

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. <u>Virtual Field Trips</u> 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. <u>Virtual Field Trips</u> African Safari How Coral Reefs Are Formed The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades 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. <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?
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. <u>Virtual Field Trips</u> 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. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
STANDARD / CONCEPTUAL UNDERSTANDING	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 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?
STANDARD / CONCEPTUAL UNDERSTANDING	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

New York State Learning Standards and Core Curriculum

Social Studies

Grade: 2 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.2P.	Grade 2: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	2P.A.	Gathering, Interpreting and Using Evidence
STANDARD / CONCEPTUAL UNDERSTANDING	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 UNDERSTANDING	2P.B.1.	Retell a community event in sequential order. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
STANDARD / CONCEPTUAL UNDERSTANDING	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 UNDERSTANDING	2P.B.4.	Identify changes over time in his/her community. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
STANDARD / CONCEPTUAL UNDERSTANDING	2P.B.5.	Identify events of the past, present, and future in his/her community life. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
STANDARD / CONCEPTUAL UNDERSTANDING	2P.B.6.	Recognize and identify patterns of continuity and change in communities. <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 UNDERSTANDING	2P.C.1.	Identify similarities and differences between communities. <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
STANDARD / CONCEPTUAL UNDERSTANDING	2P.C.3.	Describe an event in his/her community. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
STANDARD / CONCEPTUAL UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	2P.D.1.	Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations, such as maps, photographs, satellite images, 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
STANDARD / CONCEPTUAL UNDERSTANDING	2P.D.2.	Distinguish human activities and human-made features from natural events or physical features. <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
STANDARD / CONCEPTUAL UNDERSTANDING	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.

		<u>Virtual Field Trips</u> Grade 2 - Work and Money
STANDARD / CONCEPTUAL UNDERSTANDING	2P.E.4.	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
STANDARD / CONCEPTUAL UNDERSTANDING	2P.E.5.	Identify goods and services that government provides and the role of taxes. <u>Virtual Field Trips</u> 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.3.	Identify the elements of the community's political system. <u>Virtual Field Trips</u> 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. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us 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. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5
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	2.1c.	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.

		<u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5
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	2.1d.	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. <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.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.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
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
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. <u>Virtual Field Trips</u> 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. <u>Virtual Field Trips</u> 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. <u>Virtual Field Trips</u> 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. <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
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. <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Living Together 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	2.4.	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. <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Living Together 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	2.4.	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	2.5b.	The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.
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. <u>Virtual Field Trips</u> 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. <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.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. <u>Virtual Field Trips</u> 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. <u>Virtual Field Trips</u> 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. <u>Virtual Field Trips</u> 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. <u>Virtual Field Trips</u> 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). <u>Virtual Field Trips</u> 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). <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
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. <u>Virtual Field Trips</u> 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. <u>Virtual Field Trips</u> 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. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
EXPECTATION / CONTENT SPECIFICATION	2.9b.	Students will distinguish between goods and services and identify goods produced in their community. <u>Virtual Field Trips</u> 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.	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	2.9c.1.	Students will identify different types of jobs performed in their community. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
GRADE EXPECTATION	2.9c.2.	Students will explain the services provided by community workers. <u>Virtual Field Trips</u> 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	2.9d.	At times, neighboring communities share resources and workers to support multiple communities.
GRADE EXPECTATION	2.9d.1.	Students will explore how communities share resources and services with other communities. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - The First Americans