



Mathematics

Second grade students will learn to:

Numbers and Operations in Base Ten

- ☆ Use place value understanding and properties of operations to add and subtract
- ☆ Count within 1000; skip count by 5s, 10s, and 100s
- ☆ Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction
- ☆ Add up to four two-digit numbers using strategies based on place value and properties of operations.
- ☆ Add and subtract within 1000, 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.
- ☆ Explain why addition and subtraction strategies work, using place value and the properties of operations.
- ☆ Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

Measurement and Data

- ☆ Represent and interpret data.
- ☆ 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.
- ☆ 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.

Operations and Algebraic Thinking

- ☆ Represent and solve problems involving addition and subtraction.
- ☆ Use addition and subtraction within 100 to solve one and two step word problems by using drawings and equations with a symbol for the unknown number to represent the problem. Problems include contexts that involve adding to, taking from, putting together/taking apart (part/part/whole) and comparing with unknowns in all positions.

Geometry

- ☆ Reason with shapes and their attributes.
- ☆ Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.
- ☆ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- ☆ 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.

Karate Math

- ☆ Each nine weeks, students will be required to earn *at least one* Karate Math belt. This nine weeks students must earn a blue belt (6-7). Please help your child practice at home.



Art

Second grade students will:

- ☆ Express ideas by creating works of art.
- ☆ Promote creativity, self-expression and understand that their work is one of a kind and has importance.
- ☆ Learn and apply proper safety procedures.
- ☆ Maintain a clean work space and be considerate of others and school property.
- ☆ Construct a 3D form using papier-mache.
- ☆ Create a piece of art work that shows symmetry.
- ☆ Explore watercolor techniques.
- ☆ Make art work based on a specific school interest, season, or holiday.

Music

Second grade students will:

- ☆ Read and perform simple rhythms.
- ☆ Identify the speed and volume of music.
- ☆ Learn songs from different musical styles.
- ☆ Identify musical instrument by sound.

Technology

Second grade students will:

- ☆ Follow established rules for the care and use of technology tools.
- ☆ Operate basic technology tools and applications.
- ☆ Identify basic technology tools.
- ☆ Use the computer lab appropriately.
- ☆ Work with a variety of computer software including: writing, reading, and creativity.



Sumter County Elementary School



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2nd Grade Expectations for Learning

Third Nine Weeks 2019-2020

Dr. Sharon Tullis, Principal
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Parents,

This brochure lists the areas of focus for our second grade students at Sumter County Elementary School during the third nine weeks. Our goal is for each student to learn at high levels. You will see evidence of this learning in the work your child brings home.

You can help your child by communicating regularly with us, reading with your child each night, completing homework, and reminding your child to remain focused each day and follow school rules.

We hope that the third nine weeks will be happy and productive for your child. Please contact us if you have any questions, concerns or if you would like to visit the classroom, schedule a conference, or volunteer to help out.

Sincerely,
Second Grade Teachers

Social Studies

Second grade students will:

Historical Understandings

- ☆ Describe the lives and contributions of historical figures in Georgia history.
- ☆ Jackie Robinson (sportsmanship and civil rights)
- ☆ Martin Luther King, Jr. (civil rights)
- ☆ Juliette Gordon Low (Girl Scouts and leadership)
- ☆ Jimmy Carter (leadership and human rights)

Government/Civic Understandings

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

Geographic Understandings

- ☆ Locate and compare major topographical features of Georgia and describe how these features define Georgia's surface.
- ☆ Locate and compare the geographic regions of Georgia: Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau.
- ☆ Locate on a physical map the major rivers: Savannah, Flint, and Chattahoochee.

Science

Science will not be taught during the third nine weeks.

Reading / ELA

Second grade students will:

Fluency

- ☆ use reading strategies to read text smoothly, accurately and with expression
- ☆ correct their own mistakes as they read

Vocabulary

- ☆ find the meaning of a word using the text
- ☆ learn new words
- ☆ understand and use synonyms and antonyms
- ☆ explore and understand idioms
- ☆ determine word meaning when prefix is added

Comprehension

- ☆ make predictions
- ☆ compare and contrast (alike and different)
- ☆ determine text importance
- ☆ ask questions /self monitor to help comprehend a text
- ☆ identify cause and effect
- ☆ make inferences
- ☆ summarize and synthesize information
- ☆ consider author's purpose
- ☆ retell stories w/story maps
- ☆ know and use text features: sidebar, labels

Conventions

- ☆ learn patterns for reading and spelling words
- ☆ use correct capitalization
- ☆ write complete, simple sentences
- ☆ use correct punctuation:

Writing

- ☆ construct written responses to questions
- ☆ use the writing process to develop informative, opinion, and narrative writing (prewriting, drafting, revising, editing and publishing)
- ☆ write a response to literature

Accelerated Reader (AR)

- ☆ Students are expected read each night. Based on performance on the Star Reading test, each student is assigned a reading range and a point goal for each nine weeks. Every student is also expected to maintain an 85% average test score.

Physical Education

Second grade students will:

Motor Skills and Movement Patterns

- ☆ Uses combinations of various locomotor movement patterns (skip, gallop, slide, jog, run, and jump) while demonstrating proper form with different pathways.
- ☆ Performs a combination of rolling and balance skills
- ☆ Transfers weight while maintaining balance.
- ☆ Demonstrates the underhand throw while using mature form (facing target, stepping with opposition, transferring weight, and following through).
- ☆ Demonstrates overhand throwing techniques following teacher cues.
- ☆ Dribbles a ball using the dominant hand while traveling in general space.
- ☆ Dribbles a ball with control using the feet while traveling in general space.
- ☆ Kicks a moving ball using mature kicking form while traveling (keeping eye on the ball, stepping with opposite foot next to ball, contacting the ball with dominant foot, and following through).

Movement Concepts and Principles

- ☆ Maintains personal space in a movement setting.
- ☆ Uses a variety of shapes, levels, and pathways in a variety of movement settings.
- ☆ Demonstrates gradual increases and decreases in speed and force in dance and/or a variety of activities.

Fitness

- ☆ Recognizes physiological indicators that accompany moderate to vigorous physical activities (feels hot, thirsty, sweaty, increased heart rate and heavy breathing).
- ☆ Actively engages in physical education.

Personal and Social Behavior, Rules, Safety, and Etiquette

- ☆ Accepts corrective feedback from teacher.
- ☆ Works cooperatively with peers to solve problems and conflicts.
- ☆ Respects personal and group space (recognizes boundaries and keeps hands/feet to self).
- ☆ Interacts positively with others during partner and small group activities.
- ☆ Participates willingly in physical activities which require learning new skills.
- ☆ Recognizes the value of working cooperatively with others.
- ☆ Accepts and respects differences and similarities in physical abilities in self and others.