

GRADE 2 SOCIAL STUDIES

Essential Skills

The priority standards consist of the following skills:

- Geographic Literacy: Demonstrate spatial and landscape understanding using globes, maps, and photographs.
- Historical Thinking: Demonstrate historical thinking practices including change and continuity over time, cause and effect relationships, interpretation of primary and secondary sources, and significance of historical events and figures.
- Civic Mindedness: Demonstrate understanding of civic roles, rights, and responsibilities at various levels: the individual, group, government, and global.
- Economic Understanding: Demonstrate knowledge of economic concepts and elements of financial literacy.

Content

The essential skills are taught, practiced, developed, and assessed through study of the content as outlined below.

Use historical thinking skills to explore continuity and change in the community, Utah, and the United States.

- Events in the lives of people, schools, and the local community have chronologies.
- Our community has changed and remained the same over time.
- The stories of key people and events connected to state and national symbols, landmarks, and essential documents can be retold chronologically.
- Local, state, and national celebrations, cultural events, and traditions have significance.
- Achievements of diverse significant Americans, including community leaders, and explain their importance.
- Historically significant events have occurred in the lives of these students.

Develop an understanding of the relationship between people and their physical environment using geographic tools, technology, and map skills.

- The poles, equator, continents, oceans, the United States and Utah can be found on a globe.
- Identify and name the states that border Utah and the countries that border the United States.
- Maps have a title, key, symbols, an 8-point compass rose and alphanumeric grids.
- Identify examples of major geographical features in the local region, state, and country and their significance for the people who live there.
- Location, weather, and physical features affect where people live and work.
- Communities modify the environment over time to meet their needs.
- Describe and give examples of the interdependent relationships between the vegetation, the animal life, the physical features, and the cultural characteristics of people specific to a local region (e.g., irrigation, water conservation, farming, helping neighbors, ranching, providing vegetation that supports pollinators, protection of endangered animals, etc.).
- People can use, conserve, protect, and replenish natural resources.



Students are introduced to the concept of government. Students learn about the rights and responsibilities of citizenship, explain how people must work together to resolve conflict, and understand the importance of respecting differences.

- Define the essential qualities of good community members.
- Describe the responsibilities of citizens in the United States.
- Provide examples of ways in which responsible community members have worked together to resolve conflicts or solve problems within the community.
- Describe ways a responsible government meets the basic needs of the local community.
- Identify current leaders (e.g., family, school, community, and nation) and discuss the traits of effective leaders.

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

- Explain the benefits of personal savings.
- Explain how scarcity of resources and opportunity cost requires people to make choices to satisfy wants and needs.
- Describe and compare a variety of services provided by local economic institutions.
- Describe how people can be both producers and consumers of local goods and services.
- Identify the specialized work necessary to manufacture, transport, and market goods and services.

