

Main Criteria: New York State Learning Standards and Core Curriculum

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 2

Correlation Options: Show Correlated

New York State Learning Standards and Core Curriculum

Science

Grade: 2 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.2.2.	Interdependent Relationships in Ecosystems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD / CONCEPTUAL UNDERSTANDING 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

STANDARD / CONCEPTUAL UNDERSTANDING 2-LS2-2. Develop a simple model that illustrates how plants and animals depend on each other for survival.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

STANDARD / CONCEPTUAL UNDERSTANDING 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?

STRAND / DOMAIN / UNIFYING THEME	NY.2.3.	Earth's Systems: Processes that Shape the Earth
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD / CONCEPTUAL UNDERSTANDING 2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Virtual Field Trips

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

STANDARD / CONCEPTUAL UNDERSTANDING 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

STANDARD / CONCEPTUAL UNDERSTANDI NG	2-ESS2- 2.	Develop a model to represent the shapes and kinds of land and bodies of water in an area. <u>Virtual Field Trips</u> 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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STANDARD / CONCEPTUAL UNDERSTANDI NG	2-ESS2- 3.	Obtain information to identify where water is found on Earth and that it can be solid or liquid. <u>Virtual Field Trips</u> 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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New York State Learning Standards and Core Curriculum

Social Studies

Grade: 2 - Adopted: 2016/Revised 2017

STRAND / DOMAIN / UNIFYING THEME	NY.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details

STANDARD / CONCEPTUAL UNDERSTANDI NG	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans
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STRAND / DOMAIN / UNIFYING THEME	NY.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure

STANDARD / CONCEPTUAL UNDERSTANDI NG	RI.2.4.	Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area. <u>Virtual Field Trips</u> The Sahara Desert
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STRAND / DOMAIN / UNIFYING THEME	NY.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration

STANDARD / CONCEPTUAL UNDERSTANDING	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with peers, diverse partners, and adults in small and larger groups.
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EXPECTATION /
CONTENT
SPECIFICATION

SL.2.1.d. Seek to understand and communicate with individuals from different cultural backgrounds.

Virtual Field Trips
Grade 3 - A Country of Cultures

STRAND / DOMAIN / UNIFYING THEME	NY.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration

STANDARD /
CONCEPTUAL
UNDERSTANDING

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Virtual Field Trips
African Safari
Amazon Rainforest - Grades 2-5
Amazon Rainforest - People and Threats - Grades 2-5
Grade 1 - All About Work
Grade 1 - Families and Neighbors
Grade 1 - Let's Learn About the Government
Grade 1 - Life Long Ago
Grade 1 - The Earth Around Us
Grade 2 - Early Americans
Grade 2 - Land and Water Around Us
Grade 2 - Living Together
Grade 2 - Our Government At Work
Grade 2 - Work and Money
Grade 3 - A Country of Cultures
Grade 3 - Businesses At Work
Grade 3 - Geography of Our Communities
Grade 3 - How Government Helps Our Communities
Grade 3 - How The Country Was Settled
Grade 3 - I Am a Consumer
Grade 3 - The First Americans
How Coral Reefs Are Formed
Jerusalem - Then and Now (Younger Grades)
Paris - City of Light - Grades K - 5
The Sahara Desert
Washington, DC - Grades K - 5
Who Lives On a Coral Reef?

STRAND / DOMAIN / UNIFYING THEME	NY.2P.	Grade 2: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	2P.A.	Gathering, Interpreting, and Using Evidence

STANDARD / CONCEPTUAL UNDERSTANDI NG	2P.A.1.	Develop questions about the community. <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
STRAND / DOMAIN / UNIFYING THEME	NY.2P.	Grade 2: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	2P.B.	Chronological Reasoning and Causation
STANDARD / CONCEPTUAL UNDERSTANDI NG	2P.B.1.	Retell a community event in sequential order. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
STANDARD / CONCEPTUAL UNDERSTANDI NG	2P.B.3.	Identify causes and effects, using examples from his/her family life or from the community. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
STANDARD / CONCEPTUAL UNDERSTANDI NG	2P.B.4.	Identify change over time in his/her community. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
STANDARD / CONCEPTUAL UNDERSTANDI NG	2P.B.5.	Identify events of the past, present, and future in his/her community. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
STANDARD / CONCEPTUAL UNDERSTANDI NG	2P.B.6.	Recognize and identify patterns of continuity and change in his/her community. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
STRAND / DOMAIN / UNIFYING THEME	NY.2P.	Grade 2: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	2P.C.	Comparison and Contextualization
STANDARD / CONCEPTUAL UNDERSTANDI NG	2P.C.1.	Identify similarities and differences between communities. <u>Virtual Field Trips</u> Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - Families and Neighbors Grade 2 - Living Together Grade 3 - A Country of Cultures

