

Main Criteria: Indiana Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 2

Correlation Options: Show Correlated

Indiana Academic Standards

Science

Grade: 2 - Adopted: 2016

STANDARD / STRAND	IN.2.ESS.	Earth and Space Science (ESS)
PROFICIENCY STATEMENT / SUBSTRAND	2.ESS.1.	Record detailed weather observations, including cloud cover, cloud type, and type of precipitation on a daily basis over a period of weeks and correlate observations to the time of year. Chart and graph collected data. <u>Virtual Field Trips</u> African Safari Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us
PROFICIENCY STATEMENT / SUBSTRAND	2.ESS.2.	Investigate the severe weather of the region and its impact on the community, looking at forecasting to prepare for, and respond to, severe weather. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
PROFICIENCY STATEMENT / SUBSTRAND	2.ESS.3.	Investigate how wind or water change the shape of the land and design solutions for prevention. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
PROFICIENCY STATEMENT / SUBSTRAND	2.ESS.4.	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
STANDARD / STRAND	IN.2.LS.	Life Science (LS)
PROFICIENCY STATEMENT / SUBSTRAND	2.LS.1.	Determine patterns and behavior (adaptations) of parents and offspring which help offspring to survive. <u>Virtual Field Trips</u> African Safari Grade 2 -Land and Water Around Us How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
PROFICIENCY STATEMENT / SUBSTRAND	2.LS.2.	Compare and contrast details of body plans and structures within the life cycles of plants and animals. <u>Virtual Field Trips</u> How Coral Reefs Are Formed
PROFICIENCY STATEMENT / SUBSTRAND	2.LS.3.	Classify living organisms according to variations in specific physical features (i.e. body coverings, appendages) and describe how those features may provide an advantage for survival in different environments. <u>Virtual Field Trips</u>

		African Safari How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
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**Indiana Academic Standards
Social Studies**

Grade: 2 - Adopted: 2014

STANDARD / STRAND	IN.2.	The Local and Regional Community
PROFICIENCY STATEMENT / SUBSTRAND	2.1.	History: Students differentiate between events that happened in the past and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives.
INDICATOR / STANDARD		Historical Knowledge
EXPECTATION / INDICATOR	2.1.1.	Identify when the local community was established and identify its founders and early settlers. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
EXPECTATION / INDICATOR	2.1.2.	Explain changes in daily life in the community over time using maps, photographs, news stories, Web sites or video images. <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
EXPECTATION / INDICATOR	2.1.3.	Identify individuals who had a positive impact on the local community. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
EXPECTATION / INDICATOR	2.1.4.	Identify and describe community celebrations, symbols and traditions and explain why they are important. <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 2 - Living Together
STANDARD / STRAND	IN.2.	The Local and Regional Community
PROFICIENCY STATEMENT / SUBSTRAND	2.1.	History: Students differentiate between events that happened in the past and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives.
INDICATOR / STANDARD		Chronological Thinking, Historical Comprehension, Research
EXPECTATION / INDICATOR	2.1.5.	Develop a simple timeline of important events in the history of the school and/or school community. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
EXPECTATION / INDICATOR	2.1.7.	Read about and summarize historical community events using a variety of resources (the library, digital media, print media, electronic media, and community resources). <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
STANDARD / STRAND	IN.2.	The Local and Regional Community

PROFICIENCY STATEMENT / SUBSTRAND	2.2.	Civics and Government: Students explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify individual actions that contribute to the good of the community and nation.
INDICATOR / STANDARD		Foundations of Government
EXPECTATION / INDICATOR	2.2.1.	Explain that the United States government is founded on the belief of equal rights for its citizens. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STANDARD / STRAND	IN.2.	The Local and Regional Community
PROFICIENCY STATEMENT / SUBSTRAND	2.2.	Civics and Government: Students explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify individual actions that contribute to the good of the community and nation.
INDICATOR / STANDARD		Functions of Government
EXPECTATION / INDICATOR	2.2.2.	Understand and explain why it is important for a community to have responsible government. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STANDARD / STRAND	IN.2.	The Local and Regional Community
PROFICIENCY STATEMENT / SUBSTRAND	2.2.	Civics and Government: Students explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify individual actions that contribute to the good of the community and nation.
INDICATOR / STANDARD		Roles of Citizens
EXPECTATION / INDICATOR	2.2.4.	Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences. <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 2 - Living Together Grade 3 - A Country of Cultures
EXPECTATION / INDICATOR	2.2.5.	Identify people who are good citizens and describe the character traits that make them admirable. <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 3 - How Government Helps Our Communities
STANDARD / STRAND	IN.2.	The Local and Regional Community
PROFICIENCY STATEMENT / SUBSTRAND	2.3.	Geography: Students locate their community, state and nation on maps and globes; identify major geographic characteristics of their local community; explore geographic relationships between the physical and environmental characteristics of their community, and compare neighborhoods in their community to those in other parts of the world.
INDICATOR / STANDARD		Places and Regions
EXPECTATION / INDICATOR	2.3.3.	Compare neighborhoods in your community and explain how physical features of the community affect people living there. <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

EXPECTATION / INDICATOR	2.3.4.	Compare neighborhoods in your community with those in other parts of the world. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Younger Grades
STANDARD / STRAND	IN.2.	The Local and Regional Community
PROFICIENCY STATEMENT / SUBSTRAND	2.3.	Geography: Students locate their community, state and nation on maps and globes; identify major geographic characteristics of their local community; explore geographic relationships between the physical and environmental characteristics of their community, and compare neighborhoods in their community to those in other parts of the world.
INDICATOR / STANDARD		Human Systems
EXPECTATION / INDICATOR	2.3.6.	Identify and describe cultural or human features on a map using map symbols. <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
EXPECTATION / INDICATOR	2.3.7.	Describe simple demographics of the school. <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors
STANDARD / STRAND	IN.2.	The Local and Regional Community
PROFICIENCY STATEMENT / SUBSTRAND	2.4.	Economics: Students describe how people in a community use productive resources, create a variety of businesses and industries, specialize in different types of jobs, and depend on each other to supply goods and services.
INDICATOR / STANDARD	2.4.2.	Identify productive resources used to produce goods and services in the community.
EXPECTATION / INDICATOR	2.4.2.1.	Productive Resources: human resources, natural resources, and capital resources used to produce goods and services. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us Grade 3 - The First Americans
STANDARD / STRAND	IN.2.	The Local and Regional Community
PROFICIENCY STATEMENT / SUBSTRAND	2.4.	Economics: Students describe how people in a community use productive resources, create a variety of businesses and industries, specialize in different types of jobs, and depend on each other to supply goods and services.
INDICATOR / STANDARD	2.4.3.	Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
INDICATOR / STANDARD	2.4.4.	Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work

INDICATOR / STANDARD	2.4.5.	Research goods and services produced in the local community and describe how people can be both producers and consumers. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
STANDARD / STRAND	IN.2.	The Local and Regional Community
PROFICIENCY STATEMENT / SUBSTRAND	2.4.	Economics: Students describe how people in a community use productive resources, create a variety of businesses and industries, specialize in different types of jobs, and depend on each other to supply goods and services.
INDICATOR / STANDARD	2.4.6.	Define opportunity cost and explain that because resources are limited in relation to people's wants (scarcity), people must make choices as to how to use resources.
EXPECTATION / INDICATOR	2.4.6.1.	Opportunity costs: term used in economics, to mean the value of the best alternative that would have been chosen instead. For example, a city is deciding between building a hospital or a parking garage on some vacant land. If they choose the hospital, the opportunity cost is the next best option (a parking garage) that might have been done with that same land instead. <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
STANDARD / STRAND	IN.2.	The Local and Regional Community
PROFICIENCY STATEMENT / SUBSTRAND	2.4.	Economics: Students describe how people in a community use productive resources, create a variety of businesses and industries, specialize in different types of jobs, and depend on each other to supply goods and services.
INDICATOR / STANDARD	2.4.8.	Explain why people trade for goods and services and explain how money makes trade easier. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
INDICATOR / STANDARD	2.4.9.	Explain the concept of savings and why this is important for individuals and for our economy. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer