Important Concepts Biodiversity K-2 Level	Alaska Science Content Standard C2: Students develop an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms.

There are no state grade level expectations (GLEs) for science for students in Grades K-2. Students at this age should be given a foundation for the concepts that they will need to master by grades 3 and 4, as follows:
The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by:
[3] SC2.1 sorting animals and plants into groups based on appearance and behaviors
[3] SC2.2 observing and comparing external features of plants and of animals that may help them grow, survive, and reproduce
[4] SC2.1 choosing appropriate tools (i.e., hand lens, microscopes, ruler, balance) to examine the basic structural components (e.g., stems, leaves, fish scales, wings) of living things
[4] SC2.2 describing the basic characteristics and requirements of living things

According to AAAS's Benchmarks for Science Literacy*, some of the things that students should know and understand by the end of the second grade are:

Some animals and plants are alike in the way they look and in the things they do, and others are very different from one another.
Magnifiers help people see things they could not see without them.
Most living things need water, food and air.
All kinds of animals have offspring, usually with two parents involved.
A human baby grows inside its mother until its birth. Even after birth, a human baby is unable to care for itself, and its survival depends on the care it receives from adults.
The human body has parts that help it seek, find, and take in food when it feels hunger—eyes and a nose for detecting food, legs to get to it, arms to carry it away, and a mouth to eat it.
Senses can warn individuals about danger; muscles help them to fight, hide, or get out of danger.
The brain enables human beings to think and sends messages to other body parts to help them work properly.

*Project 2061, American Association for the Advancement of Science, Benchmarks for Science Literacy. New York: Oxford University Press, 1993.