

**Main Criteria:** Maine Learning Results  
**Secondary Criteria:** Virtual Field Trips  
**Subjects:** Science, Social Studies  
**Grade:** 2  
**Correlation Options:** Show Correlated

**Maine Learning Results  
 Science**

Grade: 2 - Adopted: 2007

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| STRAND / DOMAIN                  | ME.A.  | Unifying Themes: Students apply the principles of systems, models, constancy and change, and scale in science and technology.  |
| CATEGORY / PERFORMANCE INDICATOR | A.1.   | Systems: Students recognize that parts work together, and make up whole man-made and natural objects.  |
| STANDARD                         | A.1.a. | Explain that most man-made and natural objects are made of parts.<br><br><u>Virtual Field Trips</u><br>African Safari<br>How Coral Reefs Are Formed<br>The Amazon Rainforest<br>Who Lives On a Coral Reef?   |
| STANDARD                         | A.1.b. | Explain that when put together, parts can do things they could not do separately.<br><br><u>Virtual Field Trips</u><br>African Safari<br>Grade 2 -Land and Water Around Us<br>Grade 3 - Geography of Our Communities<br>How Coral Reefs Are Formed<br>The Amazon Rainforest<br>The Amazon Rainforest - Part 2 - Younger Grades<br>Who Lives On a Coral Reef? |
| STRAND / DOMAIN                  | ME.A.  | Unifying Themes: Students apply the principles of systems, models, constancy and change, and scale in science and technology.  |
| CATEGORY / PERFORMANCE INDICATOR | A.3.   | Constancy and Change: Students observe that in the physical setting, the living environment, and the technological world some things change over time and some things stay the same.   |
| STANDARD                         | A.3.a. | Describe the size, weight, color, or movement of things over varying lengths of time and note qualities that change or remain the same.<br><br><u>Virtual Field Trips</u><br>How Coral Reefs Are Formed<br>Who Lives On a Coral Reef?  |
| STRAND / DOMAIN                  | ME.A.  | Unifying Themes: Students apply the principles of systems, models, constancy and change, and scale in science and technology.  |
| CATEGORY / PERFORMANCE INDICATOR | A.4.   | Scale: Students observe differences in scale.  |
| STANDARD                         | A.4.a. | Compare significantly different sizes, weights, ages, and speeds of objects.<br><br><u>Virtual Field Trips</u><br>The Amazon Rainforest  |
| STRAND / DOMAIN                  | ME.D.  | The Physical Setting: Students understand the universal nature of matter, energy, force, and motion and identify how these   |

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|                                  |        | relationships are exhibited in Earth Systems, in the solar system, and throughout the universe.  |
| CATEGORY / PERFORMANCE INDICATOR | D.2.   | Earth: Students describe Earth's weather and surface materials and the different ways they change.   |
| STANDARD                         | D.2.b. | Describe the way in which weather changes over months.<br><br><u>Virtual Field Trips</u><br>African Safari<br>Grade 1 - The Earth Around Us<br>Grade 2 -Land and Water Around Us   |
| STRAND / DOMAIN                  | ME.E.  | The Living Environment: Students understand that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Students understand similarities and differences between humans and other organisms and the interconnections of these interdependent webs. |
| CATEGORY / PERFORMANCE INDICATOR | E.1.   | Biodiversity: Students describe similarities and differences in the observable behaviors, features, and needs of plants and animals.   |
| STANDARD                         | E.1.a. | Describe similarities and differences in the way plants and animals look and the things that they do.<br><br><u>Virtual Field Trips</u><br>African Safari<br>How Coral Reefs Are Formed<br>The Amazon Rainforest<br>Who Lives On a Coral Reef?   |
| STANDARD                         | E.1.b. | Describe some features of plants and animals that help them live in different environments.<br><br><u>Virtual Field Trips</u><br>African Safari<br>Grade 2 -Land and Water Around Us<br>How Coral Reefs Are Formed<br>The Amazon Rainforest<br>Who Lives On a Coral Reef?  |
| STANDARD                         | E.1.c. | Describe how organisms change during their lifetime.<br><br><u>Virtual Field Trips</u><br>How Coral Reefs Are Formed   |
| STRAND / DOMAIN                  | ME.E.  | The Living Environment: Students understand that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Students understand similarities and differences between humans and other organisms and the interconnections of these interdependent webs. |
| CATEGORY / PERFORMANCE INDICATOR | E.2.   | Ecosystems: Students understand how plants and animals depend on each other and the environment in which they live.  |
| STANDARD                         | E.2.a. | Explain that animals use plants and other animals for food, shelter, and nesting.<br><br><u>Virtual Field Trips</u><br>The Amazon Rainforest - Part 2 - Younger Grades   |
| STANDARD                         | E.2.b. | Compare different animals and plants that live in different environments of the world.<br><br><u>Virtual Field Trips</u>   |

