

# Standards Correlation

## Indiana Academic Standards

### 2nd Grade Social Studies Standards

In second grade, students will learn about the principles of American government, physical and human characteristics of their environment, notable Americans, and basic economics of the American economy. Evidence of specific coverage can be found in the lessons listed below, though it may take the full chapter before students are able to demonstrate mastery of each standard.

**Key:** **IJ:** Inquiry Journal; **RC:** Research Companion; **TE:** Teacher Edition; **IO:** IMPACT Online; **IEM:** IMPACT Explorer Magazine; **IEM TG:** IMPACT Explorer Magazine Teaching Guide

#### Standard 1 History

*Students differentiate between events that happened in the past and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives.*

#### Historical Knowledge

**2.1.1** Identify when the local community was established and identify its founders and early settlers.

**Chapter 1, Engage (TE, IJ):** Inquiry Project; **Chapter 1, Take Action (TE, IJ):** Inquiry Project

**2.1.2** Identify continuity and change between past and present community life using primary sources.  
**Examples:** Changes in architecture, business/industry, transportation, community buildings, work and use of leisure time

**Chapter 1, Lesson 3 (TE, IJ, RC):** Daily Life Then and Now; **Chapter 1, Lesson 3 (IO):** See How Things Change; **Chapter 1, Lesson 3 (IO):** Lesson Video: How Computers Have Changed; **Chapter 1, Lesson 4 (TE, RC):** Moving to a New Country

**2.1.3** Identify actions and individuals who had a positive impact on the local community.

**Explore Indiana (IO):** People You Should Know; **Chapter 1, Lesson 4 (TE, RC):** Moving to a New Country; **Chapter 5, Lesson 2 (TE, IJ, RC):** People Who Work for Justice; **Chapter 5, Lesson 3 (TE, IJ):** Scientists Who Make a Difference

**2.1.4** Identify and describe community celebrations, symbols and traditions and explain why they are important.  
**Examples:** Local and regional festivals, city flags and seals, and community mottos

**Be a Social Studies Detective (IO):** More to Explore: Our Flag; **Chapter 1, Lesson 2 (TE, RC):** Families and Communities; **Chapter 1 (IEM, IEM TG):** Dia de los Muertos; **Chapter 1 (IEM, IEM TG):** Finding the Lucky Coin

#### Chronological Thinking, Historical Comprehension, and Research

**2.1.5** Develop a timeline of important events in the history of the school and/or school community.

**Explore Indiana (IO):** Our School Year Past and Future

**2.1.6** Create and maintain a calendar of important school days, holidays and community events.

**Explore Indiana (IO):** Our School Year Past and Future

**2.1.7** Read about and summarize historical community events using a variety of resources (the library, digital media, print media, electronic media, and community resources).

**Examples:** Write or illustrate the history of the school using photographs, archives, museums and oral histories of people in the community.

**Explore Indiana (IO):** Engage with the Essential Question; **Explore Indiana (IO):** Our School Year Past and Future; **Explore Indiana (IO):** Report Your Findings; **Chapter 1, Engage (TE, IJ):** Inquiry Project; **Chapter 1, Take Action (TE, IJ):** Inquiry Project

## Standard 2 Civics and Government

*Students explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify individual actions that contribute to the good of the community and nation.*

### Foundations of Government

**2.2.1** Explain that the United States government is founded on the belief of equal rights for its citizens.

**Examples:** People have the right to own property and the right of free speech.

**Chapter 4, Lesson 2 (TE, RC):** Making Laws; **Chapter 4, Lesson 3 (TE, RC):** Following Laws; **Chapter 4 (IEM, IEM TG):** A Great Beginning; **Chapter 5, Lesson 2 (TE, IJ, RC):** People Who Work for Justice

**2.2.2** Understand and explain why it is important for a community to have a responsible government.

**Examples:** Government provides order, protects individual rights, and property, provides services such as mail delivery, and helps people feel safe.

**Chapter 4, Lesson 3 (TE, IJ, RC):** Following Laws; **Chapter 4, Lesson 5 (TE, IJ, RC):** Countries Working Together; **Chapter 4 (IEM, IEM TG):** Safe Seats for Children

**2.2.3** Identify community leaders such as the mayor and city council.

**Chapter 4, Lesson 2 (TE, RC):** Making Laws

### Roles of Citizens

**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.

**Chapter 4, Lesson 4 (TE, RC):** Citizens and Government; **Chapter 5, Lesson 1 (IO):** Respecting Our Differences; **Chapter 5, Lesson 2 (TE, RC):** People Who Work for Justice

**2.2.5** Identify people who are good citizens and describe the character traits that make them admirable.

**Be a Social Studies Detective (TE, RC):** Explore Citizenship; **Chapter 4, Lesson 4 (TE, IJ, RC):** Citizens and Government; **Chapter 4, Lesson 4 (IO):** More to Explore: Planting a Community Garden; **Chapter 5, Lesson 1 (TE, RC):** What Makes a Hero?; **Chapter 5, Lesson 1 (IO):** Describe Heroes

**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.

**Examples:** Other ways citizens can affirm their citizenship include voting, serving in the military and volunteering to help solve community problems.

**Explore Indiana (IO):** The Pledge of Allegiance; **Chapter 4, Lesson 2 (TE, RC):** Making Laws; **Chapter 4, Lesson 2 (IO):** More to Explore: Understanding the Pledge of Allegiance; **Chapter 4, Lesson 4 (TE, RC):** Citizens and Government; **Reference Sources (TE, RC):** Celebrate Holidays

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<p><b>2.2.7</b> Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately.</p>	<p><b>Chapter 4, Lesson 1 (TE, IJ, RC):</b> Rules; <b>Chapter 4, Lesson 3 (TE, IJ, RC):</b> Following Laws</p>
<p><b>Standard 3 Geography</b>  <i>Students locate their community, state and nation on maps and globes; identify major geographic characteristics of their local community; explore geographic relationships between the physical and environmental characteristics of their community; and compare neighborhoods in their community to those in other parts of the world/country.</i></p>	
<p><b>The World in Spatial Terms</b></p>	
<p><b>2.3.1</b> Use a compass to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school and community.</p>	<p><b>Explore Indiana (IO):</b> Indiana Outdoors; <b>Explore Indiana (IO):</b> Connections in Action; <b>Be a Social Studies Detective (TE, RC):</b> Explore Geography; <b>Chapter 2, Lesson 1 (TE, IJ):</b> Use a Map; <b>Chapter 2, Lesson 1 (IO):</b> Physical Maps; <b>Chapter 2 (IEM, IEM TG):</b> How Do You Get There?</p>
<p><b>2.3.2</b> 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.</p>	<p><b>Chapter 2, Lesson 2 (TE, RC):</b> My Location in the World; <b>Chapter 2, Lesson 2 (IO):</b> The World; <b>Reference Sources (TE, RC):</b> Geography Handbook</p>
<p><b>Places and Regions</b></p>	
<p><b>2.3.3</b> Compare neighborhoods in your community/ regions and explain how physical features of the community affect people living there.  <b>Examples:</b> Lakes and rivers may affect the types of work and transportation done in a community. People in distant communities may have to travel to larger communities to shop, to attend school, or to take part in recreational activities.</p>	<p><b>Chapter 2, Lesson 3 (TE, RC):</b> How We Use Land; <b>Chapter 2, Lesson 5 (TE, IJ):</b> How People Move</p>
<p><b>2.3.4</b> Compare neighborhoods in your community/ region with those in other parts of the world.</p>	<p><b>Chapter 2, Lesson 3 (TE, RC):</b> How We Use Land; <b>Chapter 2 (IEM, IEM TG):</b> A Home for Every Place</p>
<p><b>Physical Systems</b></p>	
<p><b>2.3.5</b> 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 features are affected by seasons).</p>	<p><b>Explore Indiana (IO):</b> Engage with the Essential Question; <b>Explore Indiana (IO):</b> Indiana’s Farmlands; <b>Explore Indiana (IO):</b> Report Your Findings; <b>Chapter 2, Lesson 1 (TE, RC):</b> Use a Map; <b>Chapter 2, Lesson 1 (IO):</b> Neighborhood Map; <b>Chapter 2, Lesson 5 (TE, RC):</b> How People Move</p>

## Human Systems

**2.3.6** Identify and describe cultural or human features on a map using map symbols.

**Examples:** Local roads, highways, buildings, towns, parks, schools, fire stations, police stations, agriculture.

**Chapter 2, Lesson 1 (TE, RC):** Use a Map; **Chapter 2, Lesson 2 (TE, IJ):** My Location in the World; **Chapter 2, Lesson 3 (TE, IJ):** How We Use Land; **Chapter 2, Lesson 5 (TE, RC):** How People Move; **Chapter 2 (IEM, IEM TG):** How to Read a Map

## Environment and Society

**2.3.8** Identify ways that recreational opportunities influence human activity in the community/region.

**Examples:** Identify parks, lakes, swimming pools, rivers and mountains that are used for recreational purposes.

**Explore Indiana (IO):** Indiana Outdoors; **Explore Indiana (IO):** Connections in Action; **Chapter 2, Engage (TE, IJ):** Inquiry Project; **Chapter 2, Lesson 4 (TE, RC):** Our Environment; **Chapter 2, Take Action (TE, IJ):** Inquiry Project

## Standard 4 Economics

*Students describe how people in a community use productive resources, create a variety of businesses and industries, specialize in different types of jobs, and depend on each other to supply goods and services.*

**2.4.1** Define the three types of productive resources (human resources, natural resources and capital resources).

**Chapter 3, Lesson 5 (TE):** Community Wants and Needs

**2.4.2** Identify productive resources used to produce goods and services in the community.

**Chapter 3, Engage (TE, IJ):** Inquiry Project; **Chapter 3, Lesson 3 (TE, RC):** Producers and Consumers; **Chapter 3, Lesson 4 (TE, RC):** The Goods We Use; **Chapter 3, Lesson 5 (TE, RC):** Community Wants and Needs; **Chapter 3, Take Action (TE, IJ):** Inquiry Project; **Chapter 3 (IEM, IEM TG):** Goods and Services: Inventions; **Chapter 3 (IEM, IEM TG):** Blueberry Pancakes!

**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.

**Chapter 3, Lesson 2 (TE, IJ, RC):** Goods and Services; **Chapter 3, Lesson 4 (TE, RC):** The Goods We Use

**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.

**Chapter 3, Lesson 1 (TE, RC):** Wants and Needs

**2.4.5** Research goods and services produced in the local community and describe how people can be both producers and consumers.

**Explore Indiana (IO):** Production in Indiana; **Chapter 3, Lesson 3 (TE, IJ, RC):** Producers and Consumers; **Chapter 3, Lesson 4 (TE, RC):** The Goods We Use; **Chapter 3 (IEM, IEM TG):** Detroit's Eastern Market

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<p><b>2.4.6</b> 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.</p>	<p><b>Chapter 3, Lesson 5 (TE, RC):</b> Community Wants and Needs</p>
<p><b>2.4.7</b> Define specialization and identify specialized jobs in the school and community. <b>Examples:</b> Teachers, school nurses and firefighters specialize in particular kinds of jobs</p>	<p><b>Chapter 3, Lesson 4 (TE, IJ):</b> The Goods We Use; <b>Chapter 3, Lesson 5 (TE, RC):</b> Community Wants and Needs</p>
<p><b>2.4.8</b> Explain why people trade for goods and services and explain how money makes trade easier.</p>	<p><b>Chapter 3, Lesson 1 (TE, RC):</b> Wants and Needs</p>
<p><b>2.4.9</b> Explain the concept of savings and why this is important for individuals and for our economy.</p>	<p><b>Chapter 3, Lesson 1 (TE, RC):</b> Wants and Needs; <b>Chapter 3, Lesson 1 (IO):</b> Lesson Video: Smart Spending; <b>Chapter 3, Lesson 1 (IO):</b> More to Explore: Making a Budget</p>

# Indiana English Language Arts Standards

## IMPACT Coverage

IMPACT Social Studies supports the deep interconnectedness of content and literacy. Students learn to read, write, speak, listen, and use language effectively across every chapter. The citations below provide examples but are not an exhaustive list of where skills are included.

