

**WCFS**

**Second - Third Grade  
Course Objectives**

Second – Third Grade: English Language Arts

Objectives

Teaching Methods

Indicators

Objectives	Teaching Methods	Indicators
<p><b>Reading and Phonics</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify letters and their corresponding sounds.</li> <li>• Use a variety of phonetic skills to read unfamiliar words.</li> <li>• Decode words in grade level texts.</li> <li>• Read orally from familiar texts at an appropriate rate.</li> <li>• Read grade level texts accurately and with expression.</li> <li>• Develop and apply vocabulary through exposure to a variety of texts.</li> <li>• Understand, acquire and use new vocabulary.</li> <li>• Develop comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts.</li> <li>• Use strategies to prepare for reading (before reading), make meaning from text (during reading) and demonstrate understanding of the text (after reading).</li> </ul>	<p>Continue to use a phonics program such as:</p> <ul style="list-style-type: none"> <li>• Sing, Spell, Read and Write</li> <li>• Hooked on Phonics</li> <li>• Go Phonics</li> </ul> <p>until independent reading is mastered and all English phonics/reading concepts are learned. Remember that until the end of third grade most children are still learning to read and the pace is different for each child.</p> <p>Mom – sit side-by-side with your beginning reader:</p> <ul style="list-style-type: none"> <li>• Demonstrate how to read a book with expression.</li> <li>• Take turns reading pages (Mom reads the left page and child reads the right page).</li> <li>• Read aloud together every day.</li> <li>• Taking the time to find a quiet spot away from busy-ness.</li> <li>• If mom and child are working through a longer book – he can summarize what “happened yesterday” and make a prediction about what will “happen today.”</li> </ul>	<p>By the end of third grade children will:</p> <ul style="list-style-type: none"> <li>• Sound out common word parts and break words into familiar parts.</li> <li>• Reread a text multiple times to increase familiarity with words.</li> <li>• Listen to models of fluent reading.</li> <li>• Read familiar text at a rate that is conversational and consistent.</li> <li>• Reread and self-correct while reading. Decode words and read sight words automatically.</li> <li>• Attend to sentence patterns and punctuation cues that signal meaning and expression in texts.</li> <li>• Acquire new vocabulary through listening and reading. Begin to use context to determine the meaning of words.</li> <li>• Discuss words and meanings as they are encountered in texts, conversation and instruction.</li> <li>• Learn 8-12 (2<sup>nd</sup> grade) and 12-20 (3<sup>rd</sup> grade) new words each week through reading and listening.</li> <li>• Identify and explain common antonyms, synonyms and homophones.</li> <li>• Begin to use word structures – roots, prefixes and suffixes – to determine the meaning of words.</li> </ul>

<p><b>Reading Comprehension</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop comprehension skills by reading a variety of informational and literary texts.</li> <li>• Identify and use text features to facilitate understanding of informational and literary texts.</li> <li>• Develop knowledge of organizational structures of informational texts to understand what is read.</li> <li>• Use elements of narrative texts to facilitate understanding.</li> <li>• Determine important ideas and messages in informational texts.</li> </ul>	<p>The key here is - more reading develops greater comprehension skills.</p> <ul style="list-style-type: none"> <li>• Read orally together daily.</li> <li>• Read a variety of texts, stories, poems, news articles, comics, informational signs.</li> <li>• Create fun and challenging ways to read (Who can read the most cereal boxes while we shop?).</li> <li>• Together find the main idea in a story – don’t be too quick to say no if your child finds supporting ideas first.</li> <li>• Encourage your child to think like the author – What do you think he</li> </ul>	<ul style="list-style-type: none"> <li>• Use resources to learn the meaning of unknown words: children’s dictionaries, glossaries, thesaurus.</li> <li>• Before reading: state the purpose for reading/listening to the text, make predictions based on pictures or title of text.</li> <li>• Reread the difficult parts of texts slowly and carefully, and use own words to restate the difficult parts.</li> <li>• Periodically summarize and paraphrase while reading.</li> <li>• Identify, explain and paraphrase the main idea after reading.</li> <li>• Connect the text to prior knowledge or personal experience.</li> </ul> <ul style="list-style-type: none"> <li>• Understand and use organizational aids to further understand the text: illustrations, photos, titles, chapter numbers/titles, headings, lists, graphs, tables, numbered steps, etc</li> <li>• Identify and explain how text is organized: sequential or chronological order, main and supporting details, cause/effect, problem and solution.</li> <li>• For informational texts, identify and explain the author’s purpose and intended audience.</li> </ul>
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<ul style="list-style-type: none"> <li>• Identify and describe the author’s use of language.</li> <li>• Read critically to evaluate informational and literary texts.</li> <li>• Identify and describe the author’s use of language.</li> <li>• Determine important ideas and messages in literary texts.</li> </ul> <p><b>Writing</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Compose written work using a variety of prewriting strategies.</li> <li>• Compose oral, written, and visual presentations that express personal ideas, inform and persuade.</li> <li>• Compose texts using a variety of revising and editing strategies.</li> <li>• Identify how language choices in writing and speaking affect thoughts and feelings.</li> </ul>	<p>was feeling/wanting us to know when he wrote this story?</p> <ul style="list-style-type: none"> <li>• Talk about the words the author used – how many words did she use that show human motion?</li> <li>• Read a variety of texts as she travels about her day/week – for example read the morning cereal box.</li> <li>• Think like an author – What would the child change about the story?</li> </ul> <p>Use a writing curriculum such as:</p> <ul style="list-style-type: none"> <li>• IEW</li> <li>• Write On!</li> <li>• The Write Shop</li> </ul> <p>Use a handwriting curriculum such as:</p> <ul style="list-style-type: none"> <li>• Handwriting without Tears</li> <li>• A Reason for Handwriting</li> <li>• A Beka Penmanship</li> </ul> <p>Brainstorm with your child to create:</p> <ul style="list-style-type: none"> <li>• Story boards and pictures</li> <li>• Writing outlines and webs</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize or paraphrase the main idea, supporting details and message of texts.</li> <li>• Distinguish between fact and opinion.</li> <li>• Understand that the author can create meaning and tone with words, phrases, and punctuation.</li> <li>• Identify a variety of narrative texts: fiction, nonfiction, historical fiction, tall tales, fables, fairy tales.</li> <li>• Identify and explain the elements of a story: characters, setting, mood, sequence of events, plot.</li> <li>• Identify and copy the elements of poetry: rhymes, lines, stanzas, repetition.</li> <li>• Understand and use simile, personification, onomatopoeia.</li> </ul> <ul style="list-style-type: none"> <li>• Generate ideas and topics and make a plan before writing.</li> <li>• Use prewriting tools such as writing webs and other graphic organizers. Write a first draft.</li> <li>• Organize related ideas into a simple 5 sentence paragraph – topic sentence, 3 supporting/detail sentences, concluding sentence. Use major points and examples to support main idea.</li> </ul>
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<ul style="list-style-type: none"> <li>• Use effective details, words, and figurative language in the students’ own composing.</li> <li>• Explain how textual changes in a work clarify meaning or fulfill a purpose.</li> <li>• Locate and use information from various sources to accomplish a purpose.</li> </ul> <p><b>Grammar and Spelling</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize elements and examples of grammar in personal and academic reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers with index cards – this provides an easy way to rearrange ideas and storylines.</li> <li>• Read nonfiction with your child on a single subject to gather information to write a simple report.</li> <li>• It’s alright to work with your child to verbally construct his assignment and write it on a whiteboard that he may copy it.</li> </ul> <p>Work patiently with your child as she learns to write and give a variety of opportunities for writing:</p> <ul style="list-style-type: none"> <li>• Thank you letters</li> <li>• Letters to Grandparents</li> <li>• Grocery lists</li> <li>• Scripture copy-work</li> <li>• Spelling lists</li> <li>• Sentences that incorporate spelling words and grammar components</li> </ul> <p>Don’t be critical of child-like writing, remember that neat and legible handwriting comes with lots of practice</p> <p>Use a grammar curriculum such as:</p> <ul style="list-style-type: none"> <li>• Easy Grammar</li> <li>• Shurley Grammar</li> <li>• IEW – grammar components</li> </ul> <p>Use a spelling program such as:</p> <ul style="list-style-type: none"> <li>• Red Hot Root Words level 1</li> </ul>	<ul style="list-style-type: none"> <li>• Write to express personal ideas using journals, narratives, letters and reports.</li> <li>• Add sensory details, adjectives, adverbs, colorful language to expand and express ideas.</li> <li>• Proofread and edit own work checking for: capitalization, word choice, punctuation, and complete sentences.</li> <li>• Use basic transition words such as: and, but, or, first, second, next, last</li> <li>• Identify and use sources of information on a topic.</li> <li>• Participate in teacher-directed note taking and organization strategies.</li> <li>• Write a variety of original pieces such as poems, stories, short reports</li> </ul> <ul style="list-style-type: none"> <li>• Identify and use various parts of speech: nouns, pronouns, verbs, adjectives, adverbs and articles.</li> <li>• Compose declarative, imperative, interrogative and exclamatory sentences.</li> </ul>
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<ul style="list-style-type: none"> <li>• Recognize, recall and use basic elements of standard English grammar to express ideas clearly.</li> <li>• Apply standard English grammar usage in oral and written language.</li> <li>• Explain the purpose of grammar mechanics to make and clarify meaning in academic and personal reading and writing.</li> <li>• Apply standard English punctuation and capitalization in written language.</li> <li>• Recognize conventional spelling in and through personal and academic reading.</li> <li>• Maintain a personal list of words to use in editing original writing.</li> <li>• Produce writing that is legible to the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Victory Drill Book</li> <li>• Spelling Ladders</li> <li>• Create “file” of index cards of learned and troublesome words</li> <li>• Watch Grammar Rock videos in the Schoolhouse Rocks collection – you can buy the DVDs or watch them on You Tube. It’s amazing what we can memorize using songs. These songs will serve as a useful aid for years.</li> <li>• Compose 2-word silly sentences orally – change the noun and verb tense so that your child learns to recognize subject/verb agreement. Ex: Squirrels scurry. vs Squirrels scurries. Then add adjectives, adverbs and prepositional phrases to create longer, more interesting sentences. Fuzzy, gray squirrels quickly scurry up tall trees.</li> <li>• Create a simple sentence game where one noun or verb (use plurals and different tenses) on each card. Then mix and match or play as a Go Fish styled game. The winner is the one with the most sentences that are grammatically correct. As your child moves to other grades the game can expand to add other parts of speech to create more complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use verb forms: helping verbs, past, present and future tense verbs.</li> <li>• Identify and use the noun forms: common, proper, singular, plural.</li> <li>• Recognize and use subject/verb agreement.</li> <li>• Use the same verb tense throughout a sentence/paragraph.</li> <li>• Use periods, question marks and exclamation marks.</li> <li>• Use commas in dates, addresses, salutations, closings and items in a series.</li> <li>• Use apostrophes in contractions and singular possessives, and quotation marks in simple dialogue.</li> <li>• Use capital letters to identify proper nouns and begin sentences.</li> <li>• Indent for paragraphs.</li> <li>• Spell sight and non-phonetic high frequency words accurately.</li> <li>• Spell words with common prefixes, suffixes and patterns.</li> <li>• Spell 2 syllable words that follow regular spelling patterns including compound and multi-syllable words.</li> <li>• Use manuscript writing fluently.</li> <li>• Form upper- and lower-case letters using cursive writing.</li> </ul>
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<ul style="list-style-type: none"> <li>• Understand and analyze what is heard.</li> <li>• Speak clearly and understandably.</li> <li>• Make oral presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose books that your child can comprehend, but are above his reading level.</li> <li>• Stop at a place of interest to resume again later in the day or the following day.</li> <li>• Ask lots of questions in regards to what you are reading.</li> <li>• Give directions orally – increase the number of directions given – but be ready to repeat them patiently.</li> </ul> <p>Give your child ample opportunities to read aloud and give presentations:</p> <ul style="list-style-type: none"> <li>• Reading books or poems.</li> <li>• Demonstrate a magic trick or science experiment for family.</li> <li>• Give an oral report or explain a history project.</li> <li>• Perform skits with siblings.</li> <li>• Read Scripture during devotions.</li> </ul>	<p>summarizing, retelling, relating to prior knowledge, or asking appropriate questions.</p> <ul style="list-style-type: none"> <li>• Follow a set of multi-step instructions.</li> <li>• Speak clearly enough to be heard and understood in a variety of situations for various purposes.</li> <li>• Use appropriate non-verbal techniques to enhance communication: eye contact, facial expressions, gestures.</li> <li>• Participate in dramatic presentations.</li> <li>• Use props when appropriate.</li> </ul>
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Second – Third Grade: Math Objectives

