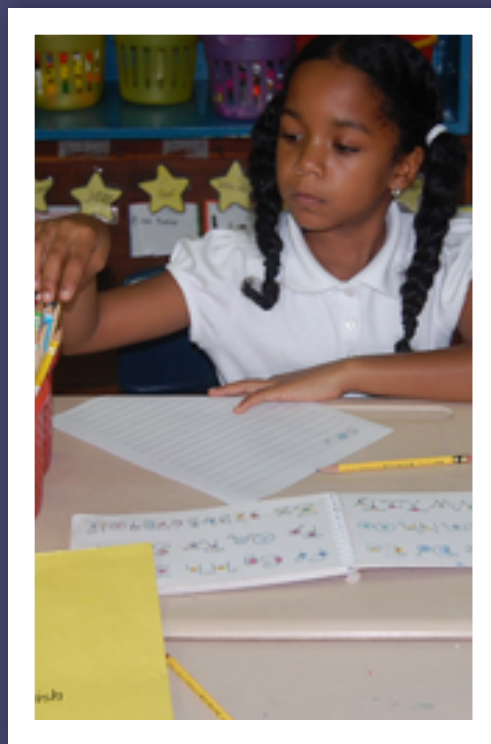


AMERICAN INTERNATIONAL  
SCHOOL OF LAGOS

# Second Grade Standards



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# AISL ELEMENTARY SECOND GRADE LITERACY ACADEMIC STANDARDS

## SECOND GRADE

*Second grade students will continue to develop as independent readers and writers. They will be exposed to various types of literature including classical and contemporary fiction, poetry, and nonfiction. Students will apply a combination of strategies in all subjects as they read to expand vocabulary and gain information and understanding. They will use the writing process to revise and edit their own work as they write for different purposes. They will write stories, letters, explanations, step by step instructions, reports and journals. They will use correct conventions when writing. Students will be encouraged to share their individual creative work and illustrations. With practice, they will develop confidence in their ability to speak in front of a group as they use clear and correct language. They will continue to practice D'Nealian manuscript and be introduced to cursive.*

**Fluency rates to meet the standard by the end of the year: Fall: 30-80 wpm, Winter: 50-100wpm, Spring: 70-130wpm.**

### Standard 1

#### READING AND LITERATURE

The student will:

- 2.1.1 Apply phonetic and structural analysis to decode words.
- 2.1.2 Recognize increasingly difficult high frequency and multisyllabic words.
- 2.1.3 Develop vocabulary by
  - clarifying and explaining words and ideas.
  - Identifying and using synonyms, antonyms, and homonyms/homophones
  - discussing multiple meanings
- 2.1.4 Read silently for increasing periods of time.

### Standard 2

#### ORAL LANGUAGE

The students will:

- 2.2.1 Demonstrate comprehension by
  - using prior knowledge to anticipate meaning
  - making predictions and drawing conclusions
  - identifying main ideas and supporting details
  - summarizing what is read
  - determining cause and effect relationship
  - identifying similarities and differences across topics, characters, and problems.
- 2.2.2 Sequence events and ideas using order words

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2.2.3 Identify and analyze elements of a story such as characters, setting, and basic plot.

### **Standard 3**

The students will:

2.3.1 Differentiate between fiction and nonfiction, including fact and fantasy.

2.3.2 Read from a variety of genres for information and pleasure with increased fluency, expression and understanding.

### **Standard 4**

#### **WRITING**

2.4.1 Compose complete sentences.

2.4.2 Organize and write a story with a beginning, middle, and end.

2.4.3 Use descriptive words to make writing more interesting.  
➤ using clarifying words for levels of independency will eliminate overlap.

2.4.4 Produce narrative, expository, persuasive, descriptive and imaginative writing.

2.4.5 Use available technology to publish and illustrate work.

### **Standard 5**

#### **RESEARCH**

2.5.1 Write a paragraph with a topic sentence and supporting details.

2.5.2 Plan, draft, edit, and publish written works such as friendly letters, explanations and directions using exact words, and steps in a process using order words.

2.5.3 Write on a variety of topics and for a variety of purposes using increasingly correct conventions for grammar, usage, capitalization, punctuation, and spelling.

