

Main Criteria: Connecticut State Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 2

Correlation Options: Show Correlated

Connecticut State Standards

Science

Grade: 2 - Adopted: 2015

DOMAIN / CONTENT STANDARD	NGSS.2- LS.	LIFE SCIENCE
STATE FRAMEWORK	2-LS2.	Ecosystems: Interactions, Energy, and Dynamics
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR 2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.

Virtual Field Trips

Grade 2 - Land and Water Around Us

DOMAIN / CONTENT STANDARD	NGSS.2- LS.	LIFE SCIENCE
STATE FRAMEWORK	2-LS4.	Biological Evolution: Unity and Diversity
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

DOMAIN / CONTENT STANDARD	NGSS.2- ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	2-ESS1.	Earth's Place in the Universe
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR 2-ESS1-1. Make observations from media to construct an evidence-based account that Earth events can occur quickly or slowly.

Virtual Field Trips

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

DOMAIN / CONTENT STANDARD	NGSS.2- ESS.	EARTH AND SPACE SCIENCE
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STATE FRAMEWORK	2-ESS2.	Earth's Systems
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR	2-ESS2-1.	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. Virtual Field Trips Grade 3 - Geography of Our Communities
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INDICATOR	2-ESS2-2.	Develop a model to represent the shapes and kinds of land and bodies of water in an area. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
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INDICATOR	2-ESS2-3.	Obtain information to identify where water is found on Earth and that it can be solid or liquid. Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities
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Connecticut State Standards
Social Studies
Grade: 2 - Adopted: 2023

DOMAIN / CONTENT STANDARD		Grade 2: Contributing to Society
STATE FRAMEWORK		Grade 2 Inquiry Standards
GRADE LEVEL EXPECTATION	1	Develop Questions and Plan Inquiries

INDICATOR	2.Inq.1.a.	Explain why a compelling question about a significant person, event, or issue in a community is important to the student. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 2 - Work and Money Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
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DOMAIN / CONTENT STANDARD		Grade 2: Contributing to Society
STATE FRAMEWORK		Grade 2 Inquiry Standards

GRADE LEVEL EXPECTATION	2	Apply Disciplinary Concepts and Tools
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INDICATOR 2.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content.

Virtual Field Trips

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

DOMAIN / CONTENT STANDARD		Grade 2: Contributing to Society
STATE FRAMEWORK		Grade 2 Inquiry Standards
GRADE LEVEL EXPECTATION	4	Communicate Conclusions and Take Informed Action

INDICATOR 2.Inq.4.e. Identify and explain a range of local, regional, and global problems, and some ways in which people can and are trying to address these problems.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

DOMAIN / CONTENT STANDARD		Grade 2: Contributing to Society
STATE FRAMEWORK		Grade 2 Content Standards
GRADE LEVEL EXPECTATION	2-1.	Working Together as a Community

INDICATOR 2.Civ.1.a. Describe the roles and responsibilities of local officials (e.g., alderman, mayor, selectman, other municipal leaders).

Virtual Field Trips

Grade 3 - How Government Helps Our Communities

INDICATOR 2.Civ.5.a. Explain the role and responsibilities of a local government (e.g., public safety, waste removal, education, libraries, road maintenance).

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 3 - How Government Helps Our Communities

INDICATOR 2.Civ.6.a. Describe how individuals and groups work interdependently to improve their community (e.g., education, health, recreation, safety).

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

INDICATOR 2.Civ.6.b. Describe how families are structured to accomplish common tasks, establish responsibilities, and fulfill roles.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 2 - Living Together

INDICATOR	2.Civ.8.a.	Describe how democratic principles such as equality, fairness, respect for legitimate authority, participation by citizens, and rules are important to a community.
		Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
INDICATOR	2.Civ.10.a.	Compare one's own perspective about a community issue with that of the perspective of others (e.g., differing opinions on park improvements, water use, recycling).
		Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money
INDICATOR	2.His.4.a.	Compare needs of the community today to its needs in the past (e.g., education, land use, safety, transportation, housing).
		Virtual Field Trips Grade 2 - Work and Money Grade 3 - I Am a Consumer
DOMAIN / CONTENT STANDARD		Grade 2: Contributing to Society
STATE FRAMEWORK		Grade 2 Content Standards
GRADE LEVEL EXPECTATION	2-2.	Leadership Past and Present
INDICATOR	2.His.3.a.	Develop questions about diverse individuals or groups recognized for contributions to their community or the United States past and present (e.g., Dolores Huerta, DJ Kool Herc, Jack Robinson, Maya Lin, Sally Ride, Mother Earth Water Walkers, Paul Newman).
		Virtual Field Trips Grade 2 - Early Americans Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
INDICATOR	2.His.6.a.	Compare different accounts about the same person who or event that contributed to the community (e.g., book, diary, video, website).
		Virtual Field Trips Grade 1 - The Earth Around Us
INDICATOR	2.His.9.a.	Identify sources that can be used to learn about past and present national, state, and local leaders (e.g., articles, books, diaries, photographs, videos).
		Virtual Field Trips Grade 1 - Let's Learn About the Government

INDICATOR	2.His.14. a.	Generate reasons about why national and state observances and celebrations have been established to honor individuals, groups, and events in the United States (e.g., National Hispanic Heritage Month, Veterans Day, Black History Month, Women's History Month, Asian American and Pacific Islander Heritage Month, Memorial Day, LGBTQ Pride Month, Juneteenth).
Virtual Field Trips Grade 1 - Families and Neighbors Grade 3 - A Country of Cultures		

DOMAIN / CONTENT STANDARD		Grade 2: Contributing to Society
STATE FRAMEWORK		Grade 2 Content Standards
GRADE LEVEL EXPECTATION	2-3.	Decision-Making in our World

INDICATOR	2.Eco.1.a.	Explain how scarcity and abundance influences decision-making in the community (e.g., budgeting, rationing).
Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work		

INDICATOR	2.Eco.13. a.	Describe the types of human and physical capital resources used by governments and businesses to respond to community needs (e.g., education, machinery, skilled labor, training, transportation, workplaces).
Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Businesses At Work Grade 3 - Geography of Our Communities Grade 3 - The First Americans		

INDICATOR	2.Civ.14. a.	Describe how people have tried to improve communities to meet the needs of and create more equity for residents both past and present (e.g., greenspaces, safety laws, zoning, affordable housing, support for immigrant families).
Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money		