

Main Criteria: Maryland College and Career-Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 2

Correlation Options: Show Correlated

Maryland College and Career-Ready Standards

Science

Grade: 2 - Adopted: 2008

STRAND / TOPIC / STANDARD	MD.1.0.	Skills and Processes: Students will demonstrate the thinking and acting inherent in the practice of science.
TOPIC / INDICATOR	1.A.1.	Constructing Knowledge: Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.
INDICATOR / PROFICIENCY LEVEL	1.A.1.a.	Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens. Virtual Field Trips How Coral Reefs Are Formed Who Lives On a Coral Reef?
STRAND / TOPIC / STANDARD	MD.1.0.	Skills and Processes: Students will demonstrate the thinking and acting inherent in the practice of science.
TOPIC / INDICATOR	1.C.1.	Communicating Scientific Information: Ask, 'How do you know?' in appropriate situations and attempt reasonable answers when others ask them the same question.
INDICATOR / PROFICIENCY LEVEL	1.C.1.b.	Describe and compare things in terms of number, shape, texture, size, weight, color, and motion. Virtual Field Trips African Safari The Amazon Rainforest Who Lives On a Coral Reef?
STRAND / TOPIC / STANDARD	MD.2.0.	Earth/Space Science: Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.
TOPIC / INDICATOR	2.A.1.	Materials and Processes That Shape A Planet: Describe and compare properties of a variety of Earth materials.
INDICATOR / PROFICIENCY LEVEL	2.A.1.c.	Use examples of observations from places around the school and neighborhood to describe ways Earth materials can change: Changes caused by humans and other animals; Changes caused by water, wind, etc. Virtual Field Trips Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities
STRAND / TOPIC / STANDARD	MD.2.0.	Earth/Space Science: Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.
TOPIC / INDICATOR	2.E.1.	Interactions of Hydrosphere and Atmosphere: Recognize and describe that the surface of Earth is more than half covered with water.
INDICATOR / PROFICIENCY LEVEL	2.E.1.a.	Identify the many locations where water is found. Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us

		Grade 3 - Geography of Our Communities The Amazon Rainforest
INDICATOR / PROFICIENCY LEVEL	2.E.1.b.	Describe the changes that occur to water found anywhere. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
STRAND / TOPIC / STANDARD	MD.3.0.	Life Science: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
TOPIC / INDICATOR	3.C.1.	Genetics: Explain that there are identifiable stages in the life cycles (growth, reproduction, and death) of plants and animals.
INDICATOR / PROFICIENCY LEVEL	3.C.1.c.	Given pictures of stages in the life cycle of a plant or an animal, determine the sequence of the stages in the life cycle. <u>Virtual Field Trips</u> How Coral Reefs Are Formed
INDICATOR / PROFICIENCY LEVEL	3.C.1.d.	Provide examples, using observations and information from readings that life cycles differ from species to species. <u>Virtual Field Trips</u> How Coral Reefs Are Formed
STRAND / TOPIC / STANDARD	MD.3.0.	Life Science: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
TOPIC / INDICATOR	3.D.1.	Evolution: Observe and describe examples of variation (differences) among individuals of one kind within a population.
INDICATOR / PROFICIENCY LEVEL	3.D.1.a.	Observe and describe individuals in familiar animal populations, such as cats or dogs, to identify how they look alike and how they are different. <u>Virtual Field Trips</u> African Safari How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
INDICATOR / PROFICIENCY LEVEL	3.D.1.c.	Recognize that some kinds of organisms have completely disappeared. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Younger Grades
STRAND / TOPIC / STANDARD	MD.3.0.	Life Science: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.
TOPIC / INDICATOR	3.F.1.	Ecology: Explain that organisms can grow and survive in many very different habitats.
INDICATOR / PROFICIENCY LEVEL	3.F.1.a.	Investigate a variety of familiar and unfamiliar habitats and describe how animals and plants found there maintain their lives and survive to reproduce. <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?
INDICATOR / PROFICIENCY LEVEL	3.F.1.b.	Explain that organisms live in habitats that provide their basic needs: Food; Water; Air; Shelter.