Teaching Methods

Indicators

Objectives	Teaching Methods	Indicators
<p><b>Patterns and Functions</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify, describe, extend and create both nonnumeric and numeric patterns.</li> <li>• Use skip counting.</li> <li>• Write and identify mathematical expressions.</li> <li>• Use graphic and numeric representations of relationships.</li> <li>• Use a number line.</li> </ul>	<p>Use a second/third grade math curriculum such as:</p> <ul style="list-style-type: none"> <li>• Saxon</li> <li>• A Beka</li> <li>• Bob Jones</li> <li>• Singapore</li> </ul> <p>Additionally, math manipulatives help most 2<sup>nd</sup> and 3<sup>rd</sup> grade students grasp patterns and basic math functions.</p> <ul style="list-style-type: none"> <li>• Use a 100s chart for skip counting patterns and identifying number families.</li> <li>• You Tube has a wealth of elementary math songs you can use to help with skip counting.</li> <li>• Use counting manipulatives to create sets that show equal and unequal amounts. Discuss the concepts of equal, less than and more than.</li> <li>• Use pattern blocks, Legos, small toys and a variety of common objects to create and extend nonnumerical patterns.</li> <li>• Find patterns in daily activities and outings – identify them and discuss how they could be organized or extended.</li> </ul>	<p>By the end of third grade children will be able to:</p> <ul style="list-style-type: none"> <li>• Count to 100 by 1s, 2s, 5s, 10s.</li> <li>• Children will be able to skip count by 3s, 4s, 6s, 7s, 8s, 9s with the help of a 100s chart or independently.</li> <li>• Identify, describe and create patterns – both numerical and nonnumerical. (a b a b...; red, blue, red, yellow, red, blue...; square, circle, circle, square...)</li> <li>• Write and describe equations such as: <math>3 = 3</math>; <math>4 &gt; 2</math>; <math>3 &lt; 7</math></li> <li>• Create “math pictures” that show amounts in sets, relationships between sets, equalities, inequalities and patterns.</li> <li>• Use a number line to count, skip count, demonstrate number relationships, and add and subtract.</li> </ul>

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<p><b>Shapes (Geometry)</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize, describe and draw the attributes of plane (flat) geometric figures.</li> <li>• Recognize and describe the attributes of solid (3-D) geometric figures.</li> <li>• Describe and compare congruent (identical/similar) geometric figures.</li> <li>• Recognize and describe a transformation – various ways a shape is moved.</li> <li>• Analyze (find and describe) geometric figures or pictures found elsewhere (in non-math sources).</li> </ul>	<ul style="list-style-type: none"> <li>• Use math manipulatives such as pattern blocks, tangrams or geoboards to create and identify shapes.</li> <li>• Create shapes using math manipulatives, cut paper, drawing materials and have your child copy them using the same materials.</li> <li>• Discuss and demonstrate the similarities and differences between flat and 3-D shapes using common objects. (a dinner plate is an example of a circle and a ball is an example of a sphere – both are circular in shape, but different in form)</li> <li>• Play shape finding games to see where you can find flat and 3-D shapes as you go about your daily activities. Encourage your children to find shapes in unique places. (triangles created by intersecting tree branches, geometric solids on the grocery store shelves)</li> <li>• Use clay, blocks, Legos and other “building materials: to copy and create geometric solids. (3-D shapes)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the attributes of flat and 3-D shapes.</li> <li>• Describe shapes using the correct names for each: rectangle, triangle, circle, cube, pyramid, sphere ...</li> <li>• Draw and create flat and 3-D geometric shapes in a variety of ways.</li> <li>• Identify and create shapes that are congruent: the same in shape and size – and similar: the same shape but different size.</li> <li>• Show a variety of ways a shape can be moved, rotated or flipped.</li> <li>• Identify geometric shapes in daily activities and find and compare similar and different shapes.</li> </ul>

Measurements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Read and become familiar with customary and metric units of measurement.</li> <li>• Use customary and metric units of measurement.</li> <li>• Apply measurement concepts to math and regular activities.</li> <li>• Calculate to determine equivalent amounts and units.</li> </ul>	<ul style="list-style-type: none"> <li>• Use rulers to identify both inch and centimeter measurements.</li> <li>• Use rulers to measure lines and common objects (inch/centimeter).</li> <li>• Use rulers to draw lines of a specific length (inch/centimeter).</li> <li>• Use an analog clock (Judy clock) to identify time and tell time in 5-minute intervals.</li> <li>• Use an analog clock to identify and duplicate time from a digital clock – help your child use a clock manipulative to create the times shown on a digital clock – discuss hour and minute hands.</li> <li>• Use a thermometer to identify temperature to the nearest 5 or 2 degrees – Fahrenheit and Celsius.</li> <li>• Estimate and check temperature.</li> <li>• Measure capacity using cups, pints, quarts, gallons and liters.</li> <li>• Measure weight of objects to nearest ounce and pound.</li> <li>• Moms – so much of this type of measurement can be done in the kitchen. As you cook with your child have him measure and find equivalent measures – 2 half cups equal a cup. Liquid measurements are best learned with a variety of containers and water – in the sink.</li> </ul>	<ul style="list-style-type: none"> <li>• Measure items to the nearest inch, half inch and centimeter.</li> <li>• Determine the best method of measurement for an object: inch or foot; centimeter or meter.</li> <li>• Draw lines and basic shapes using a ruler and measuring a specific length.</li> <li>• Tell time on both an analog and digital clock.</li> <li>• Relate to time in units of minutes, hours and days – discuss hours in increments of 5 minutes, quarter and half hours.</li> <li>• Read a thermometer to the nearest 5, 2 and 1 degree. Differentiate that Fahrenheit and Celsius are different standards of measure and find the difference on a thermometer that has both measurements.</li> <li>• Measure the weight of an object using the appropriately sized scale.</li> <li>• Understand that ounces add up to pounds and pounds to tons.</li> <li>• Understand that grams add to centigrams and kilograms.</li> <li>• Measure dry and liquid measures using standard measuring tools.</li> </ul>