STANDARD / CONCEPTUAL UNDERSTANDI NG	2P.C.3.	Describe an event in his/her community. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
STANDARD / CONCEPTUAL UNDERSTANDI NG	2P.C.4.	Recognize the relationship between geography, economics, and history in his/her community. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
STANDARD / CONCEPTUAL UNDERSTANDI NG	2P.C.5.	Describe a historical development in his/her community with specific details, including time and place. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
STRAND / DOMAIN / UNIFYING THEME	NY.2P.	Grade 2: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	2P.D.	Geographic Reasoning
STANDARD / CONCEPTUAL UNDERSTANDI NG	2P.D.1.	Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other and describe connections between places. <u>Virtual Field Trips</u> Grade 2 - Land and Water Around Us The Sahara Desert
STANDARD / CONCEPTUAL UNDERSTANDI NG	2P.D.2.	Distinguish human activities and human-made features from “environments” (natural events or physical features —land, air, and water—that are not directly made by humans). <u>Virtual Field Trips</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 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 Sahara Desert
STANDARD / CONCEPTUAL UNDERSTANDI NG	2P.D.5.	Describe how human activities alter places in a community. <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
STRAND / DOMAIN / UNIFYING THEME	NY.2P.	Grade 2: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	2P.E.	Economics and Economic Systems

STANDARD / CONCEPTUAL UNDERSTANDING	2P.E.1.	Explain how scarcity necessitates decision making; identify the benefits and costs of decisions. Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work
STANDARD / CONCEPTUAL UNDERSTANDING	2P.E.2.	Describe the resources used to produce goods and provide services in the local community. Virtual Field Trips Grade 3 - Businesses At Work
STANDARD / CONCEPTUAL UNDERSTANDING	2P.E.4.	Describe the goods and services that are produced in the local community, and those that are produced in other communities. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
STANDARD / CONCEPTUAL UNDERSTANDING	2P.E.5.	Identify goods and services that government provides and the role of taxes. Virtual Field Trips Grade 2 - Work and Money
STRAND / DOMAIN / UNIFYING THEME	NY.2P.	Grade 2: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	2P.F.	Civic Participation
STANDARD / CONCEPTUAL UNDERSTANDING	2P.F.7.	Identify the governor of New York, the president of the United States, and the school principal and their leadership responsibilities. Virtual Field Trips Grade 3 - How Government Helps Our Communities
STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Individual Development and Cultural Identity
STANDARD / CONCEPTUAL UNDERSTANDING	2.1.	A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.
EXPECTATION / CONTENT SPECIFICATION	2.1a.	An urban community, or city, is characterized by dense population and land occupied primarily by buildings and structures that are used for residential and business purposes. Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5

EXPECTATION / CONTENT SPECIFICATION	2.1b.	Suburban communities are on the outskirts of cities, where human population is less dense, and buildings and homes are spaced farther apart. Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5
ST RAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Individual Development and Cultural Identity
STANDARD / CONCEPTUAL UNDERSTANDING	2.1.	A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.
EXPECTATION / CONTENT SPECIFICATION	2.1c.	Rural communities are characterized by large expanses of open land and significantly lower populations than urban or suburban areas.
GRADE EXPECTATION	2.1c.1.	Students will identify the characteristics of urban, suburban, and rural communities and determine in which type of community they live. Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5
ST RAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Individual Development and Cultural Identity
STANDARD / CONCEPTUAL UNDERSTANDING	2.1.	A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.
EXPECTATION / CONTENT SPECIFICATION	2.1d.	Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person's development and identity.
GRADE EXPECTATION	2.1d.1.	Students will identify activities that are available in each type of community, and discuss how those activities affect the people living in that community. Virtual Field Trips 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

STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Individual Development and Cultural Identity
STANDARD / CONCEPTUAL UNDERSTANDING	2.2.	People share similarities and differences with others in their own community and with other communities.
EXPECTATION / CONTENT SPECIFICATION	2.2a.	People living in urban, suburban, and rural communities embrace traditions and celebrate holidays that reflect both diverse cultures and a common community identity.

GRADE EXPECTATION	2.2a.1.	Students will examine the ethnic and/or cultural groups represented in their classroom. <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures
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GRADE EXPECTATION	2.2a.3.	Students will identify community events that help promote a common community identity. <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
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STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Civic Ideals and Practices
STANDARD / CONCEPTUAL UNDERSTANDING	2.3.	The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.
EXPECTATION / CONTENT SPECIFICATION	2.3a.	The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules.

GRADE EXPECTATION	2.3a.1.	Students will explore democratic principles, such as dignity for all, equality, fairness, and respect for authority and rules, and how those principles are applied to their community. <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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STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Civic Ideals and Practices

STANDARD / CONCEPTUAL UNDERSTANDING	2.3.	The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.
EXPECTATION / CONTENT SPECIFICATION	2.3b.	Government is established to maintain order and keep people safe. Citizens demonstrate respect for authority by obeying rules and laws.

GRADE EXPECTATION 2.3b.1. Students will examine the ways in which the government in their community provides order and keeps people safe, and how citizens can demonstrate respect for authority.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 3 - How Government Helps Our Communities

STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Civic Ideals and Practices
STANDARD / CONCEPTUAL UNDERSTANDING	2.3.	The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.
EXPECTATION / CONTENT SPECIFICATION	2.3c.	The process of holding elections and voting is an example of democracy in action in schools, communities, New York State, and the nation.

GRADE EXPECTATION 2.3c.1. Students will learn about the process of voting and what opportunities adults in the community have for participation.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

GRADE EXPECTATION 2.3c.2. Students will participate in voting within the classroom and in school, as appropriate.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Civic Ideals and Practices
STANDARD / CONCEPTUAL UNDERSTANDING	2.3.	The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.
EXPECTATION / CONTENT SPECIFICATION	2.3d.	Symbols of American democracy serve to unite community members.

GRADE EXPECTATION	2.3d.1.	Students will examine the symbols of the country, including the eagle, American flag, the Statue of Liberty, the White House, and Mount Rushmore. Virtual Field Trips 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
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STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Civic Ideals and Practices
STANDARD / CONCEPTUAL UNDERSTANDING	2.4.	Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.
EXPECTATION / CONTENT SPECIFICATION	2.4a.	Communities have the responsibility to make and enforce fair laws and rules that provide for the common good.

GRADE EXPECTATION	2.4a.1.	Students will explain the importance of making fair laws and rules, the benefits of following them, and the consequences of violating them. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work
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STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Civic Ideals and Practices
STANDARD / CONCEPTUAL UNDERSTANDING	2.4.	Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.
EXPECTATION / CONTENT SPECIFICATION	2.4b.	Communities have leaders who are responsible for making laws and enforcing laws.

GRADE EXPECTATION	2.4b.1.	Students will identify who makes and enforces the rules and laws in their community. They will also explore how leaders make and enforce these rules and laws. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work
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STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
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CATEGORY / CLUSTER / KEY IDEA		Civic Ideals and Practices
STANDARD / CONCEPTUAL UNDERSTANDING	2.4.	Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.
EXPECTATION / CONTENT SPECIFICATION	2.4c.	Citizens provide service to their community in a variety of ways.
GRADE EXPECTATION	2.4c.1.	Students will explore opportunities to provide service to their school community and the community at large (e.g., beautifying school grounds, writing thank-you notes to helpers). <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
GRADE EXPECTATION	2.4c.2.	Students will identify how adults can provide service to the school and the community at large. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Geography, Humans, and the Environment
STANDARD / CONCEPTUAL UNDERSTANDING	2.5.	Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.
EXPECTATION / CONTENT SPECIFICATION	2.5a.	Urban, suburban, and rural communities can be located on maps, and the geographic characteristics of these communities can be described by using symbols, map legends, and geographic vocabulary.
GRADE EXPECTATION	2.5a.2.	Students will examine how land within a community is used and classify land use as "residential" (used for housing), "industrial" (used to make things), "commercial" (used to provide services), and "recreational" (where people play or do sports). <u>Virtual Field Trips</u> Amazon Rainforest - Grades 2-5
STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Geography, Humans, and the Environment
STANDARD / CONCEPTUAL UNDERSTANDING	2.5.	Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.

EXPECTATION / CONTENT SPECIFICATION	2.5b.	The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.
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GRADE EXPECTATION	2.5b.1.	Students will compare how different communities in their state or nation have developed, and explain how physical features of the community affect the people living there.
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Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 3 - Geography of Our Communities

STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Geography, Humans, and the Environment
STANDARD / CONCEPTUAL UNDERSTANDING	2.5.	Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.
EXPECTATION / CONTENT SPECIFICATION	2.5c.	Humans modify the environment of their communities through housing, transportation systems, schools, marketplaces, and recreation areas.

GRADE EXPECTATION	2.5c.1.	Students will explore how humans have positively and negatively affected the environment of their community through such features as roads, highways, buildings, bridges, shopping malls, railroads, and parks.
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Virtual Field Trips

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

STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Geography, Humans, and the Environment
STANDARD / CONCEPTUAL UNDERSTANDING	2.5.	Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.
EXPECTATION / CONTENT SPECIFICATION	2.5d.	The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary.

GRADE EXPECTATION	2.5d.3.	Students will use maps and legends to identify major physical features, such as mountains, rivers, lakes, and oceans of the local community, New York State, and the nation. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Washington, DC - Grades K - 5
STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Time, Continuity, and Change
STANDARD / CONCEPTUAL UNDERSTANDING	2.6.	Identifying continuities and changes over time can help understand historical developments.
EXPECTATION / CONTENT SPECIFICATION	2.6a.	Continuities and changes over time in communities can be described using historical thinking, vocabulary, and tools such as time lines. Virtual Field Trips Grade 1 - The Earth Around Us
STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Time, Continuity, and Change
STANDARD / CONCEPTUAL UNDERSTANDING	2.6.	Identifying continuities and changes over time can help understand historical developments.
EXPECTATION / CONTENT SPECIFICATION	2.6b.	Continuities and changes over time in communities can be examined by interpreting evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.
GRADE EXPECTATION	2.6b.1.	Students will examine continuities and changes over time in their community, using evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials. Virtual Field Trips Grade 1 - The Earth Around Us
GRADE EXPECTATION	2.6b.2.	Students will develop a time line for their community, including important events, such as when the school was built. Virtual Field Trips Grade 1 - The Earth Around Us
STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities

CATEGORY / CLUSTER / KEY IDEA		Time, Continuity, and Change
STANDARD / CONCEPTUAL UNDERSTANDING	2.7.	Cause-and-effect relationships help us recount events and understand historical development.
EXPECTATION / CONTENT SPECIFICATION	2.7a.	Cause-and-effect relationships help us to understand the changes in communities.

GRADE
EXPECTATION

2.7a.1.

Students will distinguish between cause and effect and will examine changes in their community in terms of cause and effect (e.g., automobiles and the growth of suburbs, growing population in suburban areas, and reduction of farms).

Virtual Field Trips

Grade 1 - The Earth Around Us

STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	2.8.	Communities face different challenges in meeting their needs and wants.
EXPECTATION / CONTENT SPECIFICATION	2.8a.	The availability of resources to meet basic needs varies across urban, suburban, and rural communities.

GRADE
EXPECTATION

2.8a.2.

Students will examine how available resources differ in communities (e.g., home-grown food available in rural farm areas vs. shopping in supermarkets).

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 - Geography of Our Communities

Grade 3 - The First Americans

STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	2.8.	Communities face different challenges in meeting their needs and wants.
EXPECTATION / CONTENT SPECIFICATION	2.8c.	Scarcity, the price of goods and services, and choice all influence economic decisions made by individuals and communities.

GRADE EXPECTATION	2.8c.1.	Students will examine how consumers react to changes in the prices of goods. Virtual Field Trips Grade 3 - Businesses At Work
STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	2.8.	Communities face different challenges in meeting their needs and wants.
EXPECTATION / CONTENT SPECIFICATION	2.8d.	Taxes are collected to provide communities with goods and services.

GRADE
EXPECTATION

2.8d.1. Students will explore the purpose of taxes and how they are collected in their communities.

Virtual Field Trips
Grade 2 - Work and Money

STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	2.9.	A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.
EXPECTATION / CONTENT SPECIFICATION	2.9a.	Goods are the products a person or group of people makes. Services are actions performed by a person or group of people with a certain skill.

GRADE
EXPECTATION

2.9a.1. Students will distinguish between goods and services and identify goods produced in their community.

Virtual Field Trips
Grade 1 - All About Work
Grade 2 - Work and Money
Grade 3 - I Am a Consumer

STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	2.9.	A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.

EXPECTATION / CONTENT SPECIFICATION	2.9b.	Members of a community specialize in different types of jobs that provide goods and/or services to the community. Community workers such as teachers, firefighters, sanitation workers, and police officers provide services.
GRADE EXPECTATION	2.9b.1.	Students will identify different types of jobs performed in their community. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
GRADE EXPECTATION	2.9b.2.	Students will explain the services provided by community workers. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	2.9.	A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.
EXPECTATION / CONTENT SPECIFICATION	2.9c.	At times, neighboring communities share resources and workers to support multiple communities.
GRADE EXPECTATION	2.9c.1.	Students will explore how communities share resources and services with other communities. Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - The First Americans