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|                                  |        | African Safari<br>Grade 3 - Geography of Our Communities<br>How Coral Reefs Are Formed<br>The Amazon Rainforest<br>The Amazon Rainforest - Part 2 - Younger Grades<br>Who Lives On a Coral Reef?   |
| STRAND / DOMAIN                  | ME.E.  | The Living Environment: Students understand that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Students understand similarities and differences between humans and other organisms and the interconnections of these interdependent webs. |
| CATEGORY / PERFORMANCE INDICATOR | E.3.   | Cells: Students describe parts and wholes of living things, their basic needs, and the structures and processes that help them stay alive.   |
| STANDARD                         | E.3.a. | List living things and their parts.<br><br><u>Virtual Field Trips</u><br>African Safari<br>How Coral Reefs Are Formed<br>The Amazon Rainforest<br>Who Lives On a Coral Reef?   |
| STANDARD                         | E.3.c. | List the basic things that most organisms need to survive.<br><br><u>Virtual Field Trips</u><br>Grade 2 -Land and Water Around Us<br>How Coral Reefs Are Formed<br>The Amazon Rainforest - Part 2 - Younger Grades   |
| STANDARD                         | E.3.d. | Identify structures that help organisms do things to stay alive.<br><br><u>Virtual Field Trips</u><br>African Safari<br>Grade 2 -Land and Water Around Us<br>How Coral Reefs Are Formed<br>The Amazon Rainforest<br>The Amazon Rainforest - Part 2 - Younger Grades<br>Who Lives On a Coral Reef?  |
| STRAND / DOMAIN                  | ME.E.  | The Living Environment: Students understand that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Students understand similarities and differences between humans and other organisms and the interconnections of these interdependent webs. |
| CATEGORY / PERFORMANCE INDICATOR | E.4.   | Heredity and Reproduction: Students describe the cycle of birth, development, and death in different organisms and the ways in which organisms resemble their parents.   |
| STANDARD                         | E.4.b. | Describe the life cycle of a plant or animal (including being born, growing, reproducing, and dying).<br><br><u>Virtual Field Trips</u><br>How Coral Reefs Are Formed  |
| STRAND / DOMAIN                  | ME.E.  | The Living Environment: Students understand that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Students understand similarities and differences between humans and other organisms and the interconnections of these interdependent webs. |

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| <b>CATEGORY / PERFORMANCE INDICATOR</b> | <b>E.5.</b>   | <b>Evolution: Students describe similarities and differences between present day and past organisms that helped the organisms live in their environment.</b>   |
| <b>STANDARD</b>                         | <b>E.5.a.</b> | Describe some organisms' features that allow the organisms to live in places others cannot.<br><br><u>Virtual Field Trips</u><br>African Safari<br>Grade 2 -Land and Water Around Us<br>How Coral Reefs Are Formed<br>The Amazon Rainforest<br>The Amazon Rainforest - Part 2 - Younger Grades<br>Who Lives On a Coral Reef? |
| <b>STANDARD</b>                         | <b>E.5.b.</b> | Explain how some kinds of organisms that once lived on Earth have completely disappeared, although they were similar to some that are alive today.<br><br><u>Virtual Field Trips</u><br>The Amazon Rainforest - Part 2 - Younger Grades  |

