

# **Grade 2 - Natural History Museum Related State Content Standards**

## **English-Language Arts**

### LISTENING AND SPEAKING

#### 1.0 Listening and Speaking Strategies

##### *Organization and Delivery of Oral Communication*

1.7 Recount experiences in a logical sequence. *(various exhibit halls, especially Hall of California History)*

#### 2.0 Speaking Applications (Genres and their Characteristics)

##### 2.1 Recount experiences or present stories:

a: Move through a logical sequence of events. *(Hall of California History)*

## **History-Social Science**

2.1 Students differentiate between things that happened long ago and things that happened yesterday. *(Hall of California History, Hall of Native American Cultures, Ancient Latin America Hall, Hall of American History)*

2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians. *(Hall of California History)*

2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources. *(Hall of California History, Hall of Native American Cultures, Ancient Latin America Hall, Hall of American History)*

## **Science**

### LIFE SCIENCES

2. Plants and animals have predictable life cycles. As a basis for understanding this concept:

- a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another. (*Insect Zoo, Discovery Center, African and North American habitat halls, Hall of Birds, Marine Hall, Dinosaurs Hall, Cenozoic Hall*)
- b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice. (*Insect Zoo, Discovery Center, African and North American habitat halls, Hall of Birds, Marine Hall, Dinosaurs Hall, Cenozoic Hall*)
- c. Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment. (*Insect Zoo, Discovery Center, African and North American habitat halls, Hall of Birds, Marine Hall, Cenozoic Hall*)
- d. Students know there is a variation among individuals of one kind within a population. (*Insect Zoo, Discovery Center, African and North American habitat halls, Hall of Birds, Marine Hall, Cenozoic Hall*)

### EARTH SCIENCES

3. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:
  - a. Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals. (*Gems and Minerals Hall, Discovery Center*)
  - b. Students know smaller rocks come from the breakage and weathering of larger rocks. (*Gems and Minerals Hall*)
  - d. Students know that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils. (*Discovery Center, Dinosaurs Hall, Cenozoic Hall, Marine Hall*)
  - e. Students know rock, water, plants, and soil provide many resources, including food, fuel and building materials that humans use. (*Gems and Minerals Hall, Discovery Center*)

### INVESTIGATION AND EXPERIMENTATION

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
  - f. Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects. (*Discovery Center*)

# Visual Arts

## 3.0 Historical and Cultural Context

### *Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts*

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

#### *Role and Development of the Visual Arts*

3.1 Explain how artists use their work to share experiences or communicate ideas. (*Hall of California History, Ancient Latin America Hall, Gems and Minerals Hall*)

3.2 Recognize and use the vocabulary of art to describe art objects from various cultures and time periods. (*Hall of California History, Ancient Latin America Hall, Gems and Minerals Hall*)

#### *Diversity of the Visual Arts*

3.3 Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives. (*Hall of California History, Ancient Latin America Hall, Gems and Minerals Hall*)