

# Culture

## 2nd Grade Social Studies

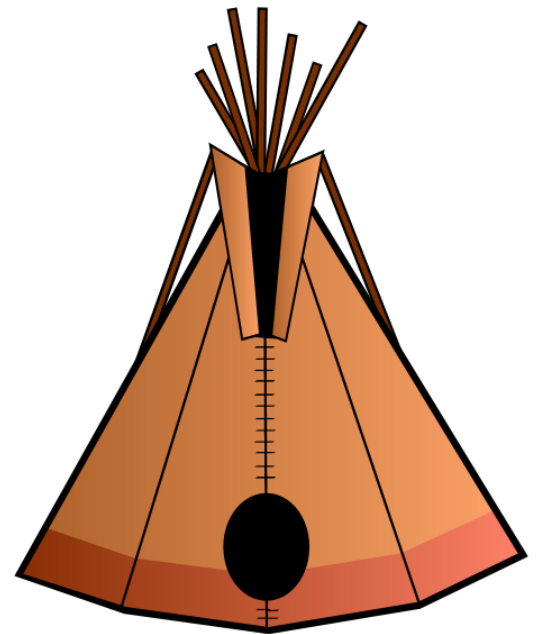
### Standard 1

#### 1. I can examine and identify cultural differences within the community.

- 1.a  I can explain the various cultural heritages within my community.
- 1.b  I can explain ways people respect and pass on their traditions and customs.
- 1.c  I can give examples of how families in the community borrow customs or traditions from other cultures.

#### 2. I can recognize and describe the contributions of different cultural groups in Utah and the nation.

- 2.a  I can identify various cultural groups within my state and the nation.
- 2.b  I can describe contributions of cultural groups to my state and nation.
- 2.c  I can explain ways American Indians and immigrants have shaped both Utah's and America's culture (e.g. food, celebrations, customs, places).
- 2.d  I can compare and contrast elements of two or more cultures within the state and nation (e.g. food, clothing, language, shelter, traditions).



# Citizenship

## 2nd Grade Social Studies

### Standard 2

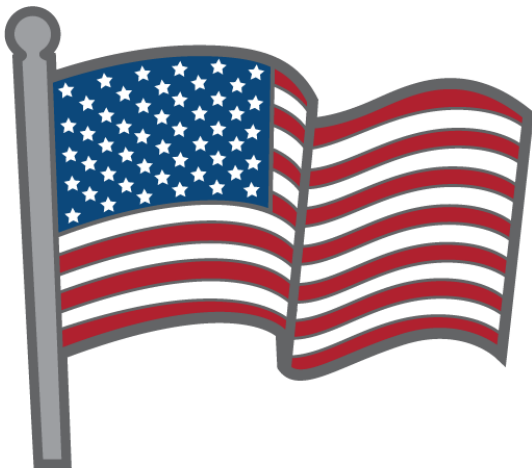
#### **1. I can examine civic responsibility and demonstrate good citizenship.**

- 1.a  I can describe characteristics of being a good citizen through the examples of historic figures and ordinary citizens.
- 1.b  I can explain the benefits of being a US citizen (e.g. responsibilities, freedoms, opportunities).
- 1.c  I can identify and participate in a local civic activity (e.g. community, cleanup, voting).
- 1.d  I can identify state and national activities (e.g. voting, Pledge of Allegiance, holidays).

#### **2. I can identify individuals within the school community and how they contribute to the school's success.**

- 2.a  I can identify the roles that people have in the school and explain the importance of each member.
- 2.b  I can demonstrate respect for the school and the school community.

#### **3. I can investigate and show how communities, state, and nation are united by symbols that represent citizenship in our nation.**



- 3.a  I can explain the significance of various community, state, and national celebrations (e.g. Independence Day, Thanksgiving).
- 3.b  I can identify community and state symbols, documents, and landmarks (e.g. city hall, state capital, holidays).
- 3.c  I can identify and explain the significance of various national symbols, documents, and landmarks (e.g. flag, national monuments)

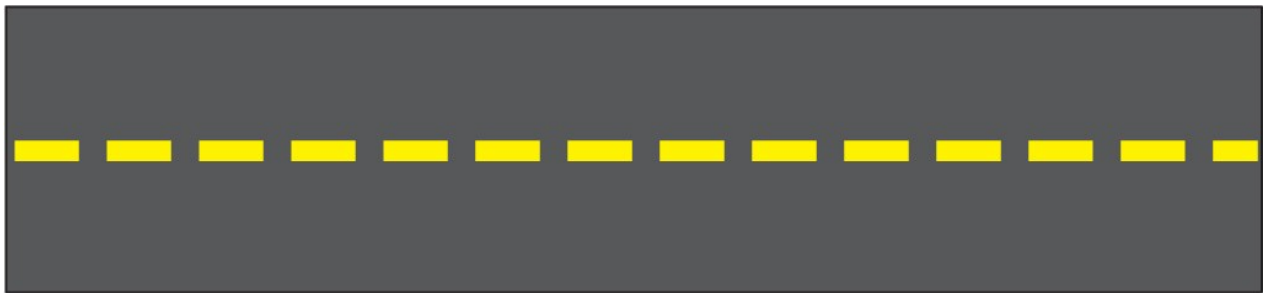
# Geography

## 2nd Grade Social Studies

### Standard 3

**1. I can identify common symbols and physical features of a community, and explain how they affect people's activities in that area.**

- 1.a □ I can identify community traffic signs and symbols and know their meanings.
- 1.b □ I can describe how geographic aspects of the area affect a community and influence culture (e.g. river, mountain, desert)
- 1.c □ I can describe ways in which people have modified the physical environment in a community (e.g. roads, homes, mining).



**2. I can demonstrate geographic skills on a map and globe.**

- 2.a □ I can identify and use information on a map and a globe (e.g. legend, grid systems, compass rose).
- 2.b □ I can compare and contrast the difference between maps and globes.
- 2.c □ I can locate my city, the State of Utah, and the United States on a variety of maps or on a globe.
- 2.d □ I can locate and label the following on a map or a globe: the seven continents, the five oceans, the poles, and equator.
- 2.e □ I can use a map for a globe to link cultures/ nationalities within your community to their place of origin.

# Financial Literacy

## 2nd Grade Social Studies

### Standard 4

**1. I can describe how producers and consumers work together in the making and using of goods and services.**

- 1.a  I can define and explain the difference between producing and consuming.
- 1.b  I can explain ways in which people can be both consumers and producers of goods and services.
- 1.c  I can recognize that people supply goods and services based on what people want.
- 1.d  I can identify examples of technology that people use (e.g. computers, cars, telephones).
- 1.e  I can identify how technology affects the way people live (work and play).

**2. I can describe the choices people make in using goods and services.**

- 2.a  I can explain the goods and services that businesses provide.
- 2.b  I can explain the services that government provides.
- 2.c  I can explain different ways to pay for goods and services (e.g. cash, checks, credit cards).
- 2.d  I can explain reasons and ways to save money (e.g. to buy a bicycle, piggy bank, credit union, savings account).

