

**INTRODUCTION**  
**Kindergarten, First Grade, and Second Grade**  
(From the Utah 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 five social studies conceptual strands: culture, citizenship, geography, financial literacy, and areas of the world.

Culture and cultural diversity is the shared 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.

The fourth 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 fifth strand will help students develop a basic understanding of another area of the world. Kindergarten students will learn about life in Antarctica. First grade students will learn about geographic features, communities and animals in Australia. Second grade students will learn about recreation, transportation, art, music, history, and religion on the continent of Africa.

**KINDERGARTEN**  
**Self, Family, and Classroom**

**Kindergarten Standard I: (Culture) Students will recognize and describe how individuals and families are both similar and different.**

**Objective 1:** Identify how individuals are similar and different.

**Indicators:**

- a. Describe and compare characteristics of self and others (e.g., differences in gender, height, language, beliefs, and color of skin, eyes, hair).
- b. Explain how people change over time (e.g., self others).
- c. Demonstrate respect for each individual.
- d. Explain the elements of culture, including language, dress, food, shelter, and stories.

**Objective 2:** Recognize and describe how families have both similar and different characteristics.

**Indicators:**

- a. Identify family members (i.e., immediate and extended).
- b. Explain family rules and routines.
- c. Describe family members' duties and responsibilities within the family.
- d. Share how families celebrate occasions such as birthdays and holidays.
- e. Explain how families change over time (i.e., past, present, future).
- f. Describe ways that families provide love, care, food, shelter, clothing, companionship, and protection.

**Social Studies and Vocabulary Students Should Know and Use:**

compare, rules, routine, similar, different, respect, culture, shelter, change, duty, past, present, future, celebrate, family.

**Kindergarten Standard II: (Citizenship) Students will recognize their rules and responsibilities of being good citizens.**

**Objective 1:** Demonstrate appropriate ways to behave in different settings.

**Indicators:**

- a. Explain why families and classrooms have rules (e.g., examples of rules and consequences).
- b. Demonstrate positive relationships through play and friendship.
- c. Identify examples of individual honesty and responsibility.
- 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).
- e. Demonstrate respect for others, leaders, and the environment.

**Objective 2:** Identify and demonstrate safe practices in the home and classroom.

**Indicators:**

- a. Recite name, address, and telephone number.
- b. Follow safety procedures for school emergencies (e.g., fire drill, earthquake, intruder).
- c. Recognize and explain common traffic symbols.
- d. Identify school personnel to whom students can go to for help or safety.
- e. Identify and articulate the purpose and role of authority figures (e.g., parents, secretary, principal, teacher, librarian, police officers, firefighters, tribal leaders).

**Objective 3: Investigate and explain how symbols and songs unite families and classmates.**

**Indicators:**

- a. Identify school systems and traditions (e.g., mascot, song, events).
- b. Recognize state and national symbols, e.g., bald eagle, seagull, Statue of Liberty).
- c. Learn and sing state and U.S. patriotic songs.
- d. Identify the people and events honored in Utah and U.S. commemorative holidays.
- e. Know the words and meaning of the Pledge of Allegiance.
- f. Identify the rules and etiquette of citizenship (e.g., stand for the flag, hand over heart).

**Social Studies Vocabulary Students Should Know and Use:**

Family, consequence, responsibility, honesty, courage, respect, patriotism, leader, environment, safety, symbol, tradition, holiday, citizen, friend, hero, mascot, Pledge of Allegiance, tribal leaders.

**Kindergarten Standard III: (Geography) Students will use geographic terms and tools.**

**Objective 1:** Identify geographic terms that describe their surroundings.

**Indicators:**

- a. Locate objects in the classroom using the terms near/far, left/ right, behind/ in front, and up/ down.
- b. Identify and describe physical features (e.g., mountain/ hill, lake/ ocean, river, road/ highway).
- c. Make a simple map (e.g., home, home to school, classroom).

**Objective 2:** Describe the purpose of a map or globe.

**Indicators:**

- a. Identify maps and globes.
- b. Distinguish between land and water on maps and globes.
- c. Determine a location by using terms such as near/ far, up/ down, left/ right.
- d. Identify cardinal directions on a map.

**Social Studies Vocabulary Students Should Know and Use:**

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

**Kindergarten Standard IV: (Financial Literacy) Students can explain how humans meet their needs in many ways.**

**Objective 1:** Recognize that people have basic needs (food, shelter, and clothing) and wants (toys, games, treats).

**Indicators:**

- a. Identify the difference between basic wants and needs.
- b. Explain that families have needs and wants.
- c. Describe how basic human needs, such as food, shelter, and clothing, can be met.

**Objective 2:** Explain that people have jobs and earn money to meet their needs.

**Indicators:**

- a. Identify the jobs in the home and in the school.
- b. Explain why people work (i.e., to earn money to buy the things that they need or want).
- c. Describe different types of jobs that people do and the tools and equipment that they use.
- d. Recognize various forms of United States coins and currency.

**Social Studies Vocabulary Students Should Know and Use:**

Needs, wants, earn, tools, coins, currency, shelter.

**Kindergarten Standard V: Continents of the World**

**Objective 1:** Students will develop a basic understanding of another area of the world: Antarctica.

**Indicators:**

- a. Identify main geographic features
- b. Discuss food, clothing worn, animals, famous expeditions and people
- c. Compare the seasons in Antarctica to the seasons in Utah.
- d. Compare seasonal behavior of animals that live in Utah with animals in Antarctica.

**Kindergarten Grade Standard VI: Principle of Catholic Social Teaching: Life and Dignity of the Human Person**

**Benchmark:** Students will understand that the social teaching of the Catholic Church is a treasure of wisdom about building a just society.

**Objective 1:** “People are more important than things, and the measure of every institution is whether it threatens or enhances the life and dignity of the human person.”

**Indicators:**

- a. Relate this principle to one or more of the areas studied.
- b. Discuss current concerns about human dignity as it applies to this principle.
- c. What are our responsibilities regarding this principle?

**FIRST GRADE**  
**Self, School, and Neighborhood**

**First Grade Standard I: (Culture) Students will recognize and describe how schools and neighborhoods are both similar and different.**

**Objective 1:** Recognize and describe examples of differences within school and neighborhood.

**Indicators:**

- a. Recognize differences within their school and neighborhood
- b. Share stories, folk tales, art, music, and dance inherent in neighborhood and community traditions.
- c. Recognize and demonstrate respect for the differences within one's community (e.g., play, associations, activities, friendships).
- d. Recognize and describe the importance of schools and neighborhoods

**Objective 2:** Recognize and identify the people and their roles in the school and neighborhood. Explain how these roles change over time.

**Indicators:**

- a. Identify the roles of people in the school (e.g., principal, teacher, librarian, secretary, custodian, bus driver, crossing guard, and cafeteria staff).
- 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).
- c. List and discuss how neighborhoods change over time (e.g., new businesses, new neighbors, technology, and rural one-room schools).

<p><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</p>
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**First Grade Standard II: Students will recognize their roles and responsibilities in the school and in the neighborhood.**

**Objective 1:** Describe and demonstrate appropriate social skills necessary for working in a group.

**Indicators:**

- a. Describe behaviors that contribute to cooperation within groups at school and in a neighborhood.
- b. Discuss the roles and responsibilities of being a member of a group.
- c. Participate in a group activity modeling appropriate group behavior.
- d. Identify and express feelings in appropriate ways.
- e. Articulate how individual choices affect self, peers, and others.
- f. Communicate positive feelings and ideas of self (e.g., positive self image, good friend, helper, honest).
- g. Predict possible consequences for a variety of actions.

**Objective 2:** Identify and list responsibilities in the school and in the neighborhood.

**Indicators:**

- a. Describe and practice responsible behavior inherent in being a good citizen in the school (e.g., safety, right to learn) and neighborhood.
- 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).
- 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).
- 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).
- e. Practice and demonstrate safety in the classroom (e.g., classroom safety procedures, fair play, playground rules).
- f. Practice and demonstrate safety in the neighborhood (e.g., crossing streets, avoiding neighborhood dangers).

