Education Standards for Museum Programs
Second Grade

Backyard Birding

S.IP.02.11 Make purposeful observation of the natural world using the appropriate senses.
S.IP.02.12 Generate questions based on observations.
S.IP.02.13 Plan and conduct simple investigations.
S.IA.02.12 Share ideas about science through purposeful conversation.
S.IA.02.13 Communicate and present findings of observations.
S.IA.02.14 Develop strategies and skills for information gathering and problem solving (books, internet, ask an expert, observation, investigation, technology tools).
S.RS.02.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
S.RS.02.15 Use evidence when communicating scientific ideas.
P.PM.02.12 Describe objects and substances according to their properties (color, size, shape, texture, hardness, liquid or solid, sinking or floating).

Great Lakes Adventure

S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.
S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.
S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision making and the application of science throughout history and within society.
E.SE.E.2 Surface changes—The surface of Earth changes. Some changes are due to slow processes, such as erosion and weathering, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.
E.FE.E.1 Water—Water is a natural resource and is found under the ground, on the surface of the Earth, and in the sky. It exists in three states (liquid, solid, gas) and go back and forth from one form to another.
L.OL.E.1 Life Requirements—Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.
L.OL.E.2 Life Cycles—Plants and animals have life cycles. Both plants and animals begin life and develop into adults, reproduce, and eventually die. The details of this life cycle are different for different organisms.
L.HE.E.1 Observable Characteristics—Plants and animals share many, but not all, characteristics of their parents.
E.FE.E.1 Water—Water is a natural resource and is found under the ground, on the surface of the Earth, and in the sky. It exists in three states (liquid, solid, gas) and can go back and forth from one form to another.
LS2.A: Interdependent Relationships in Ecosystems—Plants depend on water and light to grow.
LS4.D There are many different kinds of living things in any area, and they exist in different places on land and in water.

- **2-LS4-1** Make observations of plants and animals to compare the diversity of life in different habitats.
- **2-LS4-1** Scientists look for patterns and order when making observations about the world.

ESS1.C: The History of Planet Earth—Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.

ESS2.A: Plate Tectonics and Large-Scale System Interactions—Maps show where things are located. One can map the shapes and kinds of land and water in any area.
ESS2.C: The Roles of Water in Earth's Surface Processes—Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form.

- 2-ESS2-3 Obtain information using various texts, text features, and other media that will be useful in answering a scientific question.

RI.2.1 Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
MP.2 Reason abstractly and quantitatively.
K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Let's Rock

S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.
S.IP.02.11 Make purposeful observation of the natural world using the appropriate senses.
S.IP.02.12 Generate questions based on observations.
S.IP.02.13 Plan and conduct simple investigations.
S.IP.02.14 Manipulate simple tools (ruler, meter stick, measuring cups, hand lens, thermometer, balance) that aid observation and data collection.
S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.
S.IA.02.12 Share ideas about science through purposeful conversation.
S.IA.02.13 Communicate and present findings of observations.
S.IA.02.14 Develop strategies and skills for information gathering and problem solving (books, internet, ask an expert, observation, investigation, technology tools).
S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision making and the application of science throughout history and within society.
S.RS.02.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
S.RS.02.13 Recognize that when a science investigation is done the way it was done before, similar results are expected.
S.RS.02.15 Use evidence when communicating scientific ideas.

One-room Schoolhouse Tour

2 – H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.
2 – H2.0.2 Explain why descriptions of the same event in the local community can be different.
2 – H2.0.3 Use an example to describe the role of the individual in creating history.
2 – H2.0.4 Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).
2 – H2.0.5 Identify a problem in a community's past and describe how it was resolved.

2 – H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).
2 – G4.0.1 Describe land use in the community (e.g., where people live, where services are provided, where products are made).