

**Main Criteria:** New Mexico Content Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 2

**Correlation Options:** Show Correlated

**New Mexico Content Standards**

**Science**

Grade: 2 - Adopted: 2003

STRAND / CONTENT STANDARD	NM.I.	Scientific Thinking and Practice: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.
BENCHMARK / STANDARD	I-A.	Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	I-A.3a.	Make predictions based on observed patterns as opposed to random guessing.  <u>Virtual Field Trips</u> Who Lives On a Coral Reef?
STRAND / CONTENT STANDARD	NM.II.	Content of Science: Life Science: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
BENCHMARK / STANDARD	II-A.	Know that living things have diverse forms, structures, functions, and habitats.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-A.2a.	Observe and describe various shapes of fungi.  <u>Virtual Field Trips</u> The Amazon Rainforest
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-A.3a.	Know that bacteria and viruses are germs.  <u>Virtual Field Trips</u> The Amazon Rainforest
STRAND / CONTENT STANDARD	NM.II.	Content of Science: Life Science: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
BENCHMARK / STANDARD	II-B.	Know that living things have similarities and differences and that living things change over time.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-B.1a.	Explain that stages of the life cycle are different for different animals (e.g., mouse, cat, horse, butterfly, frog).  <u>Virtual Field Trips</u> How Coral Reefs Are Formed
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-B.3a.	Observe how the environment influences some characteristics of living things (e.g., amount of sunlight required for plant growth).  <u>Virtual Field Trips</u> African Safari Grade 2 -Land and Water Around Us 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 / CONTENT STANDARD	NM.II.	Content of Science: Life Science: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.
BENCHMARK / STANDARD	II-C.	Know the parts of the human body and their functions.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-C.2a.	Know that various nutrients are required for specific parts and functions of the body (e.g., milk for bones and teeth, protein for muscles, sugar for energy).  <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Younger Grades
STRAND / CONTENT STANDARD	NM.II.	Content of Science: Earth and Space Science: Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.
BENCHMARK / STANDARD	II-B.	Know the structure and formation of Earth and its atmosphere and the processes that shape them.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-B.4a.	Recognize the characteristics of the seasons.  <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us
STRAND / CONTENT STANDARD	NM.III.	Science and Society: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by, individuals and societies.
BENCHMARK / STANDARD	III-A.	Describe how science influences decisions made by individuals and societies.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	III-A.1a.	Describe ways to prevent the spread of germs (e.g., soap, bleach, cooking).  <u>Virtual Field Trips</u> The Amazon Rainforest
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	III-A.5a.	Know that science has discovered many things about objects, events, and nature and that there are many more questions to be answered.  <u>Virtual Field Trips</u> Grade 1 - Life Long Ago Grade 1 - The Earth Around Us Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades

## New Mexico Content Standards

### Social Studies

Grade: 2 - Adopted: 2009

STRAND / CONTENT STANDARD	NM.I:	History: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.
BENCHMARK / STANDARD	I-A:	New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	I-A:1.	Describe how historical people, groups, and events have influenced the local community.  <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
STRAND / CONTENT STANDARD	NM.I:	History: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.
BENCHMARK / STANDARD	I-B:	United States: Understand connections among historical events, people, and symbols significant to United States history and cultures.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	I-B:1.	Describe the cultural diversity of individuals and groups and their contributions to United States history (e.g., George Washington, Ben Franklin, Cesar Chavez, Rosa Parks, National Association for Advancement of Colored People [NAACP], tribal leaders, American Indian Movement [AIM]).  <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
STRAND / CONTENT STANDARD	NM.II:	Geography: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.
BENCHMARK / STANDARD	II-A:	Understand the concept of location by using and constructing maps, globes, and other geographic tools to identify and derive information about people, places, and environments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-A:1.	Use a variety of maps to locate specific places and regions.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-A:2.	Identify major landforms, bodies of water, and other places of significance in selected countries, continents, and oceans.  <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
STRAND / CONTENT STANDARD	NM.II:	Geography: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.
BENCHMARK / STANDARD	II-B:	Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-B:1.	Describe how climate, natural resources, and natural hazards affect activities and settlement patterns.  <u>Virtual Field Trips</u> African Safari 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 The Amazon Rainforest
STRAND / CONTENT STANDARD	NM.II:	Geography: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.
BENCHMARK / STANDARD	II-C:	Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-C:1.	Identify ways in which people depend on natural and man-made environments including natural resources to meet basic needs.

		<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 / CONTENT STANDARD	NM.II:	Geography: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.
BENCHMARK / STANDARD	II-E:	Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-E:1.	Describe how characteristics of culture affect behaviors and lifestyles.  <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Younger Grades
STRAND / CONTENT STANDARD	NM.II:	Geography: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.
BENCHMARK / STANDARD	II-F:	Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-F:1.	Describe ways that people and groups can conserve and replenish natural resources.  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
STRAND / CONTENT STANDARD	NM.III:	Civics and Government: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.
BENCHMARK / STANDARD	III-A:	Know the fundamental purposes, concepts, structures, and functions of local, state, tribal, and national governments.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	III-A:1.	Understand the purposes of government.  <u>Virtual Field Trips</u> Grade 2 - Our Government At Work
STRAND / CONTENT STANDARD	NM.III:	Civics and Government: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.
BENCHMARK / STANDARD	III-C:	Become familiar with the basic purposes of government in New Mexico and the United States.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	III-C:1.	Describe the concept of "public good" and identify local examples of systems that support the "public good."  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / CONTENT STANDARD	NM.III:	Civics and Government: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

BENCHMARK / STANDARD	III-D:	Understand rights and responsibilities of "good citizenship" as members of a family, school and community.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	III-D:1.	Understand characteristics of "good citizenship" as exemplified by historic and ordinary people.  <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 3 - How Government Helps Our Communities Grade 3 - How The Country Was Settled
STRAND / CONTENT STANDARD	NM.IV:	Economics: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.
BENCHMARK / STANDARD	IV-A:	Understand that individuals, households, businesses, governments, and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	IV-A:1.	Identify economic decisions made by individuals and households and explain how resources are distributed.  <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
STRAND / CONTENT STANDARD	NM.IV:	Economics: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.
BENCHMARK / STANDARD	IV-B:	Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	IV-B:1.	Understand the roles of producers and consumers in the production 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 / BENCHMARK / PROFICIENCY	IV-B:2.	Explain the role of the worker in the local economy.  <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
STRAND / CONTENT STANDARD	NM.IV:	Economics: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.
BENCHMARK / STANDARD	IV-C:	Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	IV-C:1.	Understand that money is the generally accepted medium of exchange in most societies, and that different countries use different currencies.  <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money