**Objective 3: Name school, neighborhood, Utah state, and national symbols, landmarks, and documents.**

**Indicators:**

- a. Identify school symbols and landmarks (i.e., mascot, songs, events).
- b. Identify neighborhood and community symbols and landmarks (i.e., firehouse, city hall, churches, other landmarks, city festivals).
- c. Identify Utah state symbols and landmarks.
- d. Identify national symbols, documents, and landmarks (e.g., Declaration of Independence, U.S. Constitution, Liberty Bell, Washington Monument).
- e. Demonstrate respect for patriotic practices and customs (e.g., Pledge of Allegiance and flag etiquette).

**Social Studies Vocabulary Students Should Know and Use:** 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, crosswalk, crossing guard, feelings, consequences, mascot, community, symbol, courage, honesty, patriotism, tradition.

**First Grade Standard III: (Geography) 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.**

**Objective 1:** Identify and use geographic terms and tools.

**Indicators:**

- a. Use a compass to locate cardinal directions.
- b. Identify the equator and north and south poles.
- c. Identify Utah on a variety of maps and on a globe.

- d. Identify the United States on a variety of maps and on a globe.

**Objective 2:** Recognize and use a map or a globe.

**Indicators:**

- a. Create a map showing important sites or landmarks on a school or community (i.e., firehouse, city hall, churches).
- 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.
- c. Identify the compass rose and cardinal directions on a map and on a globe.

**Social Studies Vocabulary Students Should Know and Use:** compass, cardinal directions, equator, north pole, south pole, physical features, compass rose, landmark, site, continent, rural, urban, map, globe, symbols.

**First Grade Standard IV: (Financial Literacy) Students will describe the economic choices people make to meet their basic economic needs.**

**Objective 1:** Explain how goods and services meet people’s needs.

**Indicators:**

- a. Identify examples of goods and services in the home and in the school.
- b. Explain ways that people exchange goods and services.
- c. Explain how people earn money by working at a job.
- d. Explain the concept of exchanging money to purchase goods and services.

**Objective 2:** Recognize that people need to make choices to meet their needs.

**Indicators:**

- a. Describe the economic choices that people make regarding goods and services.
- b. Describe why wanting more than a person can have requires a person to make choices.
- c. Identify choices families make when buying goods and services. Explain why people save money to buy goods and services in the future.
- d. Students will understand that individuals have unlimited wants but limited resources.

**Social Studies Vocabulary Students Should Know and Use:** goods, services, exchange, earn, purchase, choice, save, wants, needs.

**First Grade Standard V: Continents of the World**

**Objective 1:** Students will develop an understanding of another area of the world: Australia.

**Indicators:**

- a. Identify main geographic features.
- b. Discuss families, neighborhoods, and communities.

- c. Discuss food, clothing, homes, animals, recreation, transportation, environment, schools, etc.
- d. Identify national flag, song, symbols, history, major cities, etc.
- e. Compare Utah seasons, plants, and animals with those in Australia.

**First Grade Standard VI: Principle of Catholic Social Teaching: Life and Dignity of the Human Person**

**Benchmark:** Students will understand that the social teaching of the Catholic Church is a treasure of wisdom about building a just society.

**Objective 1:** “People are more important than things, and the measure of every institution is whether it threatens or enhances the life and dignity of the human person.”

**Indicators:**

- a. Relate this principle to one or more of the areas studied.
- b. Discuss current concerns about human dignity as it applies to this principle.
- c. What are our responsibilities regarding this principle?

**SECOND GRADE**  
**Self, School, and Community**

**Second Grade Standard I: (Culture) Students will recognize and describe how people within their community, state, and nation are both similar and different.**

**Objective 1:** Examine and identify cultural differences within the community.

- a. Explain the various cultural heritages within their community.
- b. Explain ways people respect and pass on their traditions and customs.
- c. Give examples of how families in the community borrow customs or traditions from other cultures.

**Objective 2:** Students recognize and describe the contributions of different cultural groups in Utah and the nation.

- a. Identify various cultural groups within the state and nation.
- b. Describe contributions of cultural groups to our state and nation.
- c. Explain ways American Indians and immigrants have shaped both Utah's and America's culture (names of places, food, customs, and celebrations).
- d. Compare and contrast elements of two or more cultures within the state and nation (e.g., language, food, clothing, shelter, traditions, and celebrations).

