

Main Criteria: Rhode Island World-Class Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 2

Correlation Options: Show Correlated

Rhode Island World-Class Standards

Science

Grade: 2 - Adopted: 2006

DOMAIN	RI.ESS1.	Earth and Space Science: The earth and earth materials as we know them today have developed over long periods of time, through continual change processes.
STATEMENT OF ENDURING KNOWLEDGE	ESS1 (K-4) INQ-1.	Given certain earth materials (soils, rocks or minerals) use physical properties to sort, classify, and describe them.
GSE STEM	ESS1 (K-2)-1.	Students demonstrate an understanding of earth materials by...
SPECIFIC INDICATOR	1b.	Recording observations/data about physical properties. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
DOMAIN	RI.ESS1.	Earth and Space Science: The earth and earth materials as we know them today have developed over long periods of time, through continual change processes.
STATEMENT OF ENDURING KNOWLEDGE	ESS1 (K-4) INQ+SAE-4.	Explain how wind, water, or ice shape and reshape the earth.
GSE STEM	ESS1 (K-2)-4.	Students demonstrate an understanding of processes and change over time within earth systems by...
SPECIFIC INDICATOR	4a.	Observing and recording seasonal and weather changes throughout the school year. <u>Virtual Field Trips</u> African Safari Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us
DOMAIN	RI.ESS1.	Earth and Space Science: The earth and earth materials as we know them today have developed over long periods of time, through continual change processes.
STATEMENT OF ENDURING KNOWLEDGE	ESS1 (K-4) POC-5.	Based on data collected from daily weather observations, describe weather changes or weather patterns.
GSE STEM	ESS1 (K-2)-5.	Students demonstrate an understanding of processes and change over time within earth systems by...
SPECIFIC INDICATOR	5b.	Observe how clouds are related to forms of precipitation (e.g., rain, sleet, snow). <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
DOMAIN	RI.ESS1.	Earth and Space Science: The earth and earth materials as we know them today have developed over long periods of time, through continual change processes.
STATEMENT OF ENDURING KNOWLEDGE	ESS1 (K-4) FAF-6.	Given information about earth materials explain how their characteristics lend themselves to specific uses
GSE STEM	ESS1 (K-2)-6.	Students demonstrate an understanding of properties of earth materials by...
SPECIFIC INDICATOR	6a.	Identifying which materials are best for different uses (e.g., soils for growing plants, sand for the sand box). <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us

		Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
DOMAIN	RI.LS1.	Life Science: All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
STATEMENT OF ENDURING KNOWLEDGE	LS1 (K-4)-INQ+POC-1.	Sort/classify different living things using similar and different characteristics. Describe why organisms belong to each group or cite evidence about how they are alike or not alike.
GSE STEM	LS1 (K-2)-1.	Students demonstrate an understanding of classification of organisms by...
SPECIFIC INDICATOR	1b.	Identifying and sorting based on a similar or different external features. <u>Virtual Field Trips</u> African Safari The Amazon Rainforest
SPECIFIC INDICATOR	1c.	Observing and recording the external features that make up living things (e.g. roots, stems, leaves, flowers, legs, antennae, tail, shell). <u>Virtual Field Trips</u> African Safari How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
DOMAIN	RI.LS1.	Life Science: All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
STATEMENT OF ENDURING KNOWLEDGE	LS1 (K-4) SAE-2.	Identify the basic needs of plants and animals in order to stay alive. (i.e., water, air, food, space).
GSE STEM	LS1 (K-2)-2.	Students demonstrate understanding of structure and function-survival requirements by...
SPECIFIC INDICATOR	2a.	Observing that plants need water, air, food, and light to grow; observing that animals need water, air, food and shelter to grow. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us How Coral Reefs Are Formed
DOMAIN	RI.LS1.	Life Science: All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
STATEMENT OF ENDURING KNOWLEDGE	LS1 (K-4) POC-3.	Predict, sequence or compare the life stages of organisms-plants and animals (e.g., put images of life stages of an organism in order, predict the next stage in sequence, compare two organisms).
GSE STEM	LS1 (K-2)-3.	Students demonstrate an understanding of reproduction by...
SPECIFIC INDICATOR	3a.	Observing and scientifically drawing (e.g. recording shapes, prominent features, relative proportions, organizes and differentiates significant parts observed) and labeling the stages in the life cycle of a familiar plant and animal. <u>Virtual Field Trips</u> How Coral Reefs Are Formed
SPECIFIC INDICATOR	3b.	Sequencing the life cycle of a plant or animal when given a set of pictures. <u>Virtual Field Trips</u> How Coral Reefs Are Formed
DOMAIN	RI.LS1.	Life Science: All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).

STATEMENT OF ENDURING KNOWLEDGE	LS1 (K-4) FAF-4.	Identify and explain how the physical structures of an organism (plants or animals) allow it to survive in its habitat/environment (e.g., roots for water; nose to smell fire).
GSE STEM	LS1 (K-2)-4.	Students demonstrate understanding of structure and function-survival requirements by...
SPECIFIC INDICATOR	4a.	Identifying the specific functions of the physical structures of a plant or an animal (e.g. roots for water; webbed feet for swimming). <u>Virtual Field Trips</u> African Safari How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
DOMAIN	RI.LS2.	Life Science: Matter cycles and energy flows through an ecosystem.
STATEMENT OF ENDURING KNOWLEDGE	LS2 (K-4) SAE-5.	Recognize that energy is needed for all organisms to stay alive and grow or identify where a plant or animal gets its energy.
GSE STEM	LS2 (K-2)-5.	Students demonstrate an understanding of energy flow in an ecosystem by...
SPECIFIC INDICATOR	5a.	Caring for plants and/or animals by identifying and providing for their needs; experimenting with a plant's growth under different conditions, including light and no light. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us How Coral Reefs Are Formed
DOMAIN	RI.LS2.	Life Science: Matter cycles and energy flows through an ecosystem.
STATEMENT OF ENDURING KNOWLEDGE	LS2 (K-4) SAE-6.	Describe ways plants and animals depend on each other (e.g., shelter, nesting, food).
GSE STEM	LS2 (K-2)-6.	Students demonstrate an understanding of food webs in an ecosystem by...
SPECIFIC INDICATOR	6a.	Acting out or constructing simple diagrams (pictures or words) that shows a simple food web. <u>Virtual Field Trips</u> Who Lives On a Coral Reef?
SPECIFIC INDICATOR	6b.	Using information about a simple food web to determine how basic needs (e.g. shelter and water) are met by the habitat/environment. <u>Virtual Field Trips</u> Who Lives On a Coral Reef?
DOMAIN	RI.LS4.	Life Science: Humans are similar to other species in many ways, and yet are unique among Earth's life forms.
STATEMENT OF ENDURING KNOWLEDGE	LS4 (K-4) FAF-8.	Identify what the physical structures of humans do (e.g., sense organs-eyes, ears, skin, etc.) or compare physical structures of humans to similar structures of animals.
GSE STEM	LS4 (K-2)-8.	Students demonstrate an understanding of human body systems by...
SPECIFIC INDICATOR	8b.	Observing, identifying, and recording external features of humans and other animals. <u>Virtual Field Trips</u> African Safari How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
SPECIFIC INDICATOR	8c.	Identifying the senses needed to meet survival needs for a given situation.

		<u>Virtual Field Trips</u> African Safari Who Lives On a Coral Reef?
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**Rhode Island World-Class Standards
Social Studies**

Grade: 2 - Adopted: 2012

DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 1.	People create and change structures of power, authority, and governance in order to accomplish common goals.
GSE STEM	C&G 1 (K-2)-1.	Students demonstrate an understanding of origins, forms, and purposes of government by...
SPECIFIC INDICATOR	C&G 1 (K-2)-1.c.	Exploring examples of services (e.g., post office, police, fire, garbage collection) provided in their own community. <u>Virtual Field Trips</u> Grade 2 - Work and Money

DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 1.	People create and change structures of power, authority, and governance in order to accomplish common goals.
GSE STEM	C&G 1 (K-2)-2.	Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...
SPECIFIC INDICATOR	C&G 1 (K-2)-2.a.	Identifying authority figures who make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) and how these people help to meet the needs of the common good. <u>Virtual Field Trips</u> Grade 2 - Living Together Grade 2 - Work and Money

DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 2.	The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.
GSE STEM	C&G 2 (K-2)-2.	Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...
SPECIFIC INDICATOR	C&G 2 (K-2)-2.a.	Identifying symbols and national holidays used to depict Americans' shared democratic values, principles, and beliefs (e.g., American flag, Pledge of Allegiance, Presidents' Day, Independence Day). <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5

