

## SCIENCE

### The Nature of Science

- raises questions about the natural world, investigates them in teams through free exploration and systematic observations, and generates appropriate explanations based on those explorations
- asks “how do you know?” in appropriate situations and attempts reasonable answers when asked the same question by others
- distinguishes between empirical observation (what you see, hear, feel, smell or taste) and ideas or inferences (what you think)
- explains how scientists alone or in groups are always investigating new ways to solve problems

### Earth and Space Science

- recognizes that Earth is made up of rocks. Rocks come in many sizes and shapes
- describes how small pieces of rock and dead plant and animal parts can be the basis of soil and explain the process by which soil is formed
- compares and describes changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season
- investigates by observing and measuring, that the Sun's energy, directly and indirectly, warms the water, land, and air
- states the importance of preparing for severe weather, lightning, and other weather-related events

### Physical Science

- observes and measures objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets
- recognizes that solids have a definite shape and that liquids and gases take the shape of their container
- observes and describes water in its solid, liquid, and gaseous states
- discusses that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars
- demonstrates that magnets can be used to make some things move without touching them

### Life Science

- distinguishes human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions
- observes and describes major stages in the life cycles of plants and animals, including beans and butterflies
- compares and contrasts the basic needs that all living things, including humans, have for survival



### Ideas for Helping Your Child at Home

- ☺ Explore musical instruments in your home and how they produce sound. If you have a piano, open it up to see how it works
- ☺ Compare fresh and dried fruit (plums with prunes or grapes with raisins). Discuss what caused the changes. Why is it important to store bread in a wrapper? What happens to bread that is exposed to air?
- ☺ While drying clothes, open the dryer door midway through the cycle and allow your child to feel the warm, moist air. Why does the air feel moist? At the end of the cycle, open the dryer door and have your child feel the air again. How is it different? Why?
- ☺ Discuss things they observe (with their senses) and things they infer (making meaning by thinking about)
- ☺ Ask them questions such as “How do you know...?” and “What do you think would happen if.....?”

## What Your Child is Expected to Learn...



## 2<sup>nd</sup> Grade

### A Representative Sample of Expectations by Grade Level

For a complete list of the state adopted standards, please go to the keyword search tab at: <http://www.cpalms.org/Standards/FLStandardSearch.aspx>

Dear Parents,

The mission of Brevard Public Schools is “to serve every student with excellence as the standard.” Our elementary schools work toward this goal each school day by ensuring that every child has exciting and meaningful learning experiences. We expect all of our students to learn and to demonstrate increasingly complex skills as they progress through the grades toward the goal of becoming responsible and productive adults. Toward this end, I am pleased to share with you a representative sample of the learning expectations for your child this year. These sample learning expectations are stated within the State Standards from the Florida Department of Education.

These standards provide focus and consistency for teachers and students and offer parents and community members a clear view of a school's expectations for student learning. The parent's role in supporting children's educational progress is increasingly important in our rapidly changing world. I urge you to review these expectations and to take advantage of opportunities to provide rewarding learning experiences for your child each day.

I wish your child a successful school year!

Sincerely,

*Tara Harris*

Tara Harris, Director  
Elementary Leading and Learning

What Your Child is Expected to Learn in Second Grade 2021-22

For a complete list of standards, go to the subject area links at:  
<https://www.brevardschools.org/Page/14057>

# ENGLISH LANGUAGE ARTS

## Reading

- uses knowledge of phonics and word analysis skills, including syllabication, vowel teams, prefixes/suffixes to decode words
- reads grade-level texts fluently and accurately
- describes main story elements
- identifies and explains a theme
- identifies different characters' perspectives
- identifies rhyme schemes in poems
- explains how text features (ex. titles, headings, captions, graphs, maps, glossaries, illustrations) contribute to the meaning
- identifies the central idea and details
- explains an author's purpose
- explains an author's opinion(s) and supporting evidence
- identifies and explains similes, idioms, and alliteration
- retells a text to enhance comprehension, using literary elements in a logical sequence for literature and central idea and details for informational text
- makes inferences to support comprehension
- compares and contrasts important details presented by two texts on the same topic or theme

## Communication

- demonstrates legible printing skills
- engages in collaborative discussions
- uses appropriate voice and tone when speaking and writing
- cites evidence to explain and justify reasoning
- presents information orally using complete sentences, appropriate volume, and clear pronunciation
- writes detailed narratives, opinions, and expository products
- improves writing by planning, revising, and editing
- follows the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to the grade level (students are expected to use conventions from previous years)
  - forms plurals -y to -ies
  - uses apostrophes to form contractions
  - uses commas in a series
  - uses plural possessives
  - uses interjections
- participates in research to gather information to answer a question about a single topic using multiple sources

