Grade Two

Second graders begin a transition from learning to read to reading to learn. They begin to read more fluently. Having a firmer grasp on phonics, second graders begin more complex word studies. They begin to read longer, more complex texts, including chapter books. They continue to read every day and have books read to them.

Writing becomes more independent for second graders, and they become much more conscientious about editing and revising their work. Second graders begin to use more symbolic language such as concepts (courage, freedom, time, seasons) in their writing and verbal interactions.

Conventions become a part of the everyday writing experience for second graders. They learn important parts of speech and how to manipulate language to suit their contexts. They expand sentences and learn new sentence structures and the punctuation that occurs with them. Their written and spoken language becomes much more complex. Second graders show evidence of a vastly expanding language repertoire, including the use of a variety of language registers. They engage in a variety of language and literary activities as they gain independence and mastery of reading, writing, speaking, and listening. Students also write in a variety of genres.

Reading

Reading, writing, speaking, and listening skills are necessary tools for effective communication. The mastery of these skills is essential for enrichment and lifelong learning. Several years of research has yielded much information about how children learn to read. This research tells us that to become more skilled and confident readers over time, students need multiple opportunities to build essential skills. In their formative years of instruction, children must be read to and provided opportunities to practice independent reading. Children must develop their ability to read with fluency and understanding in order to build their knowledge of the world.

PHONICS/WORD IDENTIFICATION

ELA2R1 The student quickly applies knowledge of letter-sound correspondence and spelling patterns to decode unfamiliar words. The student

a. Reads words containing blends, digraphs, and diphthongs.
b. Recognizes, reads, and writes words containing regular plurals, irregular plurals, and possessives.
c. Reads compound words and contractions in grade appropriate texts.
d. Reads and spells words containing r-controlled vowels and silent letters.
e. Reads and spells words containing irregular vowel patterns.
f. Reads multisyllabic words.
g. Applies learned phonics skills when reading and writing words, sentences, and stories.

FLUENCY

ELA2R2 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

a. Applies letter-sound knowledge to decode quickly and accurately.
b. Automatically recognizes additional high frequency and familiar words within texts.
c. Reads familiar text with expression.
d. Reads second-grade texts at a target rate of 90 words correct per minute.
e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.

VOCABULARY

ELA2R3 The student acquires and uses grade-level words to communicate effectively. The student

a. Reads a variety of texts and uses new words in oral and written language.
b. Recognizes grade appropriate words with multiple meanings.

c. Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.
d. Determines the meaning of unknown words on the basis of context.

COMPREHENSION

ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text. The student

a. Reads a variety of texts for information and pleasure.
b. Makes predictions from text content.
c. Generates questions before, during, and after reading.
d. Recalls explicit facts and infers implicit facts.
e. Summarizes text content.
f. Distinguishes fact from fiction in a text.
g. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.
h. Makes connections between texts and/or personal experiences.
i. Identifies and infers main idea and supporting details.
j. Self-monitors comprehension and attempts to clarify meaning.
k. Identifies and infers cause-and-effect relationships.
l. Recognizes plot, setting, and character within text, and compares and contrasts these elements among texts.
m. Recognizes the basic elements of a variety of genres (e.g., poetry, fables, folktales).
n. Uses titles, tables of contents, and chapter headings to locate information quickly and accurately and to preview text.
o. Recognizes the author's purpose.
p. Uses word parts to determine meanings.
q. Uses dictionary, thesaurus, and glossary skills to determine word meanings.

Writing

The student writes clear, coherent text that develops a central idea or tells a story. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process. The student's writing reflects the conventions of written English.

ELA2W1 The student begins to demonstrate competency in the writing process. The student

a. Writes text of a length appropriate to address a topic and tell the story.
b. Uses traditional organizational patterns for conveying information (e.g., chronological order, similarity and difference, answering questions).
c. Uses transition words and phrases.

d. Begins to create graphic features (charts, tables, graphs).
e. Begins to use appropriate formatting conventions for letter writing (e.g., date, salutation, body, closing).
f. Begins to write a response to literature that demonstrates understanding of the text and expresses and supports an opinion.
g. Begins to write a persuasive piece that states and supports an opinion.
h. Pre-writes to generate ideas orally.
i. Uses planning ideas to produce a rough draft.
j. Rereads writing to self and others, revises to add details, and edits to make corrections.
k. Creates documents with legible handwriting.
l. Consistently writes in complete sentences with correct subject/verb agreement.
m. Uses nouns (singular, plural, and possessive) correctly.
n. Uses singular possessive pronouns.
o. Uses singular and plural personal pronouns.
p. Uses increasingly complex sentence structure.
q. Uses common rules of spelling.
r. Uses appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, and exclamatory; simple and compound).
s. Begins to use commas (e.g., in a series, in dates, after a friendly letter greeting, in a friendly letter closure, and between cities and states), and periods after grade-appropriate abbreviations.
t. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.
u. Recognizes appropriate uses of quotation marks.
v. Uses the dictionary and thesaurus to support word choices.

ELA2W2 The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature.

The student produces a narrative that:

a. Captures a reader's interest by writing a personal story in first or third person consistently.
b. Begins to write fantasy/imaginary stories.
c. Begins to sustain a focus.
d. Includes the appropriate purpose, expectations, and length for the audience and genre.
e. Develops characters and setting using sensory details (descriptive adjectives and strong verbs).
f. Uses organizational structures (beginning, middle, end, and sequence of events) and strategies (transitional words/phrases, time cue words).
g. Begins to develop characters through action and dialogue.
h. Develops a sense of closure.
i. May include pre-writing.

j. May include a revised and edited draft.
k. May be published.

The student produces informational writing that:
a. Captures a reader's interest.
b. Begins to sustain a focused topic.
c. Includes the appropriate purpose, expectations, and length for the audience and genre.
d. Adds facts and details.
e. Uses organizational structures for conveying information (chronological order, similarities and differences, questions and answers).
f. Uses graphic features (charts, tables, graphs).
g. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.
h. Develops a sense of closure.
i. May include pre-writing.
j. May include a draft that is revised and edited.
k. May be published.

The student produces a persuasive piece of writing that:
a. Captures a reader's interest by stating a clear position/opinion.
b. Begins to sustain a focus.
c. Includes the appropriate purpose, expectations, and length for audience and the genre.
d. Adds supportive details throughout.
e. Uses appropriate formats (letter, list of pros and cons, advertisement).
f. Develops a sense of closure.
g. May include pre-writing.
h. May include a revised and edited draft.
i. May be published.

The student produces a response to literature that:
a. Captures a reader's interest by stating an opinion about a text.
b. Demonstrates understanding of the text and expresses and supports an opinion.
c. Makes connections: text-to-self, text-to-text, text-to-world using details from the reading selection.
d. Uses organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text).
e. Develops a sense of closure.
f. May include pre-writing.
g. May include a draft that is revised and edited.
h. May be published.

Listening/Speaking/Viewing

The student demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes. The student listens critically and responds appropriately to oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.

ELA2LSV1 The student uses oral and visual strategies to communicate. The student

a. Interprets information presented and seeks clarification when needed.
b. Begins to use oral language for different purposes: to inform, to persuade, and to entertain.
c. Uses increasingly complex language patterns and sentence structure when communicating.
d. Listens to and views a variety of media to acquire information.
e. Increases vocabulary to reflect a growing range of interests and knowledge.

Mathematics Georgia Performance Standards
Grade 2

By the end of grade two, students will understand place value and number relationships in addition and subtraction and use simple concepts of multiplication. They will measure length with appropriate units. Students will classify shapes and see relationships among them by recognizing their geometric attributes. They will know the relationships of time and count back change. The students will collect, analyze, and interpret data using bar graphs and Venn diagrams.
Instruction and assessment should include the use of manipulatives and appropriate technology. Topics should be represented in multiple ways including symbolic, verbal/written, numeric/data-based, graphical, and concrete/pictorial. Concepts should be introduced and used in the context of real world phenomena.