		<u>Virtual Field Trips</u> The Amazon Rainforest
INDICATOR / PROFICIENCY LEVEL	3.F.1.c.	Explain that animals and plants sometimes cause changes in their environments. <u>Virtual Field Trips</u> How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
STRAND / TOPIC / STANDARD	MD.5.0.	Physics: Students will use scientific skills and processes to explain the interactions of matter and energy and the energy transformations that occur.
TOPIC / INDICATOR	5.B.1.	Thermodynamics: Identify and describe ways in which heat can be produced.
INDICATOR / PROFICIENCY LEVEL	5.B.1.c.	Identify fuels that are used to produce light and heat in homes and schools. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
STRAND / TOPIC / STANDARD	MD.6.0.	Environmental Science: Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.
TOPIC / INDICATOR	6.A.1.	Natural Resources and Human Needs: Recognize and explain how Earth's natural resources from the natural environment are used to meet human needs.
INDICATOR / PROFICIENCY LEVEL	6.A.1.a.	Describe natural resources as something from the natural environment that is used to meet one's needs. <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 - Part 2 - Younger Grades
INDICATOR / PROFICIENCY LEVEL	6.A.1.b.	Identify water, air, soil, minerals, animals, and plants as basic natural resources. <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 - Part 2 - Younger Grades
INDICATOR / PROFICIENCY LEVEL	6.A.1.c.	Explain that food, fuels, and fibers are produced from basic natural resources. <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 - Part 2 - Younger Grades
INDICATOR / PROFICIENCY LEVEL	6.A.1.d.	Identify ways that humans use Earth's natural resources to meet their needs. <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 - Part 2 - Younger Grades
INDICATOR / PROFICIENCY LEVEL	6.A.1.e.	Explain that some natural resources are limited and need to be used wisely.

		<u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us The Amazon Rainforest - Part 2 - Younger Grades
STRAND / TOPIC / STANDARD	MD.6.0.	Environmental Science: Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.
TOPIC / INDICATOR	6.B.1.	Environmental Issues: Recognize and describe that the activities of individuals or groups of individuals can affect the environment.
INDICATOR / PROFICIENCY LEVEL	6.B.1.a.	Identify and describe that individual and group actions, such as turning off lights, conserving water, recycling, picking up litter, or joining an organization can extend the natural resources of 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 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
INDICATOR / PROFICIENCY LEVEL	6.B.1.b.	Identify and describe that individual and group actions, such as leaving lights on, wasting water, or throwing away recyclables, can limit the natural resources of the environment. <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 - Part 2 - Younger Grades Who Lives On a Coral Reef?

Maryland College and Career-Ready Standards

Social Studies

Grade: 2 - Adopted: 2006

STRAND / TOPIC / STANDARD	MD.1.0.	Political Science: Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.
TOPIC / INDICATOR	1.A.	The foundations and function of government
INDICATOR / PROFICIENCY LEVEL	1.A.1.	Explain how rules and laws are made and necessary to maintain order and protect citizens
OBJECTIVE	1.A.1.a.	Explain how school and community rules promote orderliness, fairness, responsibility, privacy, and safety <u>Virtual Field Trips</u> Grade 2 - Living Together
STRAND / TOPIC / STANDARD	MD.1.0.	Political Science: Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.
TOPIC / INDICATOR	1.A.	The foundations and function of government
INDICATOR / PROFICIENCY LEVEL	1.A.2.	Explain how democratic skills and attitudes are associated with being a responsible citizen
OBJECTIVE	1.A.2.a.	Use appropriate informational text to develop an understanding of democratic skills and attitudes, such as rights and responsibilities, respect, fairness, honesty, loyalty, and courage

