

**Main Criteria:** Tennessee Academic Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 2

**Correlation Options:** Show Correlated

**Tennessee Academic Standards**

**Science**

Grade: 2 - Adopted: 2007

<b>STRAND / STANDARD / COURSE</b>	<b>TN.T/E.</b>	<b>Technology and Engineering</b>
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>CS.T/E.</b>	Society benefits when engineers apply scientific discoveries to design materials and processes that develop into enabling technologies.
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>	<b>GQ.T/E.</b>	How do science concepts, engineering skills, and applications of technology improve the quality of life?
<b>LEARNING EXPECTATION</b>	<b>GLE.0207.T/E.</b>	<b>Grade Level Expectations</b>
<b>INDICATOR</b>	<b>GLE.0207.T/E.1.</b>	Recognize that both natural materials and human-made tools have specific characteristics that determine their uses.  <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 - Part 2 - Younger Grades
<b>STRAND / STANDARD / COURSE</b>	<b>TN.T/E.</b>	<b>Technology and Engineering</b>
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>CS.T/E.</b>	Society benefits when engineers apply scientific discoveries to design materials and processes that develop into enabling technologies.
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>	<b>GQ.T/E.</b>	How do science concepts, engineering skills, and applications of technology improve the quality of life?
<b>LEARNING EXPECTATION</b>	<b>0207.T/E.</b>	<b>Checks for Understanding</b>
<b>INDICATOR</b>	<b>0207.T/E.1.</b>	Explain how simple tools are used to extend the senses, make life easier, and solve everyday problems.  <u>Virtual Field Trips</u> Grade 1 - Life Long Ago Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
<b>STRAND / STANDARD / COURSE</b>	<b>TN.1.</b>	<b>Life Science: Cells</b>
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>CS.1.</b>	All living things are made of cells that perform functions necessary for life.
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>	<b>GQ.1.</b>	How are plant and animals cells organized to carry on the processes of life?
<b>LEARNING EXPECTATION</b>	<b>GLE.0207.1.</b>	<b>Grade Level Expectations</b>
<b>INDICATOR</b>	<b>GLE.0207.1.1.</b>	Recognize that plants and animals are made up of smaller parts and use food, water, and air to survive.  <u>Virtual Field Trips</u> African Safari Grade 2 -Land and Water Around Us How Coral Reefs Are Formed The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?

<b>STRAND / STANDARD / COURSE</b>	<b>TN.1.</b>	<b>Life Science: Cells</b>
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>CS.1.</b>	<b>All living things are made of cells that perform functions necessary for life.</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>	<b>GQ.1.</b>	<b>How are plant and animals cells organized to carry on the processes of life?</b>
<b>LEARNING EXPECTATION</b>	<b>0207.1.</b>	<b>Checks for Understanding</b>
<b>INDICATOR</b>	<b>0207.1.1.</b>	Design a new living thing and explain how it would acquire food, water, and air.  <u>Virtual Field Trips</u> African Safari Grade 2 -Land and Water Around Us How Coral Reefs Are Formed The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
<b>STRAND / STANDARD / COURSE</b>	<b>TN.2.</b>	<b>Life Science: Interdependence</b>
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>CS.2.</b>	<b>All life is interdependent and interacts with the environment.</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>	<b>GQ.2.</b>	<b>How do living things interact with one another and with the non-living elements of their environment?</b>
<b>LEARNING EXPECTATION</b>	<b>GLE.0207.2.</b>	<b>Grade Level Expectations</b>
<b>INDICATOR</b>	<b>GLE.0207.2.1.</b>	Investigate the habitats of different kinds of local plants and animals.  <u>Virtual Field Trips</u> The Amazon Rainforest
<b>INDICATOR</b>	<b>GLE.0207.2.2.</b>	Investigate living things found in different places.  <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>INDICATOR</b>	<b>GLE.0207.2.3.</b>	Identify basic ways that plants and animals depend on each other.  <u>Virtual Field Trips</u> African Safari The Amazon Rainforest - Part 2 - Younger Grades
<b>STRAND / STANDARD / COURSE</b>	<b>TN.2.</b>	<b>Life Science: Interdependence</b>
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>CS.2.</b>	<b>All life is interdependent and interacts with the environment.</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>	<b>GQ.2.</b>	<b>How do living things interact with one another and with the non-living elements of their environment?</b>
<b>LEARNING EXPECTATION</b>	<b>0207.2.</b>	<b>Checks for Understanding</b>
<b>INDICATOR</b>	<b>0207.2.1.</b>	Draw or use pictures of a local environment to label the plants and animals.  <u>Virtual Field Trips</u> African Safari
<b>INDICATOR</b>	<b>0207.2.2.</b>	Investigate ways that plants and animals depend on each other.  <u>Virtual Field Trips</u>

		African Safari The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR	0207.2.3.	Construct a flow chart that demonstrates how plants, animals, and the environment interact to provide basic life requirements.  <u>Virtual Field Trips</u> The Amazon Rainforest
STRAND / STANDARD / COURSE	TN.3.	Life Science: Flow of Matter and Energy
CONCEPTUAL STRAND / GUIDING QUESTION	CS.3.	Matter and energy flow through the biosphere.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.3.	What scientific information explains how matter and energy flow through the biosphere?
LEARNING EXPECTATION	GLE.0207.3.	Grade Level Expectations
INDICATOR	GLE.0207.3.1.	Recognize that animals eat plants or other animals for food.  <u>Virtual Field Trips</u> African Safari The Amazon Rainforest Who Lives On a Coral Reef?
STRAND / STANDARD / COURSE	TN.3.	Life Science: Flow of Matter and Energy
CONCEPTUAL STRAND / GUIDING QUESTION	CS.3.	Matter and energy flow through the biosphere.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.3.	What scientific information explains how matter and energy flow through the biosphere?
LEARNING EXPECTATION	0207.3.	Checks for Understanding
INDICATOR	0207.3.1.	Describe the habitat of a particular organism based on its food, water, and air requirements.  <u>Virtual Field Trips</u> The Amazon Rainforest
INDICATOR	0207.3.2.	Design a model of a habitat for an organism in which all of its needs would be met.  <u>Virtual Field Trips</u> The Amazon Rainforest
STRAND / STANDARD / COURSE	TN.4.	Life Science: Heredity
CONCEPTUAL STRAND / GUIDING QUESTION	CS.4.	Plants and animals reproduce and transmit hereditary information between generations.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.4.	What are the principal mechanisms by which living things reproduce and transmit information between parents and offspring?
LEARNING EXPECTATION	GLE.0207.4.	Grade Level Expectations
INDICATOR	GLE.0207.4.1.	Compare the life cycles of various organisms.  <u>Virtual Field Trips</u> How Coral Reefs Are Formed
STRAND / STANDARD / COURSE	TN.4.	Life Science: Heredity
CONCEPTUAL STRAND / GUIDING QUESTION	CS.4.	Plants and animals reproduce and transmit hereditary information between generations.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.4.	What are the principal mechanisms by which living things reproduce and transmit information between parents and offspring?
LEARNING EXPECTATION	0207.4.	Checks for Understanding

INDICATOR	0207.4.1.	Compare and contrast the life cycles of different organisms such as a chicken, butterfly, meal worm, frog, or human.  <u>Virtual Field Trips</u> How Coral Reefs Are Formed
INDICATOR	0207.4.2.	Sequence a collection of pictures or illustrations into the correct stages of an organism's life cycle.  <u>Virtual Field Trips</u> How Coral Reefs Are Formed
STRAND / STANDARD / COURSE	TN.5.	Life Science: Biodiversity and Change
CONCEPTUAL STRAND / GUIDING QUESTION	CS.5.	A rich variety of complex organisms have developed in response to a continually changing environment.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.5.	How does natural selection explain how organisms have changed over time?
LEARNING EXPECTATION	GLE.0207.5.	Grade Level Expectations
INDICATOR	GLE.0207.5.1.	Investigate the relationship between an animal's characteristics and the features of the environment where it lives.  <u>Virtual Field Trips</u> African Safari Grade 2 -Land and Water Around Us How Coral Reefs Are Formed The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
STRAND / STANDARD / COURSE	TN.5.	Life Science: Biodiversity and Change
CONCEPTUAL STRAND / GUIDING QUESTION	CS.5.	A rich variety of complex organisms have developed in response to a continually changing environment.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.5.	How does natural selection explain how organisms have changed over time?
LEARNING EXPECTATION	0207.5.	Checks for Understanding
INDICATOR	0207.5.1.	Compare and contrast the characteristics of organisms from two different environments.  <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?
INDICATOR	0207.5.2.	Infer the characteristics needed by an organism to survive in a particular environment.  <u>Virtual Field Trips</u> African Safari Grade 2 -Land and Water Around Us How Coral Reefs Are Formed The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
STRAND / STANDARD / COURSE	TN.7.	Earth and Space Science: The Earth
CONCEPTUAL STRAND / GUIDING QUESTION	CS.7.	Major geologic events that occur over eons or brief moments in time continually shape and reshape the surface of the Earth, resulting in continuous global change.

