Roy & Dora

Whitman Academy

Grade Two

Standards Booklet

This booklet was developed for parents and teachers as part of The Roy & Dora Whitman Academy commitment to high standards of educational excellence. We want parents to be able to partner with us to support their children's achievement of the knowledge, skills and understandings that should be accomplished by the end of each grade level. The Roy & Dora Whitman Academy standards were developed by adapting the United States' Common Core Standards and the United Kingdom's National Curriculum Standards and incorporating Christian worldview and local Jordanian culture.

This booklet of standards aids parents in understanding the report cards that are sent out each month. Parents can look at the standards and interpret how their child is working at, below or above the grade level expectations.

Teachers use the standards as a benchmark for their own instruction and assessment of students' learning, to ensure that they are supporting and challenging all students.

If parents have any questions or comments, they can contact the class teacher or department head.

Contents

English Language

Reading
Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
Describe how characters in a story respond to major events and challenges.
Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
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.
Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.*
Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
Describe how reasons support specific points the author makes in a text.
Compare and contrast the most important points presented by two texts on the same topic.
Distinguish long and short vowels when reading regularly spelled one-syllable words.
Know spelling-sound correspondences for additional common vowel teams.

Decode regularly spelled two-syllable words with long vowels.
Decode words with common prefixes and suffixes.
Identify words with inconsistent but common spelling-sound correspondences.
Recognize and read grade-appropriate irregularly spelled words.
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
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 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.
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
Recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening
Build on others' talk in conversations by linking their comments to the remarks of others.
Ask for clarification and further explanation as needed about the topics and texts under discussion.
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
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.
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grammar and Punctuation
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*).
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.
Compare formal and informal uses of English
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.
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*).
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Math

Operations and Algebraic Thinking
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.
Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
Number and Operations in Base Ten
Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.
Count within 1000; skip-count by 5s, 10s, and 100s.
Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
Add up to four two-digit numbers using strategies based on place value and properties of operations.
Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
Explain why addition and subtraction strategies work, using place value and the properties of operations.
Measurement and Data
Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems1 using information presented in a bar graph.
Geometry
Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
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.

Science

Physical Science
Structure and Properties of Matter • Objects have many observable properties, including size, weight, shape, color, temperature, and the ability to react with other substances. Those properties can be measured using tools, such as rulers, balances, and thermometers. • Objects are made of one or more materials, such as paper, wood, and metal. Objects can be described by the properties of the materials from which they are made, and those properties can be used to separate or sort a group of objects or materials. • Materials are composed of parts that are too small to be seen without magnification. • Materials can exist in different states — solid, liquid, and gas—and each state has distinct physical properties.
Changes of Properties of Matter • Things can be done to materials to change some of their properties (heating, freezing, mixing, cutting, dissolving, bending), but not all materials respond the same way to what is done to them. • The mass of a material remains constant whether it is together, in parts, or in a different state.
Motions and Forces • The position of an object can be described by locating it relative to another object or the background. • An object's motion can be described by tracing and measuring its position over time. Things move in many different ways (e.g., straight line, zigzag, vibration, circular motion). • The position and motion of objects can be changed by a force. The size of the change is related to the strength of the force and to the mass of the object. • Gravity causes things near the Earth fall to the ground unless something holds them up. • Electrically charged materials pull on all other materials and can attract or repel other charged materials. • Magnets attract and repel each other and certain kinds of other materials without touching them.

Interactions of Energy and Matter

- Moving objects have energy. Energy can also be stored in various ways and converted to different forms.
- Heat can be produced in many ways, such as burning, rubbing, or mixing one substance with another. Heat is often produced as a byproduct when one form of energy is converted to another form (e.g. when machines and living organisms convert stored energy to motion). Heat can move from one object to another by conduction and some materials conduct heat better than others.
- Sound is produced by vibrating objects. The pitch of the sound can be varied by changing the rate of vibration.
- Light travels in a straight line until it strikes an object. Light can be reflected by a mirror, refracted by a lens, or absorbed by an object.
- Electricity in circuits can produce light, heat, sound, and magnetic effects. Electrical circuits require a complete loop through which an electrical current can pass.

Life Science

Structure of Cells and Organisms

- Organisms have basic needs. For example, animals need air, water, nutrients, and light. Organisms can survive only in environments in which their needs can be met, and they have features that help them live in different environments.
- Each plant or animal has different structures that serve different functions in growth, survival, and reproduction. For example, humans have distinct body structures for walking, holding, seeing, and talking.

Reproduction and Heredity

- Plants and animals have life cycles that include being born, developing into adults, reproducing, and eventually dying. The details of this life cycle are different for different organisms.
- Plants and animals closely resemble their parents, but differences exist among individuals of the same kind of plant or animal.
- Many characteristics of an organism are inherited from the parents of the organism, but other characteristics result from an individual's interactions with the environment. Inherited characteristics include the color of flowers and the number of limbs of an animal. Other features, such as the ability to ride a bicycle, are learned through interactions with the environment and cannot be passed on to the next generation.

