Dear Parents,

We have a year full of learning for your second-grade student planned. Below you will find the topics that will be taught along with a brief explanation of what your second grader will be able to do after they have learned the topic. If you have any questions, please contact us.

2nd Grade Syllabus

**ELA**

**Question It!**

Students will be able to identify and follow the agreed upon rules for discussion, ask questions when I do not understand, identify who, what, where, when, why, and how to answer questions about a text, ask and answer questions before, during, and after reading a text, explain how illustrations add meaning to the words in a story.

**How do you learn about a topic?**

Students will be able to identify who, where, when, why, and how to answer questions about a text, ask and answer questions before, during, and after reading a text, explain how the images in text add meaning to the words, use the images and words in a text to help me understand what I am reading,  select a topic and identify information (e.g., facts and definitions) to share, use facts and definitions to share points and ideas about my topic,  define collective nouns (a singular noun that refers to a group of people or things) and use them correctly.

**Tell About It!**

Students will be able to recount/retell (put into my own words) stories, determine the central message, lesson, and/or moral of the story, identify who, what, where, when, why, and how to answer questions about a text.

**Identify It!**

Students will be able to define topic or main idea (who or what the text is mostly about), determine the topic or main idea of a text, support my opinion with reasons, and identify adjectives and adverbs and use them correctly. I can expand and rearrange simple and compound sentences.

**Describe It!**

Students will be able to identify characters in a story, describe how characters react to events and challenges in a story, write my own story with events placed in the correct order, expand and rearrange simple and compound sentences, and recognize holidays, product names, and geographic names and capitalize them when writing.

**Explain It!**

Students will be able to explain how historical events connect, explain how scientific ideas or concepts connect, write an opinion piece with an introduction, supporting reasons, and a concluding statement/section, select a topic and identify information (e.g., facts and definitions) to share, use facts and definitions to share points and ideas about my topic, and place a comma after the greeting and closing of letters.

**Compare and Contrast It!**

Students will be able to compare (find similarities) two or more versions of the same story, contrast (find differences) two or more versions of the same story, describe actions, thoughts, and feelings in my story, use words to show changes in time (e.g., before, during, after), **and** determine the meaning of unknown words using context clues (e.g., definitions, examples, restatements) in a sentence.

**Math**

**Extending Base ten understanding**

Students will be able to explain what the three digits of a three-digit number represent, count within 1000, skip count by 5s, 10s and 100’s, read and write numbers to 1000 using numerals, number names, and expanded form, and compare three-digit numbers using the symbols >, =, and <.

**Fluent with addition and subtraction**

Students will be able to solve addition and subtraction word problems within 100, using a variety of strategies, mentally add and subtract within 20 with fluency, say from memory every sum of two single-digit numbers, add and subtract within 100 with fluency, explain the relationship between addition and subtraction, and solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using the $ and ¢ symbols appropriately.

**Understanding measurement, length, time**

Students will be able to measure the length of a variety of objects, using the most appropriate tool, measure an object using two different units of length, explain how the two measurements relate to each other, estimate length using inches, feet, centimeters, and meters, find out how much longer one object is than another and express the difference using standard terms others will understand, solve word problems (within 100) using lengths that are given in the same units, represent whole numbers as lengths from 0 on a number line diagram, represent whole number sums and differences within 100 on a number line diagram, tell time to the nearest 5 minutes when looking at a variety of clocks (analog and digital), write time to the nearest 5 minutes using a.m. and p.m., and make a line plot that shows the length of several objects (or repeated measurements of the same object) using whole numbers.

**Applying base ten understanding**

Students will be able to add up to four two-digit numbers, add and subtract within 1000 using a variety of strategies, explain the relationship between addition and subtraction, mentally add and subtract 10 or 100 to any number between 100 and 900, and solve word problems with dollars, quarters, dimes, and pennies using the $ and ¢ symbols appropriately.

**Developing multiplication**

Students will be able to determine whether a group of objects has an odd or even number of items, and write an addition equation to show the total number of objects arranged in a rectangular array (up to 5 X 5).

**Understanding plane and solid figures**

Students will be able to identify shapes given the number of angles or number of sides, draw triangles, quadrilaterals, pentagons, hexagons, and cubes, divide a rectangle into rows and columns of squares and count to find out the total number of them, divide parts of a whole using the words halves, thirds, half of, or a third of, explain how a whole is the same as two halves, three thirds, or four fourths, and demonstrate that equal parts of the same whole don’t have to have the same shape.

**Developing multiplication**

Students will be able to determine whether a group of objects has an odd or even number of items and write an addition equation to show the total number of objects arranged in a rectangular array (up to 5 X 5).

**Science**

**Think Like a Scientist**

Students will be able to communicate scientific ideas and explain lab safety rules.

**Matter**

Students will be able to investigate changes in matter, explain how heating and cooling can change matter, explain that some changes in matter are reversible and some are irreversible.

**Force and motion**

Students will be able to design a device that can change the speed and/or direction of an object and record and analyze data to see if the speed and direction has met the goal I set for my design.

**Astronomy: Day and Night sky**

Students will be able to plan and carry out an investigation to determine the effect of the position of the sun in relation to a fixed object on Earth at various times of the day, design and build a structure that show how shadows change throughout the day, and use data from personal observations that shows how the moon changes in a pattern over time.

**Astronomy: Stars**

Students will be able to construct an argument to prove that the sun is not the largest and brightest star.

**Stability and Change in Plants and Animals**

Students will be able to investigate the life cycle of a plant by growing and observing it over a period of time, determine the sequence of the life cycle of common animals, give an explanation of the causes and effects of a change to the environment in my community, determine the sequence of the life cycle of common animals, explain how animals help plants to disperse their seeds, explain how animals help to pollinate plants, explain how animals help to pollinate plants, and relate seasonal changes to observations of how plants changes throughout the year.

**Social Studies**

**Our Georgia**

Students will be able to locate on maps the geographical features, regions, and major rivers of Georgia, compare the geographical features, regions, and major rivers of Georgia, identify the following elected officials of the executive branch and where they work to include the president, governor, and major, define the concept of government and the need for rules and laws, and identify some ways in which goods and services are allocated.

**Georgia’s First People**

Students will be able to describe the life and contributions of Sequoyah on Georgia's history, describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, and ways of making a living, and accomplishments, and how they compare to the Georgians of today, describe the cultural and geographical systems associated with the Creek and Sequoya, and the Cherokee, how they used their local resources, influenced their region, and how they compare to today, explain that because of Scarcity, people must make choices that result in opportunity costs, give examples of how Sequoyah demonstrated positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion, and identify specific locations significant to the life and times of Sequoyah, and the Creek and Cherokee, on a political or physical map.

**Georgia Becomes a Colony**

Students will be able describe the lives and contributes of Oglethorpe, Tomochichi, and Musgrove on Georgia's history, describe the cultural and geographic systems associated with Oglethorpe, Tomochichi, and Musgrove, identify specific locations significant to the life and times of each Oglethorpe, Tomochichi, and Musgrove on a political or physical map, give examples of how Oglethorpe, Tomochichi, and Musgrove demonstrated positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion, and explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter

**Georgian’s and Civil Rights**

Students will be able describe the life and contributions of Jackie Robinson on Georgia's history, describe the life and contributions of Martin Luther King Jr on Georgia's history, describe the cultural and geographic systems associated with Jackie Robinson, describe the cultural and geographic systems associated with Martin Luther King Jr., identify specific locations significant to the life and times of each Jackie Robinson on a political or physical map, identify specific locations significant to the life and times of Martin Luther King Jr. on a political or physical map, give examples of how Jackie Robinson demonstrated positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion, give examples of how Martin Luther King Jr demonstrated positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion, and explain that because of scarcity, people must make choices that result in opportunity costs.

**Georgia Leaders**

Students will be able to I describe the life and contributions of Juliette Gordon Low on Georgia's history, describe the life and contributions of Jimmy Carter on Georgia's history, describe the cultural and geographic systems associated with Juliette Gordon Low, describe the cultural and geographic systems associated with Jimmy Carter, identify specific locations significant to the life and times of Juliette Gordon Low on a political or physical map, identify specific locations significant to the life and times of Jimmy Carter on a political or physical map,   give examples of how Juliette Gordon Low demonstrated positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion, give examples of how Jimmy Carter demonstrated positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion, and explain costs and benefits of personal saving and spending choices.