

Utah State Board Of Education

# core standards

*for*

# SOCIAL STUDIES

The Utah State Board of Education, in January of 1984, established policy requiring the identification of specific core standards to be met by all K-12 students in order to graduate from Utah's secondary schools. The Utah State Board of Education regularly updates the Utah Core Standards, while parents, teachers, and local school boards continue to control the curriculum choices that reflect local values.

The Utah Core Standards are aligned to scientifically based content standards. They drive high quality instruction through statewide comprehensive expectations for all students. The standards outline essential knowledge, concepts, and skills to be mastered at each grade level or within a critical content area. The standards provide a foundation for ensuring learning within the classroom.



**Utah State Board of Education**

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Sydnee Dickson, Ed.D. Utah State Superintendent of Public Instruction





# Core Standards FOR

# Social Studies

Adopted August 2010 by Utah State Board of Education





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1/8/2012



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# **K-2 Social Studies** **Core Curriculum**

I ask you my children ... what did you learn today? Did anyone teach you how to meet tomorrow? What did you learn about what happened ... to cause people to behave as they do? What did you learn today?

Anonymous

## **Introduction**

At the close of the Constitutional Convention in 1787, Benjamin Franklin was leaving Independence Hall when a woman approached him and asked, “Well, Doctor, what have we got – a Republic or a Monarchy?” Franklin replied, “A Republic, if you can keep it.”

As citizens, we should adopt as a primary goal of public schools the continued survival of our republic by educating students to take upon themselves, as Jefferson put it, the “office of citizen.” Social studies is the perfect arena in which to promote civic competence. The National Council for the Social Studies has stated: “The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

Citizenship education, then, is an important function of a school’s curriculum in a democracy such as ours. Kindergarten, first, and second grades provide this initial citizenship education. Gaining a perspective of oneself and others, and accepting the responsibility to respect the rights of our neighbors, is essential to protecting the freedoms that have been brought forth in our founding documents.

Young children possess a keen sense of curiosity and a drive to make sense of their expanding world. Kindergarten, first and second grade students have the capacity to understand themselves and the cultures that surround them. In order to prepare students to be knowledgeable citizens and leaders in a diverse and fast-paced world, the K-2 Social Studies Curriculum helps students recognize various cultures, traditions, and belief systems and their contributions to our society.

## **Framework of the K-2 Social Studies Core Curriculum**

The Social Studies Core in kindergarten to second grade has two broad components. The first component is one of expanding social themes for the child: self, family, classroom, school, neighborhood, and community. This first

component is reflected at the following grade levels.

During the course of kindergarten, students learn basic concepts of historical time sequence and geographic directions. Emphasis is placed on safe practices and the importance of following rules and respecting the rights of others. Students are also taught national symbols and songs.

First grade students focus on learning school rules for personal safety and the safety of others, as well as elements of good citizenship through examples in history and literature that highlight honesty, kindness, and responsibility (e.g., George Washington, Martin Luther King, Jr., etc.). State and national symbols as signs of citizen unity are also addressed.

Second grade students are taught their roles in the school and in the community. Students develop an understanding of the diversity of cultural backgrounds, belief systems, ethnicities, and languages by observing their school, neighborhood, and community. Second grade students continue to develop their knowledge of symbols and map skills. Citizenship and community service are also emphasized.

The second major component of the Social Studies Core Curriculum introduces students to four social studies conceptual strands: culture, citizenship, geography, and financial literacy. Details of each strand are noted below.

The first strand provides for the study of culture and cultural diversity. Culture is the shared social process whereby members of a group communicate meaning and make sense of their world. Culture helps students understand themselves as individuals and as members of various groups. This understanding allows students to relate to people in our nation and throughout the world.

The second strand includes experiences that offer civic ideals, principles and practices of how a citizen should act in a democratic republic. Citizenship includes both the attitudes and the actions of a citizen in a democratic society. The development of responsible citizenship in grades K-2 fosters appropriate participation in group

activities such as assuming responsibilities in the school and neighborhood, understanding the civic responsibility to vote, and the importance of state and national holidays, symbols, and landmarks.

The third strand extracts experiences from the student's neighborhood, towns, and state to supply students with basic geographic knowledge and skills. The purpose of geography is to understand the physical and cultural features of places and their natural settings. Geographic tools such as compasses, maps, and globes are utilized to help students acquire, arrange, and use information to make decisions important to their well-being (e.g., how to get to a friend's house, or where to shop or how to go to school).

The last strand introduces students to simple economic principles and decisions. Financial literacy gives a student the ability to understand finances and how to manage money. Students learn how to prioritize their economic wants, and make basic financial decisions.

The K-2 Social Studies Core presents the classroom teacher with opportunities for instruction, practice, and application of essential reading skills such as sequencing events, determining the main idea and supporting details, establishing cause and effect, determining problem and solution, and comparing and contrasting conditions and situations. Content vocabulary is also provided at each grade level with each theme and standard, offering many opportunities for critical vocabulary instruction.

The classroom teacher is encouraged to address reading skills as part of ongoing social studies instruction. The social studies Core and accompanying Social Studies material should be utilized during the reading instructional period to support the development of essential content reading skills.

## Development of the Core

The creation of a core document for social studies was a community process. This core reflects the best thinking and committed work of a community of stakeholders who care deeply about the educational success of Utah students. It was developed by dedicated Utah teachers; district and building level administrators and specialists; representatives from institutions of higher education; Coalition for Minority Advisory Council; and an advisory committee of community members. The core also reflects the insights and input from teachers across Utah, as well as the best thinking from national organizations including the National Council for the Social Studies, National Geography Standards, and National Center for History in the Schools.

## Format of the Core

The core is designed to help teachers organize and deliver instruction. Each grade level includes the following:

- **A STANDARD** is a broad statement of what students are expected to understand and/or know how to do, typically representing a traditional general category of learning within the discipline. If students have mastered the Standards associated with a given Core Curriculum, they are judged to have mastered that Core Curriculum. There are multiple Standards in every Core Curriculum.
- **An OBJECTIVE** is a more focused description of what students need to know and/or be able to do. If students have mastered the Objectives associated with a given Standard, they are judged to have mastered that Standard. State Criterion-Referenced Tests are blueprinted to Objectives (rather than Standards or Indicators). There are multiple Objectives in every Standard.

