

Correlation of Social Studies Standards, Grade 2

To support social studies instruction in Tennessee and in response to concerns from the field over the differences between the current (2014) and revised (2019) Tennessee Academic Standards for Social Studies, the department has created a series of correlation documents. These documents show the links between the current (2014) and revised (2019) social studies standards. They are intended to serve as a model for educators to reference as they design units and become more familiar with the revised standards.

To prepare to use this document, teachers should thoroughly review it in its entirety. In addition to thoughtful preparation using this document, there are additional components for which educators will need to plan and prepare. Districts (and teachers) should use their own judgment as to how best to use this document when preparing instruction.

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
2.01	Identify various cultural groups within the U.S. and the students' community.	C	2.01	Compare the beliefs, customs, ceremonies, and traditions of the varied cultures represented in the United States by researching informational texts.
2.02	Compare and contrast the beliefs, customs, ceremonies, and traditions of the various cultures represented in the U.S.	C	2.02	Summarize stories from American Indian legends that reflect the cultural history of various regions in Tennessee and the United States to determine their central message, lesson, or culture.
2.03	Distinguish how people from various cultures in the community and nation share principles, goals, and traditions.	C	2.05	Create audio recordings, adding drawings or other visual displays, to explain the ways in which we are all part of the same community, sharing principles, goals, and traditions despite varied ancestry.
2.04	Examine different types of producers and consumers in the U.S.	E	2.07	Compare and contrast authors' main points in texts examining different types of producers and consumers in the community and larger United States.
2.05	Recognize major U.S. industries and their products, including: agriculture, manufacturing, tourism, transportation, etc.	E	2.08	Ask and answer questions including who, what, where, when, why, and how to demonstrate understanding of key details in texts about major United States products and industries.

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2.06	Analyze how supply and demand influence production.	E	2.09	Create a graphic organizer or concept map that describes how supply and demand influences production.
2.07	Differentiate between imports and exports.	E	2.10	Participate in a shared research and writing project exploring how products are imported and exported to meet the needs of the people in the United States.
2.08	Evaluate how imports and exports help to meet the needs of people in the U.S.	E	2.10	Participate in a shared research and writing project exploring how products are imported and exported to meet the needs of the people in the United States.
2.09	Explain why and how producers advertise to sell a product or service.	E	2.11	Write an opinion piece (supplying reasons that support the opinion, using linking words to connect opinion and reasons, and provide a concluding sentence) evaluating an advertisement to sell a good or service.
2.10	Describe the purpose of a budget.	E	2.12	Describe the purpose of a budget and create a simple budget using money to buy goods and services.
2.11	Compare how maps and globes depict geographical information in different ways.	G	2.13	Compare how maps and globes depict geographical information in different ways.
2.12	Identify and locate the four hemispheres (i.e., Northern, Southern, Eastern, and Western), equator, prime meridian, North and South Poles, and the seven continents.	G	2.14	Construct a globe depicting the four hemispheres, seven continents, and five oceans using the equator and prime meridian.
2.13	Recognize that the U.S. is part of the North American continent, and identify the U.S land/water borders including: Canada, Mexico, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.	G	2.15	Create a map depicting the current boundaries of the United States, Canada, and Mexico and recognize they are part of the North American continent.