Regulation and Behavior of Organisms

- The behavior of individual organisms is influenced by internal cues (such as hunger) and by external cues (such as a change in the environment). Humans and other organisms have senses that help them detect internal and external cues.

Diversity and Adaptations of Organisms

- Living things can be grouped in different ways (e.g. plants/animals, bones/no bones, insects/spiders, live on land/live in water). These groupings have different purposes.
- There are similarities and differences in the appearance and behavior of plants and animals.
- Some kinds of organisms that once lived on Earth have completely disappeared (e.g. dinosaurs, trilobites, mammoths, horsetail trees).

- Populations and Ecosystems
- Plants, animals, and the non-living things around them make up an ecosystem. Different types of ecosystems support different kinds of organisms.
- The transfer of energy, such as through the consumption of food, is essential to all living organisms. Organisms are part of food chains and food webs. All animals depend on plants, which make their own food with sunlight, water, and air. Some animals eat plants for food. Other animals eat animals that eat the plants.
- An organism's patterns of behavior are related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and resources, and the physical characteristics of the environment. When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations.

Personal Health

- Safety and security are basic needs of humans. Safety involves freedom from danger, risk, or injury. Security involves feelings of confidence and lack of anxiety and fear. Student understandings include following safety rules for home and school, preventing abuse and neglect, avoiding injury, knowing whom to ask for help, and when and how to say no.
- Individuals have some responsibility for their own health. Students should engage in personal care - dental hygiene, cleanliness, and exercise - that will maintain and improve health. Understandings include how communicable diseases, such as colds, are transmitted and some of the body's defense mechanisms that prevent or overcome illness.
- Nutrition is essential to health. Students should understand how the body uses food and how various foods contribute to health. Recommendations for good nutrition include eating a variety of foods, eating less sugar, and eating less fat.
- Different substances can damage the body and how it functions. Such substances include tobacco, alcohol, over-the-counter medicines, and illicit drugs. Some substances, such as prescription drugs, can be beneficial, but any substance can be harmful if used inappropriately.

Earth and Space Science
Earth's Composition and Structure • Earth materials are solid rocks and soils, water, and the gases of the atmosphere. The varied materials have different physical and chemical properties which make them useful in different ways; for example, as building materials, as sources of fuel, or for growing the plants we use as food. Earth materials provide many of the resources that humans use. • Rock is composed of different combinations of minerals. Rocks come in many different shapes and sizes (e.g. boulders, pebbles, sand). Smaller rocks come from the breakage and weathering of larger rocks and bedrock. • Soils are composed of weathered rock, living organisms, and products of plants and animals. Soils have properties of color and texture, capacity to retain water, and ability to support the growth of many kinds of plants, including those in our food supply. • The surface of the earth changes. Some changes are due to slow processes, such as erosion and weathering, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes. • Fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time. Fossils can be compared to one another and to living organisms to observe their similarities and differences.
Atmospheric Processes and the Water Cycle • The sun provides the light and heat necessary to maintain the temperature of the Earth. • Air is a substance that surrounds us, takes up space, and moves around us as wind. • Water exists in the air in different forms, such as in clouds and fog as tiny droplets and in rain, snow, and hail. It changes from one form to another through freezing, condensation, precipitation, and evaporation. • Weather changes from day to day and over the seasons. Weather can be described by measurable quantities, such as temperature, wind direction and speed, and precipitation.

Natural Resources and Environmental Change

- Resources are things that we get from the living and nonliving environment to meet the needs and wants of a population. Some resources are basic materials, such as air, water, and soil; some are produced from basic resources, such as food, fuel, and building materials; and some resources are nonmaterial, such as quiet places, beauty, security, and safety.

- The supply of many resources is limited. If used, resources can be extended through recycling and decreased use.

- All organisms cause changes in the environment where they live. Some of these changes are detrimental to the organism or other organisms, whereas others are beneficial.

- Humans depend on their natural and constructed environments. Humans change environments in ways that can be either beneficial or detrimental for themselves and other organisms. God has given man the responsibility to make sure His ecosystems are maintained at healthy levels and not destroyed. Pollution is a change in the environment that can influence the health, survival, or activities of organisms, including humans.

- Some environmental changes occur slowly, and others occur rapidly. Changing environments in small increments over long periods will have different consequences than changing environments in large increments over short periods.

Composition and Structure of the Universe

- The Sun, Moon, stars, clouds, birds, and airplanes all have properties, locations, and movements that can be observed and described.

- Objects in the sky have patterns of movement. Night and day are caused by the Earth's rotation on its axis. The Sun appears to move across the sky from east to west every day, but its position in the sky changes slowly over the seasons.

- The Moon appears sometimes at night and sometimes during the day. It moves across the sky on a daily basis much like the sun. The observable shape of the moon changes from day to day in a cycle that lasts about a month.