		<u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 3 - How Government Helps Our Communities
OBJECTIVE	1.A.2.b.	Connect certain people, symbols, songs and poems to the ideals they represent, such as George Washington portrays leadership, the American flag represents loyalty and respect, and the star spangled banner represents courage and freedom <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
STRAND / TOPIC / STANDARD	MD.1.0.	Political Science: Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.
TOPIC / INDICATOR	1.C.	Protecting rights and maintaining order
INDICATOR / PROFICIENCY LEVEL	1.C.1.	Describe the rights and responsibilities of being a participating member of the school and the community
OBJECTIVE	1.C.1.b.	Identify concerns in the community, such as safety issues and pollution problems and ways to resolve these concerns <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
STRAND / TOPIC / STANDARD	MD.2.0.	People of the Nations and World: Students will understand how people in Maryland, the United States and around the world are alike and different.
TOPIC / INDICATOR	2.A.	Elements of culture
INDICATOR / PROFICIENCY LEVEL	2.A.1.	Analyze elements of two different cultures and how each meets their human needs and contributes to the community
OBJECTIVE	2.A.1.a.	Use fiction and non-fiction to compare the elements of two different cultures, and how they meet their human needs for food, shelter, and other commonalities such as recreation, music, and stories <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
OBJECTIVE	2.A.1.b.	Explain ways people of different ages and/or cultural backgrounds can respect and help to pass on traditions and customs <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 2 - Living Together
STRAND / TOPIC / STANDARD	MD.2.0.	People of the Nations and World: Students will understand how people in Maryland, the United States and around the world are alike and different.
TOPIC / INDICATOR	2.B.	Cultural diffusion
INDICATOR / PROFICIENCY LEVEL	2.B.1.	Explain that individuals and groups share and borrow from other cultures to form a community
OBJECTIVE	2.B.1.a.	Give examples of how families in the community share and borrow customs and traditions from other cultures <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 2 - Living Together
STRAND / TOPIC / STANDARD	MD.3.0.	Geography: Students will use geographic concepts and processes to understand location and its relationship to human activities.

TOPIC / INDICATOR	3.A.	Using geographic tools
INDICATOR / PROFICIENCY LEVEL	3.A.1.	Use geographic tools to locate and describe places on earth
OBJECTIVE	3.A.1.a.	Identify the purpose and use of a globe and a variety of maps and atlases, such as school maps, neighborhood maps and simple atlases <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
OBJECTIVE	3.A.1.c.	Identify the equator, poles, seven continents, four oceans, and countries on a map and globe <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities
STRAND / TOPIC / STANDARD	MD.3.0.	Geography: Students will use geographic concepts and processes to understand location and its relationship to human activities.
TOPIC / INDICATOR	3.B.	Geographic characteristics of places and regions
INDICATOR / PROFICIENCY LEVEL	3.B.1.	Classify places and regions in an environment using geographic characteristics
OBJECTIVE	3.B.1.a.	Identify natural/physical features and human-made features using maps and photographs <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
OBJECTIVE	3.B.1.b.	Describe and classify regions using climate, vegetation, animal life, and natural/physical features <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
OBJECTIVE	3.B.1.c.	Classify places as rural and urban <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5 Washington, DC - Grades K - 5
OBJECTIVE	3.B.1.d.	Describe how geographic characteristics determine choices, such as climate guides decisions about food, clothing, and shelter <u>Virtual Field Trips</u> African Safari Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us The Amazon Rainforest
STRAND / TOPIC / STANDARD	MD.3.0.	Geography: Students will use geographic concepts and processes to understand location and its relationship to human activities.
TOPIC / INDICATOR	3.C.	Movement of people, goods and ideas