<p><b>Graphs and Data (Statistics)</b> Students will be able to:</p> <ul style="list-style-type: none"><li>• Interpret data contained in tables, graphs and pictographs.</li><li>• Collect data by conducting surveys.</li><li>• Organize and display data in the form of a variety of graphs and pictographs.</li><li>• Understand how graphs provide a quick reference tool for collected data.</li></ul> <p><b>Number Relationships and Arithmetic</b> Students will be able to:</p>	<ul style="list-style-type: none"><li>• Find various types of graphs (news publications, online, giving or investment statements) and discuss the information that is being represented. What do these graphs show us and how do they show it?</li><li>• Take surveys in your home, church or neighborhood: favorite pizza topping, ice cream flavor, holiday and then find creative ways to make a graph to show the results. A pictograph with pizza toppings is a fun way to represent data.</li><li>• How many different ways can you and your child display data? Daily temperatures can be displayed in line graphs or reorganized for a bar graph. A circle graph to show pizza topping results can be especially fun if each section is colored to look like a slice of pizza.</li><li>• Work with your child to read and write whole numbers (numbers without a fraction or decimal)</li></ul>	<ul style="list-style-type: none"><li>• Understand that cups are combined to add up to pints, quarts, half and whole gallons.</li><li>• Understand that the liter is the basic measure for metric liquids.</li><li>• Use graphs and identify the information being displayed.</li><li>• Read simple graphs (bar, picto-, line and circle) to see the most of or least of the represented items (hottest day of week, most frequently occurring crayon color, least favorite holiday).</li><li>• Make simple graphs that show survey results or collected data.</li><li>• Understand that graphs provide us with a quick way to understand information.</li></ul>
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Second – Third Grade: Math  
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<ul style="list-style-type: none"> <li>• Apply knowledge of whole numbers and place value.</li> <li>• Apply knowledge of fractions.</li> <li>• Apply knowledge money.</li> <li>• Apply knowledge of number relationships.</li> <li>• Analyze number relations and compute.</li> <li>• Determine the reasonableness of sums and differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice writing numbers in expanded form to understand place value: <math>4,532 = 4,000 + 500 + 30 + 2</math></li> <li>• Find numbers throughout your daily activities and ask your child the place value for each individual number within the whole.</li> <li>• Use construction paper circles to demonstrate <math>\frac{1}{2}</math>s, <math>\frac{1}{3}</math>s and <math>\frac{1}{4}</math>s – leave one circle whole and cut the others to represent the fractions.</li> <li>• Use pattern blocks to show fractions. Teach your child to write fractions using manipulatives to give concrete meaning to part of a whole.</li> <li>• Take your child shopping or play store at home. Use real or play money to teach the denomination of coins and bills. Practice paying for items and counting change.</li> <li>• Use small items to show the difference between odd and even numbers – with odd numbers there’s always one left over.</li> <li>• Use a 100s chart to color stripes to have a quick reference for odd/even numbers. (use 2 colors).</li> <li>• Add and subtract numbers using a variety of methods: manipulatives, number lines, songs, games, 100s charts – even games like Chutes</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and write whole numbers.</li> <li>• Recognize place value for individual numerals within a larger number.</li> <li>• Understand that fractions are parts of a whole and can be used in various ways to create a whole or represent a part.</li> <li>• Identify money by coin and bill denominations, count money and change and use money in play and guided real-life settings.</li> <li>• Identify odd and even numbers.</li> <li>• Add and subtract single digit numbers through memorization.</li> <li>• Use various strategies to add and subtract 10s and 100s numbers.</li> <li>• Understand the multiplication process.</li> <li>• Multiply single digit numbers.</li> <li>• Make math estimates: amount, addition and subtraction.</li> </ul>
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	<p>and Ladders and Yahtzee help children learn addition/subtraction.</p> <ul style="list-style-type: none"><li>• Egg carton math – in the bottom of an egg carton write numbers 1 – 12. Then give students beans or other small items to count into the carton. Then on an index card give them a function (+ 3 or – 2) – children add or subtract beans from each section.</li><li>• Work with fact families to teach that addition and subtraction are inverse operations: 6, 7, 13 create <math>6 + 7 = 13</math>, <math>7 + 6 = 13</math>, <math>13 - 6 = 7</math>, <math>13 - 7 = 6</math></li><li>• Introduce word problems as you go about your daily routines. We need 8 napkins for dinner and I see 3 on the table – how many more do we need? How many cookies do we need if everyone wants 3 cookies?</li><li>• Help your child learn to make simple math estimates. Place items on the table or in a bowl and estimate how many there are. Then count the items to see how close you were.</li><li>• Use manipulatives to introduce multiplication. Think in terms of sets – <math>4 \times 3</math> is the same as 4 groups of 3 beans. <math>3 \times 4</math> is the same as 3 groups of 4 beans. Show your</li></ul>	
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<p><b>Math Processes</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Apply a variety of processes and skills to solve problems.</li> <li>• Justify ideas or solutions using math skills and proofs.</li> <li>• Present mathematical ideas using words, math symbols, or pictures.</li> <li>• Apply the use of mathematics to other subjects and to life.</li> </ul>	<p>child it’s the same answer but 2 different ways of expressing the math problem.</p> <ul style="list-style-type: none"> <li>• Use daily activities as a method of solving problems.</li> <li>• Keep a dialog going to help your child determine what the question in a word problem is trying to determine. We have 8 people for breakfast and everyone will eat 2 eggs and 3 pancakes. The question is: how many eggs and pancakes do we need to make?</li> <li>• Help your child determine is there’s enough information given to solve a problem. We have 8 people for breakfast and everyone will eat some eggs and pancakes. Do we know how much of each to make?</li> <li>• Help your child make a plan for the best way to solve a problem – are we adding, subtracting or could we estimate?</li> <li>• Help your child express a math problem in a variety of ways: word problems, numerical sentences (<math>2 + 2 = 4</math>), graphs, estimates and comparisons.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how math is used in daily activities.</li> <li>• Use math processes in daily activities .</li> <li>• Use math processes in other subjects.</li> <li>• Speak about math in both numerical and language terms.</li> <li>• Determine the best manner to solve a problem using math.</li> <li>• Correctly use math symbols to write math sentences.</li> <li>• Correctly read and create graphs when considering a “non-math” problem.</li> </ul>
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	<ul style="list-style-type: none"><li>• Help your child understand how math helps us every day – at the store, at home, when we travel. Discuss real life math problems as you go about your day or do things outside of your home. We look at food packages to see how many servings they contain and how much we need to purchase. We read road signs to see how close we are to our destinations.</li></ul>	
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Second – Third Grade Science Objectives

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Indicators

Objectives	Teaching Methods	Indicators
<p><b>Science Skills and Processes</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Gather, question and analyze data from different sources and in various forms: observation, investigations, text sources.</li> <li>• Develop designs and analyze the products: Does it work? Could I make it better? Could I have used better materials?</li> <li>• Investigate a variety of mechanical systems and analyze the relationship among the parts.</li> <li>• Examine, construct and modify models and discuss their advantages and limits. Describe what models teach about the real things they resemble.</li> <li>• Ask questions about the world around them and be willing to seek answers through observation, science texts and investigations.</li> <li>• Use simple tools to design and make things from a variety of materials.</li> </ul>	<p>Teaching science in your home is a ... opportunity to show your child God’s amazing creation and how He sustains His creation.</p> <p>Use a grade level science curriculum such as:</p> <ul style="list-style-type: none"> <li>• Apologia</li> <li>• A Beka</li> <li>• Bob Jones</li> </ul> <p>In addition to the above curricula there are many supplemental materials that can be used to teach Creation and learn science processes:</p> <ul style="list-style-type: none"> <li>• Answers in Genesis</li> <li>• TOPS Experiment books</li> <li>• Usborne books</li> <li>• Magic School Bus books/DVDs</li> </ul> <p>Second and third grades are a wonderful time to spend teaching scientific processes and conducting experiments. Science is learned best at these grade levels by hands-on activities.</p> <ul style="list-style-type: none"> <li>• What can we learn by simply observing things – as they happen and over a period of time.</li> <li>• Help your child become aware of the fact that science happens all around him daily. (bread rises because of yeast; Dad’s tools rusted because of water &amp;</li> </ul>	<p>By the end of third grade children will:</p> <ul style="list-style-type: none"> <li>• Gather and question data from various forms of scientific print resources, observations and investigations.</li> <li>• Use appropriate tools: hand lens, microscope, metric ruler, spring scale, thermometer, balances.</li> <li>• Understand that the results of experiments depend upon the accuracy of how carefully they are performed and that changes can result in different results.</li> <li>• Keep an accurate record of investigations or observations in a journal, notebook, charts, graphs.</li> <li>• Begin to understand that scientists have opinions that may affect the way they approach their work.</li> <li>• Choose appropriate common materials for making simple mechanical constructions and repairs. Use the appropriate tools.</li> <li>• Recognize that it is difficult to create a perfect design because other factors must be considered: cost, safety, lack of technology or appropriate materials.</li> <li>• Understand and explain that a model is a simplified version of something that represents or</li> </ul>

Second – Third Grade Science Objectives

Teaching Methods

Indicators

	<p>exposure; curtains fade b/c of sunlight)</p> <ul style="list-style-type: none"> <li>• Use tools to help your child conduct experiments with greater accuracy and gather data: magnifiers, rulers, balances, thermometers, microscopes.</li> <li>• Change the process in a science experiment to see how the results vary. (Plant seeds: place some in sunlight and some in the dark; water some regularly, too much and too little. Make a small batch of pancake batter without baking powder – what happens?)</li> <li>• Help your child to describe things accurately and compare things and findings using comparisons in terms of number, texture, size, weight, color and motion.</li> <li>• Draw pictures of scientific findings and investigations.</li> <li>• Keep a notebook that describes observations. Find a place that you can regularly go for nature walks and describe the surroundings throughout the seasons. Take photos to add to your notebook.</li> <li>• Make models of things that interest your child.</li> <li>• Go on field trips to science or hands-on children’s museums that</li> </ul>	<p>predicts how the actual thing works.</p> <ul style="list-style-type: none"> <li>• Describe things accurately using: number, shape, texture, color, size, weight and motion.</li> <li>• Draw pictures and make models of the thing being described or invented.</li> </ul>
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<p><b>Earth/Space Science</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe and compare properties of Earth materials.</li> <li>• Gather information about the physical environment and become familiar with geological features.</li> <li>• Recognize and describe that the surface of Earth is more than half covered with water.</li> <li>• Recognize and describe that water can be found as a liquid or solid on the Earth’s surface and as a gas in the Earth’s atmosphere.</li> <li>• Gain a greater understanding of the Earth’s hydrological cycle</li> <li>• Observe and describe changes over time in the properties, location and motion of celestial objects.</li> </ul>	<p>give opportunity for your child to play with science.</p> <ul style="list-style-type: none"> <li>• Have your child make a collection similar objects found within a set boundary. Perhaps a collection of rocks found within a 5-mile radius of your home – then use the internet to identify each rock.</li> <li>• Go to a local nursery or landscaping supply yard ... discuss the different types of soils. Ask an employee to describe the different types of rocks, mulches and soils and their best uses.</li> <li>• Observe and collect samples from the various places you visit – discuss their differences and similarities.</li> <li>• Use a picture atlas to teach and discuss natural features such as: mountains, rivers, valleys, canyons, lakes, oceans. Which ones are close to home?</li> <li>• Use a picture atlas to teach and discuss the features of the ocean and ocean floor.</li> <li>• Use a rain shower to discuss the hydrological cycle with your child. Collect rainwater and see how long it takes to evaporate.</li> </ul>	<ul style="list-style-type: none"> <li>• Classify a collection of rocks based on the properties that distinguish one type from another.</li> <li>• Collect soil from different locations and compare the samples based on: color, texture, reaction to water, remains of living things.</li> <li>• Identify and record observable properties of the sun, moon and stars.</li> <li>• Identify and record the apparent visible changes in the shape of the moon over two months of observations.</li> <li>• Observe and record changes in the location of the sun and moon in the sky over time.</li> <li>• Identify the many locations where water is found locally and globally</li> <li>• Identify and describe natural features of the continents: mountains, valleys, rivers, canyons, plains, deserts, volcanos.</li> <li>• Recognize and describe features of the ocean floor: mountains, valleys, canyons, volcanos.</li> <li>• Observe and explain the hydrological cycle: evaporation, condensation, precipitation.</li> </ul>
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<p><b>Life Science</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand and explain the stages in the life cycles of people, plants and animals: growth, reproduction and death.</li> <li>• Observe and describe the variations (differences) among individuals of one kind within a population.</li> <li>• Understand that organisms can grow and survive in many different habitats.</li> <li>• Understand and describe the habitats of living things.</li> <li>• Explore the world of minute living things: what they look like, how they live and how they interact with their environments.</li> <li>• Understand that materials continue to exist even though they change from one form to another.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe the night sky during different seasons and phases of the moon. Help your child locate major constellations.</li> <li>• Visit a planetarium.</li> <li>• Plant seeds and keep a notebook of their growth.</li> <li>• Discuss God’s creativity in creation as you discover all the types of animals and plants He created.</li> <li>• Keep a picture journal of different types of trees, dogs, fish or other plants or animals to show that like species can have various qualities and appearances.</li> <li>• Visit a zoo or aquarium to observe and discuss the various habitats in which animals live.</li> <li>• Use a microscope to look at a drop of pond water or yeast in warm water – what do you see?</li> <li>• Visit a recycling plant or read an age appropriate article on how a recycled object becomes something new.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and explain that water can be in the form of liquid, ice, vapor, fog, clouds, rain, snow etc.</li> <li>• Investigate and describe that seeds change and grow into plants.</li> <li>• Compare and describe the changes that occur in humans during their life cycle (birth, infant, toddler, child, teen, adult, middle age, elderly).</li> <li>• Arrange pictures of the life cycle of plants/animals/people into the proper order for the life cycle of each.</li> <li>• Observe and describe individuals in familiar animal groups (cats or dogs) to identify how they look alike and how they are different.</li> <li>• Investigate and describe a variety of habitats – how do plants and animals survive and thrive?</li> <li>• Understand and explain that plants and animals live in habitats that provide for their basic needs: food, water, air, shelter.</li> <li>• Use magnifying instruments to observe and describe minute organisms such as brine shrimp, algae, aphids, etc. Describe</li> </ul>
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<p><b>Chemistry</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand and give evidence that most things are made of parts.</li> <li>• Conduct experiments and investigations that show things can be done to materials to change some of their properties.</li> <li>• Discuss the evidence from investigations/experiments to identify the processes that show change in the physical properties of materials.</li> <li>• Identify ways to classify objects using evidence from investigations and experiments of observable properties</li> <li>• Provide evidence from investigations and experiments that changes in temperature have on the properties of materials</li> </ul>	<ul style="list-style-type: none"> <li>• Make a volcano out of Crayola Model Magic – fill it with baking soda and pour vinegar into it to watch it “erupt”. (this is even more fun if you use food coloring in the vinegar to look more like lava)</li> <li>• Make bread with your child and discuss the changes that yeast creates. This is a new compound.</li> <li>• Make salad dressing from a mix or scratch and let it settle – this is a mixture. Shake it – discuss how you can still see the individual components.</li> <li>• Carefully experiment with heat in the kitchen – how long does a metal pan retain its heat? How long does a ceramic mug retain heat? If you can – melt something plastic outside – how does plastic react with heat.</li> </ul>	<p>observable activity and state reasons why these organisms are alive.</p> <ul style="list-style-type: none"> <li>• Observe and explain the sequence of changes that occur to plants and animals that die and decay.</li> <li>• Examine a variety of objects – Legos, Tinker Toys – to identify and describe the parts from which they are made. Take objects apart and rearrange the parts to identify and describe how the parts work together.</li> <li>• Ask and seek “What if” questions about the changes made to the objects and how they affect the way objects work.</li> <li>• Understand and explain that other materials can be broken, taken apart, or reshaped without changing the actual materials: clay, wood, Legos, etc.</li> <li>• Understand and explain through investigations, that some materials change when heated, placed in a freezer, mixed with other materials or dissolved in a liquid.</li> <li>• Classify objects based on their observable properties and give</li> </ul>
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<p><b>Physics</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and describe ways in which heat can be produced.</li> <li>• Recognize and describe that heat is transferred between objects.</li> <li>• Identify and describe the sources and uses of electricity in daily life.</li> <li>• Observe and describe the motion of an object. Understand that objects move when a force causes them to move.</li> <li>• Cite evidence from observations and investigations to describe the motion of an object using position and speed.</li> </ul>	<ul style="list-style-type: none"> <li>• Find sources of heat throughout your home. Discuss how heat is produced in each source.</li> <li>• Have your child rub her hands together quickly to understand that heat is produced from friction.</li> <li>• Create a list of things in your home that use electricity to work. You may want to categorize the list into things that produce: light, heat, motion, sound.</li> <li>• Use various types of items to demonstrate motion – roll a ball, drive a toy car, ride a scooter or bike. Discuss how some type of force or energy is used to start that motion.</li> </ul>	<p>reasons for placing objects into specific groups.</p> <ul style="list-style-type: none"> <li>• Examine and describe minute objects (grains of sand, salt crystals) after examining them with a magnifying instrument.</li> <li>• Examine and describe the minute features of larger objects (a piece of hair, a feather, wood grain, fibers in cloth or torn paper) using a magnifying instrument.</li> </ul> <ul style="list-style-type: none"> <li>• Recognize that things that give off light also give off heat.</li> <li>• Describe methods of producing heat: friction, burning, electricity.</li> <li>• Identify fuels that are used to produce heat and light at home, church or stores.</li> <li>• Identify sources of electricity: electrical outlets, batteries.</li> <li>• Identify devices that use electricity to produce light, heat and sound.</li> <li>• Describe the position of an object by locating it relative to another object or to its background.</li> <li>• Use information from various trials that compare the speeds (faster, slower) of objects that travel the same distance in different amounts of time.</li> </ul>
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Second – Third Grade Science  
Objectives

