect transportation or types of work. (E)</p>
<p>2.G.4: Compare neighborhoods in your community/region with those in other parts of the world.</p>	<p>2.G.4a: Compare neighborhoods in your community/region with those in other parts of the world.</p>
<p>2.G.5: On a map, identify physical features of the local community, and how seasons may or may not impact those features.</p> <ul style="list-style-type: none"> ● Examples: Use maps and atlases to identify local bodies of water, crops, and green spaces (identify how these features are affected by seasons). 	<p>2.G.5a: On a map, identify physical features of the local community and how seasons may or may not impact those features.</p> <ul style="list-style-type: none"> ● Examples: Use maps and atlases to identify local bodies of water, crops, and green spaces (identify how these features are affected by seasons).
<p>2.G.6: Identify and describe cultural or human features on a map using map symbols.</p> <ul style="list-style-type: none"> ● Examples: local roads, highways, buildings, towns, parks, schools, fire stations, police stations, agriculture. 	<p>2.G.6a: Identify and describe cultural or human features on a map using map symbols.</p> <ul style="list-style-type: none"> ● Examples: local roads, highways, buildings, towns, parks, schools, fire stations, police stations, agriculture.

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Economics	
2.E.1: Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services. (E)	2.E.1a: Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services. (E)
2.E.2: Research goods and services produced in the local community, and describe how people can be both producers and consumers.	2.E.2a: Describe goods and services available in the local community; recognize how people in the community can be both consumers and producers. (E)
2.E.3: Define opportunity cost and explain that because resources are limited in relation to people’s wants (e.g., scarcity), people must make choices as to how to use resources. (E)	2.E.3a: Identify why people need to make choices when there are limited resources in relation to people's wants. (E)
2.E.4: Explain why people trade for goods and services, and explain how money makes trade easier.	2.E.4a: Explain why people trade for goods and services, and explain how money makes trade easier.
2.E.5: Explain the concept of savings and why this is important for individuals and for our economy.	2.E.5: Identify something a person saves for and why saving is important.