GUIDING QUESTION / LEARNING EXPECTATION	GQ.7.	How is the earth affected by long-term and short term geological cycles and the influence of man?
LEARNING EXPECTATION	GLE.0207.7.	Grade Level Expectations
INDICATOR	GLE.0207.7.3.	Differentiate between renewable and non-renewable resources.  <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us The Amazon Rainforest - Part 2 - Younger Grades
STRAND / STANDARD / COURSE	TN.7.	Earth and Space Science: The Earth
CONCEPTUAL STRAND / GUIDING QUESTION	CS.7.	Major geologic events that occur over eons or brief moments in time continually shape and reshape the surface of the Earth, resulting in continuous global change.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.7.	How is the earth affected by long-term and short term geological cycles and the influence of man?
LEARNING EXPECTATION	0207.7.	Checks for Understanding
INDICATOR	0207.7.3.	Identify and categorize items in the classroom made from renewable or nonrenewable resources.  <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR	0207.7.4.	Identify simple methods for reusing the earth's resources.  <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us
STRAND / STANDARD / COURSE	TN.8.	Earth and Space Science: The Atmosphere
CONCEPTUAL STRAND / GUIDING QUESTION	CS.8.	The earth is surrounded by an active atmosphere and an energy system that controls the distribution life, local weather, climate, and global temperature.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.8.	How do the physical characteristics and the chemical makeup of the atmosphere influence surface processes and life on Earth?
LEARNING EXPECTATION	GLE.0207.8.	Grade Level Expectations
INDICATOR	GLE.0207.8.1.	Associate temperature patterns with seasonal changes.  <u>Virtual Field Trips</u> African Safari Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us
STRAND / STANDARD / COURSE	TN.8.	Earth and Space Science: The Atmosphere
CONCEPTUAL STRAND / GUIDING QUESTION	CS.8.	The earth is surrounded by an active atmosphere and an energy system that controls the distribution life, local weather, climate, and global temperature.
GUIDING QUESTION / LEARNING EXPECTATION	GQ.8.	How do the physical characteristics and the chemical makeup of the atmosphere influence surface processes and life on Earth?
LEARNING EXPECTATION	0207.8.	Checks for Understanding
INDICATOR	0207.8.1.	Use records and graphs of seasonal temperature changes to draw conclusions about the weather during different times of the year.  <u>Virtual Field Trips</u> African Safari Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us

Tennessee Academic Standards

Social Studies

Grade: 2 - Adopted: 2013

STRAND / STANDARD / COURSE	TN.2.	Life in the United States
CONCEPTUAL STRAND / GUIDING QUESTION		Culture
GUIDING QUESTION / LEARNING EXPECTATION	2.1.	Compare the beliefs, customs, ceremonies, and traditions of the varied cultures represented in the United States by researching informational texts.  <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures
STRAND / STANDARD / COURSE	TN.2.	Life in the United States
CONCEPTUAL STRAND / GUIDING QUESTION		Economics
GUIDING QUESTION / LEARNING EXPECTATION	2.10.	Participate in a shared research and writing project exploring how products are imported and exported to meet the needs of the people in the United States.  <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
GUIDING QUESTION / LEARNING EXPECTATION	2.12.	Describe the purpose of a budget and create a simple budget using money to buy goods and services.  <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
STRAND / STANDARD / COURSE	TN.2.	Life in the United States
CONCEPTUAL STRAND / GUIDING QUESTION		Geography
GUIDING QUESTION / LEARNING EXPECTATION	2.13.	Compare how maps and globes depict geographical information in different ways.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
GUIDING QUESTION / LEARNING EXPECTATION	2.15.	Create a map depicting the current boundaries of the United States, Canada, and Mexico and recognize they are part of the North American continent.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
STRAND / STANDARD / COURSE	TN.2.	Life in the United States
CONCEPTUAL STRAND / GUIDING QUESTION		Geography
GUIDING QUESTION / LEARNING EXPECTATION	2.17.	Locate major cities, bodies of water, mountain ranges and rivers in the United States:
LEARNING EXPECTATION	2.17.1.	Cities: Chattanooga, Knoxville, Los Angeles, Memphis, Miami, Nashville, New Orleans, New York City, Seattle, St. Louis, Washington D.C.  <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 3 - Geography of Our Communities Washington, DC - Grades K - 5
LEARNING EXPECTATION	2.17.2.	Bodies of Water: Great Lakes, Gulf of Mexico, Atlantic and Pacific Oceans