- **An INDICATOR** is intended to be a measurable or observable piece of student learning. If students have mastered the Indicators associated with a given Objective, they are judged to have mastered that Objective. Indicators are not suggestions, examples, or possible classroom activities. Rather, they describe required learning. There are multiple Indicators in every Objective.
- **Essential social studies content vocabulary** identifies key words students should know and use in order to understand more fully the core content.

A note on the use of the Latin Terms “e.g.” and “i.e.”:

*e.g.* means *for example*, the following are examples to use, when necessary, to ensure student understanding.  
*i.e.* means *that is*, the words or concepts following *i.e.* are considered essential aspects of the Indicator, extensions of the idea that **must** be included when teaching that Indicator.

There are two views of the core. The first view displays the four core standards for an individual grade on one page. The second view presents an over-arching examination of one of the four strands for each grade level on one page.

**Social Studies Vocabulary That Teachers Should Know and Use:**

***Civic responsibility*** – The actions and attitudes of a citizen in a democracy that promote the common good. This may include participation in government, church, and community associations, as well as actions performed in various political, economic, civil, or environmental causes.

***Culture*** – A shared social process whereby members of a group communicate meaning and make sense of their world.

***Customs*** – Traditional patterns of behavior found in a group or culture. Formal customs can define the ethics of a people, and can be made into law.

***Democracy*** – A form of government in which the people rule. Citizens hold sovereign power.

***Patriotism*** – Devotion to one's country. This includes the notion of a social responsibility to one's fellow citizens, often referred to as a concern for the common good.

***Republic*** – A form of government in which the people hold sovereign power, and elected representatives exercise that power.

***Traditions*** – A practice or custom that is passed down from one generation to another.

***Tribal Leaders (American Indian)*** – A person who is well-known in the community, possesses knowledge and experience, and is held to highest standards. These community leaders are usually elected in accordance with a tribe's constitution and by-laws.

**Utah State Office of Education**



**The new K-2 Social Studies Core Curriculum is organized by three grade level themes**

Kindergarten  
(Self, Family, and  
Classroom)

First Grade (Self,  
School, and  
Neighborhood)

Second Grade  
(Self, School, and  
Community)

**and each grade is structured around four Social Studies strands**

Culture

Citizenship

Geography

Financial Literacy

**which are interwoven with supporting instructional strategies.**

Literacy skills and application

Social Studies knowledge, skills, and processes



Social Studies K-2 Core Document

Kindergarten (Self, Family, and Classroom)

<b>Standard 1 (Culture):</b> <b>Students will recognize and describe how individuals and families are both similar and different.</b>	<b>Standard 2 (Citizenship):</b> <b>Students will recognize their roles and responsibilities of being a good citizen.</b>	<b>Standard 3 (Geography):</b> <b>Students will use geographic terms and tools.</b>	<b>Standard 4 (Financial Literacy):</b> <b>Students can explain how humans meet their needs in many ways.</b>
<p><b>Objective 1</b>  <b>Identify how individuals are similar and different.</b></p> <ul style="list-style-type: none"> <li>a. Describe and compare characteristics of self and others (e.g., differences in gender, height, language, beliefs, and color of skin, eyes, hair).</li> <li>b. Explain how people change over time (e.g., self, others).</li> <li>c. Demonstrate respect for each individual.</li> <li>d. Explain the elements of culture, including language, dress, food, shelter, and stories.</li> </ul>	<p><b>Objective 1</b>  <b>Demonstrate appropriate ways to behave in different settings.</b></p> <ul style="list-style-type: none"> <li>a. Explain why families and classrooms have rules (e.g., examples of rules and consequences).</li> <li>b. Demonstrate positive relationships through play and friendship.</li> <li>c. Identify examples of individual honesty and responsibility.</li> <li>d. Identify examples of honesty, responsibility, patriotism, and courage from history, literature, and folklore, as well as from everyday life (e.g., heroes of diverse cultures).</li> <li>e. Demonstrate respect for others, leaders, and the environment.</li> </ul>	<p><b>Objective 1</b>  <b>Identify geographic terms that describe their surroundings.</b></p> <ul style="list-style-type: none"> <li>a. Locate objects in the classroom using the terms near/far, left/right, behind/in front, and up/down.</li> <li>b. Identify and describe physical features (e.g., mountain/hill, lake/ocean, river, road/highway).</li> <li>c. Make a simple map (e.g., home, home to school, classroom).</li> </ul>	<p><b>Objective 1</b>  <b>Recognize that people have basic needs (food, shelter, and clothing) and wants (toys, games, treats).</b></p> <ul style="list-style-type: none"> <li>a. Identify the difference between basic wants and needs.</li> <li>b. Explain that families have needs and wants.</li> <li>c. Describe how basic human needs, such as food, shelter, and clothing, can be met.</li> </ul>

**Kindergarten (Self, Family, and Classroom)**

<b>Standard 1 (Culture):</b> <b>Students will recognize and describe how individuals and families are both similar and different.</b>	<b>Standard 2 (Citizenship):</b> <b>Students will recognize their roles and responsibilities of being a good citizen.</b>	<b>Standard 3 (Geography):</b> <b>Students will use geographic terms and tools.</b>	<b>Standard 4 (Financial Literacy):</b> <b>Students can explain how humans meet their needs in many ways.</b>
<p><b>Objective 2</b>  <b>Recognize and describe how families have both similar and different characteristics.</b></p> <ul style="list-style-type: none"> <li>a. Identify family members (i.e., immediate and extended).</li> <li>b. Explain family rules and routines.</li> <li>c. Describe family members' duties and responsibilities within the family.</li> <li>d. Share how families celebrate occasions such as birthdays and holidays.</li> <li>e. Explain how families change over time (i.e., past, present, future).</li> <li>f. Describe ways that families provide love, care, food, shelter, clothing, companionship, and protection.</li> </ul>	<p><b>Objective 2</b>  <b>Identify and demonstrate safe practices in the home and classroom.</b></p> <ul style="list-style-type: none"> <li>a. Recite name, address, and telephone number.</li> <li>b. Follow safety procedures for school emergencies (e.g., fire drill, earthquake, intruder).</li> <li>c. Recognize and explain common traffic symbols.</li> <li>d. Identify school personnel to whom students can go to for help or safety.</li> <li>e. Identify and articulate the purpose and role of authority figures (e.g., parents, secretary, principal, teacher, librarian, police officers, firefighters, tribal leaders).</li> </ul>	<p><b>Objective 2</b>  <b>Describe the purpose of a map or globe.</b></p> <ul style="list-style-type: none"> <li>a. Identify maps and globes.</li> <li>b. Distinguish between land and water on maps and globes.</li> <li>c. Determine a location by using terms such as near/far, up/down, right/left.</li> <li>d. Identify cardinal directions on a map.</li> </ul>	<p><b>Objective 2</b>  <b>Explain that people have jobs and earn money to meet their needs.</b></p> <ul style="list-style-type: none"> <li>a. Identify the jobs in the home and in the school.</li> <li>b. Explain why people work (i.e., to earn money to buy the things that they need or want).</li> <li>c. Describe different types of jobs that people do and the tools and equipment that they use.</li> <li>d. Recognize various forms of United States coins and currency.</li> </ul>

Kindergarten (Self, Family, and Classroom)

<b>Standard 1 (Culture):</b> Students will recognize and describe how individuals and families are both similar and different.	<b>Standard 2 (Citizenship):</b> Students will recognize their roles and responsibilities of being a good citizen.	<b>Standard 3 (Geography):</b> Students will use geographic terms and tools.	<b>Standard 4 (Financial Literacy):</b> Students can explain how humans meet their needs in many ways.
	<p><b>Objective 3</b>                      Investigate and explain how symbols and songs unite families and classmates.</p> <ul style="list-style-type: none"> <li>a. Identify school systems and traditions (e.g., mascot, song, events).</li> <li>b. Recognize state and national symbols (e.g., state and national flags, bald eagle, seagull, Statue of Liberty).</li> <li>c. Learn and sing state and U.S. patriotic songs.</li> <li>d. Identify the people and events honored in Utah and U.S. commemorative holidays.</li> <li>e. Know the words and meaning of the Pledge of Allegiance.</li> <li>f. Identify the rules and etiquette of citizenship (e.g., stand for the flag, hand over heart).</li> </ul>		
<p><b>Social Studies Vocabulary Students Should Know and Use:</b> compare, rules, routine, similar, different, respect, culture, shelter, change, duty, past, present, future, celebrate, family</p>	<p><b>Social Studies Vocabulary Students Should Know and Use:</b> family, consequence, responsibility, honesty, courage, respect, patriotism, leader, environment, safety, symbol, tradition, holiday, citizen, friend, hero, mascot, Pledge of Allegiance, tribal leaders</p>	<p><b>Social Studies Vocabulary Students Should Know and Use:</b> near/far, left/right, behind/in front, up/down, hill, mountain, ocean, lake, river, road, highway, map, globe, north, south, east, west, land, water, home, school</p>	<p><b>Social Studies Vocabulary Students Should Know and Use:</b> needs, wants, job, money, earn, tools, coins, currency, shelter</p>



**First Grade (Self, School, and Neighborhood)**

<p><b>Standard 1 (Culture):</b> Students will recognize and describe how schools and neighborhoods are both similar and different.</p>	<p><b>Standard 2 (Citizenship):</b> Students will recognize their roles and responsibilities in the school and in the neighborhood.</p>	<p><b>Standard 3 (Geography):</b> Students will use geographic tools to demonstrate how symbols and models are used to represent features of the school, the neighborhood, and the real world.</p>	<p><b>Standard 4 (Financial Literacy):</b> Students will describe the economic choices people make to meet their basic economic needs.</p>
<p><b>Objective 1</b> <b>Recognize and describe examples of differences within school and neighborhood.</b></p> <ul style="list-style-type: none"> <li>a. Recognize differences within their school and neighborhood.</li> <li>b. Share stories, folk tales, art, music, and dance inherent in neighborhood and community traditions.</li> <li>c. Recognize and demonstrate respect for the differences within one's community (e.g. play, associations, activities, friendships).</li> <li>d. Recognize and describe the importance of schools and neighborhoods.</li> </ul>	<p><b>Objective 1</b> <b>Describe and demonstrate appropriate social skills necessary for working in a group.</b></p> <ul style="list-style-type: none"> <li>a. Describe behaviors that contribute to cooperation within groups at school and in a neighborhood.</li> <li>b. Discuss the roles and responsibilities of being a member of a group.</li> <li>c. Participate in a group activity modeling appropriate group behavior.</li> <li>d. Identify and express feelings in appropriate ways.</li> <li>e. Articulate how individual choices affect self, peers, and others.</li> <li>f. Communicate positive feelings and ideas of self (e.g., positive self image, good friend, helper, honest).</li> <li>g. Predict possible consequences for a variety of actions.</li> </ul>	<p><b>Objective 1</b> <b>Identify and use geographic terms and tools.</b></p> <ul style="list-style-type: none"> <li>a. Use a compass to locate cardinal directions.</li> <li>b. Identify the equator and north and south poles.</li> <li>c. Identify Utah on a variety of maps and on a globe.</li> <li>d. Identify the United States on a variety of maps and on a globe.</li> </ul>	<p><b>Objective 1</b> <b>Explain how goods and services meet people's needs.</b></p> <ul style="list-style-type: none"> <li>a. Identify examples of goods and services in the home and in the school.</li> <li>b. Explain ways that people exchange goods and services.</li> <li>c. Explain how people earn money by working at a job.</li> <li>d. Explain the concept of exchanging money to purchase goods and services.</li> </ul>

First Grade (Self, School, and Neighborhood)

<b>Standard 1 (Culture):</b> <b>Students will recognize and describe how schools and neighborhoods are both similar and different.</b>	<b>Standard 2: (Citizenship):</b> <b>Students will recognize their roles and responsibilities in the school and in the neighborhood.</b>	<b>Standard 3 (Geography):</b> <b>Students will use geographic tools to demonstrate how symbols and models are used to represent features of the school, neighborhood, and the real world.</b>	<b>Standard 4 (Financial Literacy):</b> <b>Students will describe the economic choices people make to meet their basic economic needs.</b>
<p><b>Objective 2</b>  <b>Recognize and identify the people and their roles in the school and neighborhood. Explain how these roles change over time.</b></p> <ul style="list-style-type: none"> <li>a. Identify the roles of people in the school (e.g., principal, teacher, librarian, secretary, custodian, bus driver, crossing guard, and cafeteria staff).</li> <li>b. Explain the roles of the people in the neighborhood (e.g., police officer, firefighter, mail carrier, grocer, mechanic, plumber, miner, farmer, doctor, and tribal leader).</li> <li>c. List and discuss how neighborhoods change over time (e.g., new businesses, new neighbors, technology, and rural one-room schools).</li> </ul>	<p><b>Objective 2</b>  <b>Identify and list responsibilities in the school and in the neighborhood.</b></p> <ul style="list-style-type: none"> <li>a. Describe and practice responsible behavior inherent in being a good citizen in the school (e.g., safety, right to learn) and neighborhood.</li> <li>b. Explain why schools have rules, and give examples of neighborhood rules (e.g., respecting private property, reporting vandalism, and obeying traffic signs and signals).</li> <li>c. Demonstrate respect for others in the neighborhood (e.g., the “Golden Rule”—elements include fair play, respect for rights and opinions of others, and respect for rules).</li> <li>d. Participate in responsible activities that contribute to the school and neighborhood (e.g., follow teacher directions, put belongings away, participate in discussions, take turns, listen to others, share ideas, clean up litter, report vandalism, give service).</li> <li>e. Practice and demonstrate safety in the classroom (e.g., classroom safety procedures, fair play, playground rules).</li> <li>f. Practice and demonstrate safety in the neighborhood (e.g., crossing streets, avoiding neighborhood dangers).</li> </ul>	<p><b>Objective 2</b>  <b>Recognize and use a map or a globe.</b></p> <ul style="list-style-type: none"> <li>a. Create a map showing important sites or landmarks on a school or community (i.e., firehouse, city hall, churches).</li> <li>b. Locate physical features (i.e. continents, oceans, rivers, lakes), and man-made features (equator, North and South poles, countries) on a map and on a globe.</li> <li>c. Identify the compass rose and cardinal directions on a map and on a globe.</li> </ul>	<p><b>Objective 2</b>  <b>Recognize that people need to make choices to meet their needs.</b></p> <ul style="list-style-type: none"> <li>a. Describe the economic choices that people make regarding goods and services.</li> <li>b. Describe why wanting more than a person can have requires a person to make choices.</li> <li>c. Identify choices families make when buying goods and services.</li> <li>d. Explain why people save money to buy goods and services in the future.</li> </ul>



**First Grade (Self, School, and Neighborhood)**

<b>Standard 1 (Culture):</b> <b>Students will recognize and describe how schools and neighborhoods are both similar and different.</b>	<b>Standard 2: (Citizenship):</b> <b>Students will recognize their roles and responsibilities in the school and in the neighborhood.</b>	<b>Standard 3 (Geography):</b> <b>Students will use geographic tools to demonstrate how symbols and models are used to represent features of the school, neighborhood, and the real world.</b>	<b>Standard 4 (Financial Literacy):</b> <b>Students will describe the economic choices people make to meet their basic economic needs.</b>
	<b>Objective 3</b> <b>Name school, neighborhood, Utah state, and national symbols, landmarks, and documents.</b> <ol style="list-style-type: none"> <li>a. Identify school symbols and landmarks (i.e., mascot, songs, events).</li> <li>b. Identify neighborhood and community symbols and landmarks (i.e., firehouse, city hall, churches, other landmarks, city festivals).</li> <li>c. Identify Utah state symbols, documents, and landmarks.</li> <li>d. Identify national symbols, documents, and landmarks (e.g., Declaration of Independence, U.S. Constitution, Liberty Bell, Washington Monument).</li> <li>e. Demonstrate respect for patriotic practices and customs (e.g., Pledge of Allegiance and flag etiquette).</li> </ol>		
<b>Social Studies Vocabulary Students Should Know and Use:</b> neighborhood, tradition, role, principal, teacher, librarian, custodian, bus driver, crossing guard, secretary, cafeteria workers, police officer, firefighter, folk tale, respect, friend	<b>Social Studies Vocabulary Students Should Know and Use:</b> responsible, vandalism, private property, litter, service, landmark, custom, etiquette, cooperation, peer, consequence, Declaration of Independence, U.S. Constitution, Pledge of Allegiance, school, choice, citizen, sign, firehouse, city hall, church, festival	<b>Social Studies Vocabulary Students Should Know and Use:</b> compass, cardinal directions, equator, north pole, south pole, physical features, compass rose, landmark	<b>Social Studies Vocabulary Students Should Know and Use:</b> goods, services, exchange, earn, purchase, choice, save



Second Grade (Self, School, and Community)

<b>Standard 1 (Culture):</b> <b>Students will recognize and describe how people within their community, state, and nation are both similar and different.</b>	<b>Standard 2 (Citizenship):</b> <b>Students will recognize and practice civic responsibility in the community, state, and nation.</b>	<b>Standard 3 (Geography):</b> <b>Students will use geographic tools and skills to locate and describe places on earth.</b>	<b>Standard 4 (Financial Literacy):</b> <b>Students will explain how the economy meets human needs through the interaction of producers and consumers.</b>
<p><b>Objective 1</b>  <b>Examine and identify cultural differences within the community.</b></p> <ul style="list-style-type: none"> <li>a. Explain the various cultural heritages within their community.</li> <li>b. Explain ways people respect and pass on their traditions and customs.</li> <li>c. Give examples of how families in the community borrow customs or traditions from other cultures.</li> </ul>	<p><b>Objective 1</b>  <b>Examine civic responsibility and demonstrate good citizenship.</b></p> <ul style="list-style-type: none"> <li>a. Describe characteristics of being a good citizen through the examples of historic figures and ordinary citizens.</li> <li>b. Explain the benefits of being a U.S. citizen (e.g., responsibilities, freedoms, opportunities, and the importance of voting in free elections).</li> <li>c. Identify and participate in a local civic activity. (e.g. community cleanup, recycling, walkathons, voting).</li> <li>d. Identify state and national activities (e.g., voting, Pledge of Allegiance, holidays).</li> </ul>	<p><b>Objective 1</b>  <b>Identify common symbols and physical features of a community, and explain how they affect people’s activities in that area.</b></p> <ul style="list-style-type: none"> <li>a. Identify community traffic signs and symbols, and know their meanings (e.g., stop sign, hazard symbols, pedestrian crossing, bike route, recreational, blind or deaf child signs).</li> <li>b. Describe how geographic aspects of the area affect a community and influence culture (e.g., river, mountain, and desert).</li> <li>c. Describe ways in which people have modified the physical environment in a community (e.g., building roads, clearing land for homes, and mining).</li> </ul>	<p><b>Objective 1</b>  <b>Describe how producers and consumers work together in the making and using of goods and services.</b></p> <ul style="list-style-type: none"> <li>a. Define and explain the difference between producing and consuming.</li> <li>b. Explain ways in which people can be both consumers and producers of goods and services.</li> <li>c. Recognize that people supply goods and services based on what people want.</li> <li>d. Identify examples of technology that people use (e.g., automobiles, computers, telephones).</li> <li>e. Identify how technology affects the way people live (work and play).</li> </ul>