- The Earth is one of several planets that orbit the Sun, and the Moon orbits the Earth. Planets look like stars, but over time they appear to move through the constellations.

- The patterns of stars in the sky stay the same, although they appear to slowly move from east to west across the sky nightly, and different stars can be seen in different seasons.

- Astronomical objects in space are massive in size and are separated from one another by vast distances. There are innumerable stars in the universe, but they are so distant they look like points of light.

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Skills
Scientific Inquiry: • Ask a question about objects, organisms, and events in the environment which can be answered with scientific knowledge and their own observations. Answer their questions by seeking information from reliable sources of scientific information and from their own observations and investigations. • Plan and conduct an investigation. In the earliest years, investigations are largely based on systematic observations. Later, they are simple experiments based on a fair test. • Employ simple equipment and tools to gather data and extend the senses. Record data in drawings, tables, and graphs. • Use data to construct a reasonable explanation and make predictions. Learn what constitutes evidence, and judge the merits or strength of the data and information that is used to make explanations. Support and check explanations using the knowledge and evidence obtained in an investigation, scientific knowledge, experiences, and observations of others. • Communicate investigations and explanations, and critique and analyze their work and the work of other students. This communication might be spoken, drawn, or written.
Technological Design: • Identify a simple problem, explaining the problem in their own words and identifying a specific task and solution related to the problem. • Propose a solution to build something or get something to work better, including describing and communicating their ideas. Recognize that designing a solution might have constraints, such as cost, materials, time, space, or safety. • Work individually and collaboratively on products or designs, and use suitable tools, techniques, and quantitative measurements when appropriate. Balance simple constraints in problem solving. • Evaluate a product or design, both their own and that of others, by considering how well a product or design met the challenge to solve a problem. Use measurements and include constraints and other criteria in the evaluations when possible. Modify designs based on the results of evaluations. • Communicate the design process and product through oral, written, and pictorial means. Communication could include show and tell, group discussions, short written reports, or pictures.

General Lab Skills

- Follow basic safety procedures in investigations.
- Make careful observations.
- Measure time using a stopwatch.
- Measure length using a ruler.
- Measure mass using a double-pan balance.
- Measure volume using a graduated cylinder.
- Measure temperature using a thermometer.
- Observe objects and organisms with magnifiers.
- Observe the finer details of plants and animals with a microscope.

Social Studies

Geographical Knowledge and Skills
Locational knowledge • name and locate the world's 7 continents and 5 oceans. • name, locate and identify characteristics of Jordan and its surrounding areas.
Place knowledge • understand geographical similarities and differences through studying the human and physical geography of a small area of an area of Jordan and of a small area in a contrasting country.

Human and physical geography
• identify seasonal and daily weather patterns in Jordan and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
• use basic geographical vocabulary to refer to:
  • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, desert, season and weather.
  • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork • use world maps, atlases and globes to identify Jordan as well as the surrounding countries, continents and oceans. Also the countries of the children's nationalities. • use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map. • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key/legend. • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
Historical Knowledge and Skills
Develop an awareness of the past, using common words and phrases relating to the passing of time.
Know where the people and events they study fit within a chronological framework.
Identify similarities and differences between ways of life in different periods.
Use a wide vocabulary of everyday historical terms.
Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
Study changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.

Study events beyond living memory that are significant nationally or globally.
Study the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.
Study significant historical events, people and places in their own locality.

Art

Use a range of materials creatively to design and make products.
Use drawing, painting and sculpture to develop and share ideas, experiences and imagination.
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Information Technology

Understand what algorithms are, and that programs execute by following precise and ambiguous instructions. Create and debug simple programs.
Use logical reasoning to predict the behaviour of simple programs.
Use technology safely and respectfully.
Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Use Word, powerpoint and other programmes.
Know the parts of the computer and what they do.
Develop typing skills.

PE (Physical Education)

Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
Participate in team games, developing simple tactics for attacking and defending.
Perform dances using simple movement patterns.

Music

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Play tuned and untuned instruments musically.
Listen with concentration and understanding to a range of high-quality live and recorded music.
Experiment with, create, select and combine sounds using the interrelated dimensions of music.

Christian Education

God: Know and understand God's character. Know that God forgives sin. Know some events in Jesus' life and describe the impact He had on others. Understand the role of the Holy Spirit in the lives of God's children.
Bible: Know that God speaks to us today through the Bible.
Bible Characters and Stories: Retell Bible stories in own words. Explore how God worked in the lives of a variety of Bible characters from the Old and New Testaments.
Church: Begin to understand the structure and development of the early church.
Response: Know that God wants people to share the Good News about salvation with others. Relate God's work in the lives of Bible characters to their own lives today. To explore different ways in which we can worship God. Recite God's plan of salvation: original sin, conviction of sin, repentance, forgiveness, eternal life.

Arabic

Read, write and say all letter sounds correctly.
Build vocabulary through topics: greetings, families, food, colours, animals, houses, the body, five senses, transport.