

**Main Criteria:** Nevada Academic Content Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 2

**Correlation Options:** Show Correlated

**Nevada Academic Content Standards**

**Science**

Grade: 2 - Adopted: 2014

CONTENT STANDARD	NV.2-LS.	LIFE SCIENCE
STRAND / INDICATOR	2-LS2.	Ecosystems: Interactions, Energy, and Dynamics
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION 2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.

**Social Studies Online**

Grade 2 - Land and Water Around Us

CONTENT STANDARD	NV.2-LS.	LIFE SCIENCE
STRAND / INDICATOR	2-LS4.	Biological Evolution: Unity and Diversity
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats[Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]

**Social Studies Online**

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?

CONTENT STANDARD	NV.2-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	2-ESS1.	Earth's Place in the Universe
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION 2-ESS1-1. Make observations from media to construct an evidence-based account that Earth events can occur quickly or slowly.

**Social Studies Online**

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

CONTENT STANDARD	NV.2-ESS.	EARTH AND SPACE SCIENCE
------------------	-----------	-------------------------

<b>STRAND / INDICATOR</b>	<b>2-ESS2.</b>	<b>Earth's Systems</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Students who demonstrate understanding can:</b>

GRADE LEVEL EXPECTATION 2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

**Social Studies Online**

Grade 3 - Geography of Our Communities

GRADE LEVEL EXPECTATION 2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.

**Social Studies Online**

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?

GRADE LEVEL EXPECTATION 2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.

**Social Studies Online**

Amazon Rainforest - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

**Nevada Academic Content Standards**

**Social Studies**

Grade: 2 - Adopted: 2017/Revised 2018

<b>CONTENT STANDARD</b>		<b>Grade 2: Our National Identity &amp; Culture</b>
<b>STRAND / INDICATOR</b>		<b>Disciplinary Skills</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Constructing compelling questions</b>

GRADE LEVEL EXPECTATION SS.2.1. With prompting and support, generate compelling questions to explore national identity and culture.

**Social Studies Online**

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

Grade 3 - A Country of Cultures

Grade 3 - How Government Helps Our Communities

<b>CONTENT STANDARD</b>		<b>Grade 2: Our National Identity &amp; Culture</b>
<b>STRAND / INDICATOR</b>		<b>Disciplinary Skills</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Creating supporting questions</b>

GRADE LEVEL EXPECTATION	SS.2.2.	<p>With prompting and support, generate supporting questions related to compelling questions.</p> <p><b><u>Social Studies Online</u></b>  Grade 1 - Let's Learn About the Government  Grade 2 - Our Government At Work  Grade 3 - A Country of Cultures  Grade 3 - How Government Helps Our Communities</p>
CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Gathering and evaluating sources
GRADE LEVEL EXPECTATION	SS.2.3.	<p>With prompting and support, analyze multiple primary sources to determine the author and time period, author's perspective and main idea.</p> <p><b><u>Social Studies Online</u></b>  Grade 3 - The First Americans</p>
CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Communicating and critiquing conclusions
GRADE LEVEL EXPECTATION	SS.2.6.	<p>With prompting and support, participate in a structured academic discussion using evidence and reasoning.</p> <p><b><u>Social Studies Online</u></b>  Grade 2 - Early Americans  Grade 3 - How The Country Was Settled  Grade 3 - The First Americans  Washington, DC - Grades K - 5</p>
CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Taking informed action
GRADE LEVEL EXPECTATION	SS.2.7.	<p>With prompting and support, list and discuss group or individual actions to help address local, regional, and/or national problems.</p> <p><b><u>Social Studies Online</u></b>  Grade 1 - All About Work  Grade 2 - Work and Money</p>
GRADE LEVEL EXPECTATION	SS.2.8.	<p>With prompting and support, use deliberative and democratic procedures to take action.</p> <p><b><u>Social Studies Online</u></b>  Grade 1 - All About Work  Grade 2 - Work and Money</p>

CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Power and politics (H)

GRADE LEVEL EXPECTATION SS.2.9. Identify major political leaders who have impacted U.S. history.

