

Learning Objectives

Grade TWO



Dear Parents/Guardians:

As part of our commitment to you as our stakeholders, the Curriculum Department of the Fulton County School System has identified learning objectives for all content areas taught in our schools. These learning objectives specify what a learner should know and be able to do at each grade level.

The learning objectives are organized by grade and reflect the Georgia Performance Standards (GPS) as appropriate (i.e., Language Arts, Mathematics, Science and Social Studies), and the Quality Core Curriculum (QCC) standards from the State of Georgia as well as national standards. We hope this will be helpful to you as you support your child's success in school. Please let us know how this document can be improved to best meet your needs.

Sincerely,
K-12 Curriculum Staff

Language Arts

Reading

- Use variety of strategies to comprehend stories, poems, drama, and informational texts
- Interpret information found in diagrams, charts, and graphs
- Apply phonics (decoding or sounding out), recognition of word parts (prefixes/base words/endings), and context clues (information in a sentence or story that helps explain the meaning of a word) to identify unknown words
- Identify character, plot, and setting in texts and compares/contrasts across texts
- Automatically recognize additional high-frequency and familiar words within texts and uses self-correction when reading
- Recall explicit and identify implied main ideas, details, and cause effect
- Read familiar texts with expression
- Read and spell words with irregular vowel patterns

Writing

- Adjust writing for different purposes (giving directions, telling a story, supporting an opinion)
- Begin to revise and edit writing
- Expand and form new sentence structures with correct punctuation and capitalization
- Apply grammatical rules in writing: recognize and use nouns and pronouns; correct subject-verb agreement
- Use a variety of resources to research and acquire information
- Use transition words and phrases

Listening/Speaking/Viewing

- Interpret information and seek clarity
- Begin to use oral language for different purposes: to inform, to persuade, to entertain
- Use increasingly complex language patterns and structure
- Listen and view a variety of media

Mathematics

Numbers and Operations

By the end of grade two, 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.

- Understand the place value representation of whole numbers through four digits
- Calculate and build fluency with 2 and 3 digit addition and subtraction with and without regrouping, and apply to problems in context
- Understand the concept of multiplication, multiply single digit numbers, and verify results using repeated addition, skip counting, arrays, and multiplication charts
- Understand the concept of division, perform simple division and verify results
- Understand and compare common fractions with small denominators ($1/2$, $1/3$, $1/4$, $1/8$, $1/10$)
- Represent and interpret quantities and relationships using mathematical expressions including

equality and inequality signs ($=$, $<$, $>$, \neq)

- Make change, use decimal notation and dollar and cent symbols to represent the collection of bills and coins

Geometry

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

- 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)
- Describe and classify solid geometric figures (prisms, pyramids, cylinders, cones, pyramids and spheres) according to such things as the number of edges and vertices and the number and shape of faces and angles
- Describe the change in attributes as two and three-dimensional shapes are cut and rearranged

Measurement

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

- Know the standard units of inch, foot, yard, and metric units of centimeter and meter and measure length to the nearest inch or centimeter and compare the relationship of one unit to another by measuring objects twice
- 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

- Determine a reasonable temperature for a given situation and read a thermometer in a Celsius and Fahrenheit

Data Analysis and Probability

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

- Create simple tables and graphs and interpret their meaning

Process Skills

Each topic studied in this course is developed with careful thought toward helping every student achieve the following process standards.

- Solve problems (using appropriate technology)
- Reason and evaluate mathematical arguments
- Communicate mathematically
- Make connections among mathematical ideas and to other disciplines
- Represent mathematics in multiple ways

Science

Characteristics of Science

- Measure, keep records, and offer reasons for scientific findings
- Understand the importance of safety
- Have the computational skills to analyze scientific data correctly
- Use the relevant tools of science, including computers, to explore scientific matters
- Understand and communicate scientific ideas clearly
- Be familiar with both old and new scientific knowledge

Earth Science

- Describe the physical attributes of stars such as size, brightness, and patterns
- Investigate the position of the sun and moon, relative to the earth, to show patterns throughout the day and the year
- Recognize effects from weather, plants, and/or people in a specific area

Physical Science

- Identify the common states of matter and investigate changes in objects caused by freezing, dissolving, melting, squeezing, etc.
- Demonstrate changes in speed and direction using push and pull

Life Science

- Investigate the life cycle of common animals, plants, and fungi

***Science Glossary**

Classifying includes organizing objects or events according to similarities and differences selected by the observer.

Communicating includes the presentation and explanation of experiences with objects or events by means of oral or written descriptions, pictures, graphs, charts, maps, demonstrations, and/or other methods.

Drawing conclusion includes interpreting data acquired through experimentation to determine whether a hypothesis is supported.

Inferring includes the use of observations and past experiences to reach a conclusion about a probable cause or about future outcomes. Inferring from a set of data

may lead to several nonconclusive inferences. Only further investigations and additional data may validate an inference.

Measuring includes the comparison of an unknown quantity (length, mass, or temperature) with a known quantity such as a pupil-made standard or the metric standards of length, mass, temperature, time.

Observing includes using one or more of the senses to determine attributes, properties, similarities, differences, and changes in natural phenomena and objects. Observations can be made directly with the senses or indirectly through the use of simple or complex instruments.

Predicting includes suggesting what will occur in the future based on observations, measurements, and inferences about the relationships between or among observed variables. The accuracy of a prediction is closely related to the accuracy of the observations.

Social Studies

(Georgia, My State)

History

- Read about and describe the lives of historical figures in Georgia history
- Describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishment

Geography

- Locate major topographical features of Georgia and will describe how these features define Georgia's surface

- Describe the cultural and geographic systems associated with the historical figures in Georgia's Creek and Cherokee cultures

Civics and Government

- Define the concept of government and the need for rules and laws
- Identify the roles of the following elected officials:
 - Identify the role of president as leader of our nation
 - Identify the role of governor as leader of our state
 - Identify the role of the mayor as leader of a city
- Give examples of how the historic figures demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience and compassion
- Demonstrate knowledge of the state and national capitol building 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

Economics

- Explain that because of scarcity, people must make choices and incur opportunity costs
- 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)
- Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter

- Describe the costs and benefits of personal spending and saving choices

Health Education

Safety and Injury Prevention

- Develop injury prevention strategies for personal health (no pushing on the playground, no running with scissors, wear seatbelts)
- Distinguish between threatening and non-threatening circumstances (stranger in a car versus an adult who knows the family)
- Generate ways to avoid threatening situations (stay away from strangers)

Nutrition

- Recognize foods that contain the six major nutrients (carbohydrates, proteins, vitamins, minerals, fats, water)

Personal Health

- Identify common health problems of children and necessary treatment (asthma, common cold)
- Communicate with others in healthful ways (express feelings) and cope by practicing stress management skills (taking a deep breath and exercising)
- Recognize harmful relationships and use resistance skills when appropriate (saying no, having another plan)
- Use school clinic, health services, and health care facilities when appropriate

Family Living/Growth and Development

- Identify healthful family relationships

- Care for own body systems (diet, wear sunscreen)

Communicable and Chronic Diseases

- Choose behaviors to prevent or reduce the risk of infection and keep the immune system healthy (washing hands, not sharing personal items)
- Recognize that some diseases are communicable while others are non-communicable

Alcohol, Tobacco, and Other Drugs

- Use over-the-counter and prescription medications in a responsible way (not sharing medicine)
- Know that the use of alcohol, tobacco, and other drugs can be harmful

Environmental Health

- Identify ways to dispose of solid waste properly (using garbage cans instead of littering) and support efforts to recycle
- Keep noise at a healthful level (inside voice versus outside voice)

Physical Education

Fitness

- Participate in developmental and self-testing activities related to strength, muscular endurance, heart-lung endurance, and flexibility (walking longer distances, jumping rope for longer periods of time, stretching further)

Motor Skills

- Demonstrate basic movement skills (walking, skipping, throw-

ing) with appropriately selected equipment (beanbags, hoops, wands, ropes, scarves, and tires)

- Refine non-locomotor skills (stretch, curl, bend twist, turn, swing, sway) and manipulative skills (throw, catch, kick, strike)
- Demonstrate the ability to maneuver weight by pushing, pulling, resisting, receiving, lifting, and carrying.
- Participate in simple stunts, tumbling, and balancing activities (climbing, horizontal ladder, beam, tip-up)

Movement Awareness

- Refine the ability to make and use symmetrical and asymmetrical body shapes and actions
- Refine the ability to problem solve using general and personal space, levels, (high and low) directions, and pathways

Cognitive (*Knowledge Gained*)

- Identify heart rate increase during exercise

Affective/Social

(*Relating to Emotions/Feelings, Group Learning*)

- Demonstrate expressive, creative, and skilled movements
- Participate in activities alone and with others

Art

Production

- Create artwork from close observation of familiar objects (realism), visualization, concepts and ideas from other curriculum areas

Criticism

- Read artwork: expressive qualities in artwork and personal interpretations

- Compare and contrast artwork with same subject and different feelings

History

- Recognize functional art and functions of art in cultures related to social studies curriculum
- Uses of symbols and cultural icons in artwork
- Recognize artwork, artists and styles

Aesthetics

Respond to questions:

- Where do ideas for artwork come from?
- Why do people make art?
- Explore the role of Art in daily life, our communities, and past societies
- Explain preference for artwork using art vocabulary
- Compare own definition of art with others' definitions

Relationship to Other Subjects

- Use new art words in oral and written sentences related to own or others' art
- Read art as we read text - same processes with different symbols: interpretation (comprehension), pictures tell a story (characters, events), sequencing (before and after art image), connect life experiences to artwork, retell important information in own words
- Connect uses of visualization in the art making process to visualization in reading and writing
- Keep Journals/Sketchbooks

Habits of Mind

- Build visualization, observation skills
- Develop care in craftsmanship;

understand that the whole is larger than the parts

- Practice self-evaluation skills: understand learning goals for each work of art; evaluate when goals are reached
- Evaluate work in progress and adjust as necessary

Music

Performing

- Sing with appropriate diction (clear pronunciation and timbre - natural singing voice)
- Play with appropriate pitch (correct notes) and rhythm (timing of the music)

Listening, Responding, and Creating

- Create music to accompany readings or dramatizations
- Analyze and identify music by voices or instrumentation

Historical and Cultural Context

- Identify various uses of music in daily experiences and describe characteristics

Relationship to Other Subjects

- Apply reading strategies to music reading (connect-Look for patterns, predict-What might come next?, visualize-What will it sound like?, question- Is that note correct?) and describe characteristics that make music suitable for each use (listening to the Star Spangled Banner at a sports event)

Technology Literacy

Ethics

- Know proper computer etiquette (no food or drinks, tidiness)
- Know locally established policies and procedures for acceptable use of resources (when and how to use the 'A', 'D', or CD-ROM drives, mouse, mouse pad)

Communication

- Edit (copy, cut, paste, highlight, change font)
- Format (indent, change spacing, change font)

Information Processing

- Define and use terms such as www., Homepage, menu bar, and printing

Productivity

- Identify/explain components of the computer (external modem, server, network, and applications)
- Define and use terminology (desktop, icons, menu, scroll bar, and window)

Information Literacy Standards

Access Information (Inquire, Think Critically, and Gain Knowledge)

Recognize the need for information and know when to seek information beyond his or her personal knowledge

- Identify the information question and problem
- Relate questions to prior knowledge
- Choose a topic

- Contribute questions about a topic
- Contribute questions about a topic
- Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning

Evaluate Information Critically and Completely

Distinguish between fact, point of view and opinion.

- Identify types of information
- Identify subject and key word

Use Information

Organize and integrate information from a range of sources and formats.

- Locate easy fiction and non-fiction material
- Locate materials using indices with assistance

Appreciate Literature

Select, read and appreciate books from different types of genres (poetry, fiction, nonfiction, folktales, etc.)

- Read with competence and self motivation
- Read independently to understand self, others, and the world
- Use reading to pursue personal goals and interests

Apply Principles of Information Literacy

Construct meaningful personal knowledge based on information and communicate that knowledge using multiple literacies, including digital, visual, textual, and technological as crucial skills.

- Integrate ideas and information

from various sources (e.g., Internet, fiction books, nonfiction books, etc.)

- Evaluate process and product
- Use creative and artistic formats to express personal learning.

Talented and Gifted

Advanced Communication Skills Technology

- Use written, spoken, and technological media to convey new learning or challenge existing ideas
- Produce written and/or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language
- Create products and/or presentations that synthesize information from diverse sources and communicate expertise to a variety of authentic audiences
- Use a variety of multi-media and innovative technology to create illustrations, models, charts, tables, and graphs as tools for communication
- Apply interviewing techniques for a variety of purposes
- Respond to contributions of others, considering all available information
- Participate in small group discussions to argue persuasively or reinforce others' good points
- Maintain a journal or log for self-reflection and/or self-evaluation
- Support and defend one's own opinions while respecting the opinions of others

Advanced Research Skills

- Use a variety of print and non-print resources to investigate a topic of interest
- Formulate original and appropriate questions to test the limits of an existing body of knowledge
- Use concepts within and across disciplines to develop valid hypotheses, thesis statements, or alternative interpretations of data
- Select appropriate research tools and methodologies (e.g., historical, descriptive, developmental, case, field, correlational, action, survey, interview) to conduct scientific investigations
- Gather, organize, analyze, and synthesize data from multiple sources to support or disprove a hypothesis
- Develop and use systematic procedures for recording and organizing information
- Evaluate research methodologies and data to detect validity, bias, reliability, and applicability to real-world problems and/or solutions
- Allow for and accept alternative interpretations of data
- Defend research findings in a presentation or exhibit
- Apply ethical standards to research and analyses

Creative Thinking/

Creative Problem Solving Skills

- Question accepted practices, rules, and existing principles to discover new knowledge
- Design, apply, evaluate, and adapt a variety of innovative strategies when problem solving (e.g., recognizes problems, defines problems, identifies possible solutions, selects optimal solution, implements solution, and evaluates solution).

- Incorporate brainstorming and other idea-generating techniques (synectics, SCAMPER, etc.) to solve problems or create new products
- Demonstrate skills in fluency and flexibility to solve problems or create new products
- Develop original ideas, presentations, or products through synthesis and evaluation
- Clarify, illustrate, or elaborate on **an idea for product improvement**
- Use analogies, metaphors, illustrations, and/or models to explain complex concepts
- Tolerate ambiguity when solving problems
- Recognize and assume risks as a necessary part of problem solving
- **Monitor and reflect on the creative process of problem solving for future applications**

Higher Order and Critical Thinking

- Ask probing, insightful, and relevant questions
- Respond to questions with supporting information that reflects an in-depth knowledge of a topic
- Conduct comparisons using criteria
- Make and evaluate decisions using criteria
- Predict probable consequences of decisions
- Extrapolate verbal-linguistic (e.g. analogies) and visual-spatial patterns (e.g. tessellations) to determine relationships
- Examine an issue from more than one point of view
- Separate one's own point of view from that of others
- Identify stereotypes, biases, and

prejudices in one's own reasoning and that of others

- Distinguish between assumptions, inferences, and conclusions
- Draw conclusions based upon relevant information while discarding irrelevant information
- Identify and illustrate basic principles and the foundational concepts that are central to understanding the essence of a field of study
- Recognize that the responsibility to examine and challenge existing ideas and theories is an ongoing process

We welcome your comments and suggestions. Please forward them to:
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The logo for Fulton County Schools features a large, stylized, cursive letter 'F' that overlaps the word 'Fulton'. Below 'Fulton' are the words 'County Schools' in a serif font. Underneath 'County Schools' is a horizontal line, and below that line is the slogan 'Where Students Come First' in a bold, sans-serif font.

**Fulton
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Produced by the Curriculum and Instructional Department, 404-669-4943

July, 2009

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