INDICATOR / PROFICIENCY LEVEL	3.C.1.	Explain how transportation and communication link places by the movement of people, goods, and ideas
OBJECTIVE	3.C.1.a.	Compare types of transportation used to move goods and people today and long ago <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
STRAND / TOPIC / STANDARD	MD.3.0.	Geography: Students will use geographic concepts and processes to understand location and its relationship to human activities.
TOPIC / INDICATOR	3.D.	Modifying and adapting to the environment
INDICATOR / PROFICIENCY LEVEL	3.D.1.	Explain how people modify, protect, and adapt to their environment
OBJECTIVE	3.D.1.b.	Describe how and why people protect or fail to protect the environment <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
STRAND / TOPIC / STANDARD	MD.4.0.	Economics: Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.
TOPIC / INDICATOR	4.A.	Scarcity and economic decision-making
INDICATOR / PROFICIENCY LEVEL	4.A.2.	Explain the production process
OBJECTIVE	4.A.2.a.	Identify the natural, capital, and human resources used in the production of a good or service <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
STRAND / TOPIC / STANDARD	MD.4.0.	Economics: Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.
TOPIC / INDICATOR	4.B.	Economic systems and the role of government in the economy
INDICATOR / PROFICIENCY LEVEL	4.B.1.	Describe different types of markets
OBJECTIVE	4.B.1.a.	Describe different market situations where buyers and sellers meet to exchange goods and services <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
STRAND / TOPIC / STANDARD	MD.4.0.	Economics: Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.
TOPIC / INDICATOR	4.B.	Economic systems and the role of government in the economy
INDICATOR / PROFICIENCY LEVEL	4.B.3.	Describe how consumers acquire goods and services
OBJECTIVE	4.B.3.a.	Identify goods and services provided by businesses <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
OBJECTIVE	4.B.3.c.	Explain different ways to pay for goods and services, such as credit cards, checks, debit cards, and money orders

		<u>Virtual Field Trips</u> Grade 1 - All About Work
STRAND / TOPIC / STANDARD	MD.5.0.	History: Students will use historical thinking skills to understand how individuals and events have changed society over time.
TOPIC / INDICATOR	5.A.	Individuals and societies change over time
INDICATOR / PROFICIENCY LEVEL	5.A.2.	Describe people, places and artifacts of today and long ago
OBJECTIVE	5.A.2.b.	Collect and examine photographs of the past and compare with similar, current images, such as, photographs of modes of transportation and communication <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
STRAND / TOPIC / STANDARD	MD.6.0.	Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
TOPIC / INDICATOR	6.C.	Ask social studies questions
INDICATOR / PROFICIENCY LEVEL	6.C.1.	Identify a topic that requires further study
OBJECTIVE	6.C.1.b.	Pose questions about the topic <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans
STRAND / TOPIC / STANDARD	MD.6.0.	Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
TOPIC / INDICATOR	6.C.	Ask social studies questions
INDICATOR / PROFICIENCY LEVEL	6.C.2.	Identify a situation or problem that requires study
OBJECTIVE	6.C.2.c.	Pose/ask questions about the problem/situation <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans
STRAND / TOPIC / STANDARD	MD.6.0.	Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
TOPIC / INDICATOR	6.D.	Acquire social studies information
INDICATOR / PROFICIENCY LEVEL	6.D.1.	Identify primary and secondary sources of information that relate to the topic/situation/problem being studied
OBJECTIVE	6.D.1.c.	Locate and gather data and information from appropriate non-print sources, such as music, maps, graphs, photographs, and illustrations <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
STRAND / TOPIC / STANDARD	MD.6.0.	Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using

		chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
TOPIC / INDICATOR	6.E.	Organize social studies information
INDICATOR / PROFICIENCY LEVEL	6.E.2.	Organize information from print sources
OBJECTIVE	6.E.2.c.	Display information on various types of graphic organizers, maps, and charts <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
STRAND / TOPIC / STANDARD	MD.6.0.	Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
TOPIC / INDICATOR	6.F.	Analyze social studies information
INDICATOR / PROFICIENCY LEVEL	6.F.1.	Interpret information from secondary sources including pictures, graphics, maps, atlases, and timelines
OBJECTIVE	6.F.1.c.	Recognize relationships in and among ideas or events, such as cause and effect, sequential order, main idea, and details <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans
STRAND / TOPIC / STANDARD	MD.6.0.	Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
TOPIC / INDICATOR	6.G.	Answer social studies questions
INDICATOR / PROFICIENCY LEVEL	6.G.1.	Describe how the community has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources
OBJECTIVE	6.G.1.b.	Plan and engage in school and community events, such as a mock election, playground clean-up, writing letters to community officials, and fund-raising for a cause <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money