		<u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
LEARNING EXPECTATION	2.17.4.	Mountain Ranges: Alaska Range, Appalachian, Rockies  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
STRAND / STANDARD / COURSE	TN.2.	Life in the United States
CONCEPTUAL STRAND / GUIDING QUESTION		Geography
GUIDING QUESTION / LEARNING EXPECTATION	2.18.	Compare physical features of the earth, including island s, lakes, mountains, oceans, peninsulas, plains, plateaus, rivers, and valleys.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Washington, DC - Grades K - 5
STRAND / STANDARD / COURSE	TN.2.	Life in the United States
CONCEPTUAL STRAND / GUIDING QUESTION		Government & Civics
GUIDING QUESTION / LEARNING EXPECTATION	2.21.	Recite and analyze the lyrics of “The Star Spangled Banner “ to determine the meaning of the song and its origins in the War of 1812.  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
GUIDING QUESTION / LEARNING EXPECTATION	2.22.	Identify the location and summarize the significance of well-known sites and land marks in the United States including Mt. Rushmore, The White House, Statue of Liberty, Golden Gate Bridge, St. Louis Arch, Natchez Trace, and Grand Canyon.  <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
GUIDING QUESTION / LEARNING EXPECTATION	2.24.	With guidance and support, read how government systems were laid out in the Constitution of the United States and the Tennessee Constitution to form three balanced branches with checks and balances.  <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
GUIDING QUESTION / LEARNING EXPECTATION	2.26.	Summarize how the United States makes laws, determines whether laws have been violated, and the consequences for breaking different types of laws.  <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work
GUIDING QUESTION / LEARNING EXPECTATION	2.27.	Explain the development and consequences of rules in the United States, including traffic laws, laws on drugs and alcohol, laws against harm, and basic tax laws.  <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government

		Grade 2 - Living Together Grade 2 - Our Government At Work
GUIDING QUESTION / LEARNING EXPECTATION	2.28.	Explain how individuals living in societies went from developing rules for small groups (as in early colonial times) to developing rules for larger groups, including states and nations.  <u>Virtual Field Trips</u> Grade 3 - The First Americans
GUIDING QUESTION / LEARNING EXPECTATION	2.29.	Identify the rights and responsibilities of citizens of the United States.  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / STANDARD / COURSE	TN.2.	Life in the United States
CONCEPTUAL STRAND / GUIDING QUESTION		History
GUIDING QUESTION / LEARNING EXPECTATION	2.32.	Participate in shared research using biographies to interpret the significance of contributions made by people of the United States, recounting or describing key ideas and details from the texts. Teachers may choose any biographies. Some suggestions are as follows: John Smith, Pocahontas, Benjamin Franklin, George Washington, Benjamin Banneker, Nancy Ward, James Robertson, John Sevier, Sequoyah, David Crockett, Sacagawea, Sam Houston, Abraham Lincoln, Harriet Beecher Stowe, Fredrick Douglass, Harriet Tubman, Sitting Bull, Booker T. Washington, Ida B. Wells, the Wright Brothers Marian Anderson, Thurgood Marshall, Rosa Parks, Jackie Robinson, Cesar Chavez, Martin Luther King, Jr., Neil Armstrong, Roberto Clemente, Wilma Rudolph, Sally Ride, and Bill Gates.  <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
GUIDING QUESTION / LEARNING EXPECTATION	2.35.	Select major events from texts to place sequentially on a timeline to show the sequence and main ideas of events in history.  <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
GUIDING QUESTION / LEARNING EXPECTATION	2.36.	Explain the connection between a series of events in United States history. Teachers may choose any events. Some suggestions are as follows: Jamestown, Plymouth, Westward Expansion, Trail of Tears, Industrial Revolution, Ellis Island , Suffrage Movement, Great Depression, Dust Bowl, the Civil Rights Movement, and wars involving the United States.  <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
GUIDING QUESTION / LEARNING EXPECTATION	2.37.	Narrate a perspective of a historical event in the United States using details to describe actions, thoughts, and feelings, using temporal words to signal event order and provide a sense of closure.  <u>Virtual Field Trips</u>



		<b>Grade 2 - Early Americans</b> <b>Grade 3 - How The Country Was Settled</b> <b>Grade 3 - The First Americans</b> <b>Washington, DC - Grades K - 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>	<b>2.39.</b>	Summarize the importance of commemorative months including Black History, Women’s History, Hispanic Heritage, and American Indian Heritage.  <u>Virtual Field Trips</u> <b>Grade 1 - Life Long Ago</b> <b>Grade 2 - Early Americans</b> <b>Grade 3 - How The Country Was Settled</b>

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