



AKS

ACADEMIC KNOWLEDGE AND SKILLS
GWINNETT COUNTY PUBLIC SCHOOLS

2ND GRADE 2012-13 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 materials 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 are the standards for academic excellence for all students in Gwinnett County Public Schools (GCPS). In every GCPS classroom, instruction and assessment are tailored so that all students learn the AKS. The alignment of AKS with standardized assessments— such as the state-required Iowa Tests of Basic Skills (ITBS) for grades 3 and 5— ensures that GCPS elementary students are well-prepared for this national measurement of achievement. GCPS’ rigorous AKS curriculum also aligns with the state curriculum— the Common Core Georgia Performance Standards (CCGPS) in Language Arts and Mathematics and the Georgia Performance Standards (GPS) in other content areas. This alignment assures that students are prepared for state tests, including the Criterion-Referenced Competency Tests (CRCT), which measure the grade-level achievement of Georgia elementary and middle school students in grades 3–8.

Since its inception in 1996, GCPS’ AKS curriculum 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 GEMS committee, recommendations are submitted to the superintendent for approval by the School Board, with implementation the following school year.

About Testing for 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.

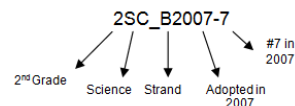
About Promotion to 3rd Grade

A child enrolled in 2nd grade must successfully master the current grade-level AKS in order to earn promotion to the next grade level.* Readiness for the 3rd grade will be determined by the child’s classroom grades and/or input from the school’s Student Support Team (SST).

* Note: A special education student’s promotion is determined by his or her Individualized Education Program (IEP). Promotion for a student with Limited English Proficiency (LEP) is determined by his or her AKS Intervention and Modification Plan, or by recommendation of the English Language Learner (ELL)/Test Participation Committee.

Notes about this Booklet

- Correlations to the following state-required curriculum standards/objectives and elementary school assessments are indicated for respective Academic Knowledge and Skills: Common Core Georgia Performance Standards (CCGPS), Georgia Performance Standards (GPS), Iowa Tests of Basic Skills (ITBS), and Character Education (CE).
- 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.
- 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) on the district website at www.gwinnett.k12.ga.us. In addition, a comprehensive book includes the AKS for all elementary grade levels as well as the AKS in core subjects for 6th grade. These booklets are posted in PDF form.
- 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 implemented. (See the example to the right.)



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 excels 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.
- In their assignments, ask children to show their work, 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

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

A - Operations and Algebraic Thinking

- solve one- and two-step word problems to 100 using addition and subtraction involving situations of adding to or putting together, taking from, taking apart or comparing (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)
- use addition facts of two one-digit numbers (CCGPS) (2MA_A2012-2/MCC2.OA.2)
- add and subtract fluently to 20 using mental strategies (CCGPS) (2MA_A2012-3/MCC2.OA.2)
- write equations to express an even number as a sum of two equal addends (CCGPS) (2MA_A2012-4/MCC2.OA.3)
- determine whether a group of objects up to 20 has an odd or even number of members using various concrete representations (100s chart, ten grid frame, place value chart, number line, counters or other objects) (CCGPS) (2MA_A2012-5/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 1000; skip-count by 5s, 10s, and 100s (CCGPS) (2MA_B2012-10/MCC2.NBT.2)
- read, write, and represent numbers to 1000 using a variety of models, diagrams and base ten numerals including standard and expanded form (CCGPS) (2MA_B2012-11/MCC2.NBT.3)
- represent and compare two three-digit numbers using equality and inequality symbols ($>$, $<$, $=$) (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 whole numbers up to 1000 using concrete models, drawings, place value strategies (regrouping) and properties of operations (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 an appropriate tool (rulers, yardsticks, meter sticks, measuring tapes) and unit (inch, foot, yard, centimeter, and meter) (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)

C - Measurement and Data (continued)

- 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 money (dollar bills, quarters, dimes, nickels, and pennies) and using \$ and ¢ symbols (CCGPS) (2MA_C2012-25/MCC2.MD.8)
- generate measurement data by measuring lengths of objects to the nearest whole unit, or by making repeated measurements of the same object, and then create a line plot of these measurements using whole number units (CCGPS) (2MA_C2012-26/MCC2.MD.9)
- create a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories (CCGPS) (2MA_C2012-27/MCC2.MD.10)
- solve simple put together, take-apart, and compare problems using information presented in a bar graph (CCGPS) (2MA_C2012-28/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 circles and rectangles into two, three or four equal shares to model, identify, label and compare fractions as a representation of equal parts of a whole and describe the shares using the words halves, thirds, a half of, a third of, etc. (CCGPS) (2MA_D2012-30/MCC2.G.2/MCC2.G.3)
- model and understand that when all fractional parts are included, the result is equal to the whole (CCGPS) (2MA_D2012-31/MCC2.G.2)
- demonstrate that equal shares of identical wholes need not have the same shape (CCGPS) (2MA_D2012-32/MCC2.G.2)

Science

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 (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

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)

E - Native Georgians (*continued*)

- 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

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

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

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

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 2-D and 3-D 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 (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 (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)

Fry Words by Spelling Stages

The spelling stages begin with Stage 1 and continue through Stage 5. Stage 1 is not a list of words, but is a learning process that requires students to become proficient in phoneme awareness— the ability to hear sounds in words. Once students have developed this awareness, they begin to match sounds with letters to spell words, which is the beginning of Stage 2. Stages do not represent specific grade levels but instead the developmental stages of spelling.

Irregularly Spelled Words		
eye	gone	they
give	great	though
very	have	thought
a	here	to
add	I	touch
again	key	two
against	laughed	want
any	length	war
are	live	warm
been	love	was
blood	many	wear
bought	move	were
break	of	what
brought	off	where
build	oh	who
built	on	whose
buy	once	shall
come	one	you
do	poem	young
does	said	your
done	seven	half
else	some	
four	son	
from	their	
front	them	
full	there	

Fry Words by Spelling Stage					
Stage 2					
act	did	has	lot	ship	then
all	dog	hat	man	shop	thin
am	dress	held	map	sing	thing
an	drop	help	men	sit	think
and	end	hill	milk	six	this
as	fact	him	miss	skin	thus
at	fall	his	much	small	top
bad	fast	hit	must	smell	trip
ball	fell	hot	next	soft	up
bank	felt	if	not	song	us
bed	fig	in	past	spell	wall
bell	fish	is	plan	spot	well
best	fit	it	plant	stand	went
big	flat	let	put	step	west
bill	fresh	job	ran	still	when
bit	fun	just	red	stop	which
box	gas	kept	rest	such	will
bring	get	king	rich	sum	win
but	glass	land	ring	sun	wind
call	God	last	run	swim	wish
can	got	led	sand	tall	with
cat	grass	left	sat	tell	yet
class	guess	less	sell	ten	yes
cost	gun	list	send	test	
cross	had	long	sent	than	
cut	hand	lost	set	that	

Fry Words by Spelling Stage												
Stage 3												
age	came	crowd	fight	group	knew	mean	paint	room	show	stood	train	won't
air	can't	dance	filled	grow	know	meat	pair	root	shown	store	tree	wood
art	care	dark	find	hair	known	meet	park	rope	side	straight	truck	word
ask	case	day	fine	feel	lake	might	part	rose	sight	strange	true	work
back	catch	dead	first	hard	large	mind	pay	round	sign	stream	try	world
base	caught	deal	five	he	law	mine	per	row	since	street	tube	would
be	cause	death	floor	head	lay	moon	phrase	rule	sir	string	turn	wouldn't
bear	chance	deep	flow	heard	lead	more	picked	safe	size	strong	type	write
beat	change	didn't	fly	heart	learn	most	piece	sail	sky	sure	use	wrong
black	chart	died	food	heat	least	mouth	place	same	sleep	tail	verb	wrote
block	check	doesn't	foot	her	leave	my	plane	save	smiled	take	view	yard
blow	chief	door	for	high	let's	name	play	saw	snow	talk	voice	year
blue	child	down	force	hold	lie	need	please	say	so	team	wait	you're
board	choose	draw	form	hole	life	new	point	scale	soil	the	walk	face
boat	church	drive	found	home	lifted	night	pole	school	soon	these	wash	late
book	clean	dry	France	hope	light	no	poor	score	sound	thick	wasn't	
born	clear	each	free	horse	like	nor	printed	sea	south	third	watch	
boy	climbed	earth	French	house	line	north	pulled	seat	space	those	way	
bright	close	east	fruit	how	look	nose	pushed	see	speak	three	we	
brown	cloud	eat	game	huge	loud	note	quite	seem	speed	through	week	
by	coast	edge	gave	ice	low	noun	race	seen	spread	tied	weight	
both	cold	eight	girl	I'll	made	now	rain	serve	spring	time	we'll	
car	cook	fair	go	isn't	main	oil	read	real	square	told	white	
don't	cool	far	gold	it's	make	old	ride	shape	start	tone	whole	
fire	corn	farm	good	joined	march	or	right	sharp	state	too	why	
hear	could	fear	Greek	jumped	mark	our	rise	she	stay	took	wide	
mile	couldn't	feet	green	keep	match	out	road	short	steel	town	wife	
near	count	few	grew	killed	may	own	rock	should	stick	track	wild	
while	cried	field	ground	kind	me	page	rolled	shouted	stone	trade	wire	

Fry Words by Spelling Stage

Stage 4

above	anything	branches	cotton	entered	flowers	itself	morning	picture	seeds	symbols	weather
along	appear	British	country	entire	follow	Japanese	mother	plains	settled	system	western
another	apple	broken	course	equal	forest	lady	music	planets	several	table	wheels
carry	area	brother	covered	especially	forward	language	never	plural	shoes	teacher	whether
children	arms	building	cows	Europe	friends	later	northern	possible	shoulder	themselves	window
idea	army	burning	create	even	garden	legs	nothing	pounds	similar	thousands	wings
able	around	business	crops	evening	general	letter	notice	power	simple	tiny	winter
about	arrived	cannot	decided	ever	happened	doctor	number	practice	single	today	within
across	away	carefully	decimal	every	happy	level	object	prepared	sister	together	without
actually	baby	cattle	details	everyone	heavy	listen	observe	pretty	slowly	tools	woman
afraid	became	cells	developed	everything	himself	little	ocean	probably	soldiers	total	women
Africa	because	center	difficult	exactly	hours	machine	office	problem	someone	toward	wonder
after	become	cents	discovered	example	however	major	often	process	something	travel	workers
ago	before	circle	divided	except	human	material	only	quickly	sometimes	trouble	written
agreed	began	city	dollars	exciting	hundred	matter	open	radio	southern	uncle	yourself
ahead	begin	clothes	drawing	exercise	hunting	maybe	order	raised	special	under	
afternoon	behind	color	during	expect	inches	measure	other	rather	stars	underline	
almost	being	column	early	explain	increase	melody	outside	reached	story	until	
alone	believe	common	ears	yellow	Indian	members	over	ready	stretched	upon	
already	belong	company	easy	family	indicate	metal	oxygen		study	usually	
also	below	compare	eggs	famous	industry	method	paper	reason	subject	valley	
although	beside	complete	either	farmers	inside	middle	particular	received	suddenly	various	
always	better	compound	electric	father	instead	million	party	remain	suffix	village	
America	between	consider	energy	feeling	interest	modern	passed	repeated	sugar	visit	
among	birds	continued	engine	figure	interesting	molecules	pattern	return	summer	vowel	
amount	body	control	English	finally	into	moment	people	rhythm	surface	Washington	
angle	bones	copy	enjoy	fingers	iron	money	perhaps	river	surprise	water	
answer	bottom	corner	enough	finished	island	months	person	second	syllables	waves	

Fry Words by Spelling Stage

Stage 5

action	equation	produce	terms
addition	experience	products	triangle
adjective	experiment	property	understand
animal	express	provide	unit
beautiful	factories	question	value
capital	factors	quiet	
captain	fraction	record	
century	government	region	
certain	history	remember	
conditions	important	report	
consonant	include	represent	
contain	information	result	
correct	insects	science	
current	instruments	scientists	
describe	located	section	
desert	minutes	sense	
design	mountain	sentence	
determine	movement	separate	
dictionary	nation	silent	
difference	natural	solution	
different	necessary	solve	
direct	numeral	statement	
direction	opposite	students	
distance	paragraph	substances	
division	period	suggested	
effect	position	supply	
elements	present	suppose	
England	president	temperature	



Gwinnett County Public Schools

437 Old Peachtree Road, NW

Suwanee, GA 30024-2978

678-301-6000

www.gwinnett.k12.ga.us