

Main Criteria: Utah Core Standards
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: 2
Correlation Options: Show Correlated

Utah Core Standards
Science
 Grade: 2 - Adopted: 2019

STANDARD / AREA OF LEARNING		SEEd - Grade 2 (2019)
OBJECTIVE / STRAND	Strand 2.1:	CHANGES IN THE EARTH'S SURFACE
INDICATOR / CLUSTER		Earth has an ancient history of slow and gradual surface changes, punctuated with quick but powerful geologic events like volcanic eruptions, flooding, and earthquakes. Water and wind play a significant role in changing Earth's surface. The effects of wind and water can cause both slow and quick changes to the surface of the Earth. Scientists and engineers design solutions to slow or prevent wind or water from changing the land.

EXPECTATION / STANDARD Standard 2.1.1. Develop and use models illustrating the patterns of landforms and water on Earth. Examples of models could include valleys, canyons, or floodplains and could depict water in the solid or liquid state. (ESS2.B)

Social Studies Online
[African Safari](#)
[Amazon Rainforest - Grades 2-5](#)
[Grade 1 - The Earth Around Us](#)
[Grade 2 - Land and Water Around Us](#)
[Grade 3 - Geography of Our Communities](#)
[How Coral Reefs Are Formed](#)
[The Sahara Desert](#)
[Who Lives On a Coral Reef?](#)

EXPECTATION / STANDARD Standard 2.1.2. Construct an explanation about changes in Earth's surface that happen quickly or slowly. Emphasize the contrast between fast and slow changes. Examples of fast changes could include volcanic eruptions, earthquakes, or landslides. Examples of slow changes could include the erosion of mountains or the shaping of canyons. (ESS1.C)

Social Studies Online
[Grade 2 - Land and Water Around Us](#)
[Grade 3 - Geography of Our Communities](#)

EXPECTATION / STANDARD Standard 2.1.3. Design solutions to slow or prevent wind or water from changing the shape of land. Define the problem by asking questions and gathering information, convey designs through sketches, drawings, or physical models, and compare and test designs. Examples of solutions could include retaining walls, dikes, windbreaks, shrubs, trees, and grass to hold back wind, water, and land. (ESS2.A, ESS2.C, ETS1.A, ETS1.B, ETS1.C)

Social Studies Online
[Grade 3 - Geography of Our Communities](#)

STANDARD / AREA OF LEARNING		SEEd - Grade 2 (2019)
OBJECTIVE / STRAND	Strand 2.2:	LIVING THINGS AND THEIR HABITATS
INDICATOR / CLUSTER		Living things (plants and animals, including humans) need water, air, and resources from the land to survive and live in habitats that provide these necessities. The physical characteristics of plants and animals reflect the habitat in which they live. Animals also have modified behaviors that help them survive, grow, and meet their needs. Humans sometimes mimic plant and animal adaptations to survive in their environment.

EXPECTATION / STANDARD	Standard 2.2.1.	<p>Obtain, evaluate, and communicate information about patterns of living things (plants and animals, including humans) in different habitats. Emphasize the diversity of living things in land and water habitats. Examples of patterns in habitats could include descriptions of temperature or precipitation and the types of plants and animals found in land habitats. (LS2.C, LS4.C, LS4.D)</p> <p><u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?</p>
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EXPECTATION / STANDARD	Standard 2.2.2.	<p>Plan and carry out an investigation of the structure and function of plant and animal parts in different habitats. Emphasize how different plants and animals have different structures to survive in their habitat. Examples could include the shallow roots of a cactus in the desert or the seasonal changes in the fur coat of a wolf. (LS1.A, LS4.A, LS4.D)</p> <p><u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?</p>
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EXPECTATION / STANDARD	Standard 2.2.4.	<p>Design a solution to a human problem by mimicking the structure and function of plants and/or animals and how they use their external parts to help them survive, grow, and meet their needs. Define the problem by asking questions and gathering information, convey designs through sketches, drawings, or physical models, and compare and test designs. Examples could include a human wearing a jacket to mimic the fur of an animal or a webbed foot to design a better swimming fin. (LS1.A, LS1.D, ETS1.A, ETS1.B, ETS1.C)</p> <p><u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?</p>
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Utah Core Standards

Social Studies

Grade: 2 - Adopted: 2022

STANDARD / AREA OF LEARNING		SECOND GRADE
OBJECTIVE / STRAND	2.1:	HISTORY - Students use historical thinking skills to explore continuity and change in their community, Utah, and the United States.