SPECIFIC INDICATOR	C&G 2 (K-2)-2.b.	Using a variety of sources (e.g., trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy (e.g., Statue of Liberty represents freedom, Independent Man on State House represents individual rights, Grand Old Flag represents national unity, This Land is Your Land represents respect for diversity). <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
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DOMAIN	RI.C&G.	Civics & Government
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STATEMENT OF ENDURING KNOWLEDGE	C&G 3.	In a democratic society all people have certain rights and responsibilities.
GSE STEM	C&G 3 (K-2)-2.	Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
SPECIFIC INDICATOR	C&G 3 (K-2)-2.a.	Demonstrating personal and group rights and responsibility (e.g., self-managing behavior, time, space, and materials). <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 4.	People engage in political processes in a variety of ways.
GSE STEM	C&G 4 (K-2)-1.	Students demonstrate an understanding of political systems and political processes by...
SPECIFIC INDICATOR	C&G 4 (K-2)-1.a.	Identifying forms of civic participation (e.g., voting, conducting a survey). <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work
DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 4.	People engage in political processes in a variety of ways.
GSE STEM	C&G 4 (K-2)-2.	Students demonstrate their participation in political processes by...
SPECIFIC INDICATOR	C&G 4 (K-2)-2.a.	Experiencing a variety of forms of participation (e.g., voting, conducting a survey, writing a class letter about an issue of concern). <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work
DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 4.	People engage in political processes in a variety of ways.
GSE STEM	C&G 4 (K-2)-3.	Students participate in a civil society by...
SPECIFIC INDICATOR	C&G 4 (K-2)-3.a.	Identifying problems, planning and implementing solutions in the classroom, school, and community (e.g., problem of litter/solutions -each picks up one piece of trash, recycle, plan a clean-up day, etc.). <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 5.	As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.
GSE STEM	C&G 5 (K-2)-1.	Students demonstrate an understanding of the many ways earth's people are interconnected by...
SPECIFIC INDICATOR	C&G 5 (K-2)-1.a.	Exploring and discussing ways we interact with others around the world (e.g., food, clothing, transportation, tourism, news). <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 5.	As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

GSE STEM	C&G 5 (K-2)-2.	Students demonstrate an understanding of the benefits and challenges of an interconnected world by...
SPECIFIC INDICATOR	C&G 5 (K-2)-2.a.	Using a variety of print and non-print sources to explore other people and places. <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 1.	History is an account of human activities that is interpretive in nature.
GSE STEM	HP 1 (K-2)-1.	Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...
SPECIFIC INDICATOR	HP 1 (K-2)-1.a.	Identifying and categorizing the kinds of information obtained from a variety of artifacts and documents (e.g., What would this artifact tell us about how people lived?). <u>Virtual Field Trips</u> Grade 3 - The First Americans
SPECIFIC INDICATOR	HP 1 (K-2)-1.b.	Distinguishing objects, artifacts, and symbols from long ago and today (e.g., passage of time documented through family photos, evolution of household appliances). <u>Virtual Field Trips</u> Grade 3 - The First Americans
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 2.	History is a chronicle of human activities, diverse people, and the societies they form.
GSE STEM	HP 2 (K-2)-1.	Students connect the past with the present by...
SPECIFIC INDICATOR	HP 2 (K-2)-1.a.	Recognizing the origin, name, or significance of local geographic and human-made features (e.g., school, street, park, city, river, monuments). <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
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 2.	History is a chronicle of human activities, diverse people, and the societies they form.
GSE STEM	HP 2 (K-2)-2.	Students chronicle events and conditions by...
SPECIFIC INDICATOR	HP 2 (K-2)-2.a.	Describing, defining, and illustrating a sequence of events from personal, classroom, school, or community life (e.g., timeline or self-made informational text showing key events). <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 2.	History is a chronicle of human activities, diverse people, and the societies they form.
GSE STEM	HP 2 (K-2)-3.	Students show understanding of change over time by...
SPECIFIC INDICATOR	HP 2 (K-2)-3.a.	Exploring and describing similarities and differences in objects, artifacts, and technologies from the past and present (e.g., transportation, communication, school and home life).

		<u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 3.	The study of history helps us understand the present and shape the future.
GSE STEM	HP 3 (K-2)-1.	Students demonstrate an understanding of how the past frames the present by...
SPECIFIC INDICATOR	HP 3 (K-2)-1.a.	Identifying how events and people shape family and school life (e.g., How would your life change if you moved to another place? What would happen if your school closed? What would happen if there were no school buses?). <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 2 - Living Together
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 4.	Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.
GSE STEM	HP 4 (K-2)-1.	Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...
SPECIFIC INDICATOR	HP 4 (K-2)-1.a.	Identifying geographic factors that can affect how people interact (e.g., students in the same desk cluster are more likely to interact). <u>Virtual Field Trips</u> The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 5.	Human societies and cultures develop and change in response to human needs and wants.
GSE STEM	HP 5 (K-2)-1.	Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...
SPECIFIC INDICATOR	HP 5 (K-2)-1.a.	Recognizing cultural differences and similarities between individuals, groups, or communities (e.g., customs, beliefs, language, religious faiths). <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures Jerusalem - Then and Now (Younger Grades) The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 5.	Human societies and cultures develop and change in response to human needs and wants.
GSE STEM	HP 5 (K-2)-2.	Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...
SPECIFIC INDICATOR	HP 5 (K-2)-2.a.	Describing daily life for individuals in a cultural community. <u>Virtual Field Trips</u> The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
SPECIFIC INDICATOR	HP 5 (K-2)-2.b.	Identifying different cultures present in the local community. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
DOMAIN	RI.G.	Geography

