

Main Criteria: Mississippi Standards and Frameworks

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 2

Correlation Options: Show Correlated

Mississippi Standards and Frameworks

Science

Grade: 2 - Adopted: 2010

COMPETENCY	MS.1.	Inquiry: Develop abilities necessary to conduct scientific investigations.
OBJECTIVE	1.b.	Compare, sort, and group objects according to two or more attributes. (DOK 2) <u>Virtual Field Trips</u> African Safari How Coral Reefs Are Formed Who Lives On a Coral Reef?
COMPETENCY	MS.1.	Inquiry: Develop abilities necessary to conduct scientific investigations.
OBJECTIVE	1.d.	Collect and display technological products (e.g., zipper, coat hook, ceiling fan pull chain, can opener, bridge, apple peeler, wheel barrow, nut cracker, etc.) to determine their function. (DOK 1) <u>Virtual Field Trips</u> Grade 1 - Life Long Ago Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades
COMPETENCY	MS.3.	Life Science: Develop and demonstrate an understanding of the characteristics, structures, life cycles, and environments of organisms.
OBJECTIVE	3.a.	Describe and categorize the characteristics of plants and animals. (DOK 2)
NUMBERED ITEMS	3.a.1.	Plant parts (leaves, stems, roots, and flowers) <u>Virtual Field Trips</u> The Amazon Rainforest
NUMBERED ITEMS	3.a.2.	Animals (vertebrates or invertebrates, cold-blooded or warm-blooded) <u>Virtual Field Trips</u> African Safari How Coral Reefs Are Formed Who Lives On a Coral Reef?
OBJECTIVE	3.c.	Identify the cause/effect relationships when basic needs of plants and animals are met and when they are not met. (DOK 1) <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us How Coral Reefs Are Formed
OBJECTIVE	3.d.	Compare the life cycles of plants and animals. (DOK 2) <u>Virtual Field Trips</u> How Coral Reefs Are Formed
COMPETENCY	MS.3.	Life Science: Develop and demonstrate an understanding of the characteristics, structures, life cycles, and environments of organisms.

OBJECTIVE	3.e.	Investigate and explain the interdependence of plants and animals. (DOK 2)
NUMBERED ITEMS	3.e.1.	Herbivore, carnivore, or omnivore <u>Virtual Field Trips</u> African Safari The Amazon Rainforest Who Lives On a Coral Reef?
NUMBERED ITEMS	3.e.2.	Predator-prey relationships <u>Virtual Field Trips</u> African Safari How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
COMPETENCY	MS.4.	Earth and Space Science: Develop an understanding of the properties of Earth materials, objects in the sky, and changes in Earth and sky.
OBJECTIVE	4.a.	Categorize different types of Earth materials, (e.g., rocks, minerals, soils, water, atmospheric gases). (DOK 2) <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities
OBJECTIVE	4.d.	Distinguish how actions or events related to the Earth's environment may be harmful or helpful. (DOK 2) <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities

Mississippi Standards and Frameworks

Social Studies

Grade: 2 - Adopted: 2011

COMPETENCY	MS.2.	SECOND GRADE (SCHOOL/NEIGHBORHOOD)
OBJECTIVE		Domestic Affairs
NUMBERED ITEMS	2.1.	Understand the concept and development of government.
INDICATOR	2.1.a.	Define the terms "government" and "voting." (DOK 1) <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work
INDICATOR	2.1.c.	Explain the voting process and how results are used. (DOK 1) <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work
COMPETENCY	MS.2.	SECOND GRADE (SCHOOL/NEIGHBORHOOD)
OBJECTIVE		Global/International Affairs
NUMBERED ITEMS	2.2.	Understand the locations of people, places, and environments and describe their characteristics.
INDICATOR	2.2.a.	Use a map of the North American continent to locate countries, oceans, Great Lakes, and mountain ranges. (DOK 1) <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities
COMPETENCY	MS.2.	SECOND GRADE (SCHOOL/NEIGHBORHOOD)

OBJECTIVE		Civil/Human Rights
NUMBERED ITEMS	2.3.	Understand the importance of individual actions and character traits that contribute to advancing civil/human rights.
INDICATOR	2.3.a.	Compare and contrast the terms "rights" and "responsibilities." (DOK 2) <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
INDICATOR	2.3.d.	Explain the role of people in authority (e.g., police officers, city officials, community leaders) in upholding human and civil rights. (DOK 1) <u>Virtual Field Trips</u> Grade 2 - Work and Money
COMPETENCY	MS.2.	SECOND GRADE (SCHOOL/NEIGHBORHOOD)
OBJECTIVE		Economics
NUMBERED ITEMS	2.4.	Understand how the production, distribution, and consumption of human-made resources and natural resources contribute to the community.
INDICATOR	2.4.a.	Describe production and consumption of human-made goods and services (e.g., food production involves farmers, processors, distributors, weather, land, and water resources; automobile industry involves designers, engineers, welders, robots, etc.). (DOK 2) <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - Businesses At Work
INDICATOR	2.4.c.	Explain the roles of producers and consumers. (DOK 2) <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
COMPETENCY	MS.2.	SECOND GRADE (SCHOOL/NEIGHBORHOOD)
OBJECTIVE		Culture
NUMBERED ITEMS	2.5.	Understand the unique characteristics of a variety of communities and cultures.
INDICATOR	2.5.b.	Compare and contrast neighborhoods to earlier generations in such areas as school, dress, manners, stories, games, and festivals drawing from biographies, oral histories, and folklore. (DOK 2) <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
INDICATOR	2.5.c.	Name historical figures of various cultures (e.g., Thomas Jefferson, Thomas Edison, Frederick Douglas, Harriet Tubman, Susan B. Anthony, etc.). (DOK 1) <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