Utah Social Studies - Elementary

Grade 2

Adopted 2024

Second Grade

History

1. Use historical thinking skills to explore continuity and change in their community, Utah, and the United States. 2.1
    1. Use primary sources (for example, artifacts and documents such as interviews, photographs, newspapers, speakers, stories, songs) to document the chronology of important events in their personal, family, school, local, or broader community history (including three significant events). 2.1.1
    2. Use primary sources to identify how their community has changed or remained the same over time, and make inferences about the reasons why. 2.1.2
    3. Summarize key ideas included in the Declaration of Independence (for example, purpose of government, equality, representative government, limited government, rule of law, natural rights, common good). 2.1.3
    4. Retell the histories of key people and events connected to state and national symbols, landmarks, and essential documents (for example, Thomas Jefferson and the Declaration of Independence, Francis Scott Key and The Star Spangled Banner, Abraham Lincoln and the Lincoln Memorial, Theodore Roosevelt and Woodrow Wilson and national parks, Utah pioneers and Utah's nickname and motto). 2.1.4
    5. Identify the achievements of significant Americans, including those from local and other diverse perspectives, and explain their importance. 2.1.5

Geography

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2. Develop an understanding of the relationship between people and their physical environment using geographic tools, technology, and map skills. 2.2
    1. Locate and identify the poles, equator, continents, oceans, the United States, Utah, and their town or city. Identify and name the states that border Utah and the countries that border the United States. 2.2.1
    2. Interpret and construct physical maps using the title, key, symbols, 8-point compass rose, cardinal directions, and alphanumeric grids. 2.2.2
    3. Identify examples of major geographical features in their local region, state, and country and their significance for the people who live there. 2.2.3
    4. Describe how location, climate, and physical features affect where people live and work, and how communities modify the environment to meet their needs over time (for example, irrigation, dams, reservoirs, roads, buildings, bridges). 2.2.4
    5. Describe and give examples of interdependent relationships between vegetation, animal life, geographic features, and people specific to a local region (for example, irrigation, water conservation, farming, helping neighbors, ranching, providing vegetation that supports pollinators, protection of endangered animals). 2.2.5
    6. Identify natural resources, and cite ways people show stewardship through responsible use, conservation, protection, and replenishment. 2.2.6
    7. On a map of the world, locate where their families or other families in the community historically came from. With support, curate and share information about the traditional food, cultural customs, recreation, religion, and music of that country and/or region. 2.2.7

Civics

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3. Learn about the rights and responsibilities of citizenship, explain how people must work together to resolve conflict, and understand the importance of respecting differences. 2.3

    1. Define the essential qualities of good community members (for example, honesty, integrity, morality, civility, duty, honor, service, respect, and obedience to law). 2.3.1
    2. Describe the rights and responsibilities of citizens in the United States and Utah. 2.3.2
    3. Provide examples of ways in which responsible community members have worked together to resolve conflicts, solve problems, and create unity within their community. 2.3.3
    4. Consider why it is necessary for cities and towns to have governments, and describe ways local representative government promotes the general welfare of their community (for example, water, sewer, garbage pick-up, road and trail maintenance, public schools). 2.3.4
    5. Identify current leaders (for example, family, school, community, governor, national leaders) and their responsibilities. Discuss the traits of effective leaders. 2.3.5
    6. Identify celebrations and state and national holidays that remember and honor people and events in the history of Utah and the United States. 2.3.6

Economics

4. Develop an understanding of basic economic concepts necessary to make informed individual and family decisions. Students use basic economic principles to explain how businesses supply goods and services to consumers. 2.4

    1. Explain the benefits of personal savings. 2.4.1
    2. Explain how scarcity of resources and opportunity cost require people to make choices to satisfy wants and needs. 2.4.2
    3. Describe and compare a variety of services provided by local economic institutions, including businesses and non-profit organizations. 2.4.3
    4. Describe how people can be both producers and consumers of local goods and services. 2.4.4
    5. Identify the specialized work necessary to manufacture, transport, and market goods and services. 2.4.5