STATEMENT OF ENDURING KNOWLEDGE	G 1.	The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in spatial terms.
GSE STEM	G 1 (K-2)-1.	Students understand maps, globes, and other geographic tools and technologies by...
SPECIFIC INDICATOR	G 1 (K-2)-1.a.	Identifying the purpose of a variety of maps. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
SPECIFIC INDICATOR	G 1 (K-2)-1.c.	Organizing information about people places and environments in a spatial context (e.g., the school is next to a store; a student's house is across the street from the park). <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
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 2.	Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.
GSE STEM	G 2 (K-2)-1.	Students understand the physical and human characteristics of places by...
SPECIFIC INDICATOR	G 2 (K-2)-1.a.	Identifying and describing natural/physical features (e.g., river, mountains, oceans, weather, climate). <u>Virtual Field Trips</u> African Safari Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 2.	Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.
GSE STEM	G 2 (K-2)-2.	Students distinguish between regions and places by...
SPECIFIC INDICATOR	G 2 (K-2)-2.a.	Identifying natural/physical features of different places and regions. <u>Virtual Field Trips</u> African Safari Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 2.	Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.
GSE STEM	G 2 (K-2)-4.	Students understand how geography contributes to how regions are defined / identified by...
SPECIFIC INDICATOR	G 2 (K-2)-4.b.	Identifying natural physical boundaries of places (e.g., rivers, mountains). <u>Virtual Field Trips</u> African Safari

		Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 3.	Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.
GSE STEM	G 3 (K-2)-2.	Students understand the interrelationships of geography with resources by...
SPECIFIC INDICATOR	G 3 (K-2)-2.a.	Identifying geographic origins of specific resources (e.g., fish from sea, wheat from plains). <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 3.	Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.
GSE STEM	G 3 (K-2)-3.	Students understand how geography influences human settlement, cooperation or conflict by...
SPECIFIC INDICATOR	G 3 (K-2)-3.b.	Describing how people who live near each other sometimes help each other (e.g., sharing set of markers among a desk cluster). <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
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 4.	Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth's surface to limit or promote human activities.
GSE STEM	G 4 (K-2)-1.	Students explain how humans depend on their environment by...
SPECIFIC INDICATOR	G 4 (K-2)-1.a.	Identifying basic environmental resources needed in daily life (e.g., water, air, food). <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us Grade 3 - The First Americans
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 4.	Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth's surface to limit or promote human activities.
GSE STEM	G 4 (K-2)-3.	Students explain how human actions modify the physical environment by...
SPECIFIC INDICATOR	G 4 (K-2)-3.a.	Identifying examples of how people can change the space around them (e.g., a field can be made into a playground, a tree can become a place for a tree house, an empty lot can be changed into a garden).

		<u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 1.	Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.
GSE STEM	E 1 (K-2)-1.	Students demonstrate an understanding of basic economic concepts by...
SPECIFIC INDICATOR	E 1 (K-2)-1.a.	Identifying human, natural, and capital resources. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans
SPECIFIC INDICATOR	E 1 (K-2)-1.b.	Explaining how the availability of resources affects production of goods and offering of services and their consumption. <u>Virtual Field Trips</u> Grade 2 - Work and Money
SPECIFIC INDICATOR	E 1 (K-2)-1.c.	Identifying positive and negative economic incentives that affect behavior and choice that best satisfies an economic want. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 1.	Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.
GSE STEM	E 1 (K-2)-2.	Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...
SPECIFIC INDICATOR	E 1 (K-2)-2.a.	Recognizing and discussing the differences between basic wants and needs. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 1.	Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.
GSE STEM	E 1 (K-2)-3.	Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...
SPECIFIC INDICATOR	E 1 (K-2)-3.a.	Identifying how goods and services are shared as a family (e.g., taking turns washing dishes, setting the table, sharing clothes, etc.). <u>Virtual Field Trips</u> Grade 2 - Living Together
DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 2.	Producers and consumers locally, nationally, and internationally engage in the exchange of goods and services.
GSE STEM	E 2 (K-2)-1.	Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...
SPECIFIC INDICATOR	E 2 (K-2)-1.a.	Identifying the ways in which people exchange goods and services (e.g., barter, money, commodity money).

		<u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
SPECIFIC INDICATOR	E 2 (K-2)-1.b.	Explaining how prices affect the choices people make about buying or selling goods or services. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
SPECIFIC INDICATOR	E 2 (K-2)-1.c.	Describing how people can earn income by exchanging the use of their labor (physical or mental work) for wages or salaries. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 3.	Individuals, institutions and governments have roles in economic systems.
GSE STEM	E 3 (K-2)-1.	Students demonstrate an understanding of the interdependence created by economic decisions by...
SPECIFIC INDICATOR	E 3 (K-2)-1.b.	Recognizing the purposes of money and how it can be used (e.g., personal savings, personal spending). <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer