

**Main Criteria:** Utah Core Standards  
**Secondary Criteria:** Virtual Field Trips  
**Subjects:** Science, Social Studies  
**Grade:** 2  
**Correlation Options:** Show Correlated

**Utah Core Standards  
Science**

Grade: 2 - Adopted: 2010

<b>STANDARD / AREA OF LEARNING</b>	<b>UT.2.</b>	<b>Earth and Space Science: Students will gain an understanding of Earth and Space Science through the study of earth materials, celestial movement, and weather.</b>
<b>OBJECTIVE / STRAND</b>	<b>2.3.</b>	<b>Observe, describe, and measure seasonal weather patterns and local variations.</b>
<b>INDICATOR / CLUSTER</b>	<b>2.3.1.</b>	<b>Compare and contrast the seasonal weather patterns during the school year.</b>  <u>Virtual Field Trips</u> African Safari Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us
<b>STANDARD / AREA OF LEARNING</b>	<b>UT.4.</b>	<b>Life Science: Students will gain an understanding of Life Science through the study of changes in organisms over time and the nature of living things.</b>
<b>OBJECTIVE / STRAND</b>	<b>4.1.</b>	<b>Tell how external features affect an animals' ability to survive in its environment.</b>
<b>INDICATOR / CLUSTER</b>	<b>4.1.1.</b>	<b>Compare and contrast the characteristics of living things in different habitats.</b>  <u>Virtual Field Trips</u> African Safari Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
<b>INDICATOR / CLUSTER</b>	<b>4.1.2.</b>	<b>Develop, communicate, and justify an explanation as to why a habitat is or is not suitable for a specific organism.</b>  <u>Virtual Field Trips</u> How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
<b>INDICATOR / CLUSTER</b>	<b>4.1.3.</b>	<b>Create possible explanations as to why some organisms no longer exist, but similar organisms are still alive today.</b>  <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Younger Grades
<b>STANDARD / AREA OF LEARNING</b>	<b>UT.4.</b>	<b>Life Science: Students will gain an understanding of Life Science through the study of changes in organisms over time and the nature of living things.</b>
<b>OBJECTIVE / STRAND</b>	<b>4.2.</b>	<b>Identify basic needs of living things (plants and animals) and their abilities to meet their needs.</b>
<b>INDICATOR / CLUSTER</b>	<b>4.2.1.</b>	<b>Communicate and justify how the physical characteristics of living things help them meet their basic needs.</b>  <u>Virtual Field Trips</u> African Safari

		How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
INDICATOR / CLUSTER	4.2.2.	Observe, record, and compare how the behaviors and reactions of living things help them meet their basic needs.  <u>Virtual Field Trips</u> African Safari Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
INDICATOR / CLUSTER	4.2.3.	Identify behaviors and reactions of living things in response to changes in the environment including seasonal changes in temperature and precipitation.  <u>Virtual Field Trips</u> African Safari Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us How Coral Reefs Are Formed Who Lives On a Coral Reef?

**Utah Core Standards  
Social Studies**

Grade: 2 - Adopted: 2010

STANDARD / AREA OF LEARNING	UT.2.1.	Culture: Students will recognize and describe how people within their community, state, and nation are both similar and different.
OBJECTIVE / STRAND	2.1.1.	Examine and identify cultural differences within the community.
INDICATOR / CLUSTER	2.1.1.a.	Explain the various cultural heritages within their community.  <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
INDICATOR / CLUSTER	2.1.1.b.	Explain ways people respect and pass on their traditions and customs.  <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 2 - Living Together
INDICATOR / CLUSTER	2.1.1.c.	Give examples of how families in the community borrow customs or traditions from other cultures.  <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 2 - Living Together
STANDARD / AREA OF LEARNING	UT.2.1.	Culture: Students will recognize and describe how people within their community, state, and nation are both similar and different.
OBJECTIVE / STRAND	2.1.2.	Recognize and describe the contributions of different cultural groups in Utah and the nation.
INDICATOR / CLUSTER	2.1.2.a.	Identify various cultural groups within the state and the nation.  <u>Virtual Field Trips</u> Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled
INDICATOR / CLUSTER	2.1.2.b.	Describe contributions of cultural groups to our state and nation.

		<u>Virtual Field Trips</u> Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans
INDICATOR / CLUSTER	2.1.2.c.	Explain ways American Indians and immigrants have shaped both Utah's and America's culture (e.g., names of places, food, customs, celebrations).  <u>Virtual Field Trips</u> Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - The First Americans
INDICATOR / CLUSTER	2.1.2.d.	Compare and contrast elements of two or more cultures within the state and nation (e.g., language, food, clothing, shelter, traditions, and celebrations).  <u>Virtual Field Trips</u> Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 3 - A Country of Cultures Grade 3 - The First Americans
STANDARD / AREA OF LEARNING	UT.2.2.	Citizenship: Students will recognize and practice civic responsibility in the community, state, and nation.
OBJECTIVE / STRAND	2.2.1.	Examine civic responsibility and demonstrate good citizenship.
INDICATOR / CLUSTER	2.2.1.a.	Describe characteristics of being a good citizen through the examples of historic figures and ordinary citizens.  <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 3 - How Government Helps Our Communities Grade 3 - How The Country Was Settled
INDICATOR / CLUSTER	2.2.1.b.	Explain the benefits of being a U.S. citizen (e.g., responsibilities, freedoms, opportunities, and the importance of voting in free elections).  <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
INDICATOR / CLUSTER	2.2.1.c.	Identify and participate in a local civic activity. (e.g. community cleanup, recycling, walkathons, voting).  <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
INDICATOR / CLUSTER	2.2.1.d.	Identify state and national activities (e.g., voting, Pledge of Allegiance, holidays).  <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work
STANDARD / AREA OF LEARNING	UT.2.2.	Citizenship: Students will recognize and practice civic responsibility in the community, state, and nation.
OBJECTIVE / STRAND	2.2.2.	Identify individuals within the school community and how they contribute to the school's success.
INDICATOR / CLUSTER	2.2.2.b.	Demonstrate respect for the school and the school community.