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
2.14	Recognize the difference between physical and political maps.	G	2.16	Utilize legends, cardinal directions, and grids to determine locations on different types of maps.
2.15	Use legends and cardinal directions to determine locations on physical and political maps.	G	2.16	Utilize legends, cardinal directions, and grids to determine locations on different types of maps.
2.16	Compare physical features of the earth, including: • Island • Lake • Mountain • Ocean • Peninsula • Plain • Plateau • River • Valley	G	2.18	Compare physical features of the earth, including islands, lakes, mountains, oceans, peninsulas, plains, plateaus, rivers, and valleys.
2.17	Compare and contrast regions of the U.S. (i.e., Southeast, Northeast, Great Plains, Southwest, Rocky Mountain, and Pacific Northwest) in terms of climate, physical features, and population.	G	2.19	Compare and contrast the regions of the United States (Southeast, Northeast, Great Plains, Southwest, and Pacific Northwest) in terms of climate, physical features, and population.
2.18	Analyze how the location of regions affects the way people live, including their: food, clothing, shelter, transportation, and recreation.	G	2.19	Compare and contrast the regions of the United States (Southeast, Northeast, Great Plains, Southwest, and Pacific Northwest) in terms of climate, physical features, and population.
2.19	Recall the origins, meaning, and lyrics of the “Star Spangled Banner”.	GC	2.21	Recite and analyze the lyrics of “The Star Spangled Banner” to determine the meaning of the song and its origins in the War of 1812.
2.20	Identify and examine the significance of well-known national symbols and landmarks, including: Mt. Rushmore, the White House, Statue of Liberty, and bald eagle.	GC	2.22	Identify the location and summarize the significance of well-known sites and landmarks in the United States including Mt. Rushmore, The White House, Statue of Liberty, Golden Gate Bridge, St. Louis Arch, Natchez Trace, and Grand Canyon.
2.21	Recognize that the U.S. has a constitution, which is the basis for our nation’s laws.	GC	2.24	With guidance and support, read how government systems were laid out in the Constitution of the United States and the Tennessee Constitution to form three balanced branches with checks and balances.

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
2.22	Recognize that Tennessee has a constitution, which is the basis for our state's laws.	GC	2.24	With guidance and support, read how government systems were laid out in the Constitution of the United States and the Tennessee Constitution to form three balanced branches with checks and balances.
2.23	Describe the three branches of U.S. government and the basic role of each.	GC	2.25	Create a graphic organizer to explain the three branches of government and the basic role of each.
2.24	Recognize that our nation makes laws and that there are consequences for breaking them.	GC	2.26	Summarize how the United States makes laws, determines whether laws have been violated, and the consequences for breaking different types of laws.
2.25	Identify the rights and responsibilities of citizens of the U.S.	GC	2.29	Identify the rights and responsibilities of citizens of the United States.
2.26	Understand that there are laws written to protect citizens' right to vote.	GC	2.30	Examine the amendments written to protect all citizens' right to vote.
2.27	Compare the ways one becomes a citizen (i.e., by birth or naturalization).	GC	2.31	Compare the ways one becomes a citizen (by birth or naturalization).
2.28	Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.	GC	NEW	NEW STANARD

Code	Revised (2019) Standards	Content Strand	Code	Current (2014) Standards
2.29	Examine the significant contributions made by people of the U.S., including: • Neil Armstrong • David Crockett • Benjamin Franklin • Martin Luther King, Jr. • Rosa Parks • Jackie Robinson • Wilma Rudolph • Sequoyah • George Washington	H	2.32	Participate in shared research using biographies to interpret the significance of contributions made by people of the United States, recounting or describing key ideas and details from the texts. Teachers may choose any biographies. Some suggestions are as follows: John Smith, Pocahontas, Benjamin Franklin, George Washington, Benjamin Banneker, Nancy Ward, James Robertson, John Sevier, Sequoyah, David Crockett, Sacagawea, Sam Houston, Abraham Lincoln, Harriet Beecher Stowe, Fredrick Douglass, Harriet Tubman, Sitting Bull, Booker T. Washington, Ida B. Wells, the Wright Brothers Marian Anderson, Thurgood Marshall, Rosa Parks, Jackie Robinson, Cesar Chavez, Martin Luther King, Jr., Neil Armstrong, Roberto Clemente, Wilma Rudolph, Sally Ride, and Bill Gates.
2.30	Describe periods of time in terms of: • Days • Weeks • Months • Years • Decades • Centuries	H	2.34	Describe periods of time in terms of days, weeks, months, years, decades, centuries and ages and discriminate between ancient times and modern times, recognizing time is organized into distinct periods.
2.31	Analyze and interpret events placed chronologically on a timeline.	H	2.35	Select major events from texts to place sequentially on a timeline to show the sequence and main ideas of events in history.
2.32	Contrast primary and secondary sources.	H	2.40	Analyze primary and secondary source maps, photographs, and artifacts for contradictions, supporting evidence, and historical details.