### Maine Learning Results

#### Social Studies

Grade: 2 - Adopted: 2007

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| <b>STRAND / DOMAIN</b>                  | <b>ME.A.</b>  | <b>Applications of Social Studies Processes, Knowledge, and Skills: Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.</b>   |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> | <b>A.1.</b>   | <b>Researching and Developing Positions on Current Social Studies Issues: Students identify and investigate research questions related to social studies by locating, organizing, and sharing information.</b>  |
| <b>STANDARD</b>                         | <b>A.1.a.</b> | Identify questions related to social studies.<br><br><u>Virtual Field Trips</u><br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans   |
| <b>STANDARD</b>                         | <b>A.1.c.</b> | Locate and collect information for a specific purpose from sources including maps, photographs, charts, and graphs.<br><br><u>Virtual Field Trips</u><br>Grade 2 -Land and Water Around Us  |
| <b>STRAND / DOMAIN</b>                  | <b>ME.B.</b>  | <b>Civics and Government: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.</b> |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> | <b>B.1.</b>   | <b>Knowledge, Concepts, Themes, and Patterns of Civics/Government: Students understand key ideas and processes that characterize democratic government in the community and the United States.</b>  |
| <b>STANDARD</b>                         | <b>B.1.a.</b> | Describe and provide examples of democratic ideals.<br><br><u>Virtual Field Trips</u><br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Our Government At Work<br>Grade 3 - How Government Helps Our Communities                                     |
| <b>STANDARD</b>                         | <b>B.1.b.</b> | Recognize symbols, monuments, celebrations, and leaders of local, State, and national government.<br><br><u>Virtual Field Trips</u><br>Grade 1 - Let's Learn About the Government<br>Grade 1 - Life Long Ago  |

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|                                  |        | Grade 2 - Our Government At Work<br>Grade 3 - How Government Helps Our Communities<br>Washington, DC - Grades K - 5  |
| STANDARD                         | B.1.c. | Identify community workers and volunteers and the roles they play in promoting the common good.<br><br><u>Virtual Field Trips</u><br>Grade 1 - All About Work<br>Grade 2 - Work and Money  |
| STRAND / DOMAIN                  | ME.B.  | Civics and Government: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world. |
| CATEGORY / PERFORMANCE INDICATOR | B.3.   | Individual, Cultural, International, and Global Connections in Civics and Government: Students understand civic aspects of classroom traditions and decisions, and the traditions of various cultures, including Maine Native Americans.               |
| STANDARD                         | B.3.b. | Compare traditions that are similar across the nation and traditions that differ in various cultural groups including Maine Native Americans.<br><br><u>Virtual Field Trips</u><br>Grade 1 - Families and Neighbors<br>Grade 2 - Living Together       |
| STRAND / DOMAIN                  | ME.C.  | Economics: Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world.                              |
| CATEGORY / PERFORMANCE INDICATOR | C.1.   | Economic Knowledge, Concepts, Themes, and Patterns: Students understand the nature of economics as well as key foundation ideas.   |
| STANDARD                         | C.1.a. | Describe economics as how people make choices about how to use scarce resources to meet their wants and needs.<br><br><u>Virtual Field Trips</u><br>Grade 1 - All About Work<br>Grade 2 - Work and Money<br>Grade 3 - I Am a Consumer                  |
| STANDARD                         | C.1.b. | Describe how money is earned and managed in order to buy goods and services and save for the future.<br><br><u>Virtual Field Trips</u><br>Grade 1 - All About Work<br>Grade 2 - Work and Money<br>Grade 3 - I Am a Consumer                            |
| STRAND / DOMAIN                  | ME.C.  | Economics: Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world.                              |
| CATEGORY / PERFORMANCE INDICATOR | C.2.   | Individual, Cultural, International, and Global Connections in Economics: Students understand the influence of economics on individuals and groups in the United States and the world, including Maine Native Americans.                               |
| STANDARD                         | C.2.a. | Identify examples of how individuals, families, and communities, including Maine Native Americans, are influenced by economic factors.<br><br><u>Virtual Field Trips</u><br>Grade 3 - I Am a Consumer  |
| STANDARD                         | C.2.b. | Describe the work and contribution of various groups to the economics of the local community in the past and present.  |

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|   |               | <u>Virtual Field Trips</u><br>Grade 2 - Work and Money<br>Grade 3 - I Am a Consumer   |
| <b>STRAND / DOMAIN</b>                  | <b>ME.D.</b>  | <b>Geography: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.</b>   |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> | <b>D.1.</b>   | <b>Geographic Knowledge, Concepts, Themes, and Patterns: Students understand the nature and basic ideas of geography.</b>   |
| <b>STANDARD</b>                         | <b>D.1.a.</b> | Explain that geography is the study of the Earth's surface and peoples.<br><br><u>Virtual Field Trips</u><br>African Safari<br>Grade 1 - The Earth Around Us<br>Grade 2 -Land and Water Around Us<br>Grade 3 - Geography of Our Communities<br>Paris - City of Light - Grades K - 5<br>The Amazon Rainforest<br>The Amazon Rainforest - Part 2 - Younger Grades   |
| <b>STANDARD</b>                         | <b>D.1.b.</b> | Create visual representations of the immediate neighborhood and community.<br><br><u>Virtual Field Trips</u><br>Grade 1 - Families and Neighbors<br>Grade 1 - The Earth Around Us<br>Grade 2 - Living Together<br>Grade 3 - Geography of Our Communities<br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans  |
| <b>STANDARD</b>                         | <b>D.1.c.</b> | Use basic maps and globes to identify local and distant places and locations, directions (including N, S, E, and W), and basic physical, environmental, and cultural features.<br><br><u>Virtual Field Trips</u><br>Grade 2 -Land and Water Around Us   |
| <b>STRAND / DOMAIN</b>                  | <b>ME.E.</b>  | <b>History: Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.</b>  |
| <b>CATEGORY / PERFORMANCE INDICATOR</b> | <b>E.1.</b>   | <b>Historical Knowledge, Concepts, Themes, and Patterns: Students understand the nature of history as well as key foundation ideas.</b>   |
| <b>STANDARD</b>                         | <b>E.1.a.</b> | Describe history as "stories" of the past.<br><br><u>Virtual Field Trips</u><br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans  |
| <b>STANDARD</b>                         | <b>E.1.b.</b> | Identify a few key figures and events from personal history, and the history of the community, Maine, and the United States, especially those associated with historically-based traditions.<br><br><u>Virtual Field Trips</u><br>Grade 1 - The Earth Around Us<br>Grade 2 - Early Americans<br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans<br>Washington, DC - Grades K - 5 |
| <b>STANDARD</b>                         | <b>E.1.c.</b> | Identify past, present, and future in stories, pictures, poems, songs, or videos.   |

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|                                  |        | <u>Virtual Field Trips</u><br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans   |
| STANDARD                         | E.1.e. | Create a brief historical account about family, the local community, or the nation by using artifacts, photographs, or stories of the past.<br><br><u>Virtual Field Trips</u><br>Grade 1 - Life Long Ago<br>Grade 1 - The Earth Around Us<br>Grade 2 - Early Americans<br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans<br>Washington, DC - Grades K - 5  |
| STRAND / DOMAIN                  | ME.E.  | History: Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.  |
| CATEGORY / PERFORMANCE INDICATOR | E.2.   | Individual, Cultural, International, and Global Connections in History: Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans.  |
| STANDARD                         | E.2.a. | Explain how individuals, families, and communities share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts.<br><br><u>Virtual Field Trips</u><br>Grade 1 - Families and Neighbors<br>Grade 1 - The Earth Around Us<br>Grade 2 - Living Together<br>Grade 3 - Geography of Our Communities<br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans<br>Jerusalem - Then and Now (Younger Grades) |
| STANDARD                         | E.2.b. | Describe traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.<br><br><u>Virtual Field Trips</u><br>Grade 1 - Life Long Ago<br>Grade 2 - Our Government At Work<br>Grade 3 - A Country of Cultures<br>Grade 3 - How The Country Was Settled  |