

**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: 2013**

|                                                               |                        |                                                       |
|---------------------------------------------------------------|------------------------|-------------------------------------------------------|
| <b>STRAND /<br/>CONTENT<br/>STANDARD</b>                      | <b>NGSS.2-<br/>LS.</b> | <b>LIFE SCIENCE</b>                                   |
| <b>BENCHMARK /<br/>STANDARD</b>                               | <b>2-LS2.</b>          | <b>Ecosystems: Interactions, Energy, and Dynamics</b> |
| <b>PERFORMANCE STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> |                        | Students who demonstrate understanding can:           |

PERFORMANCE STANDARD / INDICATOR 2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.

**Virtual Field Trips**

Grade 2 - Land and Water Around Us

|                                                               |                        |                                                  |
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| <b>STRAND /<br/>CONTENT<br/>STANDARD</b>                      | <b>NGSS.2-<br/>LS.</b> | <b>LIFE SCIENCE</b>                              |
| <b>BENCHMARK /<br/>STANDARD</b>                               | <b>2-LS4.</b>          | <b>Biological Evolution: Unity and Diversity</b> |
| <b>PERFORMANCE STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> |                        | Students who demonstrate understanding can:      |

PERFORMANCE STANDARD / INDICATOR 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

**Virtual Field Trips**

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

|                                                               |                         |                                             |
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| <b>STRAND /<br/>CONTENT<br/>STANDARD</b>                      | <b>NGSS.2-<br/>ESS.</b> | <b>EARTH AND SPACE SCIENCE</b>              |
| <b>BENCHMARK /<br/>STANDARD</b>                               | <b>2-ESS1.</b>          | <b>Earth's Place in the Universe</b>        |
| <b>PERFORMANCE STANDARD /<br/>BENCHMARK /<br/>PROFICIENCY</b> |                         | Students who demonstrate understanding can: |

PERFORMANCE STANDARD / INDICATOR 2-ESS1-1. Make observations from media to construct an evidence-based account that Earth events can occur quickly or slowly.

**Virtual Field Trips**

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

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| STRAND /<br>CONTENT<br>STANDARD                         | NGSS.2-<br>ESS. | EARTH AND SPACE SCIENCE                     |
| BENCHMARK /<br>STANDARD                                 | 2-ESS2.         | Earth's Systems                             |
| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>PROFICIENCY |                 | Students who demonstrate understanding can: |

PERFORMANCE STANDARD / INDICATOR 2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

**Virtual Field Trips**

**Grade 3 - Geography of Our Communities**

PERFORMANCE STANDARD / INDICATOR 2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.

**Virtual Field Trips**

**African Safari**

**Amazon Rainforest - Grades 2-5**

**Grade 1 - The Earth Around Us**

**Grade 2 - Land and Water Around Us**

**Grade 3 - Geography of Our Communities**

**How Coral Reefs Are Formed**

**The Sahara Desert**

**Who Lives On a Coral Reef?**

PERFORMANCE STANDARD / INDICATOR 2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.

**Virtual Field Trips**

**Amazon Rainforest - Grades 2-5**

**Grade 1 - The Earth Around Us**

**Grade 2 - Land and Water Around Us**

**Grade 3 - Geography of Our Communities**

**New Mexico Content Standards**

**Social Studies**

**Grade: 2 - Adopted: 2022**

|                                                         |                |                                               |
|---------------------------------------------------------|----------------|-----------------------------------------------|
| STRAND /<br>CONTENT<br>STANDARD                         |                | Second Grade                                  |
| BENCHMARK /<br>STANDARD                                 |                | Inquiry                                       |
| PERFORMANCE<br>STANDARD /<br>BENCHMARK /<br>PROFICIENCY | Inquiry<br>23. | Construct Compelling and Supporting Questions |

PERFORMANCE STANDARD / INDICATOR 2.1. Explain why a compelling question is important.

**Virtual Field Trips**

**Grade 3 - How The Country Was Settled**

**Grade 3 - The First Americans**

PERFORMANCE STANDARD / INDICATOR 2.2. Generate supporting questions related to compelling questions within a variety of social studies topics.

**Virtual Field Trips**

**Grade 3 - How The Country Was Settled**

**Grade 3 - The First Americans**

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| STRAND /<br>CONTENT<br>STANDARD                      |                | Second Grade                         |
| BENCHMARK /<br>STANDARD                              |                | Inquiry                              |
| PERFORMANCE STANDARD /<br>BENCHMARK /<br>PROFICIENCY | Inquiry<br>26. | Communicate and Critique Conclusions |

PERFORMANCE STANDARD /  
INDICATOR 2.4. With support, construct responses to compelling questions using reasoning, examples, and relevant details.