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Indicators

<ul style="list-style-type: none"><li>• Recognize and describe that heat is transferred between objects that are different temperatures.</li><li>• Identify and describe the relationship between a sound and the vibrations that produce it.</li></ul>	<ul style="list-style-type: none"><li>• Create an incline with a board and test how a variety of objects slide - or don't slide – down the incline. What happens if you coat the board with cooking oil?</li><li>• What happens if we roll a ball or drive a toy car towards a wall? Pay attention to the direction that the object bounces off the wall – or does it stop completely?</li><li>• You can demonstrate pitch and vibration with various kitchen items: bang a pot with a metal spoon; fill a glass with various amounts of water and moisten the rim run your finger around the rim quickly. What happens when we put our hands on the pot or glass? Do this lightly to feel the vibrations and firmly to stop them.</li></ul>	<ul style="list-style-type: none"><li>• Observe and describe the way an object's motions changes in a variety of situations (rolling a ball, dropping a yo-yo, winding up a toy) and identify what may have caused the motion.</li><li>• Describe the changes in the motion of objects as they move across different textured surfaces and suggest possible causes for the change.</li><li>• Understand and explain that gravity causes objects to fall unless something holds them up.</li></ul>
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Second – Third Grade: Social Studies  
Objectives

Teaching Methods

Indicators

Objectives	Teaching Methods	Indicators
<p><b>Political Science/Government</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how rules and laws are made and are good and necessary to maintain order and protect the community and citizens.</li> <li>• Demonstrate a basic understanding of how individual and groups work to create rules and laws, maintain order, protect citizens and provide services.</li> <li>• Explain how democratic skills and attitudes are associated with being a responsible citizen.</li> <li>• Explain the rights and responsibilities of being a member of a family, church, school and community.</li> <li>• Explain how contributions and events are important to the American political system.</li> <li>• Understand how people and key events have shaped the American political system.</li> <li>• Understand the concept of a community – both individual and group participation.</li> </ul>	<p>Choose a grade appropriate social studies or history curricula such as:</p> <ul style="list-style-type: none"> <li>• Bob Jones</li> <li>• Story of the World</li> <li>• Abeka</li> <li>• Sonlight</li> </ul> <p>In addition to using a social studies curriculum:</p> <ul style="list-style-type: none"> <li>• Discuss that God is the creator of rules and how He created those rules to benefit us.</li> <li>• Create a family rule chart – brainstorm for multiple rules and try to narrow it down to your own family’s “10 Commandments.”</li> <li>• Discuss traffic rules and laws as you drive with your child. Ask some “what if” questions to show how traffic rules protect us.</li> <li>• Watch “Schoolhouse Rock” on YouTube for a fun way to teach some of the founding ideas of our country and government. Don’t worry that your child can’t memorize everything! US government takes years to understand.</li> <li>• Create a Jeopardy board that you can use for all social studies topics – give prizes for extra incentive and fun. Remember to use</li> </ul>	<p>By the end of third grade children will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how home, school, church and community rules promote orderliness, fairness, privacy, responsibility, and safety.</li> <li>• Recognize and describe how making choices affects self, family, school, church and community.</li> <li>• Explain the consequences of violating rules and laws.</li> <li>• Identify leadership positions and organizations in the community, state and nation and explain how they can be helpful in maintaining safety and order. (Mayors, council members, judges/courts, congress members, president, vice-president)</li> <li>• Connect certain people, symbols, songs and poems to the ideals they represent: George Washington – leadership; American flag – loyalty, respect; Star Spangled banner – courage and freedom.</li> <li>• Explain how contributions of people recognized in holidays such as Memorial, Veteran’s, Flag, Constitution, and Independence</li> </ul>