INDICATOR / CLUSTER	2.1.1:	<p>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).</p> <p><u>Social Studies Online</u> Grade 1 - The Earth Around Us</p>
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INDICATOR / CLUSTER	2.1.2:	Use primary sources to identify how their community has changed or remained the same over time, and make inferences about the reasons why. <u>Social Studies Online</u> Grade 1 - The Earth Around Us
INDICATOR / CLUSTER	2.1.3:	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). <u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 2 - Early Americans Grade 3 - The First Americans
INDICATOR / CLUSTER	2.1.4:	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). <u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
INDICATOR / CLUSTER	2.1.5:	Identify the achievements of significant Americans, including those from local and other diverse perspectives, and explain their importance. <u>Social Studies Online</u> Grade 1 - Life Long Ago Grade 1 - The Earth Around Us Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
STANDARD / AREA OF LEARNING		SECOND GRADE
OBJECTIVE / STRAND	2.2:	GEOGRAPHY - Students develop an understanding of the relationship between people and their physical environment using geographic tools, technology, and map skills.

INDICATOR / CLUSTER	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. <u>Social Studies Online</u> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
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INDICATOR / CLUSTER	2.2.4:	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). <u>Social Studies Online</u> Amazon Rainforest - Grades 2-5
INDICATOR / CLUSTER	2.2.5:	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). <u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed Paris - City of Light - Grades K - 5 The Sahara Desert Who Lives On a Coral Reef?
INDICATOR / CLUSTER	2.2.6:	Identify natural resources, and cite ways people show stewardship through responsible use, conservation, protection, and replenishment. <u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans
INDICATOR / CLUSTER	2.2.7:	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. <u>Social Studies Online</u> Grade 1 - Families and Neighbors Grade 2 - Living Together Grade 3 - A Country of Cultures
STANDARD / AREA OF LEARNING		SECOND GRADE
OBJECTIVE / STRAND	2.3:	CIVICS - 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.
INDICATOR / CLUSTER	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). <u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities

INDICATOR / CLUSTER	2.3.2:	Describe the rights and responsibilities of citizens in the United States and Utah. <u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities
INDICATOR / CLUSTER	2.3.3:	Provide examples of ways in which responsible community members have worked together to resolve conflicts, solve problems, and create unity within their community. <u>Social Studies Online</u> Grade 1 - All About Work Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 2 - Work and Money Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
INDICATOR / CLUSTER	2.3.4:	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). <u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 3 - How Government Helps Our Communities
INDICATOR / CLUSTER	2.3.5:	Identify current leaders (for example, family, school, community, governor, national leaders) and their responsibilities. Discuss the traits of effective leaders. <u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
INDICATOR / CLUSTER	2.3.6:	Identify celebrations and state and national holidays that remember and honor people and events in the history of Utah and the United States. <u>Social Studies Online</u> Grade 1 - Families and Neighbors Grade 3 - A Country of Cultures

STANDARD / AREA OF LEARNING		SECOND GRADE
OBJECTIVE / STRAND	2.4:	ECONOMICS - Students 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.

INDICATOR / CLUSTER	2.4.1:	Explain the benefits of personal savings. <u>Social Studies Online</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
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INDICATOR / CLUSTER	2.4.2:	<p>Explain how scarcity of resources and opportunity cost require people to make choices to satisfy wants and needs.</p> <p><u>Social Studies Online</u> Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer</p>
INDICATOR / CLUSTER	2.4.3:	<p>Describe and compare a variety of services provided by local economic institutions, including businesses and non-profit organizations.</p> <p><u>Social Studies Online</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer</p>
INDICATOR / CLUSTER	2.4.4:	<p>Describe how people can be both producers and consumers of local goods and services.</p> <p><u>Social Studies Online</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer</p>
INDICATOR / CLUSTER	2.4.5:	<p>Identify the specialized work necessary to manufacture, transport, and market goods and services.</p> <p><u>Social Studies Online</u> Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer</p>