**Virtual Field Trips**  
 Grade 3 - How The Country Was Settled  
 Grade 3 - The First Americans

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| STRAND /<br>CONTENT<br>STANDARD                      |                | Second Grade         |
| BENCHMARK /<br>STANDARD                              |                | Inquiry              |
| PERFORMANCE STANDARD /<br>BENCHMARK /<br>PROFICIENCY | Inquiry<br>27. | Take Informed Action |

PERFORMANCE STANDARD /  
INDICATOR 2.5. Take group or individual action to help address local, regional, and/or global problems or issues.

**Virtual Field Trips**  
 Grade 1 - All About Work  
 Grade 2 - Work and Money

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| STRAND /<br>CONTENT<br>STANDARD                      |              | Second Grade               |
| BENCHMARK /<br>STANDARD                              |              | Theme 1: We the People     |
| PERFORMANCE STANDARD /<br>BENCHMARK /<br>PROFICIENCY | Civics<br>2. | Processes, Rules, and Laws |

PERFORMANCE STANDARD /  
INDICATOR 2.7. Evaluate how American society has changed through rules and laws.

**Virtual Field Trips**  
 Grade 1 - Let's Learn About the Government  
 Grade 2 - Living Together  
 Grade 2 - Our Government At Work

PERFORMANCE STANDARD /  
INDICATOR 2.8. Understand the purposes and structures of government (tribal, local, state, national government).

**Virtual Field Trips**  
 Grade 1 - Let's Learn About the Government  
 Grade 2 - Our Government At Work  
 Grade 3 - How Government Helps Our Communities  
 Washington, DC - Grades K - 5

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| STRAND /<br>CONTENT<br>STANDARD |  | Second Grade |
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| <b>BENCHMARK / STANDARD</b>                           |                  | <b>Theme 1: We the People</b>                       |
| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | <b>Civics 3.</b> | <b>Civic Dispositions and Democratic Principles</b> |

PERFORMANCE STANDARD / INDICATOR 2.9. Assess how the contributions of diverse individuals' have helped develop our national identity.

**Virtual Field Trips**

Grade 2 - Early Americans

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

Washington, DC - Grades K - 5

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| <b>STRAND / CONTENT STANDARD</b>                      |                    | <b>Second Grade</b>                                               |
| <b>BENCHMARK / STANDARD</b>                           |                    | <b>Theme 2: Looking in Our Past</b>                               |
| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | <b>History 15.</b> | <b>Historical Change, Continuity, Context, and Reconciliation</b> |

PERFORMANCE STANDARD / INDICATOR 2.12. Describe events in North America that illustrate how people from diverse cultural groups aimed to work through conflicts to solve a problem.

**Virtual Field Trips**

Grade 2 - Our Government At Work

Grade 3 - A Country of Cultures

PERFORMANCE STANDARD / INDICATOR 2.13. Compare diverse world communities to local communities in terms of members, customs, and traditions.

**Virtual Field Trips**

Grade 3 - A Country of Cultures

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| <b>STRAND / CONTENT STANDARD</b>                      |                    | <b>Second Grade</b>                            |
| <b>BENCHMARK / STANDARD</b>                           |                    | <b>Theme 2: Looking in Our Past</b>            |
| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | <b>History 18.</b> | <b>Critical Consciousness and Perspectives</b> |

PERFORMANCE STANDARD / INDICATOR 2.15. Identify and compare the diverse North American cultural groups of the past and today.

**Virtual Field Trips**

Grade 1 - Life Long Ago

Grade 2 - Early Americans

Grade 3 - A Country of Cultures

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

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| <b>STRAND / CONTENT STANDARD</b> |  | <b>Second Grade</b>                  |
| <b>BENCHMARK / STANDARD</b>      |  | <b>Theme 3: What We Make and Use</b> |

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| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | <b>Economics/Personal Financial Literacy 5.</b> | <b>Economic Decision Making</b> |
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PERFORMANCE STANDARD / INDICATOR 2.17. Examine how consumers react to changes in the prices of goods and how this influences economic decision making and the use of money.

**Virtual Field Trips**

Grade 3 - I Am a Consumer

PERFORMANCE STANDARD / INDICATOR 2.18. Explore how communities share resources and services with other communities.