**Key:** IJ: Inquiry Journal; RC: Research Companion; TE: Teacher Edition; IO: IMPACT Online;

IEM: IMPACT Explorer Magazine; IEM TG: IMPACT Explorer Magazine Teaching Guide

READING	
Reading: <i>Literature</i>	
Key Ideas and Textual Support	
<p><b>2.RL.2.1</b> Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.</p>	<p>Chapter 1, Investigate (TE, RC): Connect Through Literature; Chapter 1, Lesson 2 (TE, IJ): Families and Communities; Chapter 1 (IEM, IEM TG): Connect Through Literature: Finding the Lucky Coin; Chapter 2, Investigate (TE, RC): Connect Through Literature; Chapter 2 (IEM, IEM TG): Poetry Corner: A Map Speaks; Chapter 3, Investigate (TE, RC): Connect Through Literature; Chapter 3, Lesson 2 (TE, IJ): Goods and Services; Chapter 3 (IEM, IEM TG): Connect Through Literature: Jasmine Girl; Chapter 4, Investigate (TE, RC): Connect Through Literature; Chapter 4 (IEM, IEM TG): Connect Through Literature: A Great Beginning; Chapter 5, Investigate (TE, RC): Connect Through Literature; Chapter 5 (IEM, IEM TG): Poetry Corner: There's No I in Team</p>
<p><b>2.RL.2.2</b> Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>Chapter 1, Investigate (TE, RC): Connect Through Literature; Chapter 1, Lesson 2 (IO): Explore Folktales; Chapter 3, Investigate (TE, RC): Connect Through Literature</p>
<p><b>2.RL.2.3</b> Describe how characters in a story respond to major events and how characters affect the plot.</p>	<p>Chapter 1, Investigate (TE, RC): Connect Through Literature; Chapter 2, Investigate (TE, RC): Connect Through Literature; Chapter 5, Investigate (TE, RC): Connect Through Literature</p>
Synthesis and Connection of Ideas	
<p><b>2.RL.4.1</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>Chapter 1, Investigate (TE, RC): Connect Through Literature; Chapter 1 (IEM, IEM TG): Pioneer Days; Chapter 2 (IEM, IEM TG): How to Read a Map</p>

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## Reading: *Nonfiction*

### Key Ideas and Textual Support

**2.RN.2.1** Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.

**Chapter 1, Lesson 1 (TE, IJ, RC):** All About History; **Chapter 1, Lesson 1 (IO):** Investigate Key Details; **Chapter 1, Lesson 2 (TE, IJ, RC):** Families and Communities; **Chapter 1, Lesson 1 (IO):** Investigate Main Idea and Supporting Details; **Chapter 1, Lesson 3 (TE, IJ, RC):** Daily Life Then and Now; **Chapter 1, Lesson 4 (TE, IJ, RC):** Moving to a New Country; **Chapter 1, Lesson 5 (TE, IJ, RC):** How People Move; **Chapter 1, Lesson 5 (IO):** Investigate Supporting Details; **Chapter 2, Lesson 1 (IO):** Investigate Main Idea and Key Details; **Chapter 2, Lesson 2 (TE, IJ, RC):** My Location in the World; **Chapter 2, Lesson 2 (IO):** Investigate Key Details; **Chapter 2, Lesson 3 (TE, IJ, RC):** How We Use Land; **Chapter 2, Lesson 4 (TE, IJ, RC):** Our Environment; **Chapter 2, Lesson 4 (IO):** Investigate Key Details; **Chapter 2, Lesson 5 (TE, IJ, RC):** How People Move; **Chapter 3, Lesson 1 (IO):** Investigate Key Details; **Chapter 3, Lesson 2 (TE, IJ, RC):** Goods and Services; **Chapter 3, Lesson 2 (IO):** Investigate Main Idea and Details; **Chapter 3, Lesson 3 (TE, IJ, RC):** Producers and Consumers; **Chapter 3, Lesson 4 (TE, IJ, RC):** The Goods We Use; **Chapter 3, Lesson 5 (TE, IJ, RC):** Community Wants and Needs; **Chapter 4, Lesson 1 (TE, IJ, RC):** Rules; **Chapter 4, Lesson 2 (TE, IJ, RC):** Making Laws; **Chapter 4, Lesson 2 (IO):** Investigate Ask and Answer Questions; **Chapter 4, Lesson 3 (TE, IJ, RC):** Following Laws; **Chapter 4, Lesson 4 (TE, IJ, RC):** Citizens and Government; **Chapter 4, Lesson 4 (IO):** Investigate Main Ideas and Key Details; **Chapter 5, Lesson 1 (TE, IJ, RC):** What Makes a Hero?; **Chapter 5, Lesson 1 (IO):** Investigate Key Details; **Chapter 5, Lesson 4 (IO):** Investigate Main Idea and Details; **Chapter 5, Lesson 5 (TE, IJ, RC):** Art and Artists

*This standard is also covered throughout the IMPACT Explorer Magazine and the IMPACT Explorer Magazine Teaching Guide.*

**2.RN.2.2** Identify the main idea of a multiparagraph text and the topic of each paragraph.

**Chapter 1, Lesson 2 (TE, IJ):** Families and Communities; **Chapter 2, Lesson 1 (TE, IJ, RC):** Use a Map; **Chapter 2, Lesson 4 (TE, IJ):** Our Environment; **Chapter 2, Lesson 5 (TE, IJ, RC):** How People Move; **Chapter 3, Lesson 2 (TE, IJ):** Goods and Services; **Chapter 3, Lesson 5 (TE, IJ, RC):** Community Wants and Needs; **Chapter 4, Lesson 4 (TE, IJ):** Citizens and Government; **Chapter 4, Lesson 5 (TE, IJ, RC):** Countries Working Together; **Chapter 5, Lesson 1 (TE, IJ):** What Makes a Hero?; **Chapter 5, Lesson 4 (TE, IJ):** Athletes Who Inspire Us