**Social Studies Vocabulary Students Should Know and Use:** community, tradition, custom, immigrant, celebration, contribution, culture, group, state, nation, place, compare, contrast, national, local, freedom, diversity.

**Second Grade Standard II: (Citizenship) Students recognize and practice civic responsibility in the community, state, and nation.**

**Objective 1:** Examine civic responsibility and demonstrate good citizenship

- a. Describe characteristics of being a good citizen through the examples of historic figures and ordinary citizens.
- b. Explain the benefits of being a U.S. citizen (e.g., responsibilities, freedoms, opportunities, and the importance of voting in free election).
- c. Identify and participate in a local civic activity (e.g., community cleanup, recycling, walkathons, voting).
- d. Identify state and national activities (e.g., voting, Pledge of Allegiance, holidays).

**Objective 2:** identify individuals within the school community and how they contribute to the school's success.

- a. Identify the roles that people have in the school and explain the importance of each member.
- b. Demonstrate respect for the school and the school community.

**Objective 3:** Investigate and show how communities, states, and nations are united by symbols that represent citizenship in our nation.

- a. Explain the significance of various community, state, and national celebrations (e.g., Memorial Day, Independence Day, and Thanksgiving).
- b. Identify community and state symbols, documents, and landmarks (e.g., city hall, county courthouse, state capital, Utah State Constitution, flag, holidays).
- 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).

**Social Studies Vocabulary Students Should Know and Use:** vote, election, recycle, holiday, respect, community, Memorial Day, Independence Day, Thanksgiving, city hall, courthouse, Utah State Constitution, flag, Declaration of Independence, U.S. Constitution, national capitol, national monuments, citizen, civic.

**Second Grade Standard III: (Geography) Students will use geographic tools and skills to locate and describe places on the earth.**

**Objective 1:** Identify common symbols and physical features of a community and explain how they affect people's activities in that area.

- 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).
- b. Describe how geographic aspects of the area affect a community and influence culture (e.g., river, mountain, and desert).
- c. Describe ways in which people have modified the physical environment in a community (e.g., building roads, clearing land for homes, and mining).

**Objective 2:** Demonstrate geographic skills on a map and a globe.

- 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).
- b. Compare and contrast the difference between maps and globes.
- c. Locate your city, the State of Utah, and the United States on a variety of maps or on a globe.
- d. Locate and label the following on a map or globe: the seven continents, the five oceans, the poles, and the equator.
- e. Using a map or a globe, link cultures/ nationalities within your community to their place of origin.

**Second Grade Standard IV: (Financial Literacy) Students will explain how the economy meets human needs through the interaction of producers and consumers.**

**Objective 1:** Describe how producers and consumers work together in the making and using of goods and services.

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

**Objective 2:** Describe the choices people make in using goods and services.

- a. Explain the goods and services that businesses provide.
- b. Explain the services that government provides.
- c. Define and identify goods and services, where they come from, and how to get them.
- d. Identify means of transportation for goods and services.
- e. Explain different ways to pay for goods and services (i.e., cash, checks, credit cards).
- f. Explain how work provides income to purchase goods and services.
- g. Explain reasons and ways to save money (e.g., to buy a bicycle or MP3 player, piggy bank, bank, credit union, savings account).

<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>
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**Second Grade Standard V: Continents of the World**

**Objective 1: Students will develop an understanding of another area of the world: Africa.**

**Indicators:**

- a. Identify main geographic features.
- b. Compare our local communities to African communities.
- c. Obtain information about population numbers, where people live, education, language, etc.
- d. Discuss food, clothing, literature, recreation, transportation, art, music, religion, personal histories, etc.
- e. Identify the national flag, song, symbols, history, money, and so on.
- f. Compare Utah seasons, plants, and animals with those in Africa

**Second Grade Standard VI: Principle of Catholic Social Teaching: Life and Dignity of the Human Person**

**Benchmark:** Students will understand that the social teaching of the Catholic Church is a treasure of wisdom about building a just society.

**Objective 1:** “People are more important than things, and the measure of every institution is whether it threatens or enhances the life and dignity of the human person.”

**Indicators:**

- a. Relate this principle to one or more of the areas studied.
- b. Discuss current concerns about human dignity as it applies to this principle.
- c. What are our responsibilities regarding this principle?