2.5.4 Alphabetize words to the second letter.

2.5.5 Recognize parts of a book to locate information by  
➤ using the table of content  
➤ using the index  
➤ using the glossary  
➤ using the chapter titles

2.5.6 Use guide words in a dictionary to locate word meaning and spelling.

2.5.7 Use multiple sources to locate information and draw conclusions from the information gathered

2.5.8 Take simple notes from various sources (and categorize information by

## **AISL ELEMENTARY SECOND GRADE LITERACY ACADEMIC STANDARDS**

headings).

- 2.5.9 Interpret and use charts, tables and pictures to gain information.
- 2.5.10 Use the writing process to produce a short written report on student or teacher selected topic.
- 2.5.11 Use available technology to gather information and publish reports.

### **Standard 6**

- 2.6.1 Print legibly in D'Nealian script using correct letter formation, appropriate size, and spacing.
- 2.6.2 Read and write cursive letters using correct letter formation and size .

### **Standard 7**

- 2.7.1 Communicate ideas clearly and effectively through volume, fluency, expression, and eye contact.
- 2.7.2 Communicate ideas clearly and effectively in order to inform, persuade, give directions and entertain.
- 2.7.3 Listen responsively for a range of purposes such as demonstrating courtesy, acquiring information, and gaining enjoyment.
- 2.7.4 Use communication strategies and skills as a contributor to leader to work cooperatively with others.
- 2.7.5 Paraphrase information shared orally by others.

### **Standard 8**

- 2.8.1 Assess own strengths and needs for improvement in writing skills using criteria generated by the teacher and class.

## AISL ELEMENTARY SECOND GRADE MATH ACADEMIC STANDARDS

<b>Standard 1: NUMBER &amp; OPERATIONS</b>		
<b>KINDERGARTEN</b>	<b>GRADE 1</b>	<b>GRADE 2</b>
<p><b>Competency Goal 1</b> The learner will read, write, model and compute with whole numbers.</p>	<p><b>Competency Goal 1</b> The learner will read, write, model and compute with whole numbers.</p>	<p><b>Competency Goal 1</b> The learner will read, write, model and compute with whole numbers.</p>
<p><b>K.1.01 Develop number sense</b></p> <ul style="list-style-type: none"> <li>a. Connect the model, number word (orally), and number, using a variety of representations.</li> <li>b. Solve problems by counting objects in a set up to 100.</li> <li>c. Count, read and write numerals to 100.</li> <li>d. Compare numbers <u>up to 20</u> to solve problems.</li> <li>e. Identify a position in a sequence using ordinal numbers (1<sup>st</sup>-10<sup>th</sup>).</li> <li>f. Estimate quantities fewer than or equal to 20 using 10 as a benchmark.</li> <li>g. Recognize equivalence in sets and numbers <u>1-20</u>.</li> <li>h. Counts by 1's, 5s and 10s to 100; count on by 2's, 50s, and count back by 1's from 20 with number grids, number lines, and calculators</li> <li>i. Familiarize with place value for ones, tens, and hundreds.</li> <li>j. Use manipulatives to identify and model odd and even number</li> </ul> <p><b>K.1.02 Understand fractions</b></p> <ul style="list-style-type: none"> <li>a. Describe and model the relationships between the parts and whole.</li> <li>b. Share equally (divide) between 2, explain concepts of <math>\frac{1}{2}</math> (fractions).</li> </ul>	<p><b>G1.1.01 Develop number sense</b></p> <ul style="list-style-type: none"> <li>a. Connect the model, number word, and number using a variety of representations.</li> <li>b. Identify efficient strategies to count the number of objects in a set.</li> <li>c. Read and write numbers up to 999.</li> <li>d. Build understanding of place value (ones, tens, hundreds, thousands).</li> <li>e. Recognize equivalence in sets and numbers 1-99.</li> <li>f. Recognize numbers as odd or even.</li> <li>g. Count by 2s, 5s, 10's past 100 and back by 1's from any number less than 100.</li> <li>h. Estimate reasonableness of answers to basic fact problems (e.g., will <math>7+8</math> be more or less than 10?).</li> <li>i. Estimate quantities fewer than or equal to 200.</li> </ul> <p><b>G1.1.02 Understand fractions</b></p> <ul style="list-style-type: none"> <li>a. Identify, model and compare halves, thirds, fourths and whole using appropriate materials or a drawing.</li> </ul>	<p><b>G2.1.01 Develop number sense</b></p> <ul style="list-style-type: none"> <li>a. Write whole numbers in expanded form and model whole numbers using base – 10 blocks.</li> <li>b. Read, write, and identify place and total values of digits in whole numbers up to 10,000.</li> <li>c. Identify, read and write money values using cent and dollar sign and the decimal point.</li> <li>d. Count by 2's, 5's, 10's, 25's and 100's past 1,000 and back by 1's from any number less than 1,000.</li> <li>e. Round two digit numbers to the nearest, 10, 100.</li> <li>f. Make reasonable estimates for whole number addition and subtraction problems.</li> <li>g. Define, recognize and write odd and even numbers starting with zero.</li> <li>h. Understand multiplication as repeated sets for multiples of 0, 1, 5 and 10.</li> <li>i. Demonstrate equal sharing to model division.</li> </ul> <p><b>G2.1.02 Understand fractions</b></p> <ul style="list-style-type: none"> <li>a. Represent fractions (halves, thirds, fourths) concretely and symbolically.</li> <li>b. Compare fractions to make a whole using models</li> <li>c. Use manipulatives and drawings to model equivalent names of <math>\frac{1}{2}</math>.</li> </ul>