*This standard is also covered throughout the IMPACT Explorer Magazine and the IMPACT Explorer Magazine Teaching Guide.*

<p><b>2.RN.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.</p>	<p><b>Chapter 1, Lesson 3 (IO):</b> Investigate Compare and Contrast; <b>Chapter 1, Lesson 4 (IO):</b> Investigate Sequence; <b>Chapter 1, Lesson 5 (TE, IJ, RC):</b> The Past and the Present; <b>Chapter 2, Lesson 3 (IO):</b> Investigate Cause and Effect; <b>Chapter 2, Lesson 4 (TE, RC):</b> Our Environment; <b>Chapter 2, Lesson 5 (TE, IJ, RC):</b> How People Move; <b>Chapter 2, Lesson 5 (IO):</b> Investigate Problem and Solution; <b>Chapter 3, Lesson 3 (IO):</b> Investigate Compare and Contrast; <b>Chapter 3, Lesson 4 (IO):</b> Investigate Sequence; <b>Chapter 3, Lesson 5 (IO):</b> Investigate Cause and Effect; <b>Chapter 4, Lesson 1 (IO):</b> Investigate Cause and Effect; <b>Chapter 4, Lesson 3 (TE, RC):</b> Following Laws; <b>Chapter 4, Lesson 3 (IO):</b> Investigate Cause and Effect; <b>Chapter 4, Lesson 5 (IO):</b> Investigate Problem and Solution; <b>Chapter 5, Lesson 2 (TE, RC):</b> People Who Work for Justice; <b>Chapter 5, Lesson 2 (IO):</b> Investigate Cause and Effect; <b>Chapter 5, Lesson 3 (TE, IJ, RC):</b> Scientists Who Make a Difference; <b>Chapter 5, Lesson 3 (IO):</b> Investigate Cause and Effect; <b>Chapter 5, Lesson 4 (TE, IJ, RC):</b> Athletes Who Inspire Us</p>
<p><b>Structural Elements and Organization</b></p>	
<p><b>2.RN.3.1</b> Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.</p>	<p><b>Chapter 2, Lesson 1 (IO):</b> Physical Maps; <b>Chapter 2 (IEM, IEM TG):</b> How Do You Get There?; <b>Chapter 3, Lesson 1 (TE, IJ, RC):</b> Wants and Needs; <b>Chapter 4 (IEM, IEM TG):</b> Safe Seats for Children; <b>Chapter 5, Lesson 3 (IO):</b> More to Explore: Meet Dr. Gladys West; <b>Chapter 5, Lesson 4 (TE, IJ, RC):</b> Athletes Who Inspire Us; <b>Chapter 5 (IEM, IEM TG):</b> Americans in Space</p>
<p><b>Synthesis and Connection of Ideas</b></p>	
<p><b>2.RN.4.1</b> Describe how an author uses facts to support specific points in a text.</p>	<p><b>Chapter 5, Lesson 5 (TE, IJ, RC):</b> Art and Artists; <b>Chapter 5, Lesson 5 (IO):</b> Investigate Fact and Opinion</p>
<p><b>2.RN.4.2</b> Compare and contrast the most important points presented by two texts on the same topic.</p>	<p><b>Chapter 1, Lesson 5 (TE, IJ):</b> The Past and the Present; <b>Chapter 4, Lesson 2 (TE, IJ, RC):</b> Making Laws</p>
<p><b>Reading: Vocabulary</b></p>	
<p><b>Vocabulary Building</b></p>	
<p><b>2.RV.2.1</b> Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.</p>	<p><b>Chapter 1, Lesson 4 (TE, RC):</b> Moving to a New Country; <b>Chapter 1, Lesson 5 (TE, RC):</b> The Past and the Present; <b>Chapter 2, Lesson 4 (TE, RC):</b> Our Environment; <b>Chapter 3, Lesson 2 (TE, IJ):</b> Goods and Services; <b>Chapter 3, Lesson 4 (TE, RC):</b> The Goods We Use; <b>Chapter 4, Lesson 1 (TE, RC):</b> Rules; <b>Chapter 4, Lesson 4 (TE, RC):</b> Citizens and Government; <b>Chapter 5, Lesson 2 (TE, RC):</b> People Who Work for Justice <i>This standard is also covered by the Explore Words activities found in every lesson of IMPACT Online.</i></p>

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<p><b>2.RV.2.4</b> Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.</p>	<p><b>Chapter 2, Lesson 3 (TE, RC):</b> How We Use Land</p>
<p><b>Vocabulary in Literature and Nonfiction Texts</b></p>	
<p><b>2.RV.3.1</b> Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.</p>	<p><b>Chapter 1, Lesson 2 (TE, IJ):</b> Families and Communities; <b>Chapter 3, Lesson 2 (TE, IJ):</b> Goods and Services</p>
<p><b>2.RV.3.2</b> Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.</p>	<p><b>Chapter 1, Lesson 3 (TE, IJ):</b> Daily Life Then and Now; <b>Chapter 2, Lesson 3 (TE, IJ, RC):</b> How We Use Land; <b>Chapter 3, Lesson 3 (TE, IJ):</b> Producers and Consumers; <b>Chapter 4, Lesson 5 (TE, IJ):</b> Countries Working Together; <b>Chapter 5, Lesson 2 (TE, IJ, RC):</b> People Who Work for Justice; <b>Chapter 5, Lesson 3 (TE, IJ, RC):</b> Scientists Who Make a Difference; <b>Chapter 5, Lesson 5 (TE, IJ):</b> Art and Artists</p> <p><i>This standard is also covered by the Explore Words activities found in every lesson of IMPACT Online, as well as the Build Meaning &amp; Support Language section for each lesson in the IMPACT Teacher’s Edition.</i></p>
<p><b>WRITING</b></p>	
<p><b>Writing Genres: Argumentative, Informative, and Narrative</b></p>	
<p><b>2.W.3.1</b> Write a logically connected paragraph or paragraphs that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.</p>	<p><b>Chapter 4, Engage (TE, IJ):</b> Inquiry Project; <b>Chapter 4, Lesson 1 (TE, IJ):</b> Rules; <b>Chapter 4, Lesson 4 (TE, IJ):</b> Citizens and Government; <b>Chapter 4, Lesson 5 (TE, IJ):</b> Countries Working Together; <b>Chapter 4, Take Action (TE, IJ):</b> Inquiry Project; <b>Chapter 5, Engage (TE, IJ):</b> Inquiry Project; <b>Chapter 5, Lesson 4 (TE, IJ):</b> Athletes Who Inspire Us; <b>Chapter 5, Take Action (TE, IJ):</b> Inquiry Project</p>
<p><b>2.W.3.2</b> Write a paragraph or paragraphs on a topic or main idea that introduce a topic, provide facts and details about the topic, and provide a concluding statement.</p>	<p><b>Chapter 1, Lesson 1 (TE, IJ):</b> All About History; <b>Chapter 1, Lesson 2 (TE, IJ):</b> Families and Communities; <b>Chapter 1, Lesson 3 (TE, IJ):</b> Daily Life Then and Now; <b>Chapter 1, Lesson 4 (TE, IJ):</b> Moving to a New Country; <b>Chapter 2, Lesson 1 (TE, IJ):</b> Use a Map; <b>Chapter 2, Lesson 2 (TE, IJ):</b> My Location in the World; <b>Chapter 2, Lesson 3 (TE, IJ):</b> How We Use Land; <b>Chapter 2, Lesson 4 (TE, IJ):</b> Our Environment; <b>Chapter 4, Lesson 2 (TE, IJ):</b> Making Laws; <b>Chapter 4, Lesson 3 (TE, IJ):</b> Following Laws; <b>Chapter 5, Lesson 1 (TE, IJ):</b> What Makes a Hero?; <b>Chapter 5, Lesson 2 (TE, IJ):</b> People Who Work for Justice; <b>Chapter 5, Lesson 5 (TE, IJ):</b> Art and Artists</p>
<p><b>2.W.3.3</b> Develop topics for friendly letters, stories, poems, and other narrative purposes that –</p> <ul style="list-style-type: none"> <li>• Include a beginning.</li> <li>• Use temporal words to signal event order (e.g., first of all).</li> <li>• Provide details to describe actions, thoughts, and feelings.</li> <li>• Provide an ending.</li> </ul>	<p><b>Chapter 1, Lesson 5 (TE, IJ):</b> The Past and the Present; <b>Chapter 2, Engage (TE, IJ):</b> Inquiry Project; <b>Chapter 2, Take Action (TE, IJ):</b> Inquiry Project; <b>Chapter 5, Lesson 3 (TE, IJ):</b> Scientists Who Make a Difference</p>

## The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

**2.W.5** With support, conduct short research on a topic.

- Find information on a topic of interest (e.g., cardinals).
- Identify various visual and text reference sources.
- Organize, summarize, and present the information, choosing from a variety of formats.