Concepts/Skill to Maintain
Fluency with single digit addition/subtraction facts to 18
Fair trades with coins or bills
Duration and sequence of events
Number patterns-skip count, odd/even
Fact families
Fractions: halves, fourths
Tally marks
Picture graphs
Estimation: rounding to nearest ten
Telling time
Measurement – estimating, comparing, and ordering
Basic geometric figures and spatial relationships

NUMBER AND OPERATIONS

Students will further develop their understanding of numbers (including fractions) and how to represent them. The students will understand and apply addition, subtraction and multiplication through concrete manipulation and perform basic calculations.

M2N1. Students will use multiple representations of numbers to connect symbols to quantities.

a. Represent numbers using a variety of models, diagrams, and number sentences (e.g., 4703 represented as 4,000 + 700 + 3, and units, 47 hundreds + 3, or 4,500 + 203).

b. Understand the relative magnitudes of numbers using 10 as a unit, 100 as a unit, or 1000 as a unit. Represent 2-digit numbers with drawings of tens and ones and 3-digit numbers with drawings of hundreds, tens, and ones.
c. Use money as a medium of exchange. Make change and use decimal notation and the dollar and cent symbols to represent the collection of coins and currency.

M2N2. Students will build fluency with multi-digit addition and subtraction.

a. Correctly add and subtract two whole numbers up to three digits each with regrouping.
b. Understand and use the inverse relation between addition and subtraction to solve problems and check solutions.
c. Use mental math strategies such as benchmark numbers to solve problems.
d. Use basic properties of addition (commutative, associative, and identity) to simplify problems (e.g. 98 + 17 by taking two from 17 and adding it to the 98 to make 100 and replacing the original problem by the sum 100 + 15).
e. Estimate to determine if solutions are reasonable for addition and subtraction.

M2N3. Students will understand multiplication, multiply numbers, and verify results.

a. Understand multiplication as repeated addition.
b. Use repeated addition, arrays, and counting by multiples (skip counting) to correctly multiply 1-digit numbers and construct the multiplication table.
c. Use the multiplication table (grid) to determine a product of two numbers.
d. Use repeated subtraction, equal sharing, and forming equal groups to divide large collections of objects and determine factors for multiplication.

M2N4. Students will understand and compare fractions.

a. Model, identify, label, and compare fractions (thirds, sixths, eighths, tenths) as a representation of equal parts of a whole or of a set.
b. Know that when all fractional parts are included, such as three thirds, the result is equal to the whole.

M2N5. Students will represent and interpret quantities and relationships using mathematical expressions including equality and inequality signs (=, >, <, ≠).

a. Include the use of boxes or ___ to represent a missing value.
b. Represent problem solving situations where addition, subtraction or multiplication may be applied using mathematical expressions.

MEASUREMENT

Students will understand length, time, and temperature and choose an appropriate tool to measure them.

M2M1. Students will know the standard units of inch, foot, yard, and metric units of centimeter and meter and measure length to the nearest inch or centimeter.

a. Compare the relationship of one unit to another by measuring objects twice using different units each time.
b. Estimate lengths, and then measure to determine if estimations were reasonable.
c. Determine an appropriate tool and unit for measuring.

M2M2. Students will tell time to the nearest five minutes and know relationships of time such as the number of seconds in a minute, minutes in an hour and hours in a day.

M2M3. Students will explore temperature.

a. Determine a reasonable temperature for a given situation.
b. Read a thermometer.

GEOMETRY

Students will understand basic and compound geometric shapes together with the elements from which they are composed.

M2G1. Students will describe and classify plane figures (triangles, square, rectangle, trapezoid, quadrilateral, pentagon, hexagon, and irregular polygonal shapes) according to the number of sides and vertices and the sizes of angles (right angle, obtuse, acute).

M2G2. Students will describe and classify solid geometric figures (prisms, pyramids, cylinders, cones, and spheres) according to such things as the number of edges and vertices and the number and shape of faces and angles.

a. Recognize the (plane) shapes of the faces of a geometric solid and count the number of faces of each type.
b. Recognize the shape of an angle as a right angle, an obtuse, or acute angle.

M2G3. Students will describe the change in attributes as two and three-dimensional shapes are cut and rearranged.

DATA ANALYSIS AND PROBABILITY

Students will pose questions, collect, organize, and interpret data about themselves and their surroundings.

M2D1. Students will create simple tables and graphs and interpret their meaning.

a. Create, organize and display data using pictographs, Venn diagrams, bar graphs, picture graphs, simple charts, and tables to record results with scales of 1, 2 and 5.
b. Know how to interpret picture graphs, Venn diagrams, and bar graphs.

Process Standards

Each topic studied in this course should be developed with careful thought toward helping every student achieves the following process standards.

M2P1. Students will solve problems (using appropriate technology).

a. Build new mathematical knowledge through problem solving.
b. Solve problems that arise in mathematics and in other contexts.
c. Apply and adapt a variety of appropriate strategies to solve problems.
d. Monitor and reflect on the process of mathematical problem solving.

M2P2. Students will reason and evaluate mathematical arguments.

a. Recognize reasoning and proof as fundamental aspects of mathematics.
b. Make and investigate mathematical conjectures.
c. Develop and evaluate mathematical arguments and proofs.
d. Select and use various types of reasoning and methods of proof.

M2P3. Students will communicate mathematically.

a. Organize and consolidate their mathematical thinking through communication.
b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
c. Analyze and evaluate the mathematical thinking and strategies of others.
d. Use the language of mathematics to express mathematical ideas precisely.

M2P4. Students will make connections among mathematical ideas and to other disciplines.

a. Recognize and use connections among mathematical ideas.
b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
c. Recognize and apply mathematics in contexts outside of mathematics.

M2P5. Students will represent mathematics in multiple ways.

a. Create and use representations to organize, record, and communicate mathematical ideas.
b. Select, apply, and translate among mathematical representations to solve problems.
c. Use representations to model and interpret physical, social, and mathematical phenomena.

The following terms and symbols are often misunderstood. These concepts are not an inclusive list and should not be taught in isolation. However, due to evidence of frequent difficulty and misunderstanding associated with these concepts, instructors should pay particular attention to them and how their students are able to explain and apply them.

The definitions are for teacher reference only and are not to be memorized by students. Teachers should present these concepts to students with models and real life examples. Students should understand the concepts involved and be able to recognize and/or demonstrate them with words, models, pictures, or numbers.

Terms/Symbols:
place value: thousands, sum, difference, product, factor, multiple, multiply, regroup, array, numerator, denominator, inch, foot, yard, centimeter, meter, polygon, right angle, obtuse, acute, edge, face, vertex/vertices, prism, plane, >, <, =, ≠, +, -, x, minute, hour, Venn diagram, pictograph, scale, symbol for equality, symbol for inequality

Second Grade Science Curriculum

The Georgia Performance Standards are designed to provide students with the knowledge and skills for proficiency in science at the second grade level. The Project 2061's *Benchmarks for Science Literacy* is used as the core of the curriculum to determine appropriate content and process skills for students. The GPS is also aligned to the National Research Council's *National Science Education Standards*. Technology is infused into the curriculum. The relationship between science, our environment, and our everyday world is crucial to each student's success and should be emphasized.

The performance standards should drive instruction. Hands-on, student-centered, and inquiry-based approaches should be the emphases of instruction. This curriculum is intended as a required curriculum that would show proficiency in science, and instruction should extend beyond the curriculum to meet the student needs. Safety of the student should always be foremost in science instruction.

Science consists of a way of thinking and investigating, as well a growing body of knowledge about the natural world. To become literate in science, therefore, students need to acquire an understanding of both the **Characteristics of Science** and its **Content**. The Georgia Performance Standards for Science require that instruction be organized so that these are treated together. Therefore, **A CONTENT STANDARD IS NOT MET UNLESS APPLICABLE CHARACTERISTICS OF SCIENCE ARE ALSO ADDRESSED AT THE SAME TIME.** For this reason they are presented as co-requisites.

The Performance Standards include four major components. They are

The Standards for Georgia Science Courses. The Characteristics of Science co-requisite standards are listed first, followed by the Content co-requisite standards. Each Standard is followed by elements that indicate the specific learning goals associated with it.

Tasks that students should be able to perform during or by the end of the course. These are keyed to the relevant Standards. Some of these can serve as activities that will help students achieve the learning goals of the Standard. Some can be used to assess student learning, and many can serve both purposes.

Samples of student work. As a way of indicating what it takes to meet a Standard, examples of successful student work are provided. Many of these illustrate how student work can bridge the Content and Characteristics of Science Standards. The Georgia DOE Standards web site will continue to add samples as they are identified and teachers are encouraged to submit examples from their own classroom experiences.

Teacher Commentary. Teacher commentary is meant to open the pathways of communication between students and the classroom teacher. Showing students why they did or did not meet a standard enables them to take ownership of their own learning.

Georgia Performance Science Standards-- Explanation of Coding

Characteristics of Science Standards

SKCS1
Science **K**indergarten **C**haracteristics of **S**cience Standard #**1**

S8CS2
Science Grade **8** **C**haracteristics of **S**cience Standard #**2**

SCSh8
Science **C**haracteristics of **S**cience **h**igh school Standard #**8**

Content Standards

S5P3
Science Grade **5** **P**hysical Science Standard #**3**

S4E2
Science Grade **4** **E**arth Science Standard #**2**

S7L4
Science Grade **7** **L**ife Science Standard #**4**

SC1
Science **C**hemistry Standard #**1**

SB4
Science **B**iology Standard #**4**

SPS6
Science **P**hysical **S**cience Standard #**6**

SP3
Science **P**hysics Standard #**3**

Second grade students raise questions about the world around them and seek answers by making observations and exploring. At the appropriate times, students will ask, "How do you know?" and will attempt to answer the question. They will use whole numbers as well as basic fractions (such as one-half and one-fourth) to identify and analyze scientific data. Second graders will find sums and differences of single digit numbers and then justify the answer. They will give rough estimates to problems and estimate lengths, weights, and time intervals. They will explain to others how to solve numerical problems related to a science activity. Second grade students know to follow safety rules.

Change

Second grade students apply ideas to things in the world. They push, pull, and manipulate things to see what will happen. They observe changes of plants and animals as they grow and change. They observe the changing patterns of the moon and stars. As a result, second grade students become aware of changes that take place. They form ideas as to whether the changes are natural or manipulated.

Major Concepts/ Skills:	**Concepts/Skills to Maintain:**
Earth Science	Habits of mind
Motion/patterns of celestial bodies	Asks questions and seeks answers by observation
Changes of the earth's surface	Uses numbers to quantify
Physical Science	Estimates
Changing attributes of materials	Assembles and takes apart
States of matter (solid, liquid, gas)	Describes changes in materials
Energy to keep things going (motion), pushes and pulls	Communicates ideas
	Questions and attempts answers
Life Science	Can repeat an activity and get similar results
Life Cycles	Uses tools to gather data
	Gives accurate descriptions

Co-Requisite - Characteristics of Science

Habits of Mind

S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

S2CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

a. Use whole numbers in ordering, counting, identifying, measuring, and describing things and experiences.
b. Readily give the sums and differences of single-digit numbers in ordinary, practical contexts and judge the reasonableness of the answer.
c. Give rough estimates of numerical answers to problems before doing them formally.

d. Make quantitative estimates of familiar lengths, weights, and time intervals, and check them by measuring.

S2CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

a. Use ordinary hand tools and instruments to construct, measure, and look at objects.
b. Assemble, describe, take apart, and reassemble constructions using interlocking blocks, erector sets and other things.
c. Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects.

S2CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

a. Identify the parts of things, such as toys or tools, and identify what things can do when put together that they could not do otherwise.
b. Use a model—such as a toy or a picture—to describe a feature of the primary thing.
c. Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.
d. Compare very different sizes, weights, ages (baby/adult), and speeds (fast/slow) of both human made and natural things.

S2CS5. Students will communicate scientific ideas and activities clearly.

a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.
b. Draw pictures (grade level appropriate) that correctly portray features of the thing being described.
c. Use simple pictographs and bar graphs to communicate data.

<u>The Nature of Science</u>

S2CS6. Students will be familiar with the character of scientific knowledge and how it is achieved.

Students will recognize that:

a. When a science investigation is done the way it was done before, we expect to get a similar result.
b. Science involves collecting data and testing hypotheses.
c. Scientists often repeat experiments multiple times and subject their ideas to criticism by other scientists who may disagree with them and do further tests.
d. All different kinds of people can be and are scientists.

S2CS7. Students will understand important features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

a. Scientists use a common language with precise definitions of terms to make it easier to communicate their observations to each other.

b. In doing science, it is often helpful to work as a team. All team members should reach their own individual conclusions and share their understandings with other members of the team in order to develop a consensus.
c. Tools such as thermometers, rulers and balances often give more information about things than can be obtained by just observing things without help.
d. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them. Advantage can be taken of classroom pets.

Co-Requisite - Content

Earth Science

S2E1. Students will understand that stars have different sizes, brightness, and patterns.
a. Describe the physical attributes of stars—size, brightness, and patterns.

S2E2. Students will investigate the position of sun and moon to show patterns throughout the year.
a. Investigate the position of the sun in relation to a fixed object on earth at various times of the day.
b. Determine how the shadows change through the day by making a shadow stick or using a sundial.
c. Relate the length of the day and night to the change in seasons (for example: Days are longer than the night in the summer.).
d. Use observations and charts to record the shape of the moon for a period of time.

S2E3. Students will observe and record changes in their surroundings and infer the causes of the changes.
a. Recognize effects that occur in a specific area caused by weather, plants, animals, and/or people.

Physical Science

S2P1. Students will investigate the properties of matter and changes that occur in objects.
a. Identify the three common states of matter as solid, liquid, or gas.
b. Investigate changes in objects by tearing, dissolving, melting, squeezing, etc.

S2P2. Students will identify sources of energy and how the energy is used.
a. Identify sources of light energy, heat energy, and energy of motion.
b. Describe how light, heat, and motion energy are used.

S2P3. Students will demonstrate changes in speed and direction using pushes and pulls.
a. Demonstrate how pushing and pulling an object affects the motion of the object.
b. Demonstrate the effects of changes of speed on an object.

Life Science

Teacher note: Instruct students not to touch wild plants and animals when they observe them. Always wash hands after handling any plants or animals. Caution students not to eat wild plants they find.

S2L1. Students will investigate the life cycles of different living organisms.

a. Determine the sequence of the life cycle of common animals in your area: a mammal such as a cat or dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly.
b. Relate seasonal changes to observations of how a tree changes throughout a school year.
c. Investigate the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time.
d. Identify fungi (mushroom) as living organisms.

Grade Two

GEORGIA, MY STATE

In second grade, the various social studies strands become more woven around the historical strand. The history strand focuses on important historical figures in Georgia and the Creek and Cherokee cultures in Georgia. The geography strand emphasizes the geography of Georgia and relates that to the historical study. In addition to the positive character traits of the individuals and groups in the historical strand, the basic concept of government is also introduced. Basic economics concepts continue to be introduced and are related to the historical strand.

Historical Understandings

SS2H1 The student will read about and describe the lives of historical figures in Georgia history.

a. Identify the contributions made by these historic figures: James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia); Sequoyah (development of a Cherokee alphabet); Jackie Robinson (sports); Martin Luther King, Jr. (civil rights); Jimmy Carter (leadership and human rights).
b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights, and freedoms).

SS2H2 The student will describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.

a. Describe the regions in Georgia where the Creeks and Cherokees lived and how the people used their local resources.
b. Compare and contrast the Georgia Creek and Cherokee cultures of the past to Georgians today.

Geographic Understandings

SS2G1 The student will locate major topographical features of Georgia and will describe how these features define Georgia's surface.

a. Locate all the geographic regions of Georgia: Blue Ridge Mountains, Piedmont, Coastal Plain, Valley and Ridge, and Appalachian Plateau.
b. Locate the major rivers: Ocmulgee, Oconee, Altamaha, Savannah, St. Mary's, Chattahoochee, and Flint.

SS2G2 The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creeks and Cherokees.

a. Identify specific locations significant to the life and times of each historic figure on a political map.
b. Describe how place (physical and human characteristics) had an impact on the lives of each historic figure.
c. Describe how each historic figure adapted to and was influenced by his/her environment.
d. Trace examples of travel and movement of these historic figures and their ideas across time.
e. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which the students live.

Government/Civic Understandings

SS2CG1 The student will define the concept of government and the need for rules and laws.

SS2CG2 The student will identify the roles of the following elected officials:

a. President (leader of our nation)
b. Governor (leader of our state)
c. Mayor (leader of a city)

SS2CG3 The student will give examples of how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

SS2CG4 The student will demonstrate knowledge of the state and national capitol buildings by identifying them from pictures and capitals of the United States of America (Washington, D.C.) and the state of Georgia (Atlanta) by locating them on appropriate maps.

Economic Understandings

SS2E1 The student will explain that because of scarcity, people must make choices and incur opportunity costs.

SS2E2 The student will identify ways in which goods and services are allocated (by price; majority rule; contests; force; sharing; lottery; command; first-come, first-served; personal characteristics; and others).

SS2E3 The student will explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.

SS2E4 The student will describe the costs and benefits of personal spending and saving choices.

Social Studies Skills Matrices

MAP AND GLOBE SKILLS

GOAL: The student will use maps to retrieve social studies information.
I: indicates when a skill is introduced in the standards and elements as part of the content
D: indicates grade levels where the teacher must develop that skill using the appropriate content
M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations
A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	K	1	2	3	4	5	6	7	8	9-12
1. use cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use inch to inch map scale to determine distance on map			I	M	A	A	A	A	A	A
6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events			I	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. use graphic scales to determine distances on a map					I	M	A	A	A	A
11. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
12. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A

INFORMATION PROCESSING SKILLS

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.
I: indicates when a skill is introduced in the standards and elements as part of the content
D: indicates grade levels where the teacher must develop that skill using the appropriate content
M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations
A: indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills	K	1	2	3	4	5	6	7	8	9-12
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. construct charts and tables			I	M	A	A	A	A	A	A
10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A

SECOND GRADE

PE2.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.

Description: Students are expected to demonstrate mature form in skipping, sliding, and galloping as they move through personal and general space. The ability to change directions on teacher command or adapt movement in relation to a partner is expected for this age. Students can combine non-locomotor movements with manipulative and locomotor patterns in a variety of games and dances. The ability to demonstrate momentary body control during balance and weight transfer is evident. Students will demonstrate mastery of underhand throwing patterns when performing manipulative skills. The ability to catch an object at a medium level of trajectory is demonstrated in a closed environment (not during game play). Underhand striking skills are performed but are not at a mature level.

Elements:

a. **Uses extensions while demonstrating various locomotor movement patterns with different pathways.**
Examples:
- Uses the skip, slide, and gallop to travel different pathways (zigzag, curved, straight) while extending and contracting their body (large/small, near/far).
- Gallops around the gym using either foot as the lead foot.

b. **Demonstrates the underhand throw/underhand strike.**
Examples:
- Uses a mature underhand throw to a partner so that it can be caught.
- Demonstrates correct form for the underhand strike while aiming at a target.

c. **Applies concepts of weight transfer in a variety of ways.**
Examples:
- Shifts weight from back to front when tossing a ball.
- Demonstrates a transfer of weight from feet to hands (forward roll, bear walk, handstand, etc).

d. **Demonstrates the ability to perform fundamental locomotor skills to a rhythmic beat.**
Examples:
- Performs basic jump rope skills.
- Performs structured dances that use skipping and sliding to traditional folk music.

e. Demonstrates the ability to kick a moving ball.
Examples:

- Kicks a soccer ball that is passed from a partner.
- Kicks a rolled playground ball.

SECOND GRADE

PE2.2: Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activity.

Description: Students apply multiple movement concepts while using manipulatives.

Elements:

a. Identifies locomotor movement patterns within pathways and extensions.
Examples:
- Students choose various locomotor movements to move through multiple pathways.
- Students combine different pathways and extensions in sequence.

b. Identifies critical elements of an underhand throw and when it is used.
Examples:
- Students appropriately target the object and can identify the critical elements.
- Students can name several games that use an underhand throwing pattern.

c. Identifies different types of striking.
Examples:
- Students use a body part to strike an object.
- Students use an implement to strike an object.

d. Identifies concepts of weight transfer.
Examples:
- Students step forward with opposite foot when throwing.
- Students move by alternating between hands and feet.

e. Applies concepts of movement in relationship to a rhythmic tempo.
Examples:
- Students create a movement sequence in time to a beat.
- Students maintain tempo when performing a dance with a partner or group while counting aloud to the music or beat.

f. Applies concepts of chasing, fleeing, and dodging.
Examples:
- Students demonstrate body control while moving through large groups of students.

- Students combine numerous pathways to participate in tag games and other low-organizational games.
- Students identify characteristics important for chasing, fleeing, and dodging.

SECOND GRADE

PE2.3: Participates regularly in physical activity.

Description: Students purposely select and participate in activities during their leisure time. They recognize that choosing to participate in physical activity can be enjoyable.

Elements:

a. Demonstrates involvement in physical activities that use the skill and knowledge learned in physical education.
Examples:
- Participates in game play that includes throwing, catching, kicking, and striking skills.
- Willingly participates in various playground activities during recess or after school.

b. Participates in activities during leisure time that involve physical activities.
Examples:
- Participates in chasing and fleeing activities outside of school.
- Enjoys participating in jump rope activities.

SECOND GRADE

PE2.4: Achieves and maintains a health-enhancing level of physical fitness.

Description: Students engage in physical activity for short periods of time. They can identify the components of health related fitness (cardio-respiratory endurance, muscular strength, muscular endurance, and flexibility).

Elements:

a. Participates in fitness and conditioning-related activities.
Examples:
- Is able to do an aerobic dance routine lasting for at least 5 minutes.
- Participates in a game to build muscular strength (e.g. partner push-up hockey, monkey bars, plank and climbing ladders).
- Does arm stretches after working hard during a practice push-up test.

b. Recognizes physiological indicators that accompany moderate to vigorous physical activities.
Examples:
- States that body feels "hot" after exercise.
- Recognizes thirst and heavy breathing as a result of participation in cardio-vascular activities.
- Recognizes stretching will cause muscles to feel "uncomfortable".

SECOND GRADE

PE2.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Description: Students can work cooperatively, productively, and safely with partners or in small groups to complete assigned tasks. Students encourage those with differences in abilities to engage in activities. Students begin to take responsibility for their own actions.

Elements:

a. Has self-control and begins to take personal responsibility for own actions and participation.
Examples:
- Holds equipment appropriately while teacher is instructing.
- Offers to assist in setting up the gym for activity.

b. Works respectfully within a diverse setting and begins to problem solve and use simple strategies to increase the success of group activities.
Examples:
- Chooses a group leader and/or determines certain jobs for each other with minimal conflict.
- Always plays fairly, especially in games using the "honor system."

c. Works cooperatively in a group with students of different abilities.
Examples:
- Helps a classmate throw a ball correctly.
- Invites others of different abilities to join a group.

SECOND GRADE

PE2.6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Description: Students will demonstrate and experience personal enjoyment in physical activity. They find pleasure in becoming competent at new and challenging skills.

Elements:

a. **Describes positive feelings experienced from participating in physical activity.**
Examples:
- Gives others "high fives".
- Writes/draws illustrations to create a picture book about physical education.

b. **Engages in new and challenging physical activities.**
Examples:
- Willingly participates in physical activities which require learning new skills (learning to skip).
- Initiates a family hike.

c. **Can identify community activities.**
Examples:
- Plays with a recreational soccer team.
- Takes a Yoga or Ballet lesson at the local YMCA or community center.