

# Science

## ***The Practice of Science***

- Raise questions about the natural world, investigates them in teams through free exploration and systematic observations, and generates appropriate explanations based on explorations
- Compare the observations made by different groups using the same tools
- Ask “How do you know?” in appropriate situations and attempts reasonable answers when asked the same question by others.
- Explain how particular scientific investigations should yield similar conclusions when repeated
- Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think)
- Explain how scientists alone or in groups are always investigating new ways to solve problems

## ***Earth Structures***

- Recognize that Earth is made up of rocks that come in many sizes and shapes
- Describe how small pieces of rock and dead plant and animal parts can be the basis of soil and explains the process by which soil is formed
- Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants

## ***Earth Systems and Patterns***

- Compare and describes changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season
- Investigate by observing and measuring, that the Sun’s energy directly and indirectly warms the water, land, and air
- Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate)
- Investigate that air is all around us and that moving air is wind
- State the importance of preparing for severe weather, lightning, and other weather related events

## ***Properties of Matter***

- Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets
- Identify objects and materials as solid, liquid, or gas
- Recognize that solids have a definite shape and that liquids and gases take the shape of their container
- Observe and describes water in its solid, liquid and gaseous states
- Measure and compares temperatures taken every day at the same time
- Measure and compares the volume of liquids using containers of various shapes and sizes

## ***Changes in Matter***

- Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration

## ***Forms of Energy***

- Discuss that people use electricity or other forms of energy to cook food, cool or warm homes, and power cars

## ***Forces and Changes in Motion***

- Investigate the effect of applying various pushes and pulls on different objects
- Demonstrate that magnets can be used to make some things move without touching them
- Recognize that objects are pulled toward the ground unless something holds them up
- Demonstrate that the greater the force applied to an object, the greater the change in motion of the object

## ***Organization and Development of Living Organisms***

- Distinguish human body parts and their basic functions

## ***Heredity and Reproduction***

- Observe and describe major stages in the life cycles of plants and animals

## ***Interdependence***

- Compare and contrast the basic needs that all living things, including humans, have for survival
- Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs



### ***Ideas for helping your child at home with Science:***

1. Send your child on a magnet hunt, searching for magnets being used in a variety of ways throughout the house. Magnets can be found in unusual places; paper clips holders, cupboard door catches, flashlight holders, handbag clasps, and so on.
2. Have your child plant a seed in a small pot. Make sure it has light and water. Observe and record data in a log as the plant grows.
3. Take a walk and have your child observe the environment. Talk about the living and nonliving things they see or hear. Tell whether living things are on land, in air, or water.
4. Have your child look through magazines or newspapers to find advertisements for health products (aspirin, cough syrup, etc.). Cut them out and sort them by their use.

# Social Studies

## ***American History***

- Examine primary and secondary sources
- Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic
- Recognize that Native Americans were the first inhabitants in North America
- Compare the cultures of Native American tribes from various geographic regions of the United States
- Describe the impact of immigrants on the Native Americans
- Explore ways the daily life of people living in Colonial America changed over time
- Identify reasons people came to the United States throughout history
- Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892-1954
- Discuss why immigration continues today
- Explain the cultural influences and contributions of immigrants today
- Identify terms and designations of time sequence

## ***Geography***

- Use different types of maps to identify map elements
- Using maps and globes, locate the student’s hometown, Florida, and North America, and locate the state capital and the national capital
- Label on a map or globe the countries in North America

## ***Economics***

- Recognize that people make choices because of limited resources
- Recognize that people supply goods and services based on consumer demands
- Recognize that the United States trades with other nations to exchange goods and services
- Explain the personal benefits and costs involved in saving and spending

## ***Civics and Government***

- Explain why people form governments
- Explain the consequences of an absence of rules and laws
- Identify what it means to be a United States citizen either by birth or by naturalization
- Define and apply the characteristics of responsible citizenship
- Explain why United States citizens have guaranteed rights and identify rights
- Identify ways citizens can make a positive contribution in their community
- Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women
- Identify the Constitution as the document which establishes the structure, function, powers, and limits of American Government
- Recognize symbols, individuals, events, and documents that represent the United States



### ***Ideas for helping your child at home with Social Studies:***

1. Interview an older relative with your child and discuss traditions and customs that are unique to your heritage.
2. Show your child different kinds of maps -- state highway maps, bus routes, an atlas, world map, shopping mall map or a map to a tourist attraction. Discuss their uses and look for familiar places. See if you can find your street and streets of friends and relatives on a city map.



# ***A Parent’s Guide to Florida Standards for Grade***

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Dear Parent or Guardian:



Walton County School District teachers have worked diligently to develop a comprehensive outline of what your child will learn at each grade level. These concepts, processes, and content are essential for students to know and be able to do as they complete each grade. The expectations have been compiled based on Florida Standards. Florida Standards are higher expectations that represent what Florida students are expected to know and be able to do.

We encourage you to be involved in your child's education. You can impact the academic success of your child by becoming familiar with the concepts and skills being taught at school and by learning how you can reinforce classroom activities at home.



