

**Main Criteria:** Colorado Academic Standards (CAS)

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 2

**Correlation Options:** Show Correlated

**Colorado Academic Standards (CAS)**

**Science**

Grade: 2 - Adopted: 2009

<b>CONTENT AREA</b>	<b>CO.2.</b>	<b>Life Science</b>
<b>STANDARD</b>	<b>2.1.</b>	<b>Organisms depend on their habitat's nonliving parts to satisfy their needs. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	2.1.a.	Use evidence to develop a scientific explanation about how organisms depend on their habitat.  <u>Virtual Field Trips</u> African Safari The Amazon Rainforest - Part 2 - Younger Grades
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	2.1.b.	Analyze and interpret data about nonliving components of a habitat  <u>Virtual Field Trips</u> The Amazon Rainforest
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	2.1.c.	Assess and provide feedback on other scientific explanations regarding why an organism can survive in its habitat  <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>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	2.1.d.	Use instruments to make observations about habitat components - for example, data can be collected from a fish tank to assess the environmental health (dissolved oxygen, pH, Nitrogen content).  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed Who Lives On a Coral Reef?
<b>CONTENT AREA</b>	<b>CO.2.</b>	<b>Life Science</b>
<b>STANDARD</b>	<b>2.2.</b>	<b>Each plant or animal has different structures or behaviors that serve different functions. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	2.2.a.	Use evidence to develop an explanation as to why a habitat is or is not suitable for a specific organism  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
<b>CONTENT AREA</b>	<b>CO.3.</b>	<b>Earth Systems Science</b>
<b>STANDARD</b>	<b>3.1.</b>	<b>Weather and the changing seasons impact the environment and organisms such as humans, plants, and other animals. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	3.1.a.	Use evidence to develop a scientific explanation for how the weather and changing seasons impacts the organisms such as humans, plants, and other animals - and the environment

		<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
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.1.b.	Analyze and interpret data such as temperatures in different locations (Sun or shade) at different times and seasons as evidence of how organisms and the environment are influenced by the weather and changing seasons  <u>Virtual Field Trips</u> African Safari Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.1.c.	Analyze ways in which severe weather contributes to catastrophic events such as floods and forest fires  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities

**Colorado Academic Standards (CAS)  
Social Studies**

Grade: 2 - Adopted: 2009

<b>CONTENT AREA</b>	<b>CO.1.</b>	<b>History</b>
<b>STANDARD</b>	<b>1.1.</b>	<b>Identify historical sources and utilize the tools of a historian. Students can:</b>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.1.a.	Identify community and regional historical artifacts and generate questions about their function and significance  <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.1.d.	Identify history as the story of the past preserved in various sources  <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.1.e.	Create timelines to understand the development of important community traditions and events  <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
<b>CONTENT AREA</b>	<b>CO.1.</b>	<b>History</b>
<b>STANDARD</b>	<b>1.2.</b>	<b>People have influenced the history of neighborhoods and communities. Students can:</b>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.a.	Organize the historical events of neighborhoods and communities chronologically  <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.b.	Compare and contrast past and present situations, people, and events in neighborhoods, communities, and the nation  <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 - Early Americans Grade 3 - How The Country Was Settled

		Grade 3 - The First Americans Washington, DC - Grades K - 5
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.c.	Give examples of people and events, and developments that brought important changes to the community  <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.d.	Compare how communities and neighborhoods are alike and different  <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.e.	Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to neighborhoods and communities  <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
<b>CONTENT AREA</b>	<b>CO.2.</b>	<b>Geography</b>
<b>STANDARD</b>	<b>2.1.</b>	<b>Geographic terms and tools are used to describe space and place. Students can:</b>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.b.	Identify and locate various physical features on a map  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.d.	Identify and locate cultural, human, political, and natural features using map keys and legends  <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
<b>CONTENT AREA</b>	<b>CO.2.</b>	<b>Geography</b>
<b>STANDARD</b>	<b>2.2.</b>	<b>People in communities manage, modify and depend on their environment. Students can:</b>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.a.	Identify how communities manage and use nonrenewable and renewable resources  <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
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.b.	Identify local boundaries in the community  <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.d.	Identify examples of physical features that affect human activity  <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
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.e.	Describe how the size and the character of a community change over time for geographic reasons  <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
<b>CONTENT AREA</b>	<b>CO.3.</b>	<b>Economics</b>
<b>STANDARD</b>	<b>3.1.</b>	<b>The scarcity of resources affects the choices of individuals and communities. Students can:</b>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.1.a.	Explain scarcity  <u>Virtual Field Trips</u> Grade 2 - Work and Money
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.1.b.	Identify goods and services and recognize examples of each  <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.1.c.	Give examples of choices people make when resources are scarce  <u>Virtual Field Trips</u> Grade 2 - Work and Money
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.1.d.	Identify possible solutions when there are limited resources and unlimited demands  <u>Virtual Field Trips</u> Grade 2 - Work and Money
<b>CONTENT AREA</b>	<b>CO.3.</b>	<b>Economics</b>
<b>STANDARD</b>	<b>3.2.</b>	<b>Apply decision-making processes to financial decisions (PFL). Students can:</b>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.a.	Identify components of financial decision-making including gathering, evaluating, and prioritizing information based on a financial goal, and predicting the possible outcome of a decision  <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.b.	Differentiate between a long-term and a short-term goal  <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
<b>CONTENT AREA</b>	<b>CO.4.</b>	<b>Civics</b>
<b>STANDARD</b>	<b>4.1.</b>	<b>Responsible community members advocate for their ideas. Students can:</b>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.1.c.	Describe ways in which you can take an active part in improving your school or community  <u>Virtual Field Trips</u>

		<b>Grade 1 - All About Work</b> <b>Grade 1 - Let's Learn About the Government</b> <b>Grade 2 - Work and Money</b> <b>Grade 3 - How Government Helps Our Communities</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	<b>4.1.d.</b>	Identify and give examples of civic responsibilities that are important to individuals, families, and communities  <u>Virtual Field Trips</u> <b>Grade 1 - All About Work</b> <b>Grade 1 - Let's Learn About the Government</b> <b>Grade 2 - Our Government At Work</b> <b>Grade 2 - Work and Money</b> <b>Grade 3 - How Government Helps Our Communities</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	<b>4.1.e.</b>	Describe important characteristics of a responsible community member  <u>Virtual Field Trips</u> <b>Grade 1 - All About Work</b> <b>Grade 1 - Let's Learn About the Government</b> <b>Grade 2 - Our Government At Work</b> <b>Grade 2 - Work and Money</b> <b>Grade 3 - How Government Helps Our Communities</b>