**Virtual Field Trips**

Grade 2 - Work and Money

Grade 3 - Businesses At Work

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| <b>STRAND / CONTENT STANDARD</b>                      |                      | <b>Second Grade</b>                             |
| <b>BENCHMARK / STANDARD</b>                           |                      | <b>Theme 4: Cultures and Environment</b>        |
| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | <b>Geography 11.</b> | <b>Geographic Representations and Reasoning</b> |

PERFORMANCE STANDARD / INDICATOR 2.20. Using maps, identify and locate the United States, Canada, and Mexico as the countries that make up North America.

**Virtual Field Trips**

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Washington, DC - Grades K - 5

PERFORMANCE STANDARD / INDICATOR 2.21. Identify and locate the bordering states to New Mexico and understand that New Mexico is in the Southwest.

**Virtual Field Trips**

Grade 3 - Geography of Our Communities

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| <b>STRAND / CONTENT STANDARD</b>                      |                      | <b>Second Grade</b>                      |
| <b>BENCHMARK / STANDARD</b>                           |                      | <b>Theme 4: Cultures and Environment</b> |
| <b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b> | <b>Geography 12.</b> | <b>Location, Place, and Region</b>       |

PERFORMANCE STANDARD / INDICATOR 2.22. Compare the human and physical characteristics of two regions in the United States.

**Virtual Field Trips**

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Washington, DC - Grades K - 5

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| PERFORMANCE STANDARD / INDICATOR               | 2.23.         | Generate a description for their region of the United States by identifying unique features.<br><b>Virtual Field Trips</b><br>Grade 3 - Geography of Our Communities |
| STRAND / CONTENT STANDARD                      |               | Second Grade                                                                                                                                                         |
| BENCHMARK / STANDARD                           |               | Theme 4: Cultures and Environment                                                                                                                                    |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | Geography 13. | Movement, Population, and Systems                                                                                                                                    |

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| PERFORMANCE STANDARD / INDICATOR               | 2.24.         | List at least three different waves of migration to the Western hemisphere in chronological order.<br><b>Virtual Field Trips</b><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<br>Grade 3 - The First Americans |
| STRAND / CONTENT STANDARD                      |               | Second Grade                                                                                                                                                                                                                                                                                                 |
| BENCHMARK / STANDARD                           |               | Theme 4: Cultures and Environment                                                                                                                                                                                                                                                                            |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | Geography 14. | Human-Environmental Interactions and Sustainability                                                                                                                                                                                                                                                          |

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| PERFORMANCE STANDARD / INDICATOR               | 2.25.                                      | Describe ways in which individuals and groups use or conserve natural resources.<br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 2-5<br>Grade 1 - The Earth Around Us<br>Grade 2 - Land and Water Around Us<br>Grade 3 - The First Americans |
| STRAND / CONTENT STANDARD                      |                                            | Second Grade                                                                                                                                                                                                                                             |
| BENCHMARK / STANDARD                           |                                            | Theme 5: Multi-identity Interactions                                                                                                                                                                                                                     |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | Ethnic, Cultural, and Identity Studies 20. | Diversity and Identity                                                                                                                                                                                                                                   |

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| PERFORMANCE STANDARD / INDICATOR | 2.27. | Describe ways we are similar and different from people who share identities and people who do not.<br><b>Virtual Field Trips</b><br>Grade 3 - A Country of Cultures |
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| STRAND /<br>CONTENT<br>STANDARD                      |                                            | Second Grade                         |
| BENCHMARK /<br>STANDARD                              |                                            | Theme 5: Multi-identity Interactions |
| PERFORMANCE STANDARD /<br>BENCHMARK /<br>PROFICIENCY | Ethnic, Cultural, and Identity Studies 22. | Community Equity Building            |

PERFORMANCE STANDARD / INDICATOR 2.28. Demonstrate respect for the feelings of people who are similar to or different from them.

Virtual Field Trips  
Grade 3 - A Country of Cultures

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| STRAND /<br>CONTENT<br>STANDARD                      |                                           | Second Grade                         |
| BENCHMARK /<br>STANDARD                              |                                           | Theme 6: Personal Financial Literacy |
| PERFORMANCE STANDARD /<br>BENCHMARK /<br>PROFICIENCY | Economics/Personal Financial Literacy 10. | Personal Financial Literacy          |

PERFORMANCE STANDARD / INDICATOR 2.29. Identify different types of jobs performed in their community.

Virtual Field Trips  
Grade 1 - All About Work  
Grade 2 - Work and Money  
Grade 3 - I Am a Consumer