On Sandy Shores
Grades 2-4

Grade Level Expectations for the Sunshine State Standards

SCIENCE

Strand A: The Nature of Matter

Standard 1: The student understands that all matter has observable, measurable properties.

Benchmark
SC.A.1.1.1 The student knows that objects can be described, classified, and compared by their composition (e.g., wood or metal) and their physical properties (e.g., color, size, and shape).

Strand D: Processes that Shape the Earth

Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth.

Benchmarks
SC.D.1.1.1 The student recognizes that the solid materials making up the Earth come in all sizes, from boulders to grains of sand.
SC.D.1.1.2 The student knows that life occurs on or near the surface of the Earth in land, air, and water.
SC.D.1.2.1 The student knows that larger rocks can be broken down into smaller rocks, which in turn can be broken down to combine with organic material to form soil.
SC.D.1.2.4 The student knows that the surface of the Earth is in a continuous state of change as waves, weather, and shifts of the land constantly change and produce many new features.

Strand F: Processes of Life

Standard 1: The student describes patterns of structure and function in living things.

Benchmarks
SC.F.1.1.2 The student knows how to apply knowledge about life processes to distinguish between living and nonliving things.
SC.F.1.1.3 The student describes how organisms change as they grow and mature.
SC.F.1.1.4 The student understands that structures of living things are adapted to their function in specific environments.
SC.F.1.1.5 The student compares and describes the structural characteristics of plants and animals.
SC.F.1.2.3 The student knows that living things are different but share similar structures.
SC.F.1.2.4 The student knows that similar cells form different kinds of structures.

**Standard 2: The student understands the process and importance of genetic diversity.**

**Benchmark**
SC.F.2.1.2 The student knows that there are many different kinds of living things that live in a variety of environments.

**Strand G: How Living Things Interact with Their Environments.**

**Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment.**

**Benchmarks**
SC.G.1.1.1 The student knows that environments have living and nonliving parts.
SC.G.1.1.2 The student knows that plants and animals are dependent upon each other for survival.
SC.G.1.1.3 The student knows that there are many different plants and animals living in many different kinds of environments (e.g., hot, cold, wet, dry, sunny, and dark).
SC.G.1.1.4 The student knows that animals and plants can be associated with their environment by an examination of their structural characteristics.
SC.G.1.2.1 The student knows ways that plants, animals, and protists interact.
SC.G.1.2.2 The student knows that living things compete in a climatic region with other living things and that structural adaptations make them fit for an environment.
SC.G.1.2.4 The student knows that some organisms decompose dead plants and animals into simple minerals and nutrients for use by living things and thereby recycle matter.

**Standard 2: The student understands the consequences of using limited natural resources.**

**Benchmarks**
SC.G.2.1.2 The student knows that the activities of humans affect plants and animals in many ways.
SC.G.2.2.1 The student knows that all living things must compete for Earth’s limited resources; organisms best adapted to compete for the available resources will be successful and pass their adaptations (traits) to their offspring.

**Strand H: The Nature of Science**

**Standard 1: The student uses the scientific processes and habits of mind to solve problems.**

**Benchmarks**
SC.H.1.1.1 The student knows that in order to learn, it is important to observe the same things often and compare them.
SC.H.1.1.3 The student knows that in doing science, it is often helpful to work with a team and to share findings with others.
SC.H.1.1.4 The student knows that people use scientific processes including hypothesis, making inferences, and recording and communicating data when exploring the natural world.
SC.H.1.1.5 The student uses the senses, tools, and instruments to obtain information from his or her surroundings.
SC.H.1.2.1 The student knows that it is important to keep accurate records and descriptions to provide information and clues on causes of discrepancies in repeated experiments.
SC.H.1.2.2 The student knows that a successful method to explore the natural world is to observe and record, and then analyze and communicate the results.

SC.H.1.2.3 The student knows that to work collaboratively, all team members should be free to reach, explain, and justify their own individual conclusions.

SC.H.1.2.4 The student knows that to compare and contrast observations and results is an essential skill in science.

**Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns.**

**Benchmarks**
- SC.H.2.1.1 The student knows that most natural events occur in patterns.
- SC.H.2.2.1 The student knows that natural events are often predictable and logical.

**Standard 3: The student understands that science, technology, and society are interwoven and interdependent.**

**Benchmarks**
- SC.H.3.2.2 The student knows that data are collected and interpreted in order to explain an event or concept.
- SC.H.3.2.3 The student knows that, through the use of science processes and knowledge, people can solve problems, make decisions, and form new ideas.
MATH

Strand D: Algebraic Thinking

Standard 1: The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

Benchmarks
MA.D.1.1.1  The student describes a wide variety of classification schemes and patterns related to physical characteristics and sensory attributes, such as rhythm, sound, shapes, colors, numbers, similar objects, similar events.
MA.D.1.1.2  The student recognizes, extends, generalizes, and creates a wide variety of patterns and relationships using symbols and objects.
MA.D.1.2.1  The student describes a wide variety of patterns and relationships through models, such as manipulatives, tables, graphs, rules using algebraic symbols.

Strand E: Data Analysis and Probability

Standard 1: The student understands and uses the tools of data analysis for managing information.

Benchmarks
MA.E.1.1.1  The student displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.
MA.E.1.2.1  The student solves problems by generating, collecting, organizing, displaying, and analyzing data using histograms, bar graphs, circle graphs, line graphs, pictographs, and charts.
Strand A: Reading

Standard 1: The student uses the reading process effectively.

Benchmarks
LA.A.1.1.1 The student predicts what a passage is about based on its title and illustrations.
LA.A.1.1.3 The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.
LA.A.1.1.4 The student increases comprehension by rereading, retelling, and discussion.

Standard 2: The student constructs meaning from a wide range of texts.

Benchmarks
LA.A.2.1.1 The student determines the main idea or essential message from text and identifies supporting information.
LA.A.2.1.2 The student selects material to read for pleasure.
LA.A.2.1.3 The student reads for information to use in performing a task and learning a new task.

Standard 2: The student writes to communicate ideas and information effectively.

Benchmark
LA.B.2.1.1 The student writes questions and observations about familiar topics, stories, or new experiences.

Strand B: Writing

Standard 1: The student uses writing processes effectively.

Benchmarks
LA.B.1.1.1 The student makes a plan for writing that includes a central idea and related ideas.
LA.B.1.1.2 The student drafts and revises simple sentences and passages, stories, letters, and simple explanations that: express ideas clearly; show an awareness of topic and audience; have a beginning, middle, and ending; effectively use common words; have supporting detail; and are in legible printing.
LA.B.1.1.3 The student produces final simple documents that have been edited for
  · correct spelling;
  · appropriate end punctuation;
  · correct capitalization of initial words, “I,” and names of people;
  · correct sentence structure; and
  · correct usage of age-appropriate verb/subject and noun/pronoun agreement.

Standard 2: The student writes to communicate ideas and information effectively.

Benchmark
LA.B.2.1.1 The student writes questions and observations about familiar topics, stories, or new experiences.

Strand C: Listening, Viewing, and Speaking

Standard 1: The student uses listening strategies effectively.

Benchmarks
L.A.C.1.1.1 The student listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules.
L.A.C.1.1.3 The student carries on a conversation with another person, seeking answers and further explanations of the other’s ideas through questioning and answering.

**Standard 3: The student uses speaking strategies effectively.**

**Benchmarks**
L.A.C.3.1.1 The student speaks clearly and at a volume audible in large- or small-group settings.
L.A.C.3.1.2 The student asks questions to seek answers and further explanation of other people’s ideas.

**Strand D: Language**

**Standard 1: The student understands the nature of language.**

**Benchmark**
L.A.D.1.1.1 The student recognizes basic patterns in and functions of language (patterns such as characteristic sounds and rhythms and those found in written forms; functions such as asking questions, expressing oneself, describing objects or experience, and explaining).