<p><b>Peoples of the Nation and World</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Compare two different cultures and explain how each meets the needs of the people within it.</li> <li>• Gain an understanding of how a community is comprised of individuals and groups that borrow and share from each other’s cultures.</li> <li>• Demonstrate an understanding of a multicultural setting.</li> <li>• Discuss ways in which individuals and groups interact.</li> </ul>	<p>question cards more than once for review and reinforcement.</p> <p>We live in a great country to discuss and demonstrate how many nations have melted into one country and culture.</p> <ul style="list-style-type: none"> <li>• Choose a holiday like Christmas and research where our various traditions have come from. What traditions does your family keep and what family members, in your own history, contributed to those traditions?</li> <li>• Use a cookbook like <i>Eat Your Way Around the World</i>, or <i>Eat Your Way through the USA</i> for a fun way to experience different cultures.</li> <li>• Go to local nationality festivals in your area to experience food,</li> </ul>	<p>Days represent democratic beliefs and attitudes.</p> <ul style="list-style-type: none"> <li>• Describe the process of electing and selecting officials and leaders in a democratic system.</li> <li>• Identify and explain democratic principles such as: patriotism, responsibilities, common good, justice and equality.</li> <li>• Describe the responsibilities of being an effective citizen such as: cleaning up your neighborhood, being informed, obeying the rules and laws, participating in decisions and volunteering.</li> </ul> <ul style="list-style-type: none"> <li>• Give examples of how families in the community share and borrow customs and traditions from other cultures.</li> <li>• Explain how different point of view in school, family, church or neighborhood situations may result in compromise or conflict.</li> <li>• Explain how media such as the internet, television, movies and periodicals provide an opportunity to understand various perspectives about other cultures.</li> <li>• Demonstrate appropriate social skills necessary for working in a</li> </ul>
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<p><b>Geography</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use geographic tools to locate and describe places on Earth.</li> <li>• Classify places and regions in an environment using geographic characteristics.</li> <li>• Compare places and regions around the world using geographic characteristics.</li> <li>• Describe how transportation and communication link places by the movement of people, goods and ideas.</li> </ul>	<p>activities and the culture of those countries.</p> <ul style="list-style-type: none"> <li>• Read fiction and nonfiction books to your child that represent various cultures. (make some suggestions)</li> </ul> <p>In addition to the geography included in your social studies curriculum:</p> <ul style="list-style-type: none"> <li>• Have your child make a map of his room, your house and yard, and your neighborhood. Use map keys to give the project an authentic feel and look.</li> <li>• Use atlases as you study history and countries to give your child clear pictures of the places that you’re reading about.</li> <li>• Scholastic has a wide variety of maps, 3-D maps to make, map skill books and historical maps to supplement any curriculum that is lacking in maps.</li> <li>• Research how long it took to cross the Atlantic or USA 200, 300 or 400 years ago. What was the journey like? Compare your findings to the time it takes for the same trip today. Have your child explain which way he would rather travel.</li> </ul>	<p>cooperative group such as: concern, compassion, and respect.</p> <ul style="list-style-type: none"> <li>• Identify the purpose and use of globs, maps, atlases, community maps and “maps of indoor places.”</li> <li>• Recognize and use map elements such as a compass rose, legend, key, and simple grid system.</li> <li>• Identify the equator, poles, 7 continents and 4 oceans.</li> <li>• Identify the USA, Maryland, the states that surround MD and “better known” countries around the world – using a globe or maps.</li> <li>• Identify natural, God created features of the world and man-made structures and changes to the landscape.</li> <li>• Classify places as urban, suburban or rural.</li> <li>• Compare types of transportation used to move goods and people.</li> <li>• Compare current methods of communication with past methods.</li> </ul>
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<p><b>Economics</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain why people have to make economic choices about goods and services.</li> <li>• Explain the production process.</li> <li>• Examine how technology affects the way people live work and play.</li> <li>• Describe different types of markets/shopping experiences.</li> <li>• Describe how we acquire goods and services.</li> </ul>	<ul style="list-style-type: none"> <li>• There are variety of songs that teach children continents, countries, capitols, etc. A quick You Tube search will help find songs that work for your child.</li> <li>• If your child likes puzzles or coloring – try map puzzles or coloring pages.</li> <li>• Make a travel journal of places your child would like to go. Find photos and fun facts to include.</li> </ul> <p>In addition to your curriculum:</p> <ul style="list-style-type: none"> <li>• Help your child create a personal budget that includes tithing, savings and short- and long-term spending plans.</li> <li>• Include your child, where it’s appropriate, in the family budget. Even younger children can understand the difference between wants and needs.</li> <li>• The Discovery Channel had a series on called <i>How Things are Made</i> and <i>How Things are Made for Kids</i> – many of these episodes are now on You Tube.</li> <li>• As you shop, and especially when you travel, discuss the difference between goods and services.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain economic choices that people make.</li> <li>• Understand the difference between a want and a need.</li> <li>• Identify the resources that it takes to produce goods and services: natural and man-made materials, time, money, technology and people.</li> <li>• Identify specialized workers in the community: nurses, postal workers, doctors, teachers, bank tellers, truck drivers, etc.</li> <li>• Describe different types of markets where goods and services can be purchased.</li> <li>• Explain the various methods of paying for goods and services:</li> </ul>
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<p><b>History</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Examine the differences between past and present time.</li> <li>• Describe people, places and artifacts of today and long ago.</li> </ul>	<ul style="list-style-type: none"> <li>• Have your child create a poster of things that he/she needs to live – clothing, food, shelter, etc. Create another poster of things that he/she wants – those things that make life nicer and more enjoyable. (perhaps)</li> <li>• As you shop, discuss how you pay for items. If you use a debit or credit card young learners can understand that you only make purchases if you have the money in the bank.</li> </ul> <p>In addition to your curriculum:</p> <ul style="list-style-type: none"> <li>• Go to museums – there are so many history museums and historical places to visit in our area. (DC, MD, PA and VA)</li> <li>• Link your child’s reading list to her history. The following series are grade level appropriate and told from a child’s point of view: American Girls series, <i>Magic Treehouse</i>, <i>Dear America</i>, <i>Little House</i> books, <i>My America</i> and <i>My Name is America</i>. Librarians are also a wealth of information when it comes to linking history with reading and they love to help.</li> <li>• The Eyewitness book series focus on specific periods of history using</li> </ul>	<p>cash, checks, debit card, credit cards. Understand that all of these methods ultimately result in a monetary payment.</p> <ul style="list-style-type: none"> <li>• Use a timeline to place events in chronological order.</li> <li>• Describe the relationship of events using a timeline.</li> <li>• Understand information about the past from literary and biographical sources.</li> <li>• Collect and compare photographs and pictures of similar items throughout history such as: modes of transportation, communication methods, clothing styles etc.</li> </ul>
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<p><b>Social Studies Skills and Processes</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop and apply social studies vocabulary through reading.</li> <li>• Read fiction and nonfiction texts to understand and gain information in regards to social studies.</li> <li>• Demonstrate understanding of the text – after reading.</li> <li>• Compose oral, written and visual presentations in regards to social studies and history.</li> <li>• Use information from various sources to accomplish a purpose.</li> <li>• Identify a topic for further study.</li> <li>• Find primary and secondary sources of information that relate to the topic of study.</li> <li>• Interpret non-text sources of information: maps, pictures, graphs, atlases, timelines.</li> <li>• Organize the information.</li> <li>• Create a new presentation of information found on the topic of study.</li> </ul>	<p>lots of photographs and illustrations. Even if you don't read the text – the photos give young learners a better sense of what life was like in the past.</p> <p>In addition to your curriculum:</p> <ul style="list-style-type: none"> <li>• Link historical fiction to your curriculum – find vocabulary that is unique to the period of history being studied.</li> <li>• Have your child present a short oral report to your family and/or neighbors.</li> <li>• Create a mural, diorama, or sketchbook showing a period of history or social studies principle that was learned during the year.</li> <li>• Help your child find other sources for history – online sites, information from museums, oral history.</li> <li>• Have your child interview someone who participated in a significant period of history.</li> <li>• Encourage your child to ask “What was it like when you were young?” questions when visiting with older family members.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall and discuss what was read or learned. Identify and question what did not make sense.</li> <li>• Answer questions from the text or learning experience.</li> <li>• Write to express social studies ideas using journals, letters, stories and reports.</li> <li>• Read and listen to journals, textbooks, articles or timelines.</li> <li>• Distinguish factual from fictional social studies information.</li> <li>• Present social studies information in a variety of ways such as: skits, posters, songs, poem, murals, reports or oral presentations.</li> <li>• Participate in community or church events such as: clean up days, fund-raising, awareness events or mock elections.</li> </ul>
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