



AKS

ACADEMIC KNOWLEDGE AND SKILLS
GWINNETT COUNTY PUBLIC SCHOOLS

2ND GRADE

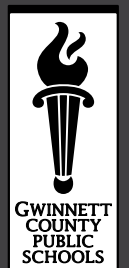
2014–15 COMPLETE AKS

Gwinnett's curriculum for grades K–12 is called the Academic Knowledge and Skills (AKS) and is aligned to the state-adopted Common Core Georgia Performance Standards (CCGPS) in Language Arts and Mathematics for elementary school students. Gwinnett's AKS is a rigorous curriculum that prepares students for college and 21st century careers in a globally competitive future. The AKS for each grade level spell out the essential things students are expected to know and be able to do in that grade or subject. The AKS offer a solid base on which teachers build rich learning experiences. Teachers use curriculum guides, textbooks, technology, and other resources to teach the AKS and to make sure every student is learning to his or her potential.

The Academic Knowledge and Skills (AKS) were developed by our teachers, with input from our parents and community, in response to Gwinnett County Public Schools' mission statement:

The mission of Gwinnett County Public Schools is to pursue excellence in academic knowledge, skills, and behavior for each student resulting in measured improvement against local, national, and world-class standards.

In this booklet, you will find a complete list of the AKS for 2nd grade. We encourage you to talk to your child about what he or she is learning.
WELCOME TO 2ND GRADE!



About the Academic Knowledge and Skills (AKS) Curriculum

The AKS is Gwinnett’s custom, Board-approved curriculum that spells out the essential things students are expected to know and be able to do for each subject at each grade level. Because the AKS details exactly what a student is expected to learn, teachers can tailor the classroom experience to meet individual needs. Gwinnett’s AKS is a rigorous curriculum that sets a strong foundation, building year by year to prepare students for college and 21st century careers in a globally competitive future. The AKS includes all of the state’s standards, including the state-adopted Common Core Georgia Performance Standards (CCGPS) in the areas of Mathematics and Language Arts for elementary students. The Georgia Performance Standards (GPS) are in place in other content areas. The alignment of the AKS with standardized assessments ensures that Gwinnett students are well prepared for these measures of achievement. The AKS curriculum is aligned with state-mandated standards, assuring that students are prepared for state tests in core subjects for grades 3–5, part of the new Georgia Milestones Assessment System (GMAS).

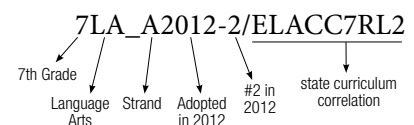
Since its inception in 1996, the AKS has reflected the collective wisdom of thousands of educators and community members who worked together to determine what students need to know and be able to do in order to be successful at the next grade level and in the future. This investment by GCPS’ stakeholders has ensured that the AKS curriculum remains a rigorous and relevant blueprint for student learning in Gwinnett. As part of that ongoing effort, the GEMS Oversight Committee— made up of community and GCPS staff members— meets annually to review proposed additions, deletions, and changes to the AKS that come out of school and community surveys. Following validation by the committee, recommendations are submitted to the superintendent for approval by the School Board, with implementation the following school year.

About Testing in 2nd Grade

Gwinnett County Public Schools measures student achievement in a number of ways to ensure students are learning the curriculum. Our assessment program helps teachers monitor students’ academic progress. Assessment data and information pinpoints students’ strengths and weaknesses. This focus allows teachers to plan targeted instruction that promotes each student’s success. All 2nd grade students participate in the Cognitive Abilities Test (CogAT) and the Iowa Tests of Basic Skills (ITBS) in the fall. CogAT provides information related to skills that are important for learning and problem-solving, both in and out of school. This test gives teachers details on how students learn so that teachers can develop appropriate learning objectives for each child. The ITBS is a national, norm-referenced test that provides information on student achievement, based on common knowledge and skills. Norm-referenced tests allow scores to be compared to other students who took the same test following the same testing procedures. This test identifies strengths and weaknesses in basic skills so teachers can provide support.

Notes about this Booklet

- Correlations to the following state-required curriculum standards/objectives are indicated for respective Academic Knowledge and Skills: Common Core Georgia Performance Standards (CCGPS) and Georgia Performance Standards (GPS).
- Correlations to the state-required Iowa Tests of Basic Skills (ITBS) are noted for grades 3 and 5.
- Academic Knowledge and Skills beginning with “explore” will not be assessed for mastery at that grade level, but are prerequisite for mastery at a higher grade level.
- This book includes the AKS for 2nd grade. AKS booklets are available for other grade levels (K–8 and combined grades for high school) and by core academic subject (Language Arts, Mathematics, Science, and Social Studies). In addition, comprehensive books include the AKS for all elementary school grade levels as well as the AKS in middle grades (6–8) and for high school (9–12). These booklets are posted in PDF form on the district website. Go to www.gwinnett.k12.ga.us. From the pull-down menu on the left, select “I want to... Get a copy of... The AKS.”
- Parents also can find online PDFs of grade-level brochures (grades K–8) with a more general overview of what students will learn, available services, promotion requirements, and grade-level testing. The Choice Book serves this purpose for high school students, providing an overview of the high school experience, high school and postsecondary planning tools, and a “course catalog.” Parents receive a printed copy of their child’s grade-level AKS brochure (K–8) at the start of the school year, and rising 9th graders receive a printed copy of The Choice Book.
- The AKS numbering system was developed to allow for additions and deletions of AKS without changing the number reference of other AKS. The reference code includes the subject and/or grade level, a letter representing the topic strand and the year adopted, its number in the year of adoption, and state curriculum correlation.



Character Education

The school system supports a mandate from the Georgia General Assembly requiring all schools to teach character education. Society and culture are tied together through common threads that guide the way we live, work, and learn. These common beliefs are taught at home and reinforced by the community, schools, religious institutions, and youth service groups. These basic tenets guide the way Gwinnett County teachers teach and the way the school system conducts the business of teaching and learning. Character education is thoroughly embedded in the AKS curriculum. Traits emphasized in the curriculum include the following:

courage	respect for	self-control	generosity	respect for	creativity
patriotism	others	courtesy	punctuality	environment	sportsmanship
citizenship	cooperation	compassion	cleanliness	respect for	loyalty
honesty	kindness	tolerance	cheerfulness	creator	perseverance
fairness	self-respect	diligence	school pride	patience	virtue

Parent Involvement

Research shows that when parents are involved in their children's education at home, their children do better in school. When parents are involved at school, their children's achievement increases and the schools they attend become even stronger. Be There is a national movement that inspires parents to become more involved in their child's education and their public schools. Teachable moments are everywhere. You can be your child's favorite teacher by connecting in meaningful ways as you go through the ordinary routines of the day... driving in the car, preparing a meal, shopping, or doing chores. Below and in your child's AKS brochure, you will find tips for helping your child have a successful 2nd grade experience. Look for more helpful tipsheets and other resources on the school system website and your local school website.



Suggestions for Helping Your Child Achieve Academically

The school system encourages parents to be an active part of their child's education. The following are just a few ways you can be involved:

- **Review the AKS** for your child's grade. You also can access the AKS on the system's website— www.gwinnett.k12.ga.us.
- **Ask to see your child's work.**
- **Support your child** and communicate that his or her academic success is important to you.
- **Read and write with your child often.** Remind students to edit the entire sentence and paragraph when they write and to use complete sentences with appropriate grammar and spelling.
- **Ask children to show their work** in their assignments, making sure they answer the question asked, not just provide information that may or may not be relevant.
- **Participate in parent-teacher conferences.**

Share these Keys to School Success with Your Child

- ➡ **Be prepared each day.** Have the needed materials and assignments for each class.
- ➡ **Stay organized.** Keep your desk, notebooks, book bag, and home study area neatly arranged.
- ➡ **Use an agenda book or calendar** to keep track of assignments and due dates. Check it every day.
- ➡ **Give your best effort** to both homework and in-class assignments. Complete assignments and turn them in on time.
- ➡ **Review your work** from each class every evening, even if you don't have a homework assignment due the next day.
- ➡ **Study** for every test and quiz.
- ➡ **Ask your teacher questions** if you do not understand a lesson or an assignment.
- ➡ **Get involved** in at least one extracurricular activity.

Language Arts

(Reference Code: 2LA)

A - Reading: Literature

- ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text (CCGPS) (2LA_A2012-1/ELACC2RL1)
- recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral (CCGPS) (2LA_A2012-2/ELACC2RL2)
- describe how characters in a story respond to major events and challenges (CCGPS) (2LA_A2012-3/ELACC2RL3)
- describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song (CCGPS) (2LA_A2012-4/ELACC2RL4)
- describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action (CCGPS) (2LA_A2012-5/ELACC2RL5)
- acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud (CCGPS) (2LA_A2012-6/ELACC2RL6)
- use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot (CCGPS) (2LA_A2012-7/ELACC2RL7)
- compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures (CCGPS) (2LA_A2012-8/ELACC2RL9)
- read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 2 (CCGPS) (2LA_A2012-9/ELACC2RL10)

B - Reading: Informational Text

- ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text (CCGPS) (2LA_B2012-10/ELACC2RI1)
- identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text (CCGPS) (2LA_B2012-11/ELACC2RI2)
- describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text (CCGPS) (2LA_B2012-12/ELACC2RI3)
- determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area (CCGPS) (2LA_B2012-13/ELACC2RI4)
- know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently (CCGPS) (2LA_B2012-14/ELACC2RI5)
- identify the main purpose of a text, including what the author wants to answer, explain, or describe (CCGPS) (2LA_B2012-15/ELACC2RI6)
- explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text (CCGPS) (2LA_B2012-16/ELACC2RI7)
- describe how reasons support specific points the author makes in a text (CCGPS) (2LA_B2012-17/ELACC2RI8)
- compare and contrast the most important points presented by two texts on the same topic (CCGPS) (2LA_B2012-18/ELACC2RI9)
- read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 2 (CCGPS) (2LA_B2012-19/ELACC2RI10)

C - Reading: Foundational Skills

- know and apply grade-level phonics and word analysis skills in decoding words (CCGPS) (2LA_C2012-20/ELACC2RF3)
- read with sufficient accuracy and fluency to support comprehension (CCGPS) (2LA_C2012-21/ELACC2RF4)

D - Writing

- write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section (CCGPS) (2LA_D2012-22/ELACC2W1)
- write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section (CCGPS) (2LA_D2012-23/ELACC2W2)
- write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure (CCGPS) (2LA_D2012-24/ELACC2W3)
- focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers (CCGPS) (2LA_D2012-25/ELACC2W5)
- use a variety of digital tools to produce and publish writing, including in collaboration with peers, with guidance and support from adults (CCGPS) (2LA_D2012-26/ELACC2W6)
- participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations) (CCGPS) (2LA_D2012-27/ELACC2W7)
- recall information from experiences or gather information from provided sources to answer a question (CCGPS) (2LA_D2012-28/ELACC2W8)

E - Speaking and Listening

- participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups (CCGPS) (2LA_E2012-29/ELACC2SL1)
- recount or describe key ideas or details from written texts read aloud or information presented orally or through other media (CCGPS) (2LA_E2012-30/ELACC2SL2)
- ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue (CCGPS) (2LA_E2012-31/ELACC2SL3)
- tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (CCGPS) (2LA_E2012-32/ELACC2SL4)
- create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings (CCGPS) (2LA_E2012-33/ELACC2SL5)
- produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (CCGPS) (2LA_E2012-34/ELACC2SL6)

F - Language

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (2LA_F2012-35/ELACC2L1)
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCGPS) (2LA_F2012-36/ELACC2L2)
- use knowledge of language and its conventions when writing, speaking, reading, or listening (CCGPS) (2LA_F2012-37/ELACC2L3)
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies (CCGPS) (2LA_F2012-38/ELACC2L4)
- demonstrate understanding of word relationships and nuances in word meanings (CCGPS) (2LA_F2012-39/ELACC2L5)
- use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy) (CCGPS) (2LA_F2012-40/ELACC2L6)

Mathematics

(Reference Code: 2MA)

A - Operations and Algebraic Thinking

- use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions. (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem) (CCGPS) (2MA_A2012-1/MCC2.OA.1)
- fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two one-digit numbers (CCGPS) (2MA_A2012-2/MCC2.OA.2)
- determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends) (CCGPS) (2MA_A2012-4/MCC2.OA.3)
- apply the use of repeated addition (skip counting), model arrays up to 5 rows and 5 columns to determine a total number of objects, and write an equation to express the total as a sum of two equal addends (CCGPS) (2MA_A2012-6/MCC2.OA.4)

B - Number and Operations in Base Ten

- explain that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones) (CCGPS) (2MA_B2012-7/MCC2.NBT.1)
- explain that 100 can be thought of as a bundle of ten tens, called a “hundred” (CCGPS) (2MA_B2012-8/MCC2.NBT.1_a)
- explain the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones) (CCGPS) (2MA_B2012-9/MCC2.NBT.1_b)
- count within 1,000; skip-count by 5s, 10s, and 100s (CCGPS) (2MA_B2012-10/MCC2.NBT.2)
- read, write, and represent numbers to 1,000 using a variety of models, diagrams and base ten numerals, including standard and expanded form (CCGPS) (2MA_B2012-11/MCC2.NBT.3)
- compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons (CCGPS) (2MA_B2012-12/MCC2.NBT.4)
- add and subtract fluently within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction (CCGPS) (2MA_B2012-13/MCC2.NBT.5)
- add up to four two-digit numbers using strategies based on place value and properties of operations (CCGPS) (2MA_B2012-14/MCC2.NBT.6)
- add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds (CCGPS) (2MA_B2012-15/MCC2.NBT.7)
- use mental math strategies to add and subtract 10 or 100 to a given number between 100–900 (CCGPS) (2MA_B2012-16/MCC2.NBT.8)
- explain why addition and subtraction strategies work using place value and the properties of operations (CCGPS) (2MA_B2012-17/MCC2.NBT.9)

C - Measurement and Data

- measure length by determining, selecting and using an appropriate tool (rulers, yardsticks, meter sticks, measuring tapes) and unit (in., ft., yd., cm, m) (CCGPS) (2MA_C2012-18/MCC2.MD.1)
- compare and explain the relationship of inches, feet, yards, centimeters and meters by measuring an object twice using different units (CCGPS) (2MA_C2012-19/MCC2.MD.2)
- estimate lengths using units of inches, feet, yards, centimeters and meters, then measure to determine if estimations were reasonable (CCGPS) (2MA_C2012-20/MCC2.MD.3)
- measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit (relate addition and subtraction to length) (CCGPS) (2MA_C2012-21/MCC2.MD.4)
- solve word problems using addition and subtraction within 100 involving lengths of like units by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem (CCGPS) (2MA_C2012-22/MCC2.MD.5)
- represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram (CCGPS) (2MA_C2012-23/MCC2.MD.6)
- use analog and digital clocks to tell and write time to the nearest five minutes using AM and PM (CCGPS) (2MA_C2012-24/MCC2.MD.7)
- solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately (e.g., if you have 2 dimes and 3 pennies, how many cents do you have?) (CCGPS) (2MA_C2012-25/MCC2.MD.8)
- generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units (CCGPS) (2MA_C2012-26/MCC2.MD.9)
- draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph (CCGPS) (2MA_C2012-27/MCC2.MD.10)

D - Geometry

- recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces and identify triangles, quadrilaterals, pentagons, hexagons, and cubes (CCGPS) (2MA_D2012-29/MCC2.G.1)
- partition a rectangle into rows and columns of same-size squares and count to find the total number of them (CCGPS) (2MA_D2012-30/MCC2.G.2/MCC2.G.3)
- partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape (CCGPS) (2MA_D2012-31/MCC2.G.2)

Science

(Reference Code: 2SC)

A - Characteristics of Science

- discuss the importance of curiosity, honesty, openness, and skepticism in science and exhibit these traits in efforts to understand how the world works (GPS) (2SC_A2007-1)
- demonstrate knowledge of scientific processes and inquiry methods (GPS) (2SC_A2007-2)
- apply computation and estimation skills necessary for analyzing data and following scientific explanations (GPS) (2SC_A2007-3)
- use tools and instruments for observing, measuring, and manipulating objects in scientific technological matters (GPS) (2SC_A2007-4)
- use the concepts of system, model, change, and scale when exploring scientific and technological matters (GPS) (2SC_A2007-5)
- communicate scientific ideas and activities clearly (GPS) (2SC_A2007-6)

B - Earth Science

- describe the universe as including the moon, sun, other stars, and planets (GPS) (2SC_B2007-7)
- investigate the position of the sun and moon to show patterns throughout the year (GPS) (2SC_B2007-8)
- observe and record changes in our surroundings and infer the causes of those changes (GPS) (2SC_B2007-9)

C - Physical Science

- investigate the properties of matter and changes that occur in objects (GPS) (2SC_C2007-10)
- identify sources of energy and how energy is used (GPS) (2SC_C2007-11)
- demonstrate changes in speed and direction, using pushes and pulls (GPS) (2SC_C2007-12)

D - Life Science

- investigate the life cycles of different organisms to understand the diversity of life (GPS) (2SC_D2007-13)

Social Studies

(Reference Code: 2SS)

A - Map and Globe Skills

- use cardinal directions (GPS) (2SS_A2008-1)
- use intermediate directions (GPS) (2SS_A2008-2)
- use a letter/number grid system to determine location (GPS) (2SS_A2008-3)
- compare and contrast the categories of natural, cultural, and political features found on maps (GPS) (2SS_A2008-4)
- use inch-to-inch map scale to determine distance on maps (GPS) (2SS_A2008-5)
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps (GPS) (2SS_A2008-6)
- use a map to explain impact of geography on historical and current events (GPS) (2SS_A2008-7)

B - Information Processing Skills

- compare similarities and differences (GPS) (2SS_B2008-8)
- organize items chronologically (GPS) (2SS_B2008-9)
- identify issues and/or problems and alternative solutions (GPS) (2SS_B2008-10)
- distinguish between fact and opinion (GPS) (2SS_B2008-11)
- identify main idea, detail, sequence of events, and cause and effect in a social studies context (GPS) (2SS_B2008-12)
- identify and use primary and secondary sources (GPS) (2SS_B2008-13)
- interpret timelines (GPS) (2SS_B2008-14)
- identify social studies reference resources to use for a specific purpose (GPS) (2SS_B2008-15)
- construct charts and tables (GPS) (2SS_B2008-16)
- analyze artifacts (GPS) (2SS_B2008-17)

C - Before There Was A Georgia

- locate major topographical features of Georgia on a map (GPS) (2SS_C2008-18)
- analyze how the topographical features define Georgia's surface (GPS) (2SS_C2008-19)

D - Georgia's Beginnings

- read about and describe the lives of historical figures in Georgia history (GPS) (2SS_D2008-20)
- describe the cultural and geographic systems associated with James Oglethorpe, Tomochichi, and Mary Musgrove (GPS) (2SS_D2008-21)
- define the concept of government and the need for rules and laws as demonstrated by Oglethorpe, Tomochichi, and Musgrove (GPS) (2SS_D2008-22)
- compare and contrast how Oglethorpe, Tomochichi, and Musgrove demonstrated the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion (GPS) (2SS_D2008-23)

E - Native Georgians

- read about and describe the lives of the Creek and Cherokee in Georgia history (GPS) (2SS_E2008-24)
- describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments (GPS) (2SS_E2008-25)
- describe the cultural and geographic systems associated with Sequoyah and Georgia's Creeks and Cherokees (GPS) (2SS_E2008-26)
- define the concept of government and the need for rules and laws as demonstrated by Georgia's Creek and Cherokee cultures (GPS) (2SS_E2008-27)

F - Civil Rights Leaders

- read about and describe the lives of historical figures Martin Luther King Jr. and Jackie Robinson (GPS) (2SS_F2008-28)
- describe the cultural and geographic systems associated with Martin Luther King Jr. and Jackie Robinson (GPS) (2SS_F2008-29)
- define the concept of government and the need for rules and laws as demonstrated by Martin Luther King Jr. and Jackie Robinson (GPS) (2SS_F2008-30)
- cite examples of how Martin Luther King Jr. and Jackie Robinson demonstrated the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion (GPS) (2SS_F2008-31)

G - Government and Human Rights

- read about and describe the life of Jimmy Carter (GPS) (2SS_G2008-32)
- describe the cultural and geographic systems associated with Jimmy Carter (GPS) (2SS_G2008-33)
- define the concept of government and the need for rules and laws (GPS) (2SS_G2008-34)
- identify the roles of elected officials (GPS) (2SS_G2008-35)
- analyze how Jimmy Carter demonstrated the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion (GPS) (2SS_G2008-36)
- demonstrate knowledge of the state and national capitol buildings by identifying them from pictures (Washington, D. C. and Atlanta) and by locating them on appropriate maps (GPS) (2SS_G2008-37)
- identify and name characteristics specific to Georgia (GPS) (2SS_G2008-38)
- model proper flag etiquette, including handling, display, and disposal of the American flag (2SS_G2008-39)
- explain the significance of the stars, stripes, and colors of the American flag (2SS_G2008-40)

H - Personal Finance

- describe the costs and benefits of personal spending and saving choices (GPS) (2SS_H2008-41)
- explain that because of scarcity, people must make choices and incur opportunity costs (GPS) (2SS_H2008-42)
- identify ways in which goods and services are allocated (by price; majority rule; contests; force; sharing; lottery; command; first-come, first served; and personal characteristics) (GPS) (2SS_H2008-43)
- explain that people usually use money to obtain goods and services (GPS) (2SS_H2008-44)
- explain how money makes trade easier than barter (GPS) (2SS_H2008-45)

General Music

(Reference Code: 2GM)

A - Skills and Techniques/Performance

- sing, alone and with others, a varied repertoire of music (GPS) (2GM_A2011-1)
- perform on instruments, alone and with others, a varied repertoire of music (GPS) (2GM_A2011-2)
- read and notate music (GPS) (2GM_A2011-3)

B - Creative Expression and Communication

- improvise melodies, variations, and accompaniments (GPS) (2GM_B2011-4)
- compose and arrange music within specified guidelines (GPS) (2GM_B2011-5)

C - Critical Analysis/Investigation

- listen to, analyze, and describe music (GPS) (2GM_C2011-6)
- evaluate music and music performances (GPS) (2GM_C2011-7)

D - Cultural and Historical Context

- understand relationships between music, the other arts, and disciplines outside the arts (GPS) (2GM_D2011-8)
- understand music in relation to history and culture (GPS) (2GM_D2011-9)
- move, alone and with others, to a varied repertoire of music (GPS) (2GM_D2011-10)

Health

(Reference Code: 2HE)

A - First Aid

- identify procedures to follow in case of an accident or sudden illness (GPS) (2HE_A2009-1)

B - Safety

- demonstrate skills to prevent injury in a variety of situations (GPS) (2HE_B2009-2)

C - Personal Care

- recognize and practice personal health skills to promote overall health (GPS) (2HE_C2009-3)

D - Disease Prevention

- differentiate between a variety of infectious and non-infectious diseases (GPS) (2HE_D2009-4)

E - Tobacco, Alcohol, and Other Drugs

- recognize and demonstrate strategies to resist peer and media pressure to use tobacco, alcohol, and other drugs (GPS) (2HE_E2009-5)
- describe the harmful effects of tobacco products and alcohol on a user's and non-user's health (GPS) (2HE_E2009-6)

F - Nutrition

- describe nutritional practices that need to be established to promote health (GPS) (2HE_F2009-7)

G - Emotional Expression/Mental Health

- analyze outside influences that can affect personal health decisions (e.g., parents, other family members, TV, peer pressure) (GPS) (2HE_G2009-8)

H - Family Life

- explore effective strategies to cope with changes that occur in families (pregnancy, birth, death, marriage, divorce, relocation, and unemployment) (GPS) (2HE_H2009-9)
- explain the roles of parents and the extended family in supporting the family and promoting the health of children (GPS) (2HE_H2009-10)

I - Anatomy

- identify the functions of the skin (integumentary system) (2HE_I2009-11)
- distinguish between primary and permanent teeth (2HE_I2009-12)

Physical Education

(Reference Code: 2PE)

A - Fitness

- participate in health-enhancing physical activities (GPS) (2PE_A2009-1)

B - Motor Skills and Movement Patterns

- demonstrate locomotor and non-locomotor movements (GPS) (2PE_B2009-2)
- demonstrate jumping and landing, using one foot and two feet take-off and landing with or without a rope) (2PE_B2009-3)
- demonstrate static and dynamic balances (GPS) (2PE_B2009-4)
- demonstrate an overhand throw with side orientation and stepping with opposition (GPS) (2PE_B2009-5)
- demonstrate ability to catch a ball (GPS) (2PE_B2009-6)
- explore transferring weight onto various body parts (GPS) (2PE_B2009-7)
- demonstrate striking skills (GPS) (2PE_B2009-8)

C - Movement Concepts and Principles

- design and perform simple sequences that focus on changes in direction, levels, and pathways (2PE_C2009-9)
- create sequences, using straight, curved, and zigzag pathways (GPS) (2PE_C2009-10)
- demonstrate relationships of self to equipment and others (GPS) (2PE_C2009-11)

D - Personal and Social Behavior

- demonstrate acceptable behaviors in a physical setting with little or no reinforcement (GPS) (2PE_D2009-12)
- value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (GPS) (2PE_D2010-1)

Visual Arts

(Reference Code: 2VA)

A - Meaning and Idea/Creative Thinking

- engage in the creative process to generate and visualize ideas (GPS) (2VA_A2011-1)
- formulate personal responses to art (GPS) (2VA_A2011-2)
- select and use subject matter, symbols, and/or ideas to communicate meaning (GPS) (2VA_A2011-3)

B - Contextual Understanding

- identify artists as creative thinkers who create art and communicate ideas (GPS) (2VA_B2011-4)
- view and discuss selected artworks (GPS) (2VA_B2011-5)

C - Production

- create artworks based on personal experience and selected themes (GPS) (2VA_C2011-6)
- create two-dimensional and three-dimensional artwork with a variety of materials incorporating elements of art and principles of design (GPS) (2VA_C2011-7)
- understand and apply media, techniques, and processes of two-dimensional art processes (e.g., drawing, painting, printmaking, mixed-media), using tools and materials in a safe and appropriate manner to develop skills (GPS) (2VA_C2011-8)
- understand and apply media, techniques, and processes of three-dimensional works of art (e.g., ceramics, sculpture, crafts, and mixed-media), using tools and materials in a safe and appropriate manner to develop skills (GPS) (2VA_C2011-9)
- participate in appropriate exhibition(s) of artworks (GPS) (2VA_C2011-10)

D - Assessment and Reflection

- discuss own artwork and the artwork of others (GPS) (2VA_D2011-11)
- utilize a variety of approaches to understand and critique works of art (GPS) (2VA_D2011-12)

E - Connections

- apply information from other disciplines to enhance the understanding and production of artworks (GPS) (2VA_E2011-13)
- develop life skills through the study and production of art (GPS) (2VA_E2011-14)

Modern Languages - Level A

(Reference Code: 2MLA)

A - Basic Oral and Listening Communication

- use common greetings and expressions (GPS) (2MLA_A2009-1)
- respond to classroom instruction and directions (GPS) (2MLA_A2009-2)
- explore feelings and emotions (GPS) (2MLA_A2009-3)
- explore likes and dislikes (GPS) (2MLA_A2009-4)

B - Vocabulary Development

- recognize and use the alphabet (GPS) (2MLA_B2009-5)
- recognize and count numerals (GPS) (2MLA_B2009-6)
- recognize and name selected colors (GPS) (2MLA_B2009-7)
- recognize and name selected shapes (GPS) (2MLA_B2009-8)
- recognize and name days of the week and months of the year (GPS) (2MLA_B2009-9)
- recognize and name seasons and basic weather vocabulary (GPS) (2MLA_B2009-10)
- recognize and name classroom objects (GPS) (2MLA_B2009-11)
- recognize and name immediate family members (GPS) (2MLA_B2009-12)
- recognize and name selected articles of clothing (GPS) (2MLA_B2009-13)
- recognize and name selected parts of the body (GPS) (2MLA_B2009-14)
- recognize and name rooms in the house (GPS) (2MLA_B2009-15)
- recognize and name selected foods and beverages (GPS) (2MLA_B2009-16)
- recognize and name selected animals (GPS) (2MLA_B2009-17)

C - Culture

- name countries where the target language is spoken (GPS) (2MLA_C2009-18)
- explore holidays and traditional celebrations of the target language cultures (GPS) (2MLA_C2009-19)
- explore significant people from the target language cultures (GPS) (2MLA_C2009-20)

D - Connections, Comparisons, and Communities

- explore connections to student learning in other subject areas (GPS) (2MLA_D2009-21)
- explore and compare basic language features (GPS) (2MLA_D2009-22)
- explore comparisons of the target culture(s) with the students' culture (GPS) (2MLA_D2009-23)
- explore where students can encounter the target language beyond the classroom setting (GPS) (2MLA_D2009-24)

Modern Languages - Level B

(Reference Code: 2MLB)

A - Basic Communication

- comprehend and respond appropriately to greetings, farewells, and basic social situations (GPS) (2MLB_A2009-1)
- respond to classroom instruction and directions (GPS) (2MLB_A2009-2)
- express feelings and emotions (GPS) (2MLB_A2009-3)
- express likes and dislikes (GPS) (2MLB_A2009-4)
- count, identify, and manipulate numbers (GPS) (2MLB_A2009-5)
- integrate alphabet into a variety of activities (GPS) (2MLB_A2009-6)
- recognize, name, and sequence days of the week and months of the year (GPS) (2MLB_A2009-7)
- use basic weather vocabulary and organize the months of the year by season (GPS) (2MLB_A2009-8)
- identify and describe immediate and extended family members (GPS) (2MLB_A2009-9)
- identify and use phrases to describe clothing (GPS) (2MLB_A2009-10)
- recognize time by hour, half-hour, quarter-hour, and digital format (GPS) (2MLB_A2009-11)
- identify selected parts of the body (GPS) (2MLB_A2009-12)
- identify and describe classroom objects and their uses (GPS) (2MLB_A2009-13)
- identify rooms of a house and basic furniture (GPS) (2MLB_A2009-14)
- identify, classify, and describe various food and beverages (GPS) (2MLB_A2009-15)
- identify household pets, domestic, farm, and zoo animals (GPS) (2MLB_A2009-16)
- identify means of transportation (GPS) (2MLB_A2009-17)
- identify selected professions and places in the community (GPS) (2MLB_A2009-18)

B - Culture

- locate and name target language countries on a map or globe (GPS) (2MLB_B2009-19)
- identify holidays and traditional celebrations of the target language cultures (GPS) (2MLB_B2009-20)
- explore similarities and differences among a variety of cultures (GPS) (2MLB_B2009-21)
- explore national symbols and features of target language countries (GPS) (2MLB_B2009-22)
- identify significant people from the target language cultures (GPS) (2MLB_B2009-23)

C - Connections, Comparisons, and Communities

- identify connections to student learning in other subject areas (GPS) (2MLB_C2009-24)
- identify and compare basic language features (GPS) (2MLB_C2009-25)
- identify comparisons of the target culture(s) with the students' culture (GPS) (2MLB_C2009-26)
- identify where students can encounter the target language beyond the classroom setting (GPS) (2MLB_C2009-27)



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