

Kevin P. Clinton Wildlife Center Second Grade Level Indicators

Grade 2	Adopt An Animal	Walk About Wildlife	Aerial Acrobatics	Soaring Silhouettes	Feather Furs and Scales	While You Were Sleeping	Biodiversity Bonanza	Animal Grossology	Bicentennial Biology	Stealth vs. Silence	Zippling, Zapping, Zooming Bats
Life (continued)											
8. Compare the activities of Ohio's common animals (e.g., squirrels, chipmunks, deer, butterflies, bees, ants, bats and frogs) during the different seasons by describing changes in their behaviors and body covering.	X	X	X	X	X	X	X	X	X	X	X
9. Compare Ohio plants during the different seasons by describing changes in their appearance.											
Physical											
1. Explore how things make sound (e.g., rubber bands, tuning fork, strings).											
2. Explore and describe sounds (e.g., high, low, soft, loud) produced by vibrating objects.											
3. Explore with flashlights and shadows that light travels in a straight line until it strikes an object.											
Science and Technology											
1. Explain that developing and using technology involves benefits and risks.											
2. Investigate why people make new products or invent new ways to meet their individual wants and needs.											
3. Predict how building or trying something new might affect other people and the environment.											
4. Communicate orally, pictorially, or written the design process used to make something.											
Scientific Inquiry											
1. Ask "how can I/we" questions.	X	X	X	X	X	X	X	X	X	X	X
2. Ask "how do you know" questions (not "why" questions) in appropriate situations and attempt to give reasonable answers when others ask questions.	X	X	X	X	X	X	X	X	X	X	X
3. Explore and pursue student-generated "how" questions.	X	X	X	X	X	X	X	X	X	X	X
4. Use appropriate safety procedures when completing scientific investigations.								X			

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Scientific Inquiry (continued)											
5. Use evidence to develop explanations of scientific investigations. (What do you think? How do you know?)											
6. Recognize that explanations are generated in response to observations, events and phenomena.											
7. Use appropriate tools and simple equipment/instruments to safely gather scientific data (e.g., magnifiers, non-breakable thermometers, timers, rulers, balances, calculators and other appropriate tools).											
8. Measure properties of objects using tools such as rulers, balances and thermometers.											
9. Use whole numbers to order, count, identify, measure and describe things and experiences.											
10. Share explanations with others to provide opportunities to ask questions, examine evidence and suggest alternative explanations.	X	X	X	X	X	X	X	X	X	X	X
Scientific Ways of Knowing											
1. Describe that scientific investigations generally work the same way under the same conditions.											
2. Explain why scientists review and ask questions about the results of other scientists' work.											
3. Describe ways in which using the solution to a problem might affect other people and the environment.											
4. Demonstrate that in science it is helpful to work with a team and share findings with others.											