**Be a Social Studies Detective (IO):** More to Explore: Evaluating Sources; **Chapter 1, Engage (TE, IJ):** Inquiry Project; **Chapter 1, Take Action (TE, IJ):** Inquiry Project; **Chapter 2, Engage (TE, IJ):** Inquiry Project; **Chapter 2, Take Action (TE, IJ):** Inquiry Project; **Chapter 3, Engage (TE, IJ):** Inquiry Project; **Chapter 3, Take Action (TE, IJ):** Inquiry Project; **Chapter 4, Engage (TE, IJ):** Inquiry Project; **Chapter 4, Take Action (TE, IJ):** Inquiry Project; **Chapter 5, Engage (TE, IJ):** Inquiry Project; **Chapter 5, Take Action (TE, IJ):** Inquiry Project

## Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

**2.W.6.1** Demonstrate command of English grammar and usage, focusing on:

**2.W.6.1a** Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.

**Chapter 1, Lesson 2 (TE):** Families and Communities; **Chapter 5, Lesson 2 (TE):** People Who Work for Justice; **Chapter 5, Lesson 3 (TE):** Scientists Who Make a Difference

**2.W.6.1b** Verbs –

- Writing sentences that use the past tense of frequently occurring irregular verbs.
- Understanding the functions of different types of verbs (e.g., action, linking) in sentences.

**Chapter 3, Lesson 1 (TE):** Wants and Needs

**2.W.6.1c** Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.

**Chapter 5, Lesson 1 (TE, IJ):** What Makes a Hero?

**2.W.6.2** Demonstrate command of capitalization, punctuation, and spelling, focusing on:

**2.W.6.2a** Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.

**Chapter 2, Lesson 4 (TE):** Our Environment; **Chapter 5, Lesson 5 (TE, IJ):** Art and Artists

**2.W.6.2b** Punctuation –

- Correctly using a period, question mark, or exclamation mark at the end of a sentence.
- Using an apostrophe to form contractions and singular possessive nouns.
- Using commas in greetings and closings of letters, dates, and to separate items in a series.

**Chapter 4, Lesson 2 (TE):** Making Laws; **Chapter 5, Lesson 1 (TE, IJ):** What Makes a Hero?

# Standards Correlation

<p><b>2.W.6.2c</b> Spelling –</p> <ul style="list-style-type: none"> <li>• Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.</li> <li>• Generalizing learned spelling patterns (e.g., word families) when writing words.</li> <li>• Correctly spelling common irregularly-spelled grade-appropriate high frequency words.</li> </ul>	<p><b>Chapter 3, Lesson 2 (TE):</b> Goods and Services; <b>Chapter 4, Lesson 5 (TE):</b> Countries Working Together</p>
<p><b>SPEAKING AND LISTENING</b></p>	
<p><b>Speaking and Listening</b></p>	
<p><b>Discussion and Collaboration</b></p>	
<p><b>2.SL.2.1</b> Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p>	<p><b>Chapter 1, Lesson 2 (TE, IJ, RC):</b> Families and Communities; <b>Chapter 1, Lesson 3 (TE, IJ, RC):</b> Daily Life Then and Now; <b>Chapter 1, Lesson 4 (TE, IJ, RC):</b> Moving to a New Country; <b>Chapter 1, Lesson 5 (TE, IJ, RC):</b> The Past and the Present; <b>Chapter 2, Lesson 1 (TE, IJ, RC):</b> Use a Map; <b>Chapter 2, Lesson 2 (TE, IJ, RC):</b> My Location in the World; <b>Chapter 2, Lesson 3 (TE, IJ, RC):</b> How We Use Land; <b>Chapter 2, Lesson 4 (TE, IJ, RC):</b> Our Environment; <b>Chapter 2, Lesson 5 (TE, IJ, RC):</b> How People Move; <b>Chapter 3, Lesson 1 (TE, IJ, RC):</b> Wants and Needs; <b>Chapter 3, Lesson 2 (TE, IJ, RC):</b> Goods and Services; <b>Chapter 3, Lesson 3 (TE, IJ, RC):</b> Producers and Consumers; <b>Chapter 3, Lesson 4 (TE, IJ, RC):</b> The Goods We Use; <b>Chapter 3, Lesson 5 (TE, IJ, RC):</b> Community Wants and Needs; <b>Chapter 4, Lesson 1 (TE, IJ, RC):</b> Rules; <b>Chapter 4, Lesson 2 (TE, IJ, RC):</b> Making Laws; <b>Chapter 4, Lesson 3 (TE, IJ, RC):</b> Following Laws; <b>Chapter 4, Lesson 4 (TE, IJ, RC):</b> Citizens and Government; <b>Chapter 5, Lesson 1 (TE, IJ, RC):</b> What Makes a Hero?; <b>Chapter 5, Lesson 2 (TE, IJ, RC):</b> People Who Work for Justice; <b>Chapter 5, Lesson 3 (TE, IJ, RC):</b> Scientists Who Make a Difference; <b>Chapter 5, Lesson 4 (TE, IJ, RC):</b> Athletes Who Inspire You; <b>Chapter 5, Lesson 5 (TE, IJ, RC):</b> Art and Artists</p> <p><i>This standard is also covered throughout the IMPACT Explorer Magazine, the IMPACT Explorer Magazine Teaching Guide, and the More to Explore features in most lessons of IMPACT Online.</i></p>
<p><b>2.SL.2.3</b> Listen to others, take one’s turn in respectful ways, and speak one at a time about the topics and text under discussion.</p>	<p><b>Chapter 1, Lesson 1 (TE, IJ, RC):</b> All About History</p>