Second Grade (Self, School, and Community)

<b>Standard 1 (Culture):</b> <b>Students will recognize and describe how people within their community, state, and nation are both similar and different.</b>	<b>Standard 2 (Citizenship):</b> <b>Students will recognize and practice civic responsibility in the community, state, and nation.</b>	<b>Standard 3: (Geography):</b> <b>Students will use geographic tools and skills to locate and describe places on earth.</b>	<b>Standard 4 (Financial Literacy):</b> <b>Students will explain how the economy meets human needs through the interaction of producers and consumers.</b>
<p><b>Objective 2</b>  <b>Recognize and describe the contributions of different cultural groups in Utah and the nation.</b></p> <ul style="list-style-type: none"> <li>a. Identify various cultural groups within the state and the nation.</li> <li>b. Describe contributions of cultural groups to our state and nation.</li> <li>c. Explain ways American Indians and immigrants have shaped both Utah's and America's culture (e.g., names of places, food, customs, celebrations).</li> <li>d. Compare and contrast elements of two or more cultures within the state and nation (e.g., language, food, clothing, shelter, traditions, and celebrations).</li> </ul>	<p><b>Objective 2</b>  <b>Identify individuals within the school community and how they contribute to the school's success.</b></p> <ul style="list-style-type: none"> <li>a. Identify the roles that people have in the school and explain the importance of each member.</li> <li>b. Demonstrate respect for the school and the school community.</li> </ul>	<p><b>Objective 2</b>  <b>Demonstrate geographic skills on a map and a globe.</b></p> <ul style="list-style-type: none"> <li>a. Identify and use information on a map and on a globe (e.g., map key or legend, simple grid systems, physical features, compass rose).</li> <li>b. Compare and contrast the difference between maps and globes.</li> <li>c. Locate your city, the State of Utah, and the United States on a variety of maps or on a globe.</li> <li>d. Locate and label the following on a map or a globe: the seven continents, the five oceans, the poles, and the equator.</li> <li>e. Using a map or a globe, link cultures/nationalities within your community to their place of origin.</li> </ul>	<p><b>Objective 2</b>  <b>Describe the choices people make in using goods and services.</b></p> <ul style="list-style-type: none"> <li>a. Explain the goods and services that businesses provide.</li> <li>b. Explain the services that government provides.</li> <li>c. Explain different ways to pay for goods and services (i.e., cash, checks, credit cards).</li> <li>d. Explain how work provides income to purchase goods and services.</li> <li>e. Explain reasons and ways to save money (e.g., to buy a bicycle or MP3 player, piggy bank, bank, credit union, savings account).</li> </ul>

Second Grade (Self, School, and Community)

<b>Standard 1 (Culture):</b> <b>Students will recognize and describe how people within their community, state, and nation are both similar and different.</b>	<b>Standard 2 (Citizenship):</b> <b>Students will recognize and practice civic responsibility in the community, state, and nation.</b>	<b>Standard 3 (Geography):</b> <b>Students will use geographic tools and skills to locate and describe places on earth.</b>	<b>Standard 4 (Financial Literacy):</b> <b>Students will explain how the economy meets human needs through the interaction of producers and consumers.</b>
	<p><b>Objective 3</b>  <b>Investigate and show how communities, state, and nation are united by symbols that represent citizenship in our nation.</b></p> <ul style="list-style-type: none"> <li>a. Explain the significance of various community, state, and national celebrations (e.g., Memorial Day, Independence Day, and Thanksgiving).</li> <li>b. Identify community and state symbols, documents and landmarks (e.g., city hall, county courthouse, state capitol, Utah State Constitution, flag, holidays).</li> <li>c. Identify and explain the significance of various national symbols, documents, and landmarks (e.g., Declaration of Independence, Constitution, flag, Pledge of Allegiance, national monuments, national capitol building).</li> </ul>		
<p><b>Social Studies Vocabulary Students Should Know and Use:</b> community, tradition, custom, immigrant, celebration, contribution, culture, group, state, nation, place, compare, contrast</p>	<p><b>Social Studies Vocabulary Students Should Know and Use:</b> vote, election, recycle, holiday, respect, community, Memorial Day, Independence Day, Thanksgiving, city hall, courthouse, state capitol, Utah State Constitution, flag, Declaration of Independence, U.S. Constitution, national capitol, national monuments, citizen, civic</p>	<p><b>Social Studies Vocabulary Students Should Know and Use:</b> traffic sign, modify, environment, map key/legend, continent, ocean, the poles, equator, origin, river, mountain, desert, grid, Utah, United States</p>	<p><b>Social Studies Vocabulary Students Should Know and Use:</b> produce, consume, supply, technology, business, government, goods, services, cash, credit card, check, income, purchase, savings account</p>



**Social Studies K-2 Core Document**  
**Thematic Strand: Culture**

<b>Standard 1: Kindergarten Self, Family, and Classroom</b>	<b>Standard 1: First Grade Self, School, and Neighborhood</b>	<b>Standard 1: Second Grade Self, School, and Community</b>
<b>Students will recognize and describe how individuals and families are both similar and different.</b>	<b>Students will recognize and describe how schools and neighborhoods are both similar and different.</b>	<b>Students will recognize and describe how people within their community, state, and nation are both similar and different.</b>
<p>Objective 1: Identify how individuals are similar and different.</p> <ul style="list-style-type: none"> <li>a. Describe and compare characteristics of self and others (e.g., differences in gender, height, language, beliefs, and color of skin, eyes, hair).</li> <li>b. Explain how people change over time (e.g., self, others).</li> <li>c. Demonstrate respect for each individual.</li> <li>d. Explain the elements of culture, including language, dress, food, shelter, and stories.</li> </ul>	<p>Objective 1: Recognize and describe examples of differences within school and neighborhood.</p> <ul style="list-style-type: none"> <li>a. Recognize differences within their school and neighborhood.</li> <li>b. Share stories, folk tales, art, music, and dance inherent in neighborhood and community traditions.</li> <li>c. Recognize and demonstrate respect for the differences within one’s community (e.g., play, associations, activities, friendships).</li> <li>d. Recognize and describe the importance of schools and neighborhoods.</li> </ul>	<p>Objective 1: Examine and identify cultural differences within the community.</p> <ul style="list-style-type: none"> <li>a. Explain the various cultural heritages within their community.</li> <li>b. Explain ways people respect and pass on their traditions and customs.</li> <li>c. Give examples of how families in the community borrow customs or traditions from other cultures.</li> </ul>
<p>Objective 2: Recognize and describe how families have both similar and different characteristics.</p> <ul style="list-style-type: none"> <li>a. Identify family members (i.e., immediate and extended).</li> <li>b. Explain family rules and routines.</li> <li>c. Describe family members’ duties and responsibilities within the family.</li> <li>d. Share how families celebrate occasions such as birthdays and holidays.</li> <li>e. Explain how families change over time (i.e., past, present, future).</li> <li>f. Describe ways that families provide love, care, food, shelter, clothing, companionship, and protection.</li> </ul>	<p>Objective 2: Recognize and identify the people and their roles in the school and neighborhood. Explain how these roles change over time.</p> <ul style="list-style-type: none"> <li>a. Identify the roles of people in the school (e.g., principal, teacher, librarian, secretary, custodian, bus driver, crossing guard, and cafeteria staff).</li> <li>b. Explain the roles of the people in the neighborhood (e.g. police officer, firefighter, mail carrier, grocer, mechanic, plumber, miner, farmer, doctor, tribal leader).</li> <li>c. List and discuss how neighborhoods change over time (e.g., new businesses, new neighbors, technology, and rural one-room schools).</li> </ul>	<p>Objective 2: Recognize and describe the contributions of different cultural groups in Utah and the nation.</p> <ul style="list-style-type: none"> <li>a. Identify various cultural groups within the state and the nation.</li> <li>b. Describe contributions of cultural groups to our state and nation.</li> <li>c. Explain ways American Indians and immigrants have shaped both Utah’s and America’s culture (e.g., names of places, food, customs, celebrations).</li> <li>d. Compare and contrast elements of two or more cultures within the state and nation (e.g., language, food, clothing, shelter, traditions, and celebrations).</li> </ul>
<b>Social Studies Vocabulary Students Should Know and Use:</b> compare, rules, routine, similar, different, respect, culture, shelter, change, duty, past, present, future, celebrate, family	<b>Social Studies Vocabulary Students Should Know and Use:</b> neighborhood, tradition, role, principal, teacher, librarian, custodian, bus driver, crossing guard, secretary, cafeteria workers, police officer, firefighter, folk tale, respect, friend	<b>Social Studies Vocabulary Students Should Know and Use:</b> community, tradition, custom, immigrant, celebration, contribution, culture, group, state, nation, place, compare, contrast

**Social Studies K-2 Core Document**  
**Thematic Strand: Citizenship**

<b>Standard 2: Kindergarten Self, Family, and Classroom</b>	<b>Standard 2: First Grade Self, School, and Neighborhood</b>	<b>Standard 2: Second Grade Self, School, and Community</b>
<b>Students will recognize their roles and responsibilities of being a good citizen.</b>	<b>Students will recognize their roles and responsibilities as citizens in the school and in the neighborhood.</b>	<b>Students will recognize and practice civic responsibility in the community, state, and nation.</b>
<p>Objective 1: Demonstrate appropriate ways to behave in different settings.</p> <ul style="list-style-type: none"> <li>a. Explain why families and classrooms have rules (e.g., examples of rules and consequences).</li> <li>b. Demonstrate positive relationships through play and friendship.</li> <li>c. Identify examples of individual honesty and responsibility.</li> <li>d. Identify examples of honesty, responsibility, patriotism, and courage from history, literature, and folklore, as well as from everyday life (e.g., heroes of diverse cultures).</li> <li>e. Demonstrate respect for others, leaders, and the environment.</li> </ul>	<p>Objective 1: Describe and demonstrate appropriate social skills necessary for working in a group.</p> <ul style="list-style-type: none"> <li>a. Describe behaviors that contribute to cooperation within groups at school and in a neighborhood.</li> <li>b. Discuss the roles and responsibilities of being a member of a group.</li> <li>c. Participate in a group activity modeling appropriate group behavior.</li> <li>d. Identify and express feelings in appropriate ways.</li> <li>e. Articulate how individual choices affect self, peers, and others.</li> <li>f. Communicate positive feelings and ideas of self (e.g., positive self-image, good friend, helper, honest).</li> <li>g. Predict possible consequences for a variety of actions.</li> </ul>	<p>Objective 1: Examine civic responsibility and demonstrate good citizenship.</p> <ul style="list-style-type: none"> <li>a. Describe characteristics of being a good citizen through the examples of historic figures and ordinary citizens.</li> <li>b. Explain the benefits of being a U.S. citizen (e.g., responsibilities, freedoms, opportunities, and the importance of voting in free elections).</li> <li>c. Identify and participate in a local civic activity. (e.g., community cleanup, recycling, walkathons, voting).</li> <li>d. Identify state and national activities (e.g., voting, Pledge of Allegiance, holidays).</li> </ul>
<p>Objective 2: Identify and demonstrate safe practices in the home, and classroom.</p> <ul style="list-style-type: none"> <li>a. Recite name, address, and telephone number.</li> <li>b. Follow safety procedures for school emergencies (e.g., fire drill, earthquake, intruder).</li> <li>c. Recognize and explain common traffic symbols.</li> <li>d. Identify school personnel to whom students can go to for help or safety.</li> <li>e. Identify and articulate the purpose and role of authority figures (e.g., parents, secretary, principal, teacher, librarian, police officers, firefighters, tribal leaders).</li> </ul>	<p>Objective 2: Identify and list responsibilities in the school and in the neighborhood.</p> <ul style="list-style-type: none"> <li>a. Describe and practice responsible behavior inherent in being a good citizen in the school (e.g., safety, right to learn) and neighborhood.</li> <li>b. Explain why schools have rules, and give examples of neighborhood rules (e.g., respecting private property, reporting vandalism, and obeying traffic signs and signals).</li> <li>c. Demonstrate respect for others in the neighborhood (e.g., the “Golden Rule”—elements include fair play, respect for rights and opinions of others, and respect for rules).</li> <li>d. Participate in responsible activities that contribute to the school and neighborhood (e.g., follow teacher directions, put belongings away, participate in discussions, take turns, listen to others, share ideas, clean up litter, report vandalism, give service).</li> <li>e. Practice and demonstrate safety in the classroom (e.g., classroom safety procedures, fair play, and playground rules).</li> <li>f. Practice and demonstrate safety in the neighborhood (e.g., crossing streets, avoiding neighborhood dangers).</li> </ul>	<p>Objective 2: Identify individuals within the school community and how they contribute to the school’s success.</p> <ul style="list-style-type: none"> <li>a. Identify the roles that people have in the school and explain the importance of each member.</li> <li>b. Demonstrate respect for the school and the school community.</li> </ul>



**Social Studies K-2 Core Document  
Thematic Strand: Citizenship**

<b>Standard 2: Kindergarten Self, Family, and Classroom</b>	<b>Standard 2: First Grade Self, School, and Neighborhood</b>	<b>Standard 2: Second Grade Self, School, and Community</b>
<b>Students will recognize their roles and responsibilities of being a good citizen.</b>	<b>Students will recognize their roles and responsibilities as citizens in the school and in the neighborhood.</b>	<b>Students will recognize and practice civic responsibility in the community, state, and nation.</b>
<p>Objective 3: Investigate and explain how symbols and songs unite families and classmates.</p> <ul style="list-style-type: none"> <li>a. Identify school symbols and traditions (e.g., mascot, song, events).</li> <li>b. Recognize state and national symbols (e.g., state and national flags, bald eagle, seagull, Statue of Liberty).</li> <li>c. Learn and sing state and U.S. patriotic songs.</li> <li>d. Identify the people and events honored in Utah and U.S. commemorative holidays.</li> <li>e. Know the words and the meaning of the Pledge of Allegiance.</li> <li>f. Identify the rules and etiquette of citizenship (e.g., stand for the flag, hand over heart).</li> </ul>	<p>Objective 3: Name school, neighborhood, Utah state, and national symbols, landmarks, and documents.</p> <ul style="list-style-type: none"> <li>a. Identify school symbols and landmarks (i.e., mascot, songs, events).</li> <li>b. Identify neighborhood and community symbols and landmarks (i.e., firehouse, city hall, churches, other landmarks, city festivals).</li> <li>c. Identify Utah state symbols, documents, and landmarks.</li> <li>d. Identify national symbols, documents, and landmarks (e.g., Declaration of Independence, U.S. Constitution, Liberty Bell, Washington Monument).</li> <li>e. Demonstrate respect for patriotic practices and customs (e.g., Pledge of Allegiance, flag etiquette).</li> </ul>	<p>Objective 3: Investigate and show how communities, state, and nation are united by symbols that represent citizenship in our nation.</p> <ul style="list-style-type: none"> <li>a. Explain the significance of various community, state, and national celebrations (e.g., Memorial Day, Independence Day, and Thanksgiving).</li> <li>b. Identify community and state symbols, documents and landmarks (e.g., city hall, county courthouse, state capitol, Utah State Constitution, flag, holidays).</li> <li>c. Identify and explain the significance of various national symbols, documents, and landmarks (e.g., Declaration of Independence, Constitution, flag, Pledge of Allegiance, national monuments, national capitol building).</li> </ul>
<p><b>Social Studies Vocabulary Students Should Know and Use:</b> family, consequence, responsibility, honesty, courage, respect, patriotism, leader, environment, safety, symbol, tradition, holiday, citizen, friend, hero, mascot, Pledge of Allegiance, tribal leaders</p>	<p><b>Social Studies Vocabulary Students Should Know and Use:</b> responsible, vandalism, private property, litter, service, landmark, custom, etiquette, cooperation, peer, consequence, Declaration of Independence, U.S. Constitution, Pledge of Allegiance, school, choice, citizen, sign, firehouse, city hall, church, festival</p>	<p><b>Social Studies Vocabulary Students Should Know and Use:</b> vote, election, recycle, holiday, respect, community, Memorial Day, Independence Day, Thanksgiving, city hall, courthouse, state capitol, Utah State Constitution, flag, Declaration of Independence, U.S. Constitution, national capitol, national monuments, citizen, civic</p>

**Social Studies K-2 Core Document**  
**Thematic Strand: Geography**

<b>Standard 3: Kindergarten Self, Family, and Classroom</b>	<b>Standard 3: First Grade Self, School, and Neighborhood</b>	<b>Standard 3: Second Grade Self, School, and Community</b>
<b>Students will use geographic terms and tools.</b>	<b>Students will use geographic tools to demonstrate how symbols and models are used to represent features of the school, the neighborhood, and the real world.</b>	<b>Students will use geographic tools and skills to locate and describe places on earth.</b>
<p>Objective 1: Identify geographic terms that describe their surroundings.</p> <ul style="list-style-type: none"> <li>a. Locate objects in the classroom using the terms near/far, left/right, behind/ in front, and up/down.</li> <li>b. Identify and describe physical features (e.g., mountain/hill, lake/ocean, river, and road/highway).</li> <li>c. Make a simple map (e.g., home, home to school, classroom.).</li> </ul>	<p>Objective 1: Identify and use geographic terms and tools.</p> <ul style="list-style-type: none"> <li>a. Use a compass to locate cardinal directions.</li> <li>b. Identify the equator and north and south poles.</li> <li>c. Identify Utah on a variety of maps and on a globe.</li> <li>d. Identify the United States on a variety of maps and on a globe.</li> </ul>	<p>Objective 1: Identify common symbols and physical features of a community, and explain how they affect people’s activities in that area.</p> <ul style="list-style-type: none"> <li>a. Identify community traffic signs and symbols, and know their meanings (e.g., stop sign, hazard symbols, pedestrian crossing, bike route, recreational, blind or deaf child signs).</li> <li>b. Describe how geographic aspects of the area affect a community and influence culture (e.g., river, mountain, and desert).</li> <li>c. Describe ways in which people have modified the physical environment in a community (e.g., building roads, clearing land for homes, and mining).</li> </ul>
<p>Objective 2: Describe the purpose of a map or a globe.</p> <ul style="list-style-type: none"> <li>a. Identify maps and globes.</li> <li>b. Distinguish between land and water on maps and globes.</li> <li>c. Determine a location by using terms such as near/far, up/down, right/left.</li> <li>d. Identify cardinal directions on a map.</li> </ul>	<p>Objective 2: Recognize and use a map or a globe.</p> <ul style="list-style-type: none"> <li>a. Create a map showing important sites or landmarks on a school or community (i.e., firehouse, city hall, churches).</li> <li>b. Locate physical features (i.e. continents, oceans, rivers, lakes), and man-made features (equator, North and South poles, countries) on a map and on a globe.</li> <li>c. Identify the compass rose and cardinal directions on a map and on a globe</li> </ul>	<p>Objective 2: Demonstrate geographic skills on a map and a globe.</p> <ul style="list-style-type: none"> <li>a. Identify and use information on a map and on a globe (e.g., map key or legend, simple grid systems, physical features, compass rose).</li> <li>b. Compare and contrast the difference between maps and globes.</li> <li>c. Locate your city, the State of Utah, and the United States on a variety of maps or on a globe.</li> <li>d. Locate and label the following on a map or a globe: the seven continents, the five oceans, the poles, and the equator.</li> <li>e. Using a map or a globe, link cultures/nationalities within your community to their place of origin.</li> </ul>
<p><b>Social Studies Vocabulary Students Should Know and Use:</b>  near/far, left/right, behind/in front, up/down, hill, mountain, ocean, lake, river, road, highway, map, globe, north, south, east, west, land, water, home, school</p>	<p><b>Social Studies Vocabulary Students Should Know and Use:</b>  compass, cardinal directions, equator, north pole, south pole, physical features, compass rose, landmark</p>	<p><b>Social Studies Vocabulary Students Should Know and Use:</b>  traffic sign, modify, environment, map key/legend, continent, ocean, the poles, equator, origin, river, mountain, desert, grid, Utah, United States</p>

**Social Studies K-2 Core Document  
Thematic Strand: Financial Literacy**

Standard 4: Kindergarten Self, Family, and Classroom	Standard 4: First Grade Self, School, and Neighborhood	Standard 4: Second Grade Self, School, and Community
<b>Students can explain how humans meet their needs in many ways.</b>	<b>Students will describe the economic choices people make to meet their basic economic needs.</b>	<b>Students will explain how the economy meets human needs through the interaction of producers and consumers.</b>
<p>Objective 1: Recognize that people have basic needs (food, shelter, and clothing) and wants (toys, games, treats).</p> <ol style="list-style-type: none"> <li>Identify the difference between basic wants and needs.</li> <li>Explain that families have needs and wants.</li> <li>Describe how basic human needs, such as food, shelter, and clothing, can be met.</li> </ol>	<p>Objective 1: Explain how goods and services meet people’s needs.</p> <ol style="list-style-type: none"> <li>Identify examples of goods and services in the home and in the school.</li> <li>Explain ways that people exchange goods and services.</li> <li>Explain how people earn money by working at a job.</li> <li>Explain the concept of exchanging money to purchase goods and services.</li> </ol>	<p>Objective 1: Describe how producers and consumers work together in the making and using of goods and services.</p> <ol style="list-style-type: none"> <li>Define and explain the difference between producing and consuming.</li> <li>Explain ways in which people can be both consumers and producers of goods and services.</li> <li>Recognize that people supply goods and services based on what people want.</li> <li>Identify examples of technology that people use (e.g., automobiles, computers, telephones).</li> <li>Identify how technology affects the way people live (work and play).</li> </ol>
<p>Objective 2: Explain that people have jobs and earn money to meet their needs.</p> <ol style="list-style-type: none"> <li>Identify the jobs in the home and in the school.</li> <li>Explain why people work (i.e., to earn money to buy the things that they need or want).</li> <li>Describe different types of jobs that people do and the tools and equipment that they use.</li> <li>Recognize various forms of United States coins and currency.</li> </ol>	<p>Objective 2: Recognize that people need to make choices to meet their needs.</p> <ol style="list-style-type: none"> <li>Describe the economic choices that people make regarding goods and services.</li> <li>Describe why wanting more than a person can have requires a person to make choices.</li> <li>Identify choices families make when buying goods and services.</li> <li>Explain why people save money to buy goods and services in the future.</li> </ol>	<p>Objective 2: Describe the choices people make in using goods and services.</p> <ol style="list-style-type: none"> <li>Explain the goods and services that businesses provide.</li> <li>Explain the services that government provides.</li> <li>Explain different ways to pay for goods and services (i.e., cash, checks, credit cards).</li> <li>Explain how work provides income to purchase goods and services.</li> <li>Explain reasons and ways to save money (e.g., to buy a bicycle or MP3 player, piggy bank, bank, credit union, savings account).</li> </ol>
<b>Social Studies Vocabulary Students Should Know and Use:</b> needs, wants, job, money, earn, tools, coins, currency, shelter	<b>Social Studies Vocabulary Students Should Know and Use:</b> goods, services, exchange, earn, purchase, choice, save	<b>Social Studies Vocabulary Students Should Know and Use:</b> produce, consume, supply, technology, business, government, goods, services, cash, credit card, check, income, purchase, savings account