



HENRY COUNTY SCHOOLS

Better Together.



2ND GRADE

ENGLISH LANGUAGE ARTS | MATH | SCIENCE | SOCIAL STUDIES

 **HENRY**
Teaching & Learning Standards



Teaching & Learning Standards

English Language Arts

2nd Grade

Collaboration, Communication, Creativity, and Critical Thinking skills are embedded within the language of the Henry Teaching and Learning Standards

HCS Graduate Learner Outcome *As a Henry County graduate, I will read closely to analyze and evaluate all forms of text (both informational and literature).*

GA Standard Code

- ELAGSE2RL1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- ELAGSE2RL2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- ELAGSE2RL3** Describe how characters in a story respond to major events and challenges.
- ELAGSE2RL4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- ELAGSE2RL5** Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.
- ELAGSE2RL6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- ELAGSE2RL7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- ELAGSE2RL9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- ELAGSE2RL10** By the end of the year, 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.
- ELAGSE2RI1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- ELAGSE2RI2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- ELAGSE2RI3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- ELAGSE2RI4** Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.
- ELAGSE2RI5** 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.
- ELAGSE2RI6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- ELAGSE2RI7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- ELAGSE2RI8** Describe how reasons support specific points the author makes in a text.

ELAGSE2RI9 Compare and contrast the most important points presented by two texts on the same topic.

ELAGSE2RI10 By the end of the year, 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.

ELAGSE2RF3 Know and apply grade-level phonics and word analysis skills in decoding words.

ELAGSE2RF3a Distinguish long and short vowels when reading regularly spelled one-syllable words.

ELAGSE2RF3b Know spelling-sound correspondences for additional common vowel teams.

ELAGSE2RF3c Decode regularly spelled two-syllable words with long vowels.

ELAGSE2RF3d Decode words with common prefixes and suffixes.

ELAGSE2RF3e Identify words with inconsistent but common spelling-sound correspondences.

ELAGSE2RF4 Read with sufficient accuracy and fluency to support comprehension.

ELAGSE2RF4a Read on-level text with purpose and understanding.

ELAGSE2RF4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

ELAGSE2RF4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELAGSE2RF4d Recognize and Read grade-appropriate irregularly spelled words.

HCS Graduate
Learner Outcome

As a Henry County graduate, I will construct task-appropriate writing for diverse purposes and audiences.

GA Standard Code

ELAGSE2W1 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.

ELAGSE2W2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

ELAGSE2W3 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.

ELAGSE2W5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

ELAGSE2W5a May include prewriting

ELAGSE2W6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

**HCS Graduate
Learner Outcome**

As a Henry County graduate, I will design and implement concise and sustained research tasks focused by questions and understandings of rigorous and relevant topics.

GA Standard Code

ELAGSE2W7 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).

ELAGSE2W8 Recall information from experiences or gather information from provided sources to answer a question.

**HCS Graduate
Learner Outcome**

As a Henry County graduate, I will collaborate and communicate effectively to participate in diverse discussions, share information and reasoning, or provide supporting evidence to convey and/or respond to clear and distinct perspectives.

GA Standard Code

ELAGSE2SL1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

ELAGSE2SL1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

ELAGSE2SL1b Build on others' talk in conversations by linking their comments to the remarks of others.

ELAGSE2SL1c Ask for clarification and further explanation as needed about the topics and texts under discussion.

ELAGSE2SL2 Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

ELAGSE2SL3 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.

ELAGSE2SL4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

ELAGSE2SL5 With guidance and support, 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.

ELAGSE2SL6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

HCS Graduate Learner Outcome *As a Henry County graduate, I will employ the conventions of language, including word choice, effectively in written or spoken word.*

GA Standard Code

ELAGSE2L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELAGSE2L1a Use collective nouns (e.g., group).

ELAGSE2L1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

ELAGSE2L1c Use reflexive pronouns (e.g., myself, ourselves).

ELAGSE2L1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

ELAGSE2L1e Use adjectives and adverbs, and choose between them depending on what is to be modified.

ELAGSE2L1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.).

ELAGSE2L1g Create documents with legible handwriting.

ELAGSE2L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELAGSE2SL2a Capitalize holidays, product names, and geographic names.

ELAGSE2L2b Use commas in greetings and closings of letters.

ELAGSE2L2c Use an apostrophe to form contractions and frequently occurring possessives.

ELAGSE2L2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

ELAGSE2L2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

ELAGSE2L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ELAGSE2L3a Compare formal and informal uses of English.

ELAGSE2L4 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.

ELAGSE2L4a Use sentence-level context as a clue to the meaning of a word or phrase.

ELAGSE2L4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

ELAGSE2L4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

ELAGSE2L4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

ELAGSE2L4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

ELAGSE2L5 Demonstrate understanding of word relationships and nuances in word meanings.

ELAGSE2L5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

ELAGSE2L5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

ELAGSE2L6 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).



Teaching & Learning Standards

Math

2nd Grade

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HCS Graduate
Learner Outcome

As a Henry County graduate, I will be able to use mathematical practices to help make sense of the real world.

GA Standard Code

- MP.1** Make sense of problems and persevere in solving them.
- MP.2** Reason abstractly and quantitatively.
- MP.3** Construct viable arguments and critique the 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.

HCS Graduate
Learner Outcome

As a Henry County graduate, I will be able to reason, describe, and analyze quantitatively using units and number systems to make sense of and solve problems.

GA Standard Code

- MGSE2.OA** Add and subtract within 20.
 - MGSE2.OA.2 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.
- MGSE2.OA** Work with equal groups of objects to gain foundations for multiplication.
 - MGSE2.OA.3 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.
 - MGSE2.OA.4 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.
- MGSE2.NBT** Understand place value.
 - MGSE2.NBT.1 Understand 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.
 - MGSE2.NBT.1a Understand that 100 can be thought of as a bundle of ten tens — called a “hundred.”

- MGSE2.NBT.1b Understand that 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).
- MGSE2.NBT.2 Count within 1000; skip count by 5s, 10s, and 100s.
- MGSE2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- MGSE2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

MGSE2.NBT Use place value understanding and properties of operations to add and subtract.

- MGSE2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- MGSE2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.
- MGSE2.NBT.7 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.
- MGSE2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
- MGSE2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

MGSE2.MD Relate addition and subtraction to length.

- MGSE2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- MGSE2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram 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.

MGSE2.MD Work with time and money.

- MGSE2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- MGSE2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

HCS Graduate Learner Outcome *As a Henry County graduate, I will be able to create, interpret, use, and analyze patterns of algebraic structures to make sense of problems.*

GA Standard Code

MGSE2.OA Represent and solve problems involving addition and subtraction.

MGSE2.OA.1 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.

HCS Graduate Learner Outcome *As a Henry County graduate, I will be able to prove, understand, and model geometric concepts using appropriate tools, theorems, and constructions to solve problems and apply logical reasoning.*

GA Standard Code

MGSE2.MD Measure and estimate lengths in standard units.

MGSE2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

MGSE2.MD.2 Measure the length of an object twice, using length units of different measurements; describe how the two measurements relate to the size of the unit chosen. Understand the relative size of units in different systems of measurement. *For example, an inch is longer than a centimeter.* (Students are not expected to convert between systems of measurement.)

MGSE2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.

MGSE2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

MGSE2.G Reason with shapes and their attributes.

MGSE2.G.1 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.

MSGE2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

MGSE2.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.

HCS Graduate
Learner Outcome

As a Henry County graduate, I will be able to use a variety of data analysis and statistics strategies to analyze, develop, and evaluate inferences based on data.

GA Standard Code

MGSE2.MD Represent and interpret data

- MGSE2.MD.9 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.
- MGSE2.MD.10 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.



Teaching & Learning Standards

Science

2nd Grade

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HCS Graduate Learner Outcome *As a Henry County graduate, I will understand and analyze the origins of the solar system and its position in the universe through scientific and engineering practices.*

GA Standard Code

S2E1 Obtain, evaluate, and communicate information about stars having different sizes and brightness.

S2E1a Ask questions to describe the physical attributes (size and brightness) of stars.

S2E1b 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.

S2E2 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.

S2E2a 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.

S2E2b Design and build a structure that demonstrates how shadows change throughout the day.

S2E2c Represent data in tables and/or graphs of the length of the day and night to recognize the change in seasons.

S2E2d Use data from personal observations to describe, illustrate, and predict how the appearance of the moon changes over time in a pattern.

HCS Graduate Learner Outcome *As a Henry County graduate, I will apply science and engineering practices to understand and analyze lithospheric materials, tectonic processes, and the human and environmental impacts of natural and human-induced changes to Earth's surface.*

GA Standard Code

S2E3 Obtain, evaluate, and communicate information about how weather, plants, animals, and humans cause changes to the environment.

S2E3a Ask questions to obtain information about major changes to the environment in your community.

S2E3b Construct an explanation of the causes and effects of a change to the environment in your community.

HCS Graduate Learner Outcome *As a Henry County graduate, I will apply scientific and engineering practices to understand and analyze the structural similarities of organisms and how they can be compared scientifically.*

GA Standard Code

S2L1 Obtain, evaluate, and communicate information about the life cycles of different living organisms.

- S2L1a 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.
- S2L1b 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.
- S2L1c Construct an explanation of an animal's role in dispersing seeds or in the pollination of plants.
- S2L1d Develop models to illustrate the unique and diverse life cycles of organisms other than humans.

HCS Graduate Learner Outcome *As a Henry County graduate, I will understand and analyze atoms, matter, reactions, and interactions through scientific processes and practices.*

GA Standard Code

S2P1 Obtain, evaluate, and communicate information about the properties of matter and changes that occur in objects.

- S2P1a Ask questions to describe and classify different objects according to their physical properties.
- S2P1b 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.
- S2P1c 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.

HCS Graduate Learner Outcome *As a Henry County graduate, I will understand and analyze forces, mass, motion, and interactions through scientific processes and practices.*

GA Standard Code

S2P2 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).

- S2P2a Plan and carry out an investigation to demonstrate how pushing and pulling on an object affects the motion of the object.
- S2P2b Design a device to change the speed or direction of an object.
- S2P2c 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).



Teaching & Learning Standards

Social Studies

2nd Grade

Collaboration, Communication, Creativity, and Critical Thinking skills are embedded within the language of the Henry Teaching and Learning Standards

HCS Graduate Learner Outcome *As a Henry County graduate, I will use my understanding of continuity and change to analyze a variety of sources, perspectives and historical influences.*

GA Standard Code

SS2H1 Describe the lives and contributions of historical figures in Georgia history.

SS2H1a-f a.) James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia), b.) Sequoyah (development of a Cherokee alphabet), c.) Jackie Robinson (sportsmanship and civil rights), d.) Martin Luther King, Jr. (civil rights), e.) Juliette Gordon Low (Girl Scouts and leadership), f.) Jimmy Carter (leadership and human rights)

SS2H2 Describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.

SS2H2a Compare and contrast the Georgia Creek and Cherokee cultures of the past to those of Georgians today.

HCS Graduate Learner Outcome *As a Henry County graduate, I will analyze the physical and political geography of various local, national, and global regions to understand their impact on societies of the past, present and future.*

GA Standard Code

SS2G1 Locate and compare major topographical features of Georgia and describe how these features define Georgia's surface.

SS2G1a Locate and compare the geographic regions of Georgia: Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau.

SS2G1b Locate on a physical map the major rivers: Savannah, Flint, and Chattahoochee.

SS2G2 Describe the cultural and geographic systems associated with the historical figures and Georgia's Creek and Cherokee provided in these standards.

SS2G2a Identify specific locations significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map.

SS2G2b Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments.

SS2G2c Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live.

SS2G2d Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.

**Map and
Globe Skills****Use maps to retrieve social studies information.**

- Map and
Globe Skills Use a letter/number grid system to determine location.
- Map and
Globe Skills Compare and contrast the categories of natural, cultural, and political features foundation maps.
- Map and
Globe Skills Use intermediate directions.
- Map and
Globe Skills Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps.
- Map and
Globe Skills Use a map to explain impact of geography on historical and current events.

**HCS Graduate
Learner Outcome**

As a Henry County graduate, I will I will apply my understanding of our founding documents, civic ideals and practices, and rights and responsibilities to actively participate as an engaged citizen.

GA Standard Code

SS2CG1 Define the concept of government and the need for rules and laws.

SS2CG2 Identify the following elected officials of the executive branch and where they work:

SS2CG2a President (leader of our nation) and Washington, D.C. – White House

SS2CG2b Governor (leader of our state) and Atlanta, GA – State Capitol Building

SS2CG2c Mayor (leader of a city) and city hall

SS2CG3 Give examples of how the historical figures in these learning outcomes demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

**HCS Graduate
Learner Outcome**

As a Henry County graduate, I will apply the concepts and processes from economics to issues of personal finance and local, national and global markets.

GA Standard Code

SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs.

SS2E2 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).

SS2E3 Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.

SS2E4 Describe the costs and benefits of personal saving and spending choices.

HCS Graduate
Learner Outcome

As a Henry County graduate, I will apply my knowledge of discipline-based processes and skills to question, research, communicate and present supported arguments and foster civic discourse.

GA Standard Code

Information
Processing Skills

Locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

Information
Processing Skills

Identify social studies reference resources to use for a specific purpose.

Information
Processing Skills

Construct charts and tables.

Information
Processing Skills

Analyze artifacts.

Information
Processing Skills

Compare similarities and differences.

Information
Processing Skills

Organize items chronologically.

Information
Processing Skills

Identify issues and/or problems and alternative solutions.

Information
Processing Skills

Distinguish between fact and opinion.

Information
Processing Skills

Identify main idea, detail, sequence of events, and cause and effect in a social studies context.

Information
Processing Skills

Identify and use primary and secondary sources.

Information
Processing Skills

Interpret timelines, charts, and tables.