		<u>Virtual Field Trips</u> Grade 1 - Families and Neighbors
<b>STANDARD / AREA OF LEARNING</b>	<b>UT.2.2.</b>	<b>Citizenship: Students will recognize and practice civic responsibility in the community, state, and nation.</b>
<b>OBJECTIVE / STRAND</b>	<b>2.2.3.</b>	<b>Investigate and show how communities, state, and nation are united by symbols that represent citizenship in our nation.</b>
<b>INDICATOR / CLUSTER</b>	<b>2.2.3.a.</b>	Explain the significance of various community, state, and national celebrations (e.g., Memorial Day, Independence Day, and Thanksgiving).  <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Early Americans
<b>INDICATOR / CLUSTER</b>	<b>2.2.3.c.</b>	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).  <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Washington, DC - Grades K - 5
<b>STANDARD / AREA OF LEARNING</b>	<b>UT.2.3.</b>	<b>Geography: Students will use geographic tools and skills to locate and describe places on earth.</b>
<b>OBJECTIVE / STRAND</b>	<b>2.3.1.</b>	<b>Identify common symbols and physical features of a community, and explain how they affect people's activities in that area.</b>
<b>INDICATOR / CLUSTER</b>	<b>2.3.1.a.</b>	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).  <u>Virtual Field Trips</u> Grade 2 - Living Together
<b>INDICATOR / CLUSTER</b>	<b>2.3.1.b.</b>	Describe how geographic aspects of the area affect a community and influence culture (e.g., river, mountain, and desert).  <u>Virtual Field Trips</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
<b>STANDARD / AREA OF LEARNING</b>	<b>UT.2.3.</b>	<b>Geography: Students will use geographic tools and skills to locate and describe places on earth.</b>
<b>OBJECTIVE / STRAND</b>	<b>2.3.2.</b>	<b>Demonstrate geographic skills on a map and a globe.</b>
<b>INDICATOR / CLUSTER</b>	<b>2.3.2.a.</b>	Identify and use information on a map and on a globe (e.g., map key or legend, simple grid systems, physical features, compass rose).  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
<b>INDICATOR / CLUSTER</b>	<b>2.3.2.b.</b>	Compare and contrast the difference between maps and globes.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
<b>INDICATOR / CLUSTER</b>	<b>2.3.2.c.</b>	Locate your city, the State of Utah, and the United States on a variety of maps or on a globe.

		<u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Washington, DC - Grades K - 5
INDICATOR / CLUSTER	2.3.2.d.	Locate and label the following on a map or a globe: the seven continents, the five oceans, the poles, and the equator.  <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities
INDICATOR / CLUSTER	2.3.2.e.	Using a map or a globe, link cultures/nationalities within your community to their place of origin.  <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Younger Grades
STANDARD / AREA OF LEARNING	UT.2.4.	Financial Literacy: Students will explain how the economy meets human needs through the interaction of producers and consumers.
OBJECTIVE / STRAND	2.4.1.	Describe how producers and consumers work together in the making and using of goods and services.
INDICATOR / CLUSTER	2.4.1.a.	Define and explain the difference between producing and consuming.  <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
INDICATOR / CLUSTER	2.4.1.b.	Explain ways in which people can be both consumers and producers of goods and services.  <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
INDICATOR / CLUSTER	2.4.1.c.	Recognize that people supply goods and services based on what people want.  <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
INDICATOR / CLUSTER	2.4.1.d.	Identify examples of technology that people use (e.g., automobiles, computers, telephones).  <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
STANDARD / AREA OF LEARNING	UT.2.4.	Financial Literacy: Students will explain how the economy meets human needs through the interaction of producers and consumers.
OBJECTIVE / STRAND	2.4.2.	Describe the choices people make in using goods and services.
INDICATOR / CLUSTER	2.4.2.a.	Explain the goods and services that businesses provide.  <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
INDICATOR / CLUSTER	2.4.2.c.	Explain different ways to pay for goods and services (i.e., cash, checks, credit cards).  <u>Virtual Field Trips</u>

		Grade 1 - All About Work Grade 2 - Work and Money
INDICATOR / CLUSTER	2.4.2.d.	Explain how work provides income to purchase goods and services.  <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
INDICATOR / CLUSTER	2.4.2.e.	Explain reasons and ways to save money (e.g., to buy a bicycle or MP3 player, piggy bank, bank, credit union, savings account).  <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer