

Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		Week of: May 09-13, 2022		Reading, Writing, ELA, Math, Sci, SS	Grade Level: 2nd		
	Monday	Tuesday	Wednesday	Thursday	Friday		
GSE	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. 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.	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. 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.	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. 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.	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. 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.	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. 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.		
RW -UoS	If/Then Reading Fairytales (U5) Session 9	If/Then Reading Fairytales (U5) Session 10	If/Then Reading Fairytales (U5) Session 11	If/Then Reading Fairytales (U5) Session 12	Book Shop/Week Review		
LT	I can use context clues to figure out the meaning of an unknown word.	I can look for signals in my text that tells me how the story is read.	I can become a storyteller.	I can notice predictable roles in fairytales and fables.	I can pick out my just-right books.		
SC	I know I am successful when... -I can check the picture and think, "What would make sense?" -I can use what's happening in the story. -I can look through the WHOLE word, part-by-part. -I can look for a word inside a word. -I can try something and take a guess.	I know I am successful when... -I can break the sentence into small groups of words. -I can think about what each group of words means. -I can reread the sentence to put it all back together again. -I can notice punctuation in the sentence. -I can notice signal words like <i>if</i> , <i>or</i> , and <i>but</i> .	I know I am successful when... -I can understand what makes a great storyteller. -I can pay close attention to the storyteller's voice. -I can help create a list of things I noticed about the storyteller. -I can practice my best storyteller voice.	I know I am successful when... -I can notice similar character types in stories (evil stepmother, fairy godmother, big bad wolf, etc.). -I can act out the different character types found in my books.	-I can look through my book basket to find books that interest me. -I can look through the book to make sure that I have not read it before.		
GSE	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. a. 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. ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	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. a. 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. ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	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. a. 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. ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	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. a. 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. ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	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. a. 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. ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.		

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WW - UoS	Writing Adaptations of Fairy Tales Display Graphic Organizers Pg. 2-5 and allow students to complete on regular writing paper.	Writing Adaptations of Fairy Tales Display Graphic Organizers Pg. 2-5 and allow students to complete on regular writing paper.	Writing Adaptations of Fairy Tales	Writing Adaptations of Fairy Tales	Writing Adaptations of Fairy Tales	Now that students have written a complete fairy tale, speed up the planning process (2 days) and students write a completely different fairy tale or a 'fractured' fairy tale (where they write a DIFFERENT version of THEIR PREVIOUS fairy tale or one they've heard before).	
LT	I can follow the writing process to write an adaptation of a fairy tale.	I can follow the writing process to write an adaptation of a fairy tale.	I can follow the writing process to write an adaptation of a fairy tale.	I can follow the writing process to write an adaptation of a fairy tale.	I can follow the writing process to write an adaptation of a fairy tale.		
SC	I know I am successful when... ~I can pick an idea and plan it out. ~I can plan the heroes and villains. ~I can plan the setting of my fairy tale. ~I can think about which fairy tale elements or what kind of magic I want to include.	I know I am successful when... ~I can plan the beginning, middle, and end. ~I can think about what my villain wants. ~I can think about what problem my character is facing and how it will be solved.	I know I am successful when... ~I can begin with a great introduction to hook my readers. ~I can write, write, write. ~I can get my ideas down on paper. ~I can make sure to read and reread so that my fairy tale makes sense.	I know I am successful when... ~I can write, write, write. ~I can get my ideas down on paper. ~I can make sure to read and reread so that my fairy tale makes sense. ~I can add details, descriptions, and dialogue to make it more interesting. ~I can write a great ending.	I know I am successful when... ~I can revise and edit my writing to correct all my mistakes and make it better. ~I can capitalize names (of people, places, holidays, towns, etc.) and punctuate each sentence correctly. ~I can correct any spelling mistakes. ~I can share my writing with others.		
GSE	ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.	ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). 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. a. Use sentence-level context as a clue to the meaning of a word or phrase.	ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. 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. a. Use sentence-level context as a clue to the meaning of a word or phrase.	ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. ELAGSE2L5: Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. 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. ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. d. Decode words with common prefixes and suffixes.	ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. 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. a. Use sentence-level context as a clue to the meaning of a word or phrase.		
Phonics - UoS	LC Units of Study: Units 3 & 4 UOS in Phonics - Word Builders: Construction, Demolition, and Vowel Power End of Year Assessment: The Butterfly Exhibit and/or EOY Spelling Inventory	LC Units of Study: Mini-Unit 3 Yes, They Can: Exploring Parts of Speech Lesson 1 TE pages 79-85 UOS in Phonics: Collecting Verbs that Show How and What	LC Units of Study: Mini-Unit 3 Yes, They Can: Exploring Parts of Speech Lesson 2 TE pages 86-92 UOS in Phonics: Sorting Verbs into Categories: Talking Verbs, Walking Verbs, Feeling Verbs, and More	LC Units of Study: Mini-Unit 3 Yes, They Can: Exploring Parts of Speech Lesson 3 TE pages 93-98 UOS in Phonics: Collecting and Categorizing Nouns	LC Units of Study: Mini-Unit 3 Yes, They Can: Exploring Parts of Speech Lesson 4 TE pages 99-106 UOS in Phonics: Collecting and Categorizing Adjectives		

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LT	We are learning to demonstrate our knowledge of decoding multisyllabic words. We are learning to apply our knowledge of common vowel teams and other vowel patterns.	We are learning to collect entire categories of words. I am learning to identify precise verbs that show what's happening and how it's happening.	We are learning to collect entire categories of words. I am learning to group a collection of verbs into categories.	We are learning to collect entire categories of words. I am learning to identify precise nouns - the kind that show what it is and how it's different from other examples of that thing.	We are learning to collect entire categories of words. I am learning to identify precise adjectives and those with affixes.		
SC	I know I will be successful when: I can demonstrate my knowledge of decoding multisyllabic words. I can apply my knowledge of common vowel teams and other vowel patterns by spelling the different sounds that I hear in a word. I can break apart the syllables in words to help me spell big, long, and more complex words. I can be a word builder and flexible speller.	I know I will be successful when: I can identify a verb. I know a verb usually shows action and what is happening. I can collect precise verbs. I can sort verbs and add them to a scrapbook.	I know I will be successful when: I can collect precise verbs. I can sort verbs into smaller categories. I can sort verbs into talking and walking categories. I can group verbs and add them to a scrapbook. I understand that every sentence has a verb.	I know I will be successful when: I can identify a noun. I know a noun names a person, place, thing, or idea. I can collect nouns and sort them into smaller categories. I can group nouns and add them to a scrapbook. I understand that every sentence has a noun and a verb.	I know I will be successful when: I can identify an adjective. I know an adjective describes a noun. I can collect adjectives and sort them into smaller categories. I can group adjectives and add them to a scrapbook. I can work with affix: -y, which can transform a noun into an adjective. I can work with affix: -er, which sometimes turns a verb into a noun.		
GSE	2.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. 2.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. (Sizes are compared directly or visually, not compared by measuring.)	2.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. 2.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. (Sizes are compared directly or visually, not compared by measuring.)	2.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. 2.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. (Sizes are compared directly or visually, not compared by measuring.)	2.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. 2.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. (Sizes are compared directly or visually, not compared by measuring.)	2.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. 2.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. (Sizes are compared directly or visually, not compared by measuring.)		

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EM - Module	Module 8 Composite Shapes and Fraction Concepts Lesson 5 ART- Mrs. Carter Focus-CUBE TE pages 84-96 Lesson 6 - Combine shapes to create a composite shape; create a new shape from composite shapes. Must Do: 2b-d Could Do: 2a, 1a-c, 3a-d Extended: 4, 5 Enrichment: Embarc: https://youtu.be/oHUYr-ijjMo and Homework https://youtu.be/U7nQQPvNwy8 Video Link: Lesson 5 https://youtu.be/KKqyMvIFW6k and Lesson 6 https://youtu.be/X0CIR7PIIEE	Module 8 Composite Shapes and Fraction Concepts Lesson 5 ART- Mrs. Carter Focus-CUBE TE pages 97-106 Lesson 7 - Interpret equal shares in composite shapes as halves, thirds, and fourths. Must Do: 1a, 1c, 1e, 2, 3b, 4, 6 Could Do: 1d, 1f, 3a Extended: 1b, 3, 5a-b Enrichment: Embarc: https://youtu.be/5xUhXo_vV3c Video Link: https://youtu.be/wEtG66ayHl8	Module 8 Composite Shapes and Fraction Concepts Lesson 5 ART- Mrs. Carter Focus-CUBE TE pages 107-116 Lesson 8 - Interpret equal shares in composite shapes as halves, thirds, and fourths. Must Do: 5a-e Could Do: 6 Extended: 1-4 Enrichment: Embarc: https://youtu.be/lqfMpdF6qI Video Link: Homework https://youtu.be/LIToCCJPmkQ	Module 8 Halves, Thirds, and Fourths of Circles and Rectangles Lesson 5 ART- Mrs. Carter Focus-CUBE TE pages 125-152 Lessons 9&10 - Partition circles and rectangles into equal parts, and describe those parts as halves, thirds, or fourths. Must Do: Lesson 9 - #s 2b, 2e, 2g, 2h, 2k Lesson 10 - #s 3, 4h-i Could Do: Lesson 10- #s 1a,-b, 2, 4a-c, Extended: Lesson 9 - #3, Lesson 10 - #5 Enrichment: Embarc: https://youtu.be/HWgC0Mujc8M and https://youtu.be/7j7F7dPzVpI Link: https://youtu.be/X8pwwKGkXvs and https://youtu.be/-Wtel1ccumo Video	Module 8 Halves, Thirds, and Fourths of Circles and Rectangles Lesson 5 ART- Mrs. Carter Focus-CUBE TE pages 153-165 Lessons 11 - Describe a whole by the number of equal parts including 2 halves, 3 thirds, and 4 fourths. Must Do: 1b, 1d, 1e, 2a-f Could Do: 1a, 1c, 1f Extended: 3 Enrichment: Embarc: https://youtu.be/f80won5znvs Video Link: https://youtu.be/VtiO1wMjWZY	Mid-Module 8 Assessment: Topics A–B incorporate when you feel your students are ready. TE pages 117-122 Henson- Thursday/Friday (morning work)	
LT	We are learning to build and partition composite shapes. We are learning to identify the relationships between parts and wholes.	We are learning to interpret equal shares within composite shapes. We are learning to experiment with tangrams and pattern blocks to observe how shapes can be created and partitioned into halves, thirds, and fourths.	We are learning how to create composite shapes from equal parts. We are learning how to partition composite shapes into halves, thirds, and fourths.	We are learning how to partition and describe circles and rectangles into equal fractional parts.	We are learning how to assemble and describe a whole out of fractional parts.		
SC	I can describe the attributes of each polygon. I can use tangrams to create composite shapes. I can cut and analyze polygons by their attributes. I can create new shapes by repositioning the parts of a triangle and square. I can flip, slide, and turn the parts of a composite shape to make new shapes. I can partition shapes into two, three, or four equal shares.	I can use tangrams to create composite shapes. I can create composite shapes as halves. I can use pattern blocks to create composite shapes. I can create and describe composite shapes as halves, thirds, and fourths.	I know the attributes of each shape. I can explore equal shares using pattern blocks. I can identify and use pattern blocks to show a half, third, and fourth of a given shape. I can name and draw a picture of the composite shape I created. I can visualize, ask and answer questions, and discuss my work with a partner.	I can partition a shape into two equal shares or halves, thirds, and/or fourths. I can identify, color, and label one half of the whole, thirds, and/or fourths. I can determine two halves, three thirds, and/or four fourths as equal parts. I can create fourths by splitting two halves. I can determine whether the shaded or unshaded parts of partitioned shapes are equal or not equal.	I can identify a whole as fractional parts. I can describe a whole by the number of equal parts. I can partition a whole into halves, thirds, and fourths. I can make a whole and label the fractional parts. I can draw a whole from one fractional part. I can review my solutions and check my work with a partner.		

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GSE	<p>SS2H1 Describe the lives and contributions of historical figures in Georgia history. f. Jimmy Carter (leadership and human rights) SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 a. Identify specific locations significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map. b. Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments. c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live. SS2CG2 Identify the following elected officials of the executive branch and where they work: a. President (leader of our nation) and Washington, D.C. – White House SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.</p>	<p>SS2H1 Describe the lives and contributions of historical figures in Georgia history. f. Jimmy Carter (leadership and human rights) SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 a. Identify specific locations significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map. b. Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments. c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live. 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Identify specific locations significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map. b. Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments. c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live. SS2CG2 Identify the following elected officials of the executive branch and where they work: a. President (leader of our nation) and Washington, D.C. – White House SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.</p>		
Social Studies Resources	<p>Jimmy Carter Mini Biography Video Jimmy Carter Slide Show pages 1-18 Complete Bubble Map at the end with the class.</p>	<p>Jimmy Carter Bio Youtube- Ask students to listen for either 1) any NEW facts or 2) any facts they ALREADY knew. Jimmy Carter Slide Show pages 19-43. Complete the timeline on slide 42 with the class and then check your answers on slide 43.</p>	<p>Complete the Class Fact/Opinion sort by Cutting the Fact and Opinion words on a T-chart in the front of class. Cut the squares and call on students to sort them in the correct column on the chart using tape or glue. After completing the class sort, go through slides 44-46 of the Jimmy Carter Slide Show and then check answers with Slide 47.</p>	<p>Pass out student copies of the U.S. map (pg. 21) of Jimmy Carter PDF Explain to students that they will be mapping the places that Jimmy Carter traveled to throughout his life. Students will need colored pencils or crayons. They will color code each 'point' they make on their map by highlighting the place on the side of the map with the same color. For example, they will mark a point on the map for Plains, Georgia in the color green. Then they will highlight the words Plains, Georgia green as well. The next place might be blue or purple, using a different color for each place. Use pages 48-60 of the Jimmy Carter Slide Show to map out the different places he traveled and why.</p>	<p>Read aloud this book. As you read, point out places in the book that describe things that may be similar/different to our own lives. Go through Slides 61-64 of the Jimmy Carter Slide Show and complete the Venn Diagram on pg. 64 as you read through the book.</p> <div data-bbox="1444 911 1661 1182" data-label="Image"> </div> <p>If ti assessment on slide 68 as a class.</p>		
LT	I can describe the contributions and character traits of Jimmy Carter.	I can describe the contributions and character traits of Jimmy Carter.	I can describe the contributions and character traits of Jimmy Carter.	I can describe the contributions and character traits of Jimmy Carter.	I can describe the contributions and character traits of Jimmy Carter.		

Teacher: C. Henson, E. Johns, M. Cox, S. Knistle, J. Brewer, C. Waters		Week of: May 09-13, 2022		Reading, Writing, ELA, Math, Sci, SS	Grade Level: 2nd		
	Monday	Tuesday	Wednesday	Thursday	Friday		
SC	I will be successful when... ~I can identify the positive character traits Jimmy Carter showed.	I will be successful when... ~I can identify the positive character traits Jimmy Carter showed. ~I can describe how Jimmy Carter contributed to Georgia's history. ~I can explain how Jimmy Carter's childhood influenced his presidency.	I will be successful when... ~I can identify the positive character traits Jimmy Carter showed. ~I can describe how Jimmy Carter contributed to Georgia's history. ~I can explain how Jimmy Carter's childhood influenced his presidency. ~I understand the difference between a fact and an opinion.	I will be successful when... ~I can identify the places Jimmy Carter traveled throughout his life.	I will be successful when... ~I can explain how Jimmy Carter's life affected others. ~I can describe ways in which our life is similar and different than Jimmy Carter's.		