## Vocabulary

- identifies and uses base words and affixes to determine the meanings of unfamiliar words
- identifies and uses context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words
- uses grade-level academic vocabulary appropriately in speaking and writing



## Ideas for Helping Your Child at Home

- ☺ Read to and with your child using a variety of texts
- ☺ Encourage discussions at mealtimes, in the car, etc
- ☺ Help your child follow simple oral directions
- ☺ Involve your child in family chores
- ☺ Encourage your child to respond to text through writing, drawing, etc.
- ☺ Take your child to the library
- ☺ Make a variety of text available to your child at home

# MATHEMATICS

## Operations and Algebraic Thinking

- uses addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions
- fluently adds and subtracts within 20 using mental strategies
- determines the unknown whole number in an equation relating 4 or more whole numbers (e.g.,  $? - 6 = 13 - 4$ )
- knows from memory all sums of two one-digit numbers
- determines whether a group of objects (up to 20) has an odd or even number of members and writes an equation to express an even number as a sum of two equal addends
- uses addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns and writes an equation to express the total as a sum of equal addends

## Number and Operations in Base Ten

- understands that the three digits of a three-digit number represent amounts of hundreds, tens, and ones, e.g., 706 equals 7 hundreds, 0 tens, and 6 ones
- counts within 1000; skip-count by 5s, 10s, and 100s
- reads and writes numbers to 1000 using base-ten numerals, number names, and expanded form
- compares two three-digit numbers based on meanings of the hundreds, tens, and ones digits
- fluently adds and subtracts within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction
- adds up to four two-digit numbers using strategies based on place value and properties of operations
- adds and subtracts within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction
- mentally adds 10 or 100 to a given number 100-900, and mentally subtracts 10 or 100 from a given number 100-900
- explains why addition and subtraction strategies work, using place value and the properties of operations

## Measurement and Data

- measures and estimates the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools
- describes the inverse relationship between the size of a unit and the number of units needed to measure a given object. (e.g., Will we need more or fewer yardsticks than rulers to measure the perimeter of a room?)
- represents whole numbers as lengths from 0 on a number line and represents whole-number sums and differences within 100 on a number line diagram
- tells and writes time from analog and digital clocks to the nearest five minutes,
- solves one and two-step word problems involving dollar bills (singles, fives, tens, twenties, and hundreds) or coins (quarters, dimes, nickels, and pennies), using \$ and ¢ symbols appropriately
- generates measurement data and shows the measurements by making a line plot, where the horizontal scale is marked off in whole-number units
- draws a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories
- solves simple put-together, take apart, and compare problems using information presented in a bar graph

## Geometry

- recognizes and draws shapes having specified attributes, such as a given number of angles or a given number of equal faces
- identifies triangles, quadrilaterals, pentagons, hexagons, and cubes
- partitions a rectangle into rows and columns of same-size squares
- partitions circles and rectangles into two, three, or four equal shares and describes the shares using the words halves, thirds, half of, a third of, etc.
- recognizes that equal shares of identical wholes need not have the same shape



## Ideas for Helping Your Child at Home

- ☺ Engage your child in situations that require thinking and problem-solving
- ☺ Ask your child to share the strategies s/he used when solving problems
- ☺ Have your child measure various objects and then order them according to these measurements
- ☺ Ask your child to solve real-world word problems involving money
- ☺ Play games with your child that require using critical thinking skills such as card games, checkers, Connect Four, and so on

# SOCIAL STUDIES

## American History

- examines primary and secondary resources to obtain information
- recognizes reasons why people immigrate to the United States and the impact of immigration on the habitants
- uses chronological terms and designations in thinking
- extends and refines knowledge and understanding of selected American symbols that have emerged from past events, legends, and historical accounts

## Geography

- knows and locates continents, oceans, Equator, Prime Meridian, North Pole, and the South Pole on a map and globe
- locates hometown, Brevard County, Florida, North American countries on a map and globe
- knows Tallahassee is Florida's state capital and Washington, DC is the national capital and locates each on a map and globe

## Economics

- recognizes people supply goods and services based on consumer demands
- recognizes the United States trades with other nations to exchange goods and services
- explains the personal benefits and costs involved in saving and spending

## Civics and Government

- explains why people form governments
- understands characteristics of being a United States citizen
- recognizes the Constitution as the document which establishes the structure, function, powers, and limits of the American government



## Ideas for Helping Your Child at Home

- ☺ Have your child interview older relatives and record their stories
- ☺ Read informational text with your child
- ☺ Show and discuss a variety of maps with your child (mall maps, state highways, atlas, and world maps)
- ☺ Discuss current events with your child