

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

**Connecticut Core Standards  
 Science**

Grade: 2 - Adopted: 2015

<b>DOMAIN / CONTENT STANDARD</b>	<b>NGSS.2-LS.</b>	<b>LIFE SCIENCE</b>
<b>STATE FRAMEWORK</b>	<b>2-LS2.</b>	<b>Ecosystems: Interactions, Energy, and Dynamics</b>
<b>GRADE LEVEL EXPECTATION</b>		Students who demonstrate understanding can:
<b>INDICATOR</b>	<b>2-LS2-1.</b>	Plan and conduct an investigation to determine if plants need sunlight and water to grow.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
<b>DOMAIN / CONTENT STANDARD</b>	<b>NGSS.2-LS.</b>	<b>LIFE SCIENCE</b>
<b>STATE FRAMEWORK</b>	<b>2-LS4.</b>	<b>Biological Evolution: Unity and Diversity</b>
<b>GRADE LEVEL EXPECTATION</b>		Students who demonstrate understanding can:
<b>INDICATOR</b>	<b>2-LS4-1.</b>	Make observations of plants and animals to compare the diversity of life in different habitats.  <u>Virtual Field Trips</u> African Safari 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>DOMAIN / CONTENT STANDARD</b>	<b>NGSS.2-ESS.</b>	<b>EARTH AND SPACE SCIENCE</b>
<b>STATE FRAMEWORK</b>	<b>2-ESS1.</b>	<b>Earth's Place in the Universe</b>
<b>GRADE LEVEL EXPECTATION</b>		Students who demonstrate understanding can:
<b>INDICATOR</b>	<b>2-ESS1-1.</b>	Make observations from media to construct an evidence-based account that Earth events can occur quickly or slowly.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities
<b>DOMAIN / CONTENT STANDARD</b>	<b>NGSS.2-ESS.</b>	<b>EARTH AND SPACE SCIENCE</b>
<b>STATE FRAMEWORK</b>	<b>2-ESS2.</b>	<b>Earth's Systems</b>
<b>GRADE LEVEL EXPECTATION</b>		Students who demonstrate understanding can:
<b>INDICATOR</b>	<b>2-ESS2-1.</b>	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
<b>INDICATOR</b>	<b>2-ESS2-2.</b>	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 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 Amazon Rainforest Who Lives On a Coral Reef?
INDICATOR	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> Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities The Amazon Rainforest

### Connecticut Core Standards

#### Social Studies

Grade: 2 - Adopted: 2015

<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.SS.2.</b>	<b>SOCIAL STUDIES: MAKING A DIFFERENCE</b>
<b>STATE FRAMEWORK</b>	2.1.	<b>DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY</b> - Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions (C3, p. 23-25). It is expected that students in Social Studies: Making a Difference (Grade 2) will individually and with others:
<b>GRADE LEVEL EXPECTATION</b>	INQ K-2.1.	Explain why the compelling question is important to the student.  <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans
<b>GRADE LEVEL EXPECTATION</b>	INQ K-2.2.	Identify disciplinary ideas associated with a compelling question.  <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans
<b>GRADE LEVEL EXPECTATION</b>	INQ K-2.3.	Identify facts and concepts associated with a supporting question.  <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans
<b>GRADE LEVEL EXPECTATION</b>	INQ K-2.4.	Make connections between supporting questions and compelling questions.  <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.SS.2.</b>	<b>SOCIAL STUDIES: MAKING A DIFFERENCE</b>
<b>STATE FRAMEWORK</b>	2.2.	<b>DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS</b> - In Grade 2, the focus is on the disciplinary concepts and skills students need to understand how people make a difference in society and how, and why, we remember the past. The focus in second grade is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in

		Grade 2 should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		HISTORY
INDICATOR		Change, Continuity and Context
INDICATOR	HIST 2.2.	Compare life in the past to life today.  <u>Virtual Field Trips</u> Grade 1 - Life Long Ago
INDICATOR	HIST 2.3.	Generate questions about individuals and groups who have shaped a significant historical change.  <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
DOMAIN / CONTENT STANDARD	CT.SS.2.	SOCIAL STUDIES: MAKING A DIFFERENCE
STATE FRAMEWORK	2.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grade 2, the focus is on the disciplinary concepts and skills students need to understand how people make a difference in society and how, and why, we remember the past. The focus in second grade is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 2 should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		HISTORY
INDICATOR		Historical Sources and Evidence
INDICATOR	HIST 2.6.	Identify different kinds of historical sources.  <u>Virtual Field Trips</u> Grade 3 - The First Americans
INDICATOR	HIST 2.7.	Explain how historical sources can be used to study the past.  <u>Virtual Field Trips</u> Grade 3 - The First Americans
INDICATOR	HIST 2.9.	Generate questions about a particular historical source as it relates to a particular historical event or development.  <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans
DOMAIN / CONTENT STANDARD	CT.SS.2.	SOCIAL STUDIES: MAKING A DIFFERENCE
STATE FRAMEWORK	2.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grade 2, the focus is on the disciplinary concepts and skills students need to understand how people make a difference in society and how, and why, we remember the past. The focus in second grade is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 2 should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		HISTORY

INDICATOR		<b>Causation and Argumentation</b>
INDICATOR	HIST 2.10.	Generate possible reasons for an event or development in the past.  <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans
INDICATOR	HIST 2.11.	Select which reasons might be more likely than others to explain a historical event or development.  <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans
DOMAIN / CONTENT STANDARD	CT.SS.2.	<b>SOCIAL STUDIES: MAKING A DIFFERENCE</b>
STATE FRAMEWORK	2.2.	<b>DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS -</b> In Grade 2, the focus is on the disciplinary concepts and skills students need to understand how people make a difference in society and how, and why, we remember the past. The focus in second grade is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 2 should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		CIVICS
INDICATOR		<b>Participation and Deliberation</b>
INDICATOR	CIV 2.3.	Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.  <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
DOMAIN / CONTENT STANDARD	CT.SS.2.	<b>SOCIAL STUDIES: MAKING A DIFFERENCE</b>
STATE FRAMEWORK	2.2.	<b>DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS -</b> In Grade 2, the focus is on the disciplinary concepts and skills students need to understand how people make a difference in society and how, and why, we remember the past. The focus in second grade is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 2 should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		CIVICS
INDICATOR		<b>Processes, Rules, and Laws</b>
INDICATOR	CIV 2.7.	Describe how people have tried to improve their communities over time.  <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
DOMAIN / CONTENT STANDARD	CT.SS.2.	<b>SOCIAL STUDIES: MAKING A DIFFERENCE</b>
STATE FRAMEWORK	2.2.	<b>DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS -</b> In Grade 2, the focus is on the disciplinary concepts and skills students need to understand how people make a difference in society and how, and why, we remember the past. The focus in

		second grade is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 2 should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		ECONOMICS
INDICATOR		Economic Decision-Making
INDICATOR	ECO 2.1.	Explain how scarcity necessitates decision-making.  <u>Virtual Field Trips</u> Grade 2 - Work and Money
DOMAIN / CONTENT STANDARD	CT.SS.2.	SOCIAL STUDIES: MAKING A DIFFERENCE
STATE FRAMEWORK	2.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grade 2, the focus is on the disciplinary concepts and skills students need to understand how people make a difference in society and how, and why, we remember the past. The focus in second grade is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 2 should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		ECONOMICS
INDICATOR		Exchange and Markets
INDICATOR	ECO 2.3.	Describe the goods and services that people in the local community produce and those that are produced in other communities.  <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
DOMAIN / CONTENT STANDARD	CT.SS.2.	SOCIAL STUDIES: MAKING A DIFFERENCE
STATE FRAMEWORK	2.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grade 2, the focus is on the disciplinary concepts and skills students need to understand how people make a difference in society and how, and why, we remember the past. The focus in second grade is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 2 should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		GEOGRAPHY
INDICATOR		Geographic Representations: Spatial Views of the World
INDICATOR	GEO 2.2.	Use geographic representations to describe places and interactions that shape them.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR	GEO 2.3.	Use geographic representations to identify cultural and environmental characteristics of place.  <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
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.SS.2.</b>	<b>SOCIAL STUDIES: MAKING A DIFFERENCE</b>
<b>STATE FRAMEWORK</b>	<b>2.2.</b>	<b>DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS -</b> In Grade 2, the focus is on the disciplinary concepts and skills students need to understand how people make a difference in society and how, and why, we remember the past. The focus in second grade is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 2 should lead to deep and enduring understanding (C3, p. 29).
<b>GRADE LEVEL EXPECTATION</b>		<b>GEOGRAPHY</b>
<b>INDICATOR</b>		<b>Human-Environment Interaction: Places, Regions, and Culture</b>
<b>INDICATOR</b>	<b>GEO 2.5.</b>	Explain how humans affect the culture and environment of places/region.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
<b>INDICATOR</b>	<b>GEO 2.6.</b>	Identify cultural and environmental characteristics of a place/region.  <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
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.SS.2.</b>	<b>SOCIAL STUDIES: MAKING A DIFFERENCE</b>
<b>STATE FRAMEWORK</b>	<b>2.4.</b>	<b>DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION -</b> Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59-62). It is expected that students in Social Studies: Making a Difference (Grade 2) will individually and with others:
<b>GRADE LEVEL EXPECTATION</b>	<b>INQ K-2.14.</b>	Ask and answer questions about explanations.  <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans
<b>GRADE LEVEL EXPECTATION</b>	<b>INQ K-2.15.</b>	Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.  <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money

<b>GRADE LEVEL EXPECTATION</b>	<b>INQ K-2.16.</b>	<b>Identify ways to take action to help address local, regional, and global problems.</b>  <b><u>Virtual Field Trips</u></b> <b>Grade 1 - All About Work</b> <b>Grade 2 - Work and Money</b>
--------------------------------	--------------------	--

© 2018 EdGate Correlation Services, LLC. All Rights reserved.  
[Contact Us](#) - [Privacy](#) - [Service Agreement](#)