

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

**California Content Standards  
 Science**

Grade: 2 - Adopted: 2013

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.2-LS.</b>	<b>LIFE SCIENCE</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>2-LS2.</b>	<b>Ecosystems: Interactions, Energy, and Dynamics</b>
<b>EXPECTATION / SUBSTRAND</b>		Students who demonstrate understanding can:
<b>FOUNDATION / PROFICIENCY LEVEL</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>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.2-LS.</b>	<b>LIFE SCIENCE</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>2-LS4.</b>	<b>Biological Evolution: Unity and Diversity</b>
<b>EXPECTATION / SUBSTRAND</b>		Students who demonstrate understanding can:
<b>FOUNDATION / PROFICIENCY LEVEL</b>	<b>2-LS4-1.</b>	Make observations of plants and animals to compare the diversity of life in different habitats[Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific 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>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.2-ESS.</b>	<b>EARTH AND SPACE SCIENCE</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>2-ESS1.</b>	<b>Earth's Place in the Universe</b>
<b>EXPECTATION / SUBSTRAND</b>		Students who demonstrate understanding can:
<b>FOUNDATION / PROFICIENCY LEVEL</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>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.2-ESS.</b>	<b>EARTH AND SPACE SCIENCE</b>
<b>PERFORMANCE STANDARD / MODE</b>	<b>2-ESS2.</b>	<b>Earth's Systems</b>
<b>EXPECTATION / SUBSTRAND</b>		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	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
FOUNDATION / PROFICIENCY LEVEL	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?
FOUNDATION / PROFICIENCY LEVEL	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

### California Content Standards

#### Social Studies

Grade: 2 - Adopted: 1998

CONTENT STANDARD / DOMAIN / PART	CA.2.	People Who Make a Difference
PERFORMANCE STANDARD / MODE	2.2.	Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.
EXPECTATION / SUBSTRAND	2.2.2.	Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Washington, DC - Grades K - 5
CONTENT STANDARD / DOMAIN / PART	CA.2.	People Who Make a Difference
PERFORMANCE STANDARD / MODE	2.3.	Students explain governmental institutions and practices in the United States and other countries.
EXPECTATION / SUBSTRAND	2.3.1.	Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.  <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work
CONTENT STANDARD / DOMAIN / PART	CA.2.	People Who Make a Difference
PERFORMANCE STANDARD / MODE	2.4.	Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.
EXPECTATION / SUBSTRAND	2.4.2.	Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.

		<u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
PERFORMANCE STANDARD / MODE	2.5.	Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).  <u>Virtual Field Trips</u> Grade 2 - Early Americans
CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	K-5.CST.	Chronological and Spatial Thinking
EXPECTATION / SUBSTRAND	K-5.CST.2.	Students correctly apply terms related to time, including past, present, future, decade, century, and generation.  <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans
EXPECTATION / SUBSTRAND	K-5.CST.3.	Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.  <u>Virtual Field Trips</u> Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 2 - Living Together Grade 3 - How The Country Was Settled Grade 3 - The First Americans
EXPECTATION / SUBSTRAND	K-5.CST.4.	Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
EXPECTATION / SUBSTRAND	K-5.CST.5.	Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	K-5.REPV.	Research, Evidence, and Point of View

EXPECTATION / SUBSTRAND	K-5.REPV.2.	Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - How The Country Was Settled Grade 3 - The First Americans
CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	K-5.HI.	Historical Interpretation
EXPECTATION / SUBSTRAND	K-5.HI.1.	Students summarize the key events of the era they are studying and explain the historical contexts of those events.  <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
EXPECTATION / SUBSTRAND	K-5.HI.2.	Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.  <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 Washington, DC - Grades K - 5
EXPECTATION / SUBSTRAND	K-5.HI.3.	Students identify and interpret the multiple causes and effects of historical events.  <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans