Second Grade Curriculum Guide

Our Mission as a Friends School

A handbook of the curriculum will always be a 'work in progress," a phrase that describes many aspects of schools with dynamic vision. We invite your comments so that we can continue to provide a clear and useful guide.

The curriculum at The Friends School of Atlanta is guided by the mission statement, which embodies Friends values (testimonies), and by developmentally appropriate practice. We believe that in educating children we are guiding them toward an awareness and appreciation of their own uniqueness. For this reason, our curriculum is concerned with all aspects of human development: intellectual, moral, aesthetic, physical, social and emotional. The process by which children learn is as important to us as what they learn.

Academic excellence is the ultimate goal, as we help each child discover the full range of her or his abilities. Teaching new ideas and skills helps us attain that goal by providing a link between the child's present interests and abilities and his or her innate capacities. We want our students to appreciate that knowledge and understanding open countless possibilities for their lives. In the words of William Damon, Professor at Brown University, and nationally renowned thinker on the moral development of children:

> *Children do best—intellectually, personally, morally—when they are striving for excellence. Any activity that encourages children to strive for excellence will enhance their motivation to learn, and any instruction that shows them how to achieve excellence will advance their competence. Children are inspired, not stressed, when faced with challenging tasks. They crave the chance to achieve something meaningful.*

STUDENTS WILL LEARN ABOUT

- The six Quaker testimonies, Simplicity, Peace, Integrity, Community, Equality, Stewardship (SPICES), orally and through art and literature
- The purpose of Silent Meeting
- The "inner light" or "that of God" in each of us

STUDENTS WILL HAVE OPPORTUNITIES TO EXPERIENCE AND TO PRACTICE

SILENCE

- Have strategies for settling into silence
- Use silence to reflect
- Use silence as part of conflict resolution
- Understand silence as something other and more than the absence of sound

SIMPLICITY

- Recognize that sometimes the simple solution can be the best solution and learn to look for the simple solution

PEACE

- Show awareness of the gift of thought and its power to create a happier and more peaceful life through actions, speaking and art
- Identify the physical and emotional feelings of being at peace
- Know and use strategies to restore personal peace
- Identify and express a range of emotions
- Use "I" statements in negotiating conflict
- Listen without interruption to someone else's story/perspective
- Take responsibility for one's words and actions
- Make and accept apologies
- Seek help at the appropriate time
- Walk away to disengage

INTEGRITY

- Show awareness of one's "healthy core" of good feelings, making good choices and understanding ourselves and others through actions, speaking and art

- Recognize the connection and/or gap between personal values and actions
- Take responsibility for one's words and actions
- Embrace the courage to tell the truth regardless of consequences

COMMUNITY

- Make agreements for peaceable cooperation within a community
- Problem-solve with the needs of the group in mind along with the needs of the self
- Act to assist and/or care for people in need

EQUALITY

- Know how to respond when people are put-down or called names

STEWARDSHIP

- Make use of daily habits that maintain the school facility and materials

The Early Elementary Schooling Approach

Using developmentally appropriate practice, teachers allow children time to grow, explore, and discover. Our program meets varied learning styles by integrating a traditional learning model, in which teachers present skills, information and ideas directly to students, with a progressive model, in which teachers engage students in activities and processes to strengthen the child's abilities and skills. In a supportive and noncompetitive atmosphere, children develop as writers, speakers, readers and thinkers. Students conduct research, calculate, experiment, compute and solve problems. Our classrooms and outdoor gardens and habitat provide a stimulating environment so that experiential learning can take place.

Our curricula progress through a recurring spiral movement; that is, students are introduced to a broad range of topics, materials and skills, through which they cycle several times. In math, for instance, students work with geometrical and algebraic concepts at the same time as they learn arithmetical facts. The curriculum allows them to spiral around through these concepts again and again while developing mastery. In science, students may use the same

skills in different units and in successive years, but expectations of breadth, depth and performance are different. At specified places and times in the program, teachers know when to expect mastery of particular skills.

The advantages of this approach within developmentally appropriate practice are numerous. It allows for more individualized instruction, since students can follow the spiral and develop at their own pace. For some, the light bulb will glow the first time through the unit, for others the third, for others, the fifth. For the student who has the "aha" experience the first time around, the next time, more challenging objectives are presented and expectations for that student are greater. This approach allows for a more coherent learning experience, because the unit can develop in an inclusive and connected fashion, rather than through isolated learning blocks. And this model more closely resembles how a person actually learns, which is through immersion, assimilation and adaptation while scaffolding new concepts and information.

True to Quaker educational practice, a spiraling curriculum can be forgiving and noncompetitive. The nature of the world we live in requires that our students learn the value of cooperation and collaboration. We encourage them to learn from one another by working together on projects, by answering classmates' questions and by listening to opinions, ideas and beliefs of others. The Friends School of Atlanta wants students to understand and appreciate that they are positive and powerful individuals living constructively within a community of learners.

In sum, as the school seeks to support the Quaker values of peace and equality, we are led to strive for diversity in its student body, faculty and staff. This belief calls for the community's continued support for and understanding of the impact that such diversity has on communications, teacher practice and student learning and curriculum development. We resonate with the words of the late Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, and a prominent Quaker educator, in his last book, *The Basic School:*

> *The most essential ingredient of an effective school—the one idea that holds it all together—is best described by the simple word "connections." An effective school connects people, to create community. An effective school connects curriculum to achieve coherence. An effective school connects classrooms and resources to enrich the climate. An effective school connects life to build character.*

Academic Subjects

Language Arts

TEXT SELECTION

Textbooks

Houghton Mifflin *English*, Grade 2
Handwriting Without Tears, Grade 2

Friends' Values

Friends' values and FSA's mission reverberate through the language arts curriculum, promoting self-esteem and honor and respect for the voices, talents and styles of each student to realize Friends' belief in the unique worth and value of each individual. The values of equality and community guide the selection of texts, themes and materials used in classrooms. Teachers make sure that literature represents a variety of voices in our culture in order to reflect the diversity of cultures within our community as well as to encourage students to develop a global view of culture. Teachers are content conscious when choosing literature for students to read or to put in classroom and school libraries. Teachers carefully review in advance content that depicts or sanctions violence, disrespect or inequalities among people, genders, ethnic or racial groups and sometimes reject texts for these reasons. Or, teachers may decide to use a provocative text as a teaching tool to encourage students to thoughtfully consider and clarify values or to focus on creating the kind of world that would not harbor violence. Friends' values encourage a climate of respect for each child's developing voice. Paula Lawrence Wehmiller, former principal of the lower school at Wilmington Friends School, writes: "Here at a Friends school, there is a place for the expression of the spirit. It is available to teachers and to children to cope with the unexplained, the mysterious, the larger forces at work in our lives (from "The Miracle of the Bread Dough Rising")." Finally, at the Friends School of Atlanta, teachers frequently model for students how to honor other students' work and ideas, in accordance with Friends values of integrity and equality. Listening respectfully, offering comments in a positive way and not comparing work with another student are all strategies that we commonly use in our classrooms to honor each person's thoughts, feeling and work.

KEY CONTENT THEMES

The mission of the language arts program is for children to become confident and capable communicators through effective writing, reading, listening and speaking. We fulfill this mission by building on students' talents, interests and experiences and providing opportunities for mastery of basic skills. We honor each child by individualizing expectations through differentiation of instruction and assessment, by incorporating high interest, culturally diverse literature and by recognizing a variety of communication styles. We aspire to instill in each learner a love of language that sustains a lifelong process of learning. The Friends School of Atlanta approaches a language arts curriculum through a balanced language program that includes phonics instruction and rich language experiences. Developmentally appropriate instruction forms the core of the program. Skill-based activities and opportunities for dramatics and public speaking are provided to help students develop excellence in writing, reading, listening and speaking. The entire school strives to be

a print-rich environment, with labels, posters and teacher- and child-made writings decorating the walls and class libraries. The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects inform our practice.

LEARNING OBJECTIVES

The traditional skills of reading, listening, speaking and language arts (writing, spelling, grammar and handwriting) are taught in a developmentally appropriate manner to meet the varying levels of ability in each class. In the course of a day, students are involved in reading and language-based activities for as much 3 hours, with specific instruction ranging from an hour to an hour and a half.

Reading

Friends School of Atlanta has adopted the "Reading Workshop" approach for teaching reading, authored by Lucy Calkins. We teach beginning readers decoding, phonics and sight words. Emergent readers also learn other strategies, such as context, syntax and picture clues, to decipher unknown words. Fluency in reading is a developing reading skill beginning in the early years. A typical reading period begins with a mini-lesson which introduces a specific skill or strategy followed by a period of independent or paired reading time. For example, the teacher may choose a comprehension strategy to explain, and ask students to practice this in their independent or paired reading time. At the end of the period, students gather back in the whole group to share examples of the strategy they used that day in reading. Teachers may use literature groups to allow students to share comprehension skills, new ideas, new vocabulary and elements of style.

Students will:

- Develop a love of reading and books.
- Read every day at school.
- Cultivate a knowledge and enjoyment of many types of literature: fiction, nonfiction, poetry, essays, biography, folk tales, legends, myths, mysteries and plays.
- Become proficient readers.
- Develop comprehension abilities and critical and analytical skills to learn to read for information.

Speaking

Effective speaking techniques are brought into the curriculum through opportunities to develop conversation, poetry reading, dramatic activities and public speaking. Students view the classroom as a place to share and collaborate, generating many opportunities for verbal interaction. Students learn how to be responsive listeners and speakers. Clarity of speech and focus of thought are emphasized. Dramatic or thematic celebrations provide a more public venue for showcasing verbal expression skills and students take pride in their accomplishments before an audience of other classes and/or parents. Some classrooms begin the day with singing, which develops a child's ear for musical language as well as the speaking qualities of rhythm, inflection, volume, articulation and pacing. Oral reports about books and projects allow students to practice proper body language and eye contact when addressing a group. Tone of voice, volume, pacing, and inflection are speaking skills taught at various points in the elementary program, with a view toward truthful and kind communication.

Students will:

- Use speech to vocalize needs and communicate effectively and appropriately in different situations.
- Learn oral language skills including articulation, inflection, volume, and tone of voice.
- Express ideas, thoughts, and opinions in discussions.
- Be provided opportunities for experiential learning through a range of expressive roles: retelling stories, reciting poetry, role-playing, group and individual oral reading, dramatics, oral presentations and public speaking.

Listening

Throughout the day, students are actively learning about the power of language. Listening to other's opinions and learning to comprehend oral material are accomplished through group discussion and written reflection. Sequence of events, details about setting, plot and characters, and point of view are encouraged by asking students to recall and retell what they have heard or read. Cooperative work in small and large groups encourages listening to and negotiating or accepting another point of view as students find ways to move ahead with their projects.

Students will:

- Use active listening skills with peers and adults in small and large group settings.
- Use listening activities to develop an appreciation for point of view, perspective, oral literature and shared writing.
- Use listening to follow directions and to develop attention span.

Language Arts, Writing, Spelling, and Handwriting

The Kindergarten through fourth grades unify the teaching of grammar, usage and mechanics with the Houghton Mifflin *English* series. The content spirals from one grade level to the next, with new information expanding on previously learned material. Writing is a regular part of all curricular areas to encourage students to consider themselves writers and authors. Writing activities include writing down one's thoughts and feelings in a journal, writing to record information about a unit of study, story or activity in which students participated and research- based writing. Writing is a fluid, inventive process. Students developing writing skills rarely move from one discrete stage of the process to another, and often they do not go through each stage with every piece of writing. The Friends School of Atlanta uses what is known among educators as the process-writing approach with 4 stages: pre-writing, drafting, revision and editing/proofreading. Spelling is an integral part of writing and language arts. Our youngest children begin writing creatively using inventive or temporary spelling to facilitate fluency. Temporary spellings allow children to write down the sounds of the words they don't know without losing track of their thoughts. Beginning in first grade, students are introduced to conventional spelling rules and word patterns along a developmental continuum from vowel sounds to classical roots and affixes. We teach handwriting (pre-K through 4th) with the *Handwriting Without Tears* © curriculum.

Students will:

- Think of themselves as writers and authors
- Use a process approach when writing and publishing
- Use grammatical constructions and spelling rules through interest-based and skill-focused writing
- Feel a sense of ownership and authorship through a "real-world" product (i.e. individual or group publication)
- Practice writing on selected topics after researching (reading for information)

SKILLS

Reading

Students will:

Reading Foundational Skills

Phonological Awareness

- Demonstrate understanding of spoken words, syllables and sounds (phonemes)
    - Distinguish long from short vowel sounds in spoken single-syllable words

- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
- Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

Phonics and Word Recognition

- Know and apply grade level phonics and word analysis skills in decoding words
  - Distinguish long and short vowel sounds when reading regularly spelled one-syllable words
  - Use spelling-sound correspondences for common vowel teams
  - Decode regularly spelled two-syllable words with long vowels o

    Decode words with common prefixes and suffixes
  - Identify words with inconsistent but common spelling-sound correspondences
  - Recognize and read grade appropriate irregularly spelled words

Fluency

- Read with sufficient accuracy and fluency to support comprehension
  - Read on-level text with purpose and understanding
  - Read on-level text orally with accuracy, appropriate rate and expression on successive readings
  - Use context and/or pictures to confirm or self-correct word recognition and understanding, rereading as necessary

Comprehension for Literature

Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences in it; cite specific textual evidence when writing or speaking to support conclusions drawn from text
    - Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding about key details in the text
    - Determine central ideas or themes of a text and analyze their development; summarize the key supporting ideas and details
    - Recount stories, including fables and folktales from diverse cultures; determine the central message, moral or lesson
- Analyze how and why individuals, events and ideas develop over the course of a text
    - Describing how characters in a story respond to major events and challenges

Craft and Structure

- Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone
    - Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song
- Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole
    - Describe the overall structure of a story including how the beginning introduces the story and the ending concludes the action
- Assess how point of view or purpose shapes the content and style of a text
    - Acknowledge differences in points of view of the characters, including by speaking in a different voice for each character when reading dialogue aloud

Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

  - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot

- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
  - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) from different cultures or by different authors

Range of Reading and Level of Text complexity

- Read and comprehend complex literary and informational texts independently and proficiently
  - By the end of the year, read and comprehend literature, including stories and poetry in the grade 2-3 text complexity band, proficiently with scaffolding as needed in the high end of the range

Comprehension for Informational Text

Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences in it; cite specific textual evidence when writing or speaking to support conclusions drawn from text
  - Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding about key details in the text
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting ideas and details
  - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text
- Analyze how and why individuals, events and ideas develop over the course of a text
  - Describe the connections between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text

Craft and Structure

- Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone
    - Determine the meaning of words or phrases in a text relevant to a grade 2 topic or subject area
- Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole
    - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indices, electronic menus, icons) to locate key facts or information in a text efficiently
- Assess how point of view or purpose shapes the content and style of a text
    - Identify the main purpose of a text, including what the author wants to answer, explain or describe

Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
    - Explain how specific images (e.g., a diagram explaining how a machine works) contribute to and clarify a text
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
    - Describe how reasons support specific points the author makes in a text
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
    - Compare and contrast the most important points presented by two texts on the same topic

Range of Reading and Level of Text complexity

- Read and comprehend complex literary and informational texts independently and proficiently
    - By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts in the grade 2-3 text complexity band, with scaffolding as needed in the high end of the range

Language Arts

Students will:

Conventions of Standard English

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
    - Print many upper- and lowercase letters
    - Use frequently occurring nouns and verbs
    - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)
    - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)
    - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
    - Produce and expand complete sentences in shared language activities
    - Print all upper- and lowercase letters
    - Use common, proper and possessive nouns
    - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)
    - Use personal, possessive and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything)
    - Use verbs to convey a sense of past, present and future (e.g., Yesterday I walked home;Today I walk home; Tomorrow I will walk home)

- Use frequently occurring adjectives
- Use frequently occurring conjunctions (e.g., and, but, or, so, because)
- Use determiners (e.g., articles, demonstratives)
- Use frequently occurring prepositions (e.g., during, beyond, toward)
- Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts
- Use collective nouns (e.g., group)
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)
- Use reflexive pronouns (e.g., myself, ourselves)
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)
- Use adjectives and adverbs, and choose between them depending on what is to be modified
- 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)

- Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing
  - Capitalize the first word in a sentence and the pronoun I
  - Recognize and name end punctuation
  - Write a letter or letters for most consonant and short-vowel sounds (phonemes)
  - Spell simple words phonetically, drawing on knowledge of sound-letter relationships
  - Capitalize dates and names of people
  - Use end punctuation for sentences
  - Use commas in dates and to separate single words in a series

- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Capitalize holidays, product names and geographic names
- Use commas in greetings and closings of letters
- Use an apostrophe to form contractions and frequently occurring possessives
- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

Knowledge of Language

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening
- Compare formal and informal uses of English in context

Vocabulary Acquisition and Use

- Appropriate to grade level, determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate
  - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)
  - Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful,-less) as a clue to the meaning of an unknown word
  - Use sentence-level context as a clue to the meaning of a word or phrase
  - Use frequently occurring affixes as a clue to the meaning of a word
  - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)

  - Use sentence-level context as a clue to the meaning of a word or phrase
  - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)
  - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
  - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark)
  - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases (introduced, but digital dictionaries not used independently until 4th grade)

- Demonstrate understanding of word relationships and nuances in word meanings
  - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)
  - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny)
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college- and career-readiness levels; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression
  - Use words and phrases acquired through conversations, reading, being read to and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that)
  - Use words and phrases acquired through conversations, reading, 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)

<u>Writing</u>

Students will:

Text Types and Purposes – these broad types of writing include many subgenres

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
    - Write opinion pieces in which they introduce the topic or the book they are writing about, state an opinion, supply the reasons that support the opinion, use linking words (e.g., because, and, also) to connect the reason to the opinion and provide a concluding statement or section
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization and analysis of content
    - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section
- Write narratives to develop real or imagined experiences using effective technique, well-chosen details and well-structured event sequences
    - 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

Production and Distribution of Writing

- Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach
    - Focus on a topic and add details to writing as needed by revising and editing with guidance and support (WGS)

Research to Build and Present Knowledge

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
    - With guidance and support, participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record scientific observations)
- Gather relevant information from multiple print and digital sources, access the credibility and accuracy or each source and integrate the information while avoiding plagiarism

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

Speaking and Listening

Students will:

Comprehension and Collaboration

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
    - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups
        - Follow agreed-upon rules for discussions (e.g. gathering the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
        - Build on others' talk in conversations by linking their comments to those of others
        - Ask for clarification and further explanation as needed about the topics and texts under discussion
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally
    - Recount key ideas or details from a text read aloud or information presented orally or through other media
- Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric
    - Ask and answer questions about what a speaker says in order to clarify information, gather additional information or deepen understanding of a topic or issue

Presentation of Knowledge and Ideas

- Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience
    - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
- Make strategic use of digital media and visual displays of data to express information and enhance understandings of presentations
    - 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 (Developing)
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
    - Produce complete sentences when appropriate to task and situation in order to provide requested detail and clarification (See grade 2 Language standards 1-3 for specific expectations)

MATHEMATICS

Introduction

Everyday Mathematics curriculum developed by the University of Chicago (published by Wright Group/McGraw Hill) is used in the elementary from Pre-Kindergarten through Grade 4. It is research-based and extensively field-tested. Information about the research can be found on the program's website (everydaymath.uchicago.edu). The curriculum is developmental and emphasizes real-world problem solving and complex topics at all grade levels. The curriculum is taught through six strands: Number and Numeration, Operations and Computation, Data and Chance, Measurement, Geometry and Patterns.

This program is in its fourth edition (2011-12) and follows standards developed by the National Council of Teachers of Mathematics (NCTM). Some of the characteristics of this program we find compelling are its developmental nature, its spiraling curriculum, its emphasis on the language of math and its provision for many kinds of activities to the meet students' varied learning styles, all characteristics that dovetail with the school's mission.

Process

The aim of mathematics at the elementary level is to give shape and form to the intuitive mathematics knowledge that each student brings to school. Instruction builds on prior knowledge and every day experiences. Investigations in what might be considered advanced topics – geometry, data and statistics, algebra – begin in kindergarten and increase in complexity throughout the grades. Whole group instruction is balanced with small group activities and independent work time. Models, manipulatives and tools help scaffold a child's learning through each concept. At the elementary level each class devotes between three and a half and four hours per week to math activities, including instruction, independent work time, morning meeting or calendar activities, creative play and other academic units, as well as mental math and math games.

The second grade math program at FSA continues to build on the foundation skills introduced during the pre-K–1st grade. Second grade math is every day: four days per week the teacher introduces or revisits a new skill or concept and on the fifth day, students are engaged in math games to encourage, develop and foster a love of mathematics in addition to offering opportunities to practice math skills in a fun way. Partner and independent journal work includes practice of new materials and a review of skills and concepts presented in prior lessons. During a typical week, students are engaged in math instruction and activities about three and a half hours.

To broaden and deepen the math curriculum, the teacher provides an optional weekly packet of materials for students to complete for homework. Parents can opt out of this extra packet if they feel that this work is more than their child is ready for. In addition, the teacher provides challenge or review activities for students who may need more challenge or practice than the daily lesson provides.

TEXT SELECTION

Everyday Mathematics, Grade 2, from The University of Chicago

LEARNING OBJECTIVES

Our goals for all students are:

- to value mathematics
- to communicate mathematically
- to reason mathematically
- to be confident in their ability to become mathematical problem solvers

Knowledge and understanding of the basic operations is as important as pattern recognition, computational ability and problem solving. *Everyday Mathematics* curriculum reinforces these by cycling through many mathematical strands sequentially. After teachers introduce a new concept or skill, students have many opportunities to practice it in a variety of contexts and using different strategies or algorithms before mastery is expected, sometime

later that year or in the next. Partner and small group learning activities encourage students to share their thinking and ideas with their peers in a cooperative learning environment. Use of manipulative materials for the youngest students allow for experiential learning. Calculator usage is taught beginning in first grade and use of calculators adheres to guidelines set by the text and national math standards. In addition, FSA sets a goal for students to memorize math facts at age appropriate levels to increase their calculation speed and accuracy.

We challenge mathematically adept students and provide alternate strategies or remedial work for students with special needs. Teachers regularly provide challenge or review activities during math instructional time by extending or reinforcing the lesson, providing extra materials or activities and sending work home in addition to regular assignments. Within the *Everyday Mathematic*s program are several components that provide teachers and students with many options for challenge or reinforcement. First, many of the problems are open-ended, which means that more than one right answer is possible. So, students of differing abilities can be successful at their own level of understanding. Also, most of the lessons have challenge problems for advanced thinkers. Second, the program encourages students to try out multiple strategies for solving problems, a definite challenge. The skill of looking for and finding many ways to solve the same problem is useful later on for advanced work in math in science. Students who feel more comfortable with familiar strategies have that option, too. Third, pattern recognition and use is very important in this program for speeding up the process of computation. Finally, every workbook page emphasizes variety, instead of a lot of similar problems as in some other programs. This technique allows for quick review and repetition over time and keeps problem solving from becoming tedious yet, challenges the learner to think about a variety of math ideas.

Math homework is a regular part of this curriculum and, in fact, in the early school years may be the only daily homework (besides independent reading). (See the Homework section under the "Things You Must Know" section of the Parent Handbook, located under the FSA Community section of the website, for a description of homework activities and expectations by age level.) Often an assignment in the early grades asks students to engage in a particular math activity with a member(s) of the family to promote follow up, provide enrichment or involve parents in the child's education. This type of activity helps students put math ideas into words. Research shows that students who can talk "mathematics" have a better grasp of concepts and perform at higher levels than students who are not encouraged to talk about math. It is beneficial for parents to spend time listening to and working with their student on math homework. Students sometimes bring home "math boxes" as homework, pages of recently learned skills for practice. If your child has difficulty in performing the necessary operations, please write a note to the teacher explaining the difficulty so follow-up and review can happen in the classroom.

SKILLS

Numbers and Numeration

Students will:

Number and Numeration

- Perform rote counting

- Count by 2s, 5s, and 10s forward and backwards (may include concrete objects)
- Count by numbers greater than 10
- Count by 25s
- Count by 100s
- Count up and back on a number grid
- Locate numbers on a number line; count up and back on a number line; complete a number line
- Count using a calculator or calculator repeat key

Rational Counting

- Perform rational counting

Place Value and Notation

- Read and write numbers to 20
- Read and write 2-, 3-, 4- and 5-digit numbers
- Display and read numbers on a calculator
- Read, write or use ordinal numbers
- Explore place value using a number grid
- Identify place value in a 2-, 3-, or 4-digit numbers
- Identify place value in larger numbers
- Make exchanges among place values
- Make least and greatest numbers with randomly selected digits
- Use dollars-and-cents notation
- Use calculator to count/compute money amounts
- Explore uses for decimals

Meanings and Uses of Fractions

- Understand the meaning or uses of fractions
- Construct concrete models of fractions and equivalent fractions
- Identify fractions on a number line
- Identify pennies and dimes as fractional parts of a dollar
- Identify numerator and denominator
- Shade and identify fractional parts of a region
- Shade and identify fractional parts of a set
- Understand that the amount represented by a fraction depends on the size of the whole (ONE)
- Use fractions in number stories

Number Theory

- Explore or identify even and odd numbers

Equivalent Names for Whole Numbers
- Find equivalent names for numbers
- Use Roman numerals

Equivalent Names for Fractions, Decimals and Percents
- Find equivalent fractions

Comparing and Ordering Numbers
- Compare and order numbers 0-20
- Compare and order 2-, 3-, 4- or 5-digit numbers
- Compare numbers using the symbols <, > and =
- Compare and order fractions; use manipulatives to identify/compare fractions
- Compare fractions less than one

Operations and Computation

Students will:

Addition and Subtraction Facts
- Find and use components of 10
- Practice basic facts; know +/- fact families
- Practice extensions of basic facts
- Make and solve number-grid puzzles

Addition and Subtraction Procedures
- Understand the meaning of addition/subtraction; model addition/subtraction using concrete objects
- Investigate the inverse relationships between addition and subtraction
- Use mental arithmetic or fact triangles to add/subtract
- Use addition/subtraction algorithms
- Explore calculator functions
- Make up and/or solve addition/subtraction numbers stories; determine the operation needed to solve a problem
- Use an addition/subtraction facts table
- Add/subtract using a number grid
- Add/subtract using a number line
- Add/subtract using a calculator
- Add/subtract multiples of 10

- Add/subtract three or more 1-, 2-, 3- and 4-digit numbers
- Add/subtract money amounts/decimals
- Solve money number stories
- Make change
- Practice multiplication/division facts
- Find complements for multiples of 10

Multiplication and Division Procedures

- Use manipulatives, drawings/arrays, number sentences, repeated addition or story problems to explain or demonstrate the meaning of multiplication/division
- Understand the meaning of multiplication/division and related vocabulary
- Make up and/or solve multiplication/division number stories
- Multiply/divide using a number line or number grid
- Explore square numbers
- Use a calculator to multiply or divide
- Use a multiplication/division facts table
- Use mental arithmetic to multiply/divide
- Multiply/divide multiples of 10, 100, and 1,000 by 1-digit numbers
- Multiply multidigit numbers by 1- or 2-digit numbers
- Identify factors of a number

Computational Estimation

- Estimate reasonableness of answers to basic facts
- Use estimation strategies to add/subtract; make ballpark estimates
- Round whole numbers to the nearest ten
- Estimate costs

Models for Operation

- Solve change-to-more and change-to-less number stories/diagrams
- Solve part-and-total number stories/diagrams
- Solve comparison number stories/diagrams
- Solve missing factor number models
- Solve equal-grouping and equal-sharing division problems

Data and Chance

Students will:

Data Collection and Representation

- Collect data by counting
- Collect data by interviewing
- Collect data from print sources and/or posters
- Collect data from a map
- Conduct a survey
- Make a tally chart
- Record data in a table/chart
- Record days/events on a timeline
- Create/interpret a bar graph, pictograph or Venn diagram
- Create/interpret a line plot
- Explore graphing software to make a bar graph or line plot

Data Analysis

- Read data tables, graphs and maps (including map scale, scale drawings)
- Summarize and interpret data
- Compare two sets of data; use a calculator to compare data
- Make predictions about data
- Compare quantities from a bar graph
- Find the minimum/maximum of a data set
- Find the range, median and mode
- Use data in problem solving

Qualitative and Quantitative Probability

- Understand the language of probability to discuss the likelihood of a given situation (using words such as *certain, likely, unlikely, always, maybe, sometimes, never, possible, impossible*)
- Predict outcomes; solve problems involving chance outcomes
- Conduct experiments, test predictions using concrete objects
- Find combinations (Cartesian products)

Measurement and Reference Frames

Students will:

Length, Weight, and Angles

- Name tools used to measure length
- Estimate, compare and order lengths/heights of objects
- Measure lengths with non-standard units
- Measure to the nearest foot
- Measure to the nearest inch
- Measure to the nearest ½ inch
- Investigate the yard
- Measure to the nearest centimeter
- Measure to the nearest ½ centimeter
- Investigate the meter
- Measure to the nearest meter and/or decimeter
- Investigate the mile and/or kilometer
- Estimate and compare distances
- Solve distance number stories
- Estimate, compare and order weights
- Name tools used to measure weight
- Order objects by weight
- Use a pan balance
- Use a bath scale
- Use a spring scale
- Choose the appropriate scale
- Solve weight number stories

Area, Perimeter, Volume and Capacity

- Investigate area
- Find the area of regular shapes concretely
- Find the perimeter of regular shapes concretely, graphically or with pictorial models
- Find the area of irregular shapes concretely
- Find the perimeter of irregular shapes concretely, graphically or with pictorial models
- Estimate area
- Estimate perimeter
- Compare perimeter and area
- Name tools used to measure area
- Estimate volume/capacity

- Name tools used to measure volume and/or capacity
- Find volume
- Measure capacities of irregular containers
- Compare and order the capacities of containers

Units and Systems of Measurement

- Select and use appropriate non-standard units to measure time
- Investigate one-minute intervals
- Identify equivalent customary units of length
- Identify equivalent metric units of length
- Identify customary and/or metric units of weight
- Identify equivalent customary units of weight
- Identify customary and/or metric units of capacity
- Identify equivalent customary and/or metric units of capacity
- Choose the appropriate unit of measure

Money

- Recognize pennies, nickels, dimes, quarters and dollars
- Calculate the value of coin combinations
- Calculate the value of bill combinations
- Calculate the value of coins and bills
- Compare values of sets of coins or money amounts using >, < and = symbols
- Identify equivalencies and make coin exchanges
- Identify equivalencies and make coin/bill exchanges

Temperature

- Use a thermometer
- Use the Fahrenheit and Celsius temperature scales
- Solve temperature number stories

Time

- Demonstrate an understanding of the concepts of time; estimate and measure the passage of time using words like before, after, yesterday, today, tomorrow, morning, afternoon, hour and half-hour
- Order or compare events according to duration; calculate elapsed time
- Name tools used to measure time
- Investigate A.M. and P.M.
- Use the calendar; identify today's date
- Number and name the months in a year or days in the week

- Investigate the second hand; compare the hour and minute hands
- Use the analog or digital clock to tell time on the hour
- Tell time on the half-hour
- Tell time on the quarter-hour
- Tell time to the nearest five minutes
- Use digital notation
- Tell time to the nearest minute
- Solve time number stories

Geometry

Students will:

Lines and Angles

- Identify and name line segments
- Draw line segments with a straightedge
- Draw line segments to a specific length
- Draw designs with line segments
- Identify and name points
- Model parallel lines on a geoboard
- Draw parallel lines with a straightedge
- Identify parallel, nonparallel and intersecting line segments

Plane and Solid Figures

- Explore shape relations
- Recognize open and closed figures
- Identify characteristics of 2-dimensional shapes; sort shapes by attribute
- Identify characteristics and use appropriate vocabulary to describe properties of 2-dimensional shapes
- Construct models of polygons using manipulatives such as straws and geoboards
- Draw 2-dimensional shapes (such as triangles and quadrilaterals); draw/describe objects in the environment that depict geometric figures
- Create/extend designs with 2-dimensional shapes
- Combine shapes and take them apart to form other shapes
- Record shapes or designs
- Identify or draw congruent or similar shapes
- Classify and name polygons

- Compare 2-dimensional shapes
- Compare polygons and non-polygons
- Solve 2-dimensional shape problems
- Create extended designs with 2-dimensional shapes
- Identify/compare 3-dimensional shapes; sort shapes and/or describe attributes of each group
- Construct 3-dimensional shapes
- Identify the number of faces, edges, vertices and bases of prisms and pyramids
- Identify the shapes of faces
- Explore slanted 3-dimensional shapes

Transformations and Symmetry

- Identify symmetrical figures or symmetry in the environment
- Fold and cut symmetrical figures
- Create/complete a symmetrical design/shape using concrete models, geoboards and/or technology
- Identify lines of symmetry
- Use objects to explore sides, flips and turns; predict the results of changing a shape's position/orientation using slides, flips and turns

Spatial

- Give or follow directions for finding a place or object
- Identify structures from different views or match views of the same structures portrayed from different perspectives

Patterns, Functions, and Algebra

Students will:

Patterns and Functions

- Explore and extend visual patterns
- Find patterns and common attributes in objects/people in the real world
- Create and complete patterns with 2-dimensional shapes
- Identify and use patterns on a number grid
- Add and subtract using a number grid
- Investigate even and odd number patterns; create, describe and extend simple number patterns/sequences
- Explore counting patterns using a calculator
- Solve "What's My Rule?" problems (e.g., function machine problems)

- Solve frames-and-arrows problems with one or two rules
- Find patterns in addition and subtraction facts
- Explore patterns in doubling or halving numbers
- Find patterns in multiples of 10, 100, 1000

Algebraic Notation and Solving Number Sentences

- Use symbols +, -, pictures, manipulatives, and models to organize, record and communicate mathematical ideas
- Compare numbers using < and > symbols
- Write/solve addition and subtraction number sentences
- Write/solve number sentences with missing addends
- Write/solve multiplication number sentences
- Write/solve division number sentences
- Write/solve number sentences with missing factors; know that symbols can be used to represent missing or unknown quantities

Order of Operations

- Make up and/or solve number sentences involving parentheses

Properties of Arithmetic Operations

- Investigate properties of addition/subtraction
- Investigate properties of multiplication/division

SCIENCE

At the heart of the science curriculum at The Friends School of Atlanta is the belief that science learning is an active process guided by students' natural curiosity about the world. Our aim is to encourage inquiry through experiential activities and discussion, while also teaching a body of knowledge within a non-competitive developmental program that addresses the whole person and is sensitive to diverse learning styles and interests. In addition to regularly scheduled science classes, students have the opportunity to participate in the whole school annual Science Fair. In keeping with our non-competitive emphasis, the fair is a community-building event, and student projects can be individual or family affairs. Projects are not judged or awarded prizes, but rather each is reviewed and students all receive a written evaluation and a participatory ribbon.

From Pre-Kindergarten through 8th grade, the science program addresses three broad areas -- life sciences, earth sciences and physical sciences -- integrating them as necessitated by the curriculum. Within this framework, the scientific process guides the direction of our activities: observing, recording information, predicting outcomes, forming hypotheses, experimenting and analyzing and summarizing findings. Scientific studies are naturally woven into other curricular areas through reading, writing, researching, recording, measuring, graphing, explaining and portraying results, comparing, contrasting and analyzing. In keeping with the Quaker testimonies of simplicity, peace, integrity, community, equality and stewardship, students explore the effects of their

actions as individuals, families and communities on their immediate environment and the world. FSA encourages students to be mindful of the power of one to bring about change in light of scientific facts.

FSA follows the endorsement of teaching evolutionary science by the National Science Teachers Association (NSTA). Their position statement can be found at the following address: http://www.nsta.org/about/positions/evolution.aspx.

Elementary Science Program

Elementary classrooms encourage daily interest in experiential science through terrariums, aquariums, classroom pets and activities such as weather observations and measurements, recycling and composting. Weekly, monthly and seasonal activities include cooking, nature walks, bird and tree observation, creek or pond studies and planning, planting and caring for classroom and school gardens. Through unit topics and integrated studies, science is part of both academic and routine parts of the day. For instance, during Morning Meeting routines in the youngest classes, students observe and chart the weather and make predictions about the rest of the day; in older classes, students pay attention to the season and significant changes, such as length of day and night and changing clock time. They also learn seasonal vocabulary—for instance, *equinox*, *solstice*, or synonyms for *cold*.

Science is regularly integrated into language arts and reading. Whether during read-aloud or independent reading, books related to the science unit are incorporated into the day and into student's book bags and bins. After students have participated in unit work, perhaps observing and drawing plants in the garden or noticing all the patterns of a pumpkin, teachers ask students to write about the experience—4 and 5 year olds will write one sentence with teacher help, and older students may write a paragraph or two. Friends' educational practice calls for experiential learning to offer students the opportunity to form their own questions, investigate through projects and experiments, compare and contrast and come to their own solutions. Throughout the elementary school, an observer will notice writing and drawings about science projects as well as experiments in progress. During science class, students share their curiosity, their discoveries and their wonder.

SCIENCE CURRICULUM FOR SECOND GRADE: KEY CONTENT THEMES

Introduction

The science curriculum for the second graders continues to focus on inquiry and offer hands-on experiences. These ages are developmentally ready for a more in-depth exploration of science. Students at this age want to know how things work or specific reasons why things happen or occur. Some years students and teachers design and construct habitats for live animals within the classroom. Throughout the year they observe and learn to care for the animals. Science is integrated into many other aspects of the curriculum, such as morning meeting, social studies, math and language arts. Planned activities include experiments, art activities, journal writing, poetry, outdoor education (e.g., garden work, recess), read-alouds and stories, cooking and field trips.

Process

During formal instruction, teachers present the following skills: scientific observation, collecting and communicating scientific data, classifying, measuring, estimating, writing/presenting reports and interpreting data. Science classes are typically taught two times per week and sometimes extended into project times, exploring through hands-on activities and following-up with written activities. In addition, activities may be integrated with other subject areas, such as language arts. The annual Science Fair happens in February every year. In preparation for the Science Fair, students revisit the scientific method, and information is sent home for families to use with their children should they wish to participate.

LEARNING OBJECTIVES

Habits of Mind

Students will:

- Ask questions and seek answers
- Work cooperatively in a small group
- Use computation and estimation skills necessary for analyzing data and giving scientific explanations
- Learn to use tools and learn to carefully measure and view/observe
- Describe and compare using physical attributes
- Use senses to make observations
- Draw from observation and illustrate facts through drawings in science journal
- Record information (facts, vocabulary and personal thoughts on subject) from class discussions in science journals
- Learn how to use an observational log and record data and observations about the subject of study
- Participate in class discussions
- Read unit related books
- Practice research and gathering information about the unit in class and at home

Nature of Science

Students will recognize that:

- Science involves collecting data and testing hypotheses
- Scientists often repeat experiments multiple times and offer their ideas to criticism and comment by other scientists who may disagree and do further tests
- All different kinds of people can be and are scientists

Students will understand the important features of the scientific process or inquiry process and will:

- Learn about using a "common language" with precise definitions of terms to make it easier to communicate observations with each other
- Learn that it is helpful to work as a team, although individuals will reach their own conclusions, and then share understandings with each other to develop a consensus
- Learn that using tools, such as thermometers, weather instruments, rulers, magnifying glasses, and microscopes, give more information than just by observing with the senses
- Learn that observation of living things also requires care of them, so as not to harm living creatures

LITERACY OBJECTIVES

Students will:

- Learn to demonstrate their understanding of the skills listed below by organizing information and writing a paragraph

SKILLS

Scientific Method

Students will:

- Ask questions about something that is observed, such as an object, something in nature or concept under investigation (e.g., "I wonder why seeds grow?")
- Keep a science log for the questions, hypothesis and observations
- With teacher guidance, do initial research with books, the library or the internet to answer questions
- With teacher guidance, formulate a hypothesis, guess or prediction about their question and what might happen when a condition changes for the object or concept under investigation; state the hypothesis in a way that can be measured (e.g., "I think seeds need water and light.")
- With teacher guidance, set up an experiment to test your question and hypothesis
- Observe and talk about the changes, using all of the senses
- Use tools to measure the change (e.g., rulers, pan balances, thermometers, magnifiers, microscopes and non-standard units of measurement)
- Talk about and write about the results of the experiment in the science log
- With parental help, participate in the annual Science Fair (optional)

Earth and Physical Sciences: Weather and Seasons/Electricity, Atoms and Molecules

Students will:

- Correlate weather data to seasonal changes
- Relate the length of day and night to the change in seasons and the Earth's rotation
- Recognize effects that occur in specific locations caused by weather
- Learn about and understand the use of various weather instruments that record changes in the weather
- Learn about the concept of electricity by investigating lightning
- Learn about the basic parts of matter, such as atoms and molecules

Integrated Studies: Gardening/Cooking

Students will:

- Correctly use the various sizes and types of measuring cups for cooking
- Create healthful, tasty dishes using fruits and vegetables studied in the garden
- Follow the life cycle of food from seed to table
- Form healthful eating habits (e.g., eating a variety of colors in their daily diet, such as plums–purple, blueberries–blue, spinach–green, oranges–orange, squash–yellow or tomatoes–red)
- Plant seeds and observe the germination process
- Learn correct transplanting techniques and ways to handle new seedlings
- Learn the benefits of healthy soi,l including soil amendments and composting techniques such as vermiculture
- Learn about the benefits of companion planting
- Learn the differences between bulbs, rhizomes and tubers

SOCIAL STUDIES

The social studies program at FSA is designed to balance an introduction to academic content and develop specific skills, all undertaken through the lens of our mission as a Quaker school. Over the course of the program, students investigate themes related to geography, history, cultural studies and anthropology, government and civics, religion, economics and resources, as well as current events. At FSA we have designed our program to prioritize learning how to engage in social science inquiry in the belief that students can study any area successfully so long as they have internalized the tools, processes and methods of the discipline. Students will study American history and world history again in high school, so our goal is not comprehensive coverage of these areas. Instead, our classes provide strategically-defined explorations of content areas that cast into relief the *processes* of social studies and the *role* of the social scientist in performing these processes.

Students certainly learn important and time-honored concepts that are critical to becoming intelligent and thoughtful participants in community and world affairs. But they engage the content while mastering tools that can be carried into a wide variety of future courses and projects along with developing the confidence and self-awareness that will allow them effective use of those tools.

Studies of history and culture provide numerous opportunities for students to explore how human decision making has sought to institute these values or has instead pursued outcomes that undermine these values. The testimony of integrity requires that we also confront the ways in which decision makers may believe they seek an outcome, for example, the equitable distribution of resources, while choosing actions that actually undermine that outcome, whether through self-deception or the limitations of human understanding. Yet, what might tend toward a relentless gaze into human frailty and misdirection is redeemed by the Quakers' continual search for that of goodness or God in every individual and therefore in every decision maker.

Elementary Social Studies Program

Our aim in elementary social studies is to encourage, nurture and foster students' knowledge of the physical and social world, both past and present, by developing an awareness of how people in many communities and cultures interact with their environment, how they live and what they believe. We also seek to look at the social sciences through the lens of the distinctive experience and perspective of Friends' principles: peace, equality, integrity, community, stewardship and simplicity.

Teachers use a project-based approach with topics that follow developmentally appropriate practice, as well as teacher and student interests. Resources available for social studies include kits, videos, curriculum materials, resource books in the library, the Web and other software in the media lab. Teachers are also guided by Georgia performance standards in choosing units of study. The elementary topics dovetail with the middle school topics in history and geography. In the life of the school, social studies is explicitly taught during specific time periods weekly, and it figures prominently in the implicit curriculum – through routines and classroom management practices, through teacher and student language, through modeled expectations and most of all through Quaker values, such as equality /respect, community-building and peace/conflict resolution. We follow a "social curriculum," the Responsive Classroom program (Northeast Foundation for Children), which emphasizes cooperative, responsible and compassionate class culture

allowing all students to begin on the same page every day, ready to learn. Teachers take week-long workshops to learn how to create equitable classrooms so that knowledge about use of materials, teacher expectations and academic routines and choices are modeled and referenced from the first day of school to the last. These ideas combine well with the values of a Quaker school.

One additional feature of the elementary social studies program is Many Nations' Day. Each class chooses country, time period and/or culture to study and present to others on a chosen day during the year. Many Nations' Day studies may include presentations by a guest speaker or parent, offer a chance to taste foods, do activities and games and hear language and music from other cultures.

In sum, social studies is the place in school life when children are learning what it means to be a group member, as well as an individual, and how to express feelings with words in a constructive manner. Social Studies are everywhere!

SOCIAL STUDIES CURRICULUM FOR SECOND GRADE: KEY CONTENT THEMES

Introduction

In the second grade, students continue learning about their communities by branching into a study of the states that comprise the United States of America. Students study the geography of the different regions of the United States and are introduced to basic map skills. In addition, teachers focus on the state of Georgia, including its geography, its founding, famous people from the state and goods and services. The program also includes an introduction to civics and government.

Process

The second grade has social studies instruction once weekly for an hour, and activities are sometimes extended into project times. In addition, teachers frequently integrate social studies topics into language arts for research and writing projects, increasing the time devoted to social studies by as much as an hour per week. Teachers introduce the lesson topics to the whole group and then break students into smaller groups or individual spaces for activities, games and projects. As with other ages, social studies lessons occur during the many routines and activities of community life during the school day. For example, teachers explicitly teach the importance of working together on classroom agreements, such as being kind and respectful and taking care of the room with the expectation that students create a community of caring and responsibility within the classroom.

LEARNING OBJECTIVES

Habits of Mind

Students will:

- Use both print and non-print references to gather information
- Analyze information presented in map form
- Compare similarities and differences
- Select and discuss main idea from reading and listening to information
- Organize items chronologically and interpret a timeline
- Distinguish between fact and opinion

Problem Solving

Students will:

- Choose appropriate information to include in given study/topic
- Propose solutions to problems
- Identify consequences to possible solutions

SKILLS

Geography

Students will:

- Identify the purpose of a map by studying its title and contents
- Identify cardinal directions on a map and demonstrate how to use them
- Identify physical regions of the USA
- Identify physical features found on physical maps
- Locate important topographic features of Georgia (i.e., Blue Ridge Mountains, Piedmont, Coastal Plain, Valley and Ridge and Appalachian Plateau)
- Locate major rivers in Georgia

History

Students will:

- Understand the historical beginnings of the state of Georgia
- Understand important figures in the founding of and history of Georgia (including Mary Musgrove, James Oglethorpe, Chief John Ross, Martin Luther King, Jr., Jimmy Carter, Jackie Robinson)

Civics and Government Understandings

Students will:

- Define the basic concept of government and the need for rules and laws
- Identify the roles of the following elected officials: president (leader of nation/ company), governor (leader of state), mayor (leader of a city)
- Discuss importance of positive citizen traits and how historical figures exhibited them (e.g., honesty, dependability, honor, patience, compassion, teamwork and sports ethics)
- Identify pictures of the capitol buildings of Georgia (Atlanta) and the United States (Washington, DC) and locate the capitals on a map

Economics

Students will:

- Describe the goods and services produced by Georgia today
- Understand how people come to procure goods and services (purchase, barter, win, lose, allocate, share, etc.) and the result when the system is inequitable
- Describe how people are both producers and consumers

Quaker Education

Students will:

- Learn about Quaker history and the testimonies of peace, simplicity, integrity, equality, community and stewardship through stories and discussion
- Learn that the Quaker experience, in which the Spirit can guide individuals and the community, is still relevant today
- Learn about the ways of peace making and conflict resolution in their daily lives at school