#### HELPFUL HINTS FOR THIS BROCHURE:

1. Use this brochure as a guide throughout the school year. It will help you to help students achieve the Next Generation and the Common Core standards.
2. The subject areas are listed at the top of each panel. **READING AND LANGUAGE ARTS, MATHEMATICS, SOCIAL STUDIES AND SCIENCE** are included in this brochure. Information about the other subject areas can be obtained at your child's school.
3. At the bottom of each panel is a description of activities that you can do with your child at home.
4. If you have specific questions regarding curriculum or school programs, please call your child's teacher or principal.

\* Only major skills are included in this brochure. Additional skills are listed at your child's school.

## Reading and Language Arts

### Reading Standards for Literature

- Ask and answer questions such as who, what, where, when, why, and how
- Recount stories, including fables and folktales, and determine their central message
- Describe how characters in a story respond to major events and challenges
- Identify how words and phrases supply rhythm and meaning in a story, poem, or song
- Describe the structure of a story, including the beginning and the ending
- Understand the differences in the points of view of characters
- Use information from illustrations and print to show understanding of characters, setting, or plot
- Compare and contrast two or more versions of the same story
- Read and comprehend literature of appropriate complexity for grades 2-3

### Reading Standards for Informational Text

- Ask and answer questions such as who, what, where, when, why, and how
- Identify the main topic of a text as well as the focus of specific paragraphs
- Describe the connection between a series of historical events, scientific ideas, or the steps in a procedure
- Determine the meaning of words and phrases in a text
- Know and use various text features to locate information
- Identify the main purpose of a text
- Explain how specific images clarify a text
- Describe how reasons support points the author makes
- Compare and contrast the most important points presented by two texts on the same topic
- Read and comprehend informational texts appropriately complex for grades 2-3

### Reading Foundational Skills

- Distinguish long and short vowels
- Know spelling-sound correspondences for additional common vowel teams
- Decode regularly spelled two-syllable words with long vowels
- Decode words with common affixes
- Identify words with inconsistent but common spelling-sound correspondences
- Recognize and read grade-appropriate irregularly spelled words
- Read on-level text with purpose and understanding
- Read on-level text orally with accuracy and expression
- Use context to self-correct when reading, rereading if necessary

### Writing Standards

- Write opinion pieces in which they introduce the topic and state an opinion, supply a reason for the opinion, and provide a concluding statement
- Write informative/explanatory texts in which they name a topic, use facts to develop points, and provide a concluding statement
- Write narratives in which they recount a sequence of events, including details to describe thoughts, actions, and feelings, use words to suggest time order and include a closing statement
- Focus on a topic and strengthen writing by revising and editing
- Use a variety of digital tools to produce and publish writing
- Participate in shared research and writing projects
- Recall information from experiences or gather information from provided sources to answer a question

### Speaking and Listening Standards

- Follow rules for discussions
- Add to conversations with personal thoughts and comments
- Ask for clarification as needed about the topics being discussed
- Recount or describe key ideas or details from information read aloud
- Ask and answer questions about what a speaker says in order to clarify understanding or gather more information
- Tell a story or recount an experience with appropriate facts and relative details, speaking in a way that is understandable
- Create audio recordings of stories; adding drawings to clarify thoughts
- Produce complete sentences to provide information

### Language Standards

- Use collective nouns
- Demonstrate legible printing skills.
- Form and use frequently occurring irregular plural nouns
- Use reflexive pronouns
- Form and use the past tense of frequently occurring irregular verbs
- Use adjectives and adverbs, and choose between them depending on what is to be modified
- Produce, expand, and rearrange complete simple and compound sentences
- Capitalize holidays, product names, and geographic names
- Use commas in closings and greetings of letters
- Use an apostrophe to form contractions and possessives
- Generalize spelling patterns when writing
- Use reference materials as needed to check spelling

### Ideas for helping your child at home with Language Arts:

1. Read aloud to your child every day. This gives your child the desire to learn to read.
2. Set up a home message board. Write a message to your child every day.
3. Provide writing materials for children.
4. During vacation time, help your child keep a journal of various events.
5. Give your child books and magazines as gifts.

## Mathematics

### Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction
- Add and subtract within 20
- Work with equal groups or objects to gain foundations for multiplication

### Number and Operations in Base Ten

- Understand place value
- Use place value understanding and properties of operations to add and subtract

### Measurement and Data

- Measure and estimate lengths in standard units
- Relate addition and subtraction to length
- Work with time and money
- Represent and interpret data

### Geometry

- Reason with shapes and their attributes



### Ideas for helping your child at home with Mathematics:

1. Ask your child to help you sort change (pennies, nickels, dimes, quarters). Use the bank's coin wrappers and have your child help you count and toll the coins.
2. Teach your child to recognize traffic signs by focusing on their shapes. Example: A yield sign is a triangle, railroad crossing signs are circles, and so on.
3. Use a calendar to help your child figure out how many days until his/her birthday or any special event.
4. Discuss how many days are in a week and show him/her one week on the calendar. How many weeks will it be until the event occurs?