[Social Studies Online](#)  
[Grade 1 - Let's Learn About the Government](#)

CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Identity (H)

GRADE LEVEL EXPECTATION SS.2.10. Explore significant events that have shaped national identity.

[Social Studies Online](#)  
[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](#)  
[Grade 3 - How The Country Was Settled](#)  
[Grade 3 - The First Americans](#)  
[Washington, DC - Grades K - 5](#)

CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		People and ideas (H)

GRADE LEVEL EXPECTATION SS.2.11. Identify how individuals have made a difference in the communities in which they live.

[Social Studies Online](#)  
[Grade 1 - All About Work](#)  
[Grade 1 - Let's Learn About the Government](#)  
[Grade 1 - The Earth Around Us](#)  
[Grade 2 - Our Government At Work](#)  
[Grade 2 - Work and Money](#)  
[Grade 3 - How Government Helps Our Communities](#)

CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Social justice, consciousness, and action (MC)

GRADE LEVEL EXPECTATION	SS.2.12.	Examine major events in U.S. history to understand how discrimination and oppression of various racial and ethnic groups have contributed towards movements for social justice.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Our Government At Work</a> <a href="#">Washington, DC - Grades K - 5</a>
----------------------------	----------	---

GRADE LEVEL EXPECTATION	SS.2.13.	Explain how people from different groups work through conflict when solving problems throughout U.S. history.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Our Government At Work</a> <a href="#">Washington, DC - Grades K - 5</a>
----------------------------	----------	---

CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Respectful engagement with diverse people (MC)

GRADE LEVEL EXPECTATION	SS.2.14.	Identify and compare cultural practices and traditions in the U.S.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Families and Neighbors</a> <a href="#">Grade 1 - Life Long Ago</a> <a href="#">Grade 2 - Early Americans</a> <a href="#">Grade 3 - A Country of Cultures</a> <a href="#">Grade 3 - The First Americans</a>
----------------------------	----------	---

CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)

GRADE LEVEL EXPECTATION	SS.2.15.	Discuss the contributions and positive impacts of culturally, racially, and ethnically diverse people in U.S. history.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Life Long Ago</a> <a href="#">Grade 2 - Early Americans</a> <a href="#">Grade 3 - A Country of Cultures</a> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Washington, DC - Grades K - 5</a>
----------------------------	----------	--

CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic and political institutions (C)

GRADE LEVEL EXPECTATION	SS.2.16.	Explain how diverse individuals have played important roles in developing the nation's civic identity, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - How Government Helps Our Communities</a>
-------------------------	----------	---

GRADE LEVEL EXPECTATION	SS.2.17.	Describe the role and responsibilities of the U.S. president.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Let's Learn About the Government</a>
-------------------------	----------	--

CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic dispositions and democratic principles (C)

GRADE LEVEL EXPECTATION	SS.2.18.	Determine the civic dispositions and democratic principles that have influenced the U.S.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Let's Learn About the Government</a> <a href="#">Grade 2 - Our Government At Work</a> <a href="#">Grade 3 - How Government Helps Our Communities</a>
-------------------------	----------	---

GRADE LEVEL EXPECTATION	SS.2.19.	Describe the rights and responsibilities of citizenship.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Let's Learn About the Government</a> <a href="#">Grade 2 - Our Government At Work</a> <a href="#">Grade 3 - How Government Helps Our Communities</a>
-------------------------	----------	---

CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Geographic representations (G)

GRADE LEVEL EXPECTATION	SS.2.21.	Identify major national landmarks associated with historical events.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Let's Learn About the Government</a> <a href="#">Grade 2 - Our Government At Work</a> <a href="#">Grade 3 - How Government Helps Our Communities</a> <a href="#">Washington, DC - Grades K - 5</a>
-------------------------	----------	--

CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human environment interaction (G)

GRADE LEVEL EXPECTATION	SS.2.22.	Examine how environmental characteristics shape the development of the nation.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - How The Country Was Settled</a>
CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human population, movements, and patterns (G)
GRADE LEVEL EXPECTATION	SS.2.23.	Describe why people made decisions to move in early U.S. history, including but not limited to: cultural, economic, environmental, political, social.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Early Americans</a> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 3 - The First Americans</a>