Cherokee County School District

Teaching & Learning Standards



2nd GRADE

ELA | Math | Science | Social Studies

2nd Grade
English Language Arts

Scope & Sequence Structure by Quarter

Domain Four domains structure the overall framework for English Language Arts Standards: Foundations, Language, Texts, and Practices.

Big Idea The Georgia Department of Education has provided Big Ideas that serve as over-arching goals for student learning across grade levels in each domain. Cherokee County School District has adapted these Big Ideas to match the rigor and responsibility that define our literacy instruction.

Standard: Standards represent specific knowledge and skills that students should learn or master across grade bands.

Expectation: Standards are broken down by grade level through expectations. **Expectations in bold should be mastered by the end of the grade level.**

Foundations Domain *(K-2, 3-5)* Students develop foundational literacy skills that support the interpretation and construction of texts.

Phonics Cherokee County students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.

Fluency Cherokee County students read texts aloud or silently with speed, accuracy, and expression.

Handwriting Cherokee County students develop handwriting skills in print and cursive.

Language Domain *(K-2, 3-5, 6-8, 9-12)* Students learn and apply the structures and conventions of standard English. Students analyze how grammar works in reading and writing. Students expand vocabularies and determine word meanings as they relate to reading and writing.

Grammar Conventions Cherokee County students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.

Vocabulary Cherokee County students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.

Texts Domain *(K-2, 3-5, 6-8, 9-12)* Students think critically and creatively as they develop the knowledge and skills to actively engage with a variety of texts.

Context Cherokee County students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors.

Structures & Style Cherokee County students analyze and use organizational structures and styles to shape ideas and information.

Techniques: Cherokee County students evaluate and apply various techniques to comprehend and shape meaning.

Research & Analysis Cherokee County students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.

Practices Domain *(K-12)* Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Engagement & Intention for Comprehension & Composition (EICC) Cherokee County students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

Situating Texts (ST) Cherokee County students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.

Author's Craft (AC) Cherokee County students apply knowledge of author's craft to enhance the interpretation and construction of texts.

Collaboration & Presentation (CP) Cherokee County students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.

Year Long English Language Arts Practices:

Engagement & Intention for Comprehension & Composition (EICC)

K-12.P.EICC.1:Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.

K-12.P.EICC.2: Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.

K-12.P.EICC.3.a: Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.

Author's Craft (AC)

K-12.P.AC.1.a: Identify the literary, expository, and opinion elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.

K-12.P.AC.1.b: Identify important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.

K-12.P.AC.1.d: Describe the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.

K-12.P.AC.2.a: Integrate literary, expository, and opinion (grades K-5) elements to appeal to target audiences and achieve specific purposes.

K-12.P.AC.2.b: Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.

K-12.P.AC.2.c: Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.

K-12.P.AC.3.a: Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience

Situating Texts (ST)

K-12.P.ST.1.b: Consider how context impacts the purposes of the author and the audience.

Collaboration & Presentation (CP)

K-12.P.CP.1: Collaborate with others to accomplish shared goals and projects.

K-12.P.CP.2.a: Communicate clearly to present ideas, information, and texts.

K-12.P.CP.2.b: Integrate modes and genres most appropriate to purpose and audience.

K-12.P.CP.2.d: Engage in dialogue with audiences by asking and answering questions.

Quarter 1

Foundations Domain

Phonics

2.F.P.1.a: Identify and produce all phoneme-grapheme correspondences for all consonants, including blends and digraphs.

- *CCVC Initial Blends: cr-, cl-, fl-, fr-, gr-, gl-, pl-, pr-, sl-, st- (R)*
- *CCVC Initial Blends: sm-, sn-, sp-, tr-, dr- (R)*
- *CVCC Final Blends: -ft, -lp, -sk, -st, -nd, -mp (R)*
- *Three-Letter Blends: scr-, spl-, spr-, str- (M)*
- *Unstressed a Glued Sound: all (M)*
- *Unstressed a Glued Sound: alk (M)*
- *Digraph ph (M)*
- *Closed Syllable Words with Trigraph: -tch & -dge (M)*

2.F.P.1.b: Identify and produce both long and short vowel sounds for A, E, I, O, U, including final -e, vowel digraphs, r-controlled vowels, and diphthongs.

- *VCe with long a (M)*
- *VCe with long i (M)*
- *VCe with long o (M)*
- *VCe with long u and u as /oo/ (M)*
- *VCe with long e (M)*

2.F.P.2.b: Identify and decode parts of irregularly spelled words, including high-frequency words.

Fluency

2.F.F.1.a: Increase sight word vocabulary using decoding skills by reading grade appropriate regularly and irregularly spelled words, including high-frequency words, in isolation and context with increasing automaticity.

Handwriting

2.F.H.1.a: Form all uppercase and lowercase letters and words with accuracy, consistency, and efficiency.

Language Domain

Grammar, Usage, and Mechanics

K-2.L.GC.1:

- **1.13 Use periods, exclamation marks, and question marks at the end of sentences.**
- 1.25 Use commas with coordinating conjunctions to join independent clauses.

Syntax

2.L.GC.2.a:	Distinguish between simple and compound sentences, and identify the sentence type (i.e., declarative, imperative, interrogative, and exclamatory).
Vocabulary	
2.L.V.1.a:	Acquire general, academic, and specialized vocabulary words and phrases through grade-level texts and content.
2.L.V.2.a:	Identify and use frequently occurring root words and affixes (e.g., prefixes, suffixes) to deconstruct words to determine or clarify meaning.
2.L.V.3.d:	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
Texts Domain	
Context	
2.T.C.1.a:	Determine the general purpose and target audience in a variety of texts.
2.T.C.1.b:	**Describe different modes of communication: print, digital, auditory, spoken, visual, and multimodal.**
Structures & Style	
2.T.SS.1.b:	Use text features (e.g., illustrations, page numbers, bold print, headings) to add clarity and meaning to texts.
Techniques:	
2.T.T.1.a:	**Identify and describe techniques used to craft stories, including characters, setting, major events, and dialogue.**
2.T.T.1.b:	Identify the major plot events that occur between a problem and solution.
2.T.T.2.a:	**Identify and describe techniques used to craft expository texts, including main idea and key supporting details within specific paragraphs.**
Research & Analysis	
2.T.RA.2.a:	**Refer to specific parts of texts when supporting an idea, answer, or opinion.**
Practices Domain	
Author's Craft (AC)	
K-12.P.AC.1.c:	Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.
Situating Texts (ST)	

K-12.P.ST.1.a: Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.

Collaboration & Presentation (CP)

K-12.P.CP.1.a: Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.

Quarter 2 *Cumulative review of skills from quarter 1 will continue as new skills are introduced.*

Practices Domain

Phonics

2.F.P.2.a: **Decode regularly spelled two-syllable words with a variety of spelling patterns by applying knowledge of basic phonics skills, including high-frequency words.**

- *Open Syllables (R)*
- *Final y Vowel (R)*
- *r-Controlled Vowels: ar & or (R)*
- *r-Controlled Vowels: er, ir, ur (R)*
- *Vowel Digraphs: ai & ay (R)*
- *Vowel Digraphs: ee, ea, ey (R)*
- *Vowel Digraphs: oa, oe, ow (R)*
- *Vowel Digraphs: ue, ew, ui, oo, ou (R)*

2.F.P.2.c: Decode two-syllable nonsense words by applying rules of basic phonics skills.

- **Include all skills noted in 2.F.P.2.a.**

2.F.P.3.a: **Encode regularly spelled two-syllable words with a variety of spelling patterns by applying knowledge of basic phonics skills, including high-frequency words.**

- *Open Syllables (M)*
- *Final y Vowel (M)*
- *r-Controlled Vowels: ar & or (M)*
- *r-Controlled Vowels: er, ir, ur (M)*
- *Vowel Digraphs: ai & ay (M)*
- *Vowel Digraphs: ee, ea, ey (M)*
- *Vowel Digraphs: oa, oe, ow (M)*
- *Vowel Digraphs: ue, ew, ui, oo, ou (M)*

2.F.P.3.b: Identify and encode irregularly spelled words, including high-frequency words.

2.F.P.3.c: Encode two-syllable nonsense words with a variety of spelling patterns.

- **Include all skills noted in 2.F.P.3.a.**

Fluency

2.F.F.1.b: Read a wide range of grade-level texts aloud with increasing automaticity.

Handwriting

2.F.H.1.b:	**Form words and sentences efficiently.**

Language Domain

Grammar, Usage, and Mechanics

K-2.L.GC.1:	• 1.9 Use common and proper nouns. • 1.10 Form and use the simple verb tenses. • 1.12 Capitalize proper nouns. • 1.14 Form plural nouns by changing -y to i when adding -es. • 1.18 Use apostrophes to form contractions and singular possessive nouns. • 1.19 Form and use irregular plural nouns. • 1.20 Form and use the past tense of irregular verbs. • 1.22 Form and use verbs by adding -ed or -es. • 1.23 Use collective and abstract nouns.

Syntax

2.L.GC.2.c:	**Use correct subject and verb agreement in sentence constructions.**

Vocabulary

2.L.V.3.b:	Determine the relationship between words and their synonyms and antonyms.

Texts Domain

Context

2.T.C.1.c:	Choose two or more modes and create a multimodal text on a self-selected topic.

Structures & Style

2.T.SS.1.a:	**Explain how various text features (e.g., captions, subheadings, charts, indexes) contribute to meaning and organization of texts.**

Techniques: Students should be able to flexibly employ all techniques across writing exercises.

2.T.T.1.d:	Compare and contrast two or more versions of the same story by different authors or from diverse cultures.
2.T.T.2.d:	Use knowledge of expository techniques to create texts that introduce a topic, use facts and definitions to supply facts about the topic, and provide a concluding statement or section.
2.T.T.3.a:	**Identify and describe techniques used to craft opinion texts, including the author's opinion, supporting reasons, and facts.**

Research & Analysis

2.T.RA.2.b:	Explore various sources of information, including print, digital, and personal communication, and discuss connections to various topics.

Practices Domain

Engagement & Intention for Comprehension & Composition (EICC)

K-12.P.EICC.4.e:	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
K-12.P.EICC.4.h:	Edit the text, ensuring it adheres to the conventions of written language.

Situating Texts (ST)

K-12.P.ST.1.c:	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.

Collaboration & Presentation (CP)

K-12.P.CP.1.c:	Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.

Quarter 3 *Cumulative review of skills from quarters 1 and 2 will continue as new skills are introduced.*

Foundations Domain

Phonics

2.F.P.2.d: **Decode two-syllable words by applying knowledge of all major syllable types.**

- *Soft Sounds: c & g (M)*
- *Syllable Division Rules: VCCV & VCCCV (M)*
- *Syllable Division Rules: Compound Words (M)*
- *Syllable Division Rules: V/CV & VC/V (I,M)*
- *Final Stable Syllable: Consonant+le (M)*
- *Silent Letters: kn, wr, gn, mb, lf (I,M)*
- *Prefixes (I, C)*
- *Suffixes (I, C)*
- *Final Stable Syllable: -tion & -sion (I,M)*

Students will continue these skills in Q4.

2.F.P.3.d: **Encode two-syllable words by applying knowledge of all major syllable types.**

- *Soft Sounds: c & g (M)*
- *Syllable Division Rules: VCCV & VCCCV (M)*
- *Syllable Division Rules: Compound Words (M)*
- *Syllable Division Rules: V/CV & VC/V (I,M)*
- *Final Stable Syllable: Consonant+le (M)*
- *Silent Letters: kn, wr, gn, mb, lf (I,M)*
- *Prefixes (I, C)*
- *Suffixes (I, C)*
- *Final Stable Syllable: -tion & -sion (I,M)*

Students will continue these skills in Q4.

Fluency

2.F.F.1.c: **Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to demonstrate understanding.**

Handwriting

2.F.H.1.c: Use appropriate spacing throughout the body of a text.

2.F.H.2.b: Track and maintain speed and efficiency while forming words and sentences.

Language Domain

Grammar, Usage, and Mechanics

K-2.L.GC.1:
- 1.8 Use adjectives and adverbs.
- 1.11 Use determiners (articles, possessive determiners, demonstrative adjectives).
- 1.15 Use personal pronouns (subject, object, and possessive).
- 1.24 Use reflexive pronouns.
- 1.28 Form and use comparative and superlative adjectives and adverbs.
- 1.29 Ensure pronoun-antecedent agreement.

Syntax

2.L.GC.2.b: Use a variety of simple and compound sentences (including a variety of sentence types) to develop clarity and coherence in written texts.

2.L.GC.2.d: Develop ideas or information in texts by using adjectives or adverbs to add details or clarify meaning.

Vocabulary

2.L.V.2.c: Construct words using frequently occurring root words and affixes.

2.L.V.3.a: Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases.

2.L.V.3.e: Use knowledge of word relationships and learned vocabulary words and phrases when making word choices in speaking and writing.

Texts Domain

Context

2.T.C.2.a: Use examples of language from the text to identify various points of view (e.g., first person, third person).

Structures & Style

2.T.SS.2.a: Identify the difference between literal and nonliteral or figurative language in texts.

2.T.SS.2.b: Use descriptive words to craft engaging texts.

Techniques: Students should be able to flexibly employ all techniques across writing exercises.

2.T.T.1.c: Identify and describe how characters' responses to major challenges or events support the central message, lesson, or moral of the story.

2.T.T.1.e: Use knowledge of narrative techniques (e.g., characters, settings, events, dialogue) to create texts that recount real or imagined experiences and events with a sense of closure.

2.T.T.2.b:	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
2.T.T.3.c:	Use knowledge of opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, supply reasons to support the opinion with linking words (e.g., because, and, also), and provide a conclusion.
Research & Analysis	
2.T.RA.1.b:	Work collaboratively or individually to conduct research to answer questions on a shared or personal topic of interest by gathering and organizing information from multiple sources using graphic organizers or other support aids.

Practices Domain

Engagement & Intention for Comprehension & Composition (EICC)

K-12.P.EICC.3.e:	Make and track predictions about the events and information likely to come next.

Collaboration & Presentation (CP)

K-12.P.CP.1.b:	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.

Quarter 4 *Cumulative review of skills from quarters 1, 2, and 3 will continue as new skills are introduced.*

Foundations Domain

Fluency

2.F.F.1.d:	**Self-correct while reading text (silently or aloud) to improve comprehension and fluency, rereading as necessary.**

Handwriting

2.F.H.2.a:	**Efficiently and accurately transcribe text.**

Language Domain

Grammar, Usage, and Mechanics

K-2.L.GC.1:	• 1.16 Use frequently occurring prepositions. • 1.17 Use commas to separate items in a series and to format dates, addresses, salutations, and closings. • 1.21 Use coordinating conjunctions to join words, phrases, or clauses. • 1.26 Use hyphens to divide words at line breaks. • 1.27 Form and use prepositional phrases. • 1.30 Recognize and use conventional capitalization, quotation marks, and commas to indicate exact words and dialogue.

Syntax

2.L.GC.2.b:	**Use a variety of simple and compound sentences (including a variety of sentence types) to develop clarity and coherence in written texts.**

Vocabulary

2.L.V.1.b:	**Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings.**
2.L.V.3.c:	Distinguish shades of meaning among verbs that differ in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives that differ in intensity (e.g., large, gigantic).

Texts Domain

Context

2.T.C.1.c:	Choose two or more modes and create a multimodal text on a self-selected topic.

Structures & Style

2.T.SS.1.c:	**Use conjunctions and transition words or phrases to sequence events and actions.**

Techniques: Students should be able to flexibly employ all techniques across writing exercises.

2.T.T.4.a:	**Identify, classify, and describe poetic techniques used to craft texts, including rhyme, alliteration, repeated lines, stanzas, and line breaks.**
2.T.T.4.b:	Use poetic techniques to create poems using words and/or phrases that may or may not rhyme.
Research & Analysis	
2.T.RA.1.a:	Generate questions about self-selected topics of interest for research.
2.T.RA.1.c:	Organize and share related, relevant, and accurate information through a variety of different modes.
Practices Domain	
Engagement & Intention for Comprehension & Composition (EICC)	
K-12.P.EICC.4.b:	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
K-12.P.EICC.4.d:	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
Collaboration & Presentation (CP)	
K-12.P.CP.1.d:	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.

Year Long Mathematical Practices (MP):

Display perseverance and patience in problem-solving. Demonstrate skills and strategies needed to succeed in mathematics, including critical thinking, reasoning, and effective collaboration, and expression. Seek help and apply feedback. Set and monitor goals.

MP.1 – Make sense of problems and persevere in solving them.

MP.2 – Reason abstractly and quantitatively

MP.3 – Construct viable arguments and critique reasoning of others.

MP.4 – Model with mathematics.

MP.5 – Use appropriate tools strategically.

MP.6 – Attend to precision.

MP.7 – Look for and make use of structure.

MP.8 – Look for and express regularity in repeated reasoning.

Semester 1 (August – December)

Unit 1 – Extending Place Value Understanding to 1,000 (3 – 4 weeks)

In this unit, students will extend their understanding of the value of numbers to 1,000 by representing, ordering, and comparing. Students will recognize and use place value to manipulate numbers and demonstrate an understanding of counting sequences.

Overarching Standards for Unit 1

NR.1: Using the place value structure, explore the count sequences to represent, read, write, and compare numerical values to 1,000 and describe basic place-value relationships and structures.

PAR.4: Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns.

Standards for Student Mastery for Unit 1

NR.1.1: Explain the value of a three-digit number using hundreds, tens, and ones in a variety of ways.

NR.1.2: Count forward and backward by ones from any number within 1,000. Count forward by fives from multiples of 5 within 1,000. Count forward and backward by 10s and 100s from any number within 1,000. Count forward by 25s from 0.

NR.1.3: Represent, compare, and order whole numbers to 1,000 with an emphasis on place value and equality. Use >, =, and < symbols to record the results of comparisons.

PAR.4.1: Identify, describe, and create a numerical pattern up to 1,000 resulting from repeating an operation such as addition and subtraction. Use intervals of 1s, 2s, 5s, 10s, 25s and 100s.

Unit 2 – Building Fluency with Addition and Subtraction (8 - 9 weeks)

In Unit 2, students will solve addition and subtraction problems within 100 using strategies based on place value, including decomposing a ten, the properties of operations, the relationship between addition and subtraction, and part-whole strategies. Students will develop fluency using mental math and strategies. Students will continue to demonstrate an understanding of counting sequences.

Overarching Standards for Unit 2

NR.1: Using the place value structure, explore the count sequences to represent, read, write, and compare numerical values to 100 (for this unit) and describe basic place-value relationships and structures.

NR.2: Apply multiple part-whole strategies, properties of operations and place value understanding to solve real-life, mathematical problems involving addition and subtraction within 100 (for this unit).

Standards for Student Mastery for Unit 2

NR.1.1: Explain the value of a two-digit number (for this unit) using tens and ones in a variety of ways.

NR.1.2: Count forward and backward by ones from any number within 100 (for this unit). Count forward by fives from multiples of 5 within 100 (for this unit). Count forward and backward by 10s from any number within 100 (for this unit). Count forward by 25s from 0.

NR.2.1: Add and subtract fluently within 20 using a variety of mental math strategies.

NR.2.2: Find 10 more or 10 less than a given two-digit number (for this unit).

NR.2.3: Solve problems involving the addition and subtraction of up to four two-digit numbers using part-whole strategies.

NR.2.4: Add and subtract fluently within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Unit 3 – Representing Sums and Differences within 1,000 (4 - 5 weeks)

In this unit, students will create, locate numbers, and represent whole number sums and differences within a standard unit of measurement on a number line diagram. Students will use these diagrams to illustrate part-whole strategies. Students will continue to develop their understanding of the value of numbers to 1,000 by representing, ordering, and comparing. Students will demonstrate an understanding of counting sequences. Students will apply the understanding of addition and subtraction to 100 to solve real-world problems involving addition and subtraction within 1,000. Students will also continue to develop fluency using mental math and strategies.

Overarching Standards for Unit 3

NR.1: Using the place value structure, explore the count sequences to represent, read, write, and compare numerical values to 1,000 and describe basic place-value relationships and structures.

NR.2: Apply multiple part-whole strategies, properties of operations and place value understanding to solve real-life, mathematical problems involving addition and subtraction within 1,000.

PAR.4: Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns.

MDR.5: Estimate and measure the lengths of objects and distance to solve problems found in real-life using standard units of measurement, including inches, feet, and yards and analyze graphical displays of data to answer relevant questions.

Standards for Student Mastery for Unit 3

NR.1.1: Explain the value of a three-digit number using hundreds, tens, and ones in a variety of ways.

NR.1.2: Count forward and backward by ones from any number within 1,000. Count forward by fives from multiples of 5 within 1,000. Count forward and backward by 10s and 100s from any number within 1,000. Count forward by 25s from 0.

NR.1.3: Represent, compare, and order whole numbers to 1,000 with an emphasis on place value and equality. Use >, =, and < symbols to record the results of comparisons.

NR.2.1: Add and subtract fluently within 20 using a variety of mental math strategies.

NR.2.2: Find 10 more or 10 less than a given three-digit number and find 100 more or 100 less than a given three-digit number.

NR.2.3: Solve problems involving the addition and subtraction of two-digit and three-digit numbers, and up to four two-digit numbers using part-whole strategies. Include problems with numerical values up to 1,000.

NR.2.4: Add and subtract fluently within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

PAR.4.1: Identify, describe, and create a numerical pattern up to 1,000 that represents a real-life situation resulting from repeating an operation such as addition and subtraction. Use intervals of 1s, 2s, 5s, 10s, 25s and 100s.

MDR.5.5: Represent whole-number sums and differences within a standard unit of measurement on a number line diagram.

Semester 2 (January – May)

Unit 4 – Measuring Lengths and Distances (3 - 4 weeks)

In this unit, second graders transition from measuring lengths with informal units to measuring with standard units: inches, feet, and yards. Students will recognize the need for standard units of measure, compare the relationship of one unit of measurement to another, and understand the importance and usefulness of reasonable estimations. Students will construct measurement instruments and use formal measurement tools to estimate, measure, and compare length and distance. Students will use addition and subtraction to solve problems involving measurement.

Overarching Standards for Unit 4

MDR.5: Estimate and measure the lengths of objects and distance to solve problems found in real-life using standard units of measurement, including inches, feet, and yards and analyze graphical displays of data to answer relevant questions.

NR.2: Apply multiple part-whole strategies, properties of operations, and place value understanding to solve real-life, mathematical problems involving addition and subtraction within 1,000.

Standards for Student Mastery for Unit 4

MDR.5.1: Construct simple measuring instruments using unit models. Compare unit models to rulers.

MDR.5.2: Estimate and measure the length of an object or distance to the nearest whole unit using appropriate units and standard measuring tools.

MDR.5.3: Measure to determine how much longer one object is than another and express the length difference in terms of a standard-length unit.

NR.2.1: Add and subtract within 20 using a variety of mental math strategies.

NR.2.4: Add and subtract fluently within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Unit 5 – Exploring Geometry and Patterns (4 - 5 weeks)

In this unit, students will reason about attributes of shapes as they describe, compare, and draw them. Students identify lines of symmetry in everyday objects. Students partition circles and rectangles and recognize that equal shares may be different shapes. Students will use shapes to create growing and shrinking patterns and identify and describe these patterns using addition and subtraction.

Overarching Standards for Unit 5

GSR.7: Draw and partition shapes and other objects with specific attributes and conduct observations of everyday items and structures to identify how shapes exist in the world.

PAR.4: Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns.

NR.2: Apply multiple part-whole strategies, properties of operations and place value understanding to solve real-life, mathematical problems involving addition and subtraction within 1,000.

MDR.5: Estimate and measure the lengths of objects and distance to solve problems found in real-life using standard units of measurement, including inches, feet, and yards and analyze graphical displays of data to answer relevant questions.

Standards for Student Mastery for Unit 5

GSR.7.1: Describe, compare and sort 2-D shapes including polygons, triangles, quadrilaterals, pentagons, hexagons, and 3-D shapes including rectangular prisms and cones, given a set of attributes.

GSR.7.2: Identify at least one line of symmetry in everyday objects to describe each object as a whole.

GSR.7.3: Partition circles and rectangles into two, three, or four equal shares. Identify and describe equal-sized parts of the whole using fractional names (“halves,” “thirds,” “fourths”, “half of,” “third of,” “quarter of,” etc.).

GSR.7.4: Recognize that equal shares of identical wholes may be different shapes within the same whole.

NR.2.1: Add and subtract fluently within 20 using a variety of mental math strategies.

PAR.4.1: Identify, describe, and create a numerical pattern up to 1,000 that represents a real-life situation resulting from repeating an operation such as addition and subtraction. Use intervals of 1s, 2s, 5s, 10s, 25s and 100s.

PAR.4.2: Identify, describe, and create growing patterns and shrinking patterns involving addition and subtraction within 20.

MDR.5.5: Represent whole-number sums and differences within a standard unit of measurement on a number line diagram.

Unit 6 – Using Tables, Graphs, and Charts (2 - 3 weeks)

In this unit, students use statistical investigative questions to learn more about their class. They will collect, analyze, and display data through picture graphs and bar graphs. Throughout the unit, students will extend their understanding of the value of numbers by representing, ordering, and comparing. Students will continue to develop fluency using mental math and strategies.

Overarching Standards for Unit 6

MDR.5: Estimate and measure the lengths of objects and distance to solve problems found in real-life using standard units of measurement, including inches, feet, and yards and analyze graphical displays of data to answer relevant questions.

NR.2: Apply multiple part-whole strategies, properties of operations and place value understanding to solve real-life, mathematical problems involving addition and subtraction within 1,000.

Standards for Student Mastery for Unit 6

MDR.5.4: Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.

NR.2.1: Add and subtract fluently within 20 using a variety of mental math strategies.

NR.2.4: Add and subtract fluently within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Unit 7 – Measuring Time and Money (3 - 4 weeks)

In Unit 7, students will learn to read analog and digital clocks to the nearest 5 minutes and estimate/measure elapsed time to the hour and half hour. Students will build upon their work with coins in previous grades to determine the value of a combination of coins or bills. Students will apply their understanding of addition and subtraction to solve problems involving time and money.

Overarching Standards for Unit 7

MDR.6: Solve real-life problems involving time and money.

NR.2: Apply multiple part-whole strategies, properties of operations and place value understanding to solve real-life, mathematical problems involving addition and subtraction within 1,000.

PAR.4: Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns.

Standards for Student Mastery for Unit 7

MDR.6.1: Tell and write time from analog and digital clocks to the nearest five minutes. Estimate and measure elapsed time using a timeline, to the hour or half hour on the hour or half hour.

MDR.6.2: Find the value of a mixed group of coins. Determine combinations of coins that equal a given amount that is less than one hundred cents. Solve problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ or ¢ symbols appropriately in the answer.

NR.2.1: Add and subtract within 20 using a variety of mental math strategies.

NR.2.3: Solve problems involving the addition and subtraction of two-digit and three-digit numbers, and up to four two-digit numbers using part-whole strategies. Include problems with numerical values up to 1,000.

NR.2.4: Add and subtract fluently within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

PAR.4.1: Identify, describe, and create a numerical pattern up to 1,000 that represents a real-life situation resulting from repeating an operation such as addition and subtraction. Use intervals of 1s, 2s, 5s, 10s, 25s and 100s.

Unit 8 – Reasoning with Equal Groups (2 - 3 weeks)

In this unit, students will work with equal groups. They will create arrays to solve problems. Students will extend their knowledge of equal groups to determine whether sets of objects or numbers are odd or even. Students will write and solve equations to represent equal groups and arrays with up to 5 rows and 5 columns.

Overarching Standards for Unit 8

NR.3: Work with equal groups to gain foundations for multiplication through real-life, mathematical problems.

NR.2: Apply multiple part-whole strategies, properties of operations and place value understanding to solve real-life, mathematical problems involving addition and subtraction within 1,000.

Standards for Student Mastery for Unit 8

NR.3.1: Determine whether a group has an odd or even number of objects (up to 20). Write an equation to express an even number as a sum of two equal addends.

NR.3.2: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns. Write an equation to express the total as a sum of equal addends.

NR.2.1: Add and subtract fluently within 20 using a variety of mental math strategies.

Unit 9 – Culminating Task (1 week)

The culminating task allows students to apply content learned in previous units throughout the school year while engaging in open-ended, inquiry-based learning. This task should invite students to investigate a real-world mathematical problem using the Mathematical Modeling Framework and/or the Framework for Statistical Reasoning. Students will demonstrate deep understanding of the standards by creating a presentation, report, or demonstration that answers an overarching driving question.

Overarching Standards for Unit 9

NR.1: Using the place value structure, explore the count sequences to represent, read, write, and compare numerical values to 1,000 and describe basic place-value relationships and structures.

NR.2: Apply multiple part-whole strategies, properties of operations and place value understanding to solve real-life, mathematical problems involving addition and subtraction within 1,000.

NR.3: Work with equal groups to gain foundations for multiplication through real-life, mathematical problems.

PAR.4: Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns.

GSR.7: Draw and partition shapes and other objects with specific attributes and conduct observations of everyday items and structures to identify how shapes exist in the world.

MDR.5: Estimate and measure the lengths of objects and distance to solve problems found in real-life using standard units of measurement, including inches, feet, and yards.

MDR.6: Solve real-life problems involving time and money.

Standards for Student Mastery for Unit 9

ALL associated learning objectives.

2nd Grade
Science

Course Description

The Second Grade Cherokee Teaching & Learning Standards for Science engage students in raising questions about the world around them and seeking answers by making observations and exploring phenomena. 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 push, pull, and manipulate things to see what will happen. They study the changing patterns of the moon and the sun and its effects on Earth. Second graders conduct simple investigations to understand that no matter how parts of an object are assembled their overall weight is the same as the total weight of the parts. They understand that heating and cooling cause changes in the properties of the materials. They observe changes caused by weather, plants, animals, and humans to the environment and study the life cycle of different organisms.

Science standards integrate the three dimensions of **Science and Engineering Practices (SEPs)**, **Crosscutting Concepts (CCCs)**, and **Disciplinary Core Ideas (DCIs)** to provide a comprehensive framework that emphasizes active engagement, interdisciplinary connections, and core scientific principles. Together, they show how science standards engage *students* in obtaining, evaluating, and communicating information.

<table>
<tr><th>Science and Engineering Practices</th><th>Crosscutting Concepts</th><th>Disciplinary Core Ideas</th></tr>
<tr><td>Asking Questions (Science) and Defining Problems (Engineering)</td><td>Patterns</td><td rowspan="2">Engineering, Technology, and the Application of Science (TLS)</td></tr>
<tr><td>Developing and Using Models</td><td>Cause and Effect: Mechanism and Explanation</td></tr>
<tr><td>Planning and Carrying Out Investigations</td><td>Scale, Proportion, and Quantity</td><td rowspan="2">Physical Science (P)</td></tr>
<tr><td>Analyzing and Interpreting Data</td><td>Systems and System Models</td></tr>
<tr><td>Mathematics and Computational Thinking</td><td rowspan="2">Energy and Matter: Flows, Cycles, and Conservation</td><td rowspan="2">Life Science (L)</td></tr>
<tr><td>Constructing Explanations (Science) and Designing Solutions (Engineering)</td></tr>
<tr><td>Engaging in Argument from Evidence</td><td>Structure and Function</td><td rowspan="2">Earth and Space Science (E)</td></tr>
<tr><td>Obtaining, Evaluating, and Communicating Information</td><td>Stability and Change</td></tr>
</table>

Science and Engineering Practices are fundamental approaches that scientists and engineers use to investigate the natural world and solve practical problems. **Crosscutting Concepts** in science are overarching themes that bridge various disciplines, helping students and researchers see connections and deepen their understanding of the natural world. **Disciplinary Core Ideas** are fundamental concepts that students need to understand to develop a deep knowledge of science across various disciplines.

Thinking Like a Scientist

Thinking Like a Scientist standards represent scientific thinking skills that should be incorporated throughout the entire course.

Overarching Standard

TLS2: Enhance scientific thinking skills and problem-solving skills by formulating questions, making detailed observations and inferences, conducting structured experiments, and communicating findings clearly.

Supporting Standards for Student Mastery

TLS2.a: Use and expand basic scientific vocabulary to include terms such as evidence, compare, contrast, and classify.

TLS2.b: Make detailed observations and comparisons in the natural world.

TLS2.c: Use a variety of tools to collect data and represent it through drawings, charts, and sentences. Create, interpret, and discuss data patterns in a variety of graphs (e.g., bar graph, pictograph, etc.).

TLS2.d: Present findings and explanations to peers using appropriate scientific terms.

Semester 1 (August – December)

Unit 1: Structure and Properties of Matter (6 weeks)

In this unit, students will learn to recognize physical properties and changes in matter by observing and asking questions to describe and classify objects. Students will use cause and effect to explain reversible and irreversible changes in matter due to heating or cooling.

Overarching Standard for Unit 1

2P1: Obtain, evaluate, and communicate information about the properties of matter and changes that occur in objects.

2P1.c: Provide evidence from observations to construct an explanation that some changes in matter caused by heating or cooling can be reversed and some changes are irreversible.

(*Clarification statement:* Changes in matter could include heating or freezing of water, baking a cake, boiling an egg.)

- Identify the states of matter.

Supporting Standards for Student Mastery in Unit 1

2P1.a: Ask questions to describe and classify different objects according to their physical properties.

(*Clarification statement*: Examples of physical properties could include color, mass, length, texture, hardness, strength, absorbency, and flexibility.)

2P1.b: Construct an explanation for how structures made from small pieces (linking cubes, building blocks) can be disassembled and then rearranged to make new and different structures.

Unit 2: The Sun and Other Stars (6 weeks)

In this unit, students will investigate scale, proportion, and quantity to understand the relative sizes and brightness of stars. Students will recognize how stars' attributes can be compared by asking questions and constructing arguments to support the claim that the sun is medium in size and brightness.

Overarching Standard for Unit 2

2E1: Obtain, evaluate, and communicate information about stars having different sizes and brightness.

2E1.b: Construct an argument to support the claim that although the sun appears to be the brightest and largest star, it is actually medium in size and brightness.

Supporting Standards for Student Mastery in Unit 2

2E1.a: Ask questions to describe the physical attributes (size and brightness) of stars.

Unit 3: Patterns in Day and Night (6 weeks)

In this unit, students will investigate how the sun's position affects shadows throughout the day, changes in day and night lengths, and seasonal changes. Students will identify patterns in the moon's appearance over time and use cause and effect to understand the sun's position relative to a fixed object on Earth at various times.

Overarching Standard for Unit 3

2E2: Obtain, evaluate, and communicate information to develop an understanding of the patterns of the sun and the moon and the sun's effect on Earth.

2E2.a: 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.

- Explain how the position of the sun affects the time of day.

2E2.d: Use data from personal observations to describe, illustrate, and predict how the appearance of the moon changes over time in a pattern.
(*Clarification statement:* Students are not required to know the names of the phases of the moon or understand the tilt of the Earth. Names of moon phases are not taught until 4th Grade.)

Supporting Standards for Student Mastery in Unit 3

2E2.b: Design and build a structure that demonstrates how shadows change throughout the day based on the sun's position.

2E2.c: Represent data in tables and/or graphs of the length of the day and night to recognize the change in seasons.

- Explain patterns of objects in the day and night sky.

Semester 2 (January – May)

Unit 4: Forces at Work: Push and Pull (6 weeks)

In this unit, students will conduct investigations, design, and engineer devices to demonstrate the effects of pushing and pulling on an object's motion. Cause and effect are emphasized to help students understand how forces impact motion and how to design a device that manipulates an object's speed or direction.

Overarching Standard for Unit 4

2P2: Obtain, evaluate, and communicate information to explain the effect of a force (a push or a pull) in the movement of an object (changes in speed and direction).

2P2.b: Design a device to change the speed or direction of an object.

- Understand the difference between speed and direction.

Supporting Standards for Student Mastery in Unit 4

2P2.a: Plan and carry out an investigation to demonstrate how pushing and pulling on an object affects the motion of the object.

2P2.c: Record and analyze data to decide if a design solution works as intended to change the speed or direction of an object with a force (a push or a pull).

Unit 5: Life Cycles (6 weeks)

In this unit, students will investigate the life cycles of various living organisms by asking questions, conducting experiments, developing models, and explaining the sequences and stages. Students will explore systems to understand the interconnected roles organisms play in their environments and illustrate their life cycles through models.

Overarching Standard for Unit 5

2L1: Obtain, evaluate, and communicate information about the life cycles of different living organisms.

2L1.d: Develop models to illustrate the unique and diverse life cycles of organisms other than humans.

Supporting Standards for Student Mastery in Unit 5

2L1.a: Ask questions to determine the sequence of the life cycle of common animals in your area: a mammal such as a cat, dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly.

2L1.b: Plan and carry out an investigation of the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time.

2L1.c: Construct an explanation of an animal's role in dispersing seeds or in the pollination of plants.

Unit 6: Environmental Changes (6 weeks)

In this unit, students will observe their school or home grounds to identify examples of how weather, plants, animals, and humans cause changes to the environment. Students will focus on understanding the relationships between environmental factors and changes observed.

Overarching Standard for Unit 6

2E3: Obtain, evaluate, and communicate information about how weather, plants, animals, and humans cause changes to the environment.
(Clarification statement: Changes should be easily observable and could be seen on school grounds or at home.*)*

2E3.b: Construct an explanation of the causes and effects of a change to the environment in your community

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Supporting Standards for Student Mastery in Unit 6

2E3.a: Ask questions to obtain information about major changes to the environment in your community.

2nd Grade
Social Studies

Georgia My State

In second grade, the various social studies strands become interwoven with the historical strand. The history strand focuses on important historical figures in Georgia and the Muscogee (Creek) and Cherokee cultures in Georgia. The geography strand emphasizes the geography of Georgia and relates 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.

Social Studies standards integrate the three dimensions of **Information Processing Skills (ISPs)**, **Map and Globe Skills (MGSs)**, and **Disciplinary Domains (DDs)** to provide a comprehensive framework that emphasizes active engagement, interdisciplinary connections, and K-12 Connecting Themes and Enduring Understandings. Together, they show how social studies standards engage *students* in obtaining, evaluating, and communicating information.

<table>
<tr><th>Information Processing Skills</th><th>Map and Globe Skills</th><th>Disciplinary Domains</th></tr>
<tr><td>IPS. 1: Compare similarities and differences (M)</td><td>MGS.1: Introduce the use of a compass rose to successfully identify cardinal directions (north, south, east, west). (A)</td><td rowspan="2">Historical Understandings (H)</td></tr>
<tr><td>IPS. 2: Organize items chronologically (D)</td><td rowspan="2">MGS.2: Introduce the use of intermediate directions when describing location (northeast, southeast, northwest, southwest). (M)</td></tr>
<tr><td>IPS.3: Identify issues and/or problems and alternative solutions (D)</td><td rowspan="3">Geographic Understandings (G)</td></tr>
<tr><td>IPS.4: Distinguish between facts and opinion. (D)</td><td>MGS.3: Use a letter/number grid system to determine location. (I)</td></tr>
<tr><td>IPS.5: Identify main idea, detail, sequence of events, and cause and effect in a social studies context. (D)</td><td>MGS.4: Compare and contrast the categories of natural, cultural, and political features on a map. (I)</td></tr>
</table>

IPS.6: Identify and use primary and secondary sources. (D)	**MGS.6:** Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps. (I)	Government/Civic Understandings (CG)
IPS.7: Interpret timelines, charts, and tables. (D)		
IPS.8: Identify social studies reference resources to use for a specific purpose. (I)	**MGS.7:** Use a map to explain the impact of geography on historical and current events. (D)	Economic Understandings (E)
IPS.9: Construct charts and tables. (I)		
IPS.10: Analyze artifacts. (I)		

The goal of the **Information Processing Skills (IPS)** is for a student to be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems and/or make decisions. Students are working to master these skills over multiple grade levels. **Map and Globe Skills (MGS)** are the expected skills that a student should successfully use to retrieve social studies information from maps. The expected level of mastery for IPS and MGS are indicated by one of the following letters in parentheses: Introduced (I), Developing (D), Mastery (M), and Application (A). **Disciplinary Domains** are the four areas of fundamental concepts that students need to understand to develop a deep knowledge of social studies.

Semester 1 (August – December)

Unit 1 – Government (5 weeks)

CG1: Define the concept of government and the need for rules and laws.

CG2: Identify the following elected officials of the executive branch and where they work:

CG2.a: President (leader of our nation) and Washington, D.C. – White House

CG2.b: Governor (leader of our state) and Atlanta, GA – State Capitol Building

CG2.c: Mayor (leader of a city) and city hall

E2: Identify some ways in which goods and services are allocated (such as: price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics).

Unit 2 – Georgia Regions (6 weeks)

G1: Locate and compare major topographical features of Georgia and describe how these features define Georgia's surface.

G1.a: Locate and compare the geographic regions of Georgia: Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau.

G1.b: Locate on a physical map the major rivers: Savannah, Flint, and Chattahoochee.

MGS.1: Use a compass rose to successfully identify cardinal directions (north, south, east, west).

MGS.2: Use intermediate directions when describing location (northeast, southeast, northwest, southwest).

MGS.3: Use a letter/number grid system to determine location.

MGS.6: Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps.

Unit 3 – Muscogee (Creek) & Cherokee (7 weeks)

G2: **Describe the cultural and geographic systems associated with historical figures ~~in SS2H1~~ and Georgia's Muscogee (Creek) and Cherokee ~~in SS2H2~~.**

G2.a: Identify specific locations significant to the life and times of Sequoyah, and the Muscogee (Creek) and Cherokee, on a political or physical map.

G2.b: Describe how each historic figure and the Muscogee (Creek) and Cherokee adapted to and were influenced by their environments.

G2.c: Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live.

G2.d: Describe the regions in Georgia where the Muscogee (Creek) and Cherokee lived and how the people used their local resources.

H1.b: Describe the lives and contributions of historical figures in Georgia history - Sequoyah (development of a Cherokee alphabet).

H2: Describe the Georgia Muscogee (Creek) and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.

H2.a: Compare and contrast the Georgia Muscogee (Creek) and Cherokee cultures of the past to those of Georgians today in terms of tools, clothing, homes, ways of making a living, and accomplishments.

CG.3: Give examples of how the historical figure (Sequoyah) demonstrated positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

E1: Explain that because of scarcity, people must make choices that result in opportunity costs.

MGS.2: Use intermediate directions when describing location (northeast, southeast, northwest, southwest).

MGS.3: Use a letter/number grid system to determine location.

MGS.4: Compare and contrast the categories of natural, cultural, and political features on a map.

MGS.7: Use a map to explain the impact of geography on historical and current events.

Semester 2 (January – May)

Unit 4 – Famous Georgians – Founding of Georgia (5 weeks)

H1: Describe the lives and contributions of historical figures in Georgia history.

- **H1.a:** James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)
- **CG3:** Give examples of how these historical figures demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.
- **G2.c:** Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live.
- **MGS.2:** Use intermediate directions when describing location (northeast, southeast, northwest, southwest).
- **MGS.3:** Use a letter/number grid system to determine location.
- **MGS.4:** Compare and contrast the categories of natural, cultural, and political features on a map.
- **MGS.7:** Use a map to explain the impact of geography on historical and current events.

Unit 5 – Famous Georgians – Leadership & Civil Rights – Part 1 (4 weeks)

H1: Describe the lives and contributions of historical figures in Georgia history.

- **H1.c:** Jackie Robinson (sportsmanship and civil rights)
- **H1.d:** Martin Luther King, Jr. (civil rights)
- **CG3:** Give examples of how these historical figures demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

G2.c: Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live.

MGS.2: Use intermediate directions when describing location (northeast, southeast, northwest, southwest).

MGS.3: Use a letter/number grid system to determine location.

MGS.4: Compare and contrast the categories of natural, cultural, and political features on a map.

MGS.7: Use a map to explain the impact of geography on historical and current events.

Unit 6 – Economics (4 weeks)

E3: Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.

E4: Describe the costs and benefits of personal saving and spending choices.

Unit 7 - Famous Georgians – Leadership & Civil Rights – Part 2 (5 weeks)

H1: Describe the lives and contributions of historical figures in Georgia history.

H1.e: Juliette Gordon Low (Girl Scouts and leadership)

H1.f: Jimmy Carter (leadership and human rights)

CG3: Give examples of how these historical figures demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

G2.c: Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live.

MGS.2: Use intermediate directions when describing location (northeast, southeast, northwest, southwest).

MGS.3: Use a letter/number grid system to determine location.

MGS.4: Compare and contrast the categories of natural, cultural, and political features on a map.

MGS.7: Use a map to explain the impact of geography on historical and current events.