## Comprehension

**2.SL.3.1** Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Chapter 1, Lesson 4 (TE, IJ, RC):** Moving to a New Country; **Chapter 2, Lesson 1 (TE, IJ, RC):** Use a Map; **Chapter 4, Lesson 5 (TE, IJ, RC):** Countries Working Together

**2.SL.3.2** Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.

**Chapter 2, Lesson 1 (TE, RC):** Use a Map; **Chapter 4, Lesson 1 (TE, IJ, RC):** Rules; **Chapter 5, Lesson 1 (TE, IJ, RC):** What Makes a Hero?

## Presentation of Knowledge and Ideas

**2.SL.4.1** Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.

**Chapter 1, Engage (TE, IJ):** Inquiry Project; **Chapter 1, Take Action (TE, IJ):** Inquiry Project; **Chapter 2, Engage (TE, IJ):** Inquiry Project; **Chapter 2, Take Action (TE, IJ):** Inquiry Project; **Chapter 3, Engage (TE, IJ):** Inquiry Project; **Chapter 3, Take Action (TE, IJ):** Inquiry Project; **Chapter 4, Engage (TE, IJ):** Inquiry Project; **Chapter 4, Take Action (TE, IJ):** Inquiry Project; **Chapter 5, Engage (TE, IJ):** Inquiry Project; **Chapter 5, Take Action (TE, IJ):** Inquiry Project

**2.SL.4.2** Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.

**Chapter 1, Engage (TE, IJ):** Inquiry Project; **Chapter 1, Take Action (TE, IJ):** Inquiry Project; **Chapter 2, Engage (TE, IJ):** Inquiry Project; **Chapter 2, Take Action (TE, IJ):** Inquiry Project; **Chapter 3, Engage (TE, IJ):** Inquiry Project; **Chapter 3, Take Action (TE, IJ):** Inquiry Project; **Chapter 4, Engage (TE, IJ):** Inquiry Project; **Chapter 4, Take Action (TE, IJ):** Inquiry Project; **Chapter 5, Engage (TE, IJ):** Inquiry Project; **Chapter 5, Take Action (TE, IJ):** Inquiry Project

## MEDIA LITERACY

### Media Literacy

**2.ML.2.1** Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

**Be a Social Studies Detective (IO):** More to Explore: Evaluating Sources; **Chapter 1, Lesson 1 (IO):** History Sources; **Chapter 1, Lesson 3 (IO):** Lesson Video: How Computers Have Changed; **Chapter 1, Lesson 4 (IO):** Lesson Video: Stories from Ellis Island Immigrants; **Chapter 1, Lesson 5 (IO):** Lesson Video: Bringing Back Native American Language; **Chapter 2, Lesson 4 (IO):** IMPACT 360° Joshua Tree National Park; **Chapter 3, Lesson 1 (IO):** Lesson Video: Smart Spending; **Chapter 4, Lesson 1 (IO):** Lesson Video: How Yoga Helps Us Follow Rules; **Chapter 4, Lesson 3 (IO):** Explore Traffic Signs