## AISL ELEMENTARY SECOND GRADE MATH ACADEMIC STANDARDS

KINDERGARTEN	GRADE 1	GRADE 2
<p><b>K.I.03 Compute accurately</b></p> <p>a. Develop addition and subtraction facts up to 10 using manipulatives and recording the actions in symbolic form.</p>	<p><b>G1.1.03 Compute accurately</b></p> <p>a. Develop proficiently with <math>+/-0, +/-1</math>, doubles, and make 10 facts and related subtraction facts. Demonstrate proficiently with <math>+/-0, +/-1</math> doubles, make 10 facts and related subtraction facts (Demonstrate proficiently with <math>+/-</math>-facts through <math>10+10</math>) 100</p> <p>b. Read and write fact families.</p> <p>c. Solve problems involving the addition and subtraction of 1-digit whole numbers with 1-digit or 2-digit whole numbers.</p> <p>d. Add and subtract up to 3-digit numbers using money values</p>	<p><b>G2.1.03 Compute accurately</b></p> <p>a. Write fact families for addition and subtraction.</p> <p>b. Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies with models.</p>
<p><b>K.1.04 Create and solve problems</b></p> <p>a. Solve number problems and share solutions. b. Identify join and take-away situations.</p>	<p><b>G1.1.04 Create and solve problems</b></p> <p>a. Solve problems by comparing and ordering sets and numbers up to 1000.</p> <p>b. Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles and making tens and hundreds.</p> <p>c. Create, model, and solve number stories that use addition, subtraction, and fair shares (using groups of two or three) up to 100.</p> <p>d. Find missing numbers in addition and subtraction models in a problem solving situation.</p> <p>e. Use models to represent more, change-to-less, comparison and parts-and-total situation.</p>	<p><b>G2.1.04 Create and solve problems</b></p> <p>a. Solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds.</p> <p>b. Create, model, and solve number problems that involve addition and subtraction.</p> <p>c. Use models to represent change, comparison, and parts-and-total situations.</p>

## AISL ELEMENTARY SECOND GRADE MATH ACADEMIC STANDARDS

<b>Standard 2: MEASUREMENT</b>		
<b>KINDERGARTEN</b>	<b>GRADE 1</b>	<b>GRADE 2</b>
<p><b>Competency Goal 2</b> The learner will use non-standard units of measure.</p>	<p><b>Competency Goal 2</b> The learner will use non-standard and standard (metric &amp; customary) units of measurement.</p>	<p><b>Competency Goal 2</b> The learner will recognize and use standard units of metric and customary measurement.</p>
<p><b>K.2.01 Understand, estimate, and measure using appropriate units.</b></p> <ul style="list-style-type: none"> <li>a. Use non-standard tools and techniques to estimate and compare weight, height, width, length.</li> <li>b. Recognize concepts of time using mathematical language.</li> <li>c. Locate events in time by referring to calendars and reading clocks to the hour and half hour.</li> <li>d. Use mathematical language and informal methods to sequence, compare, order and measure the duration of events</li> <li>e. e Identify coins (American Money-penny, nickel, dime, and introduction to quarter; Nigerian Money-naira.</li> <li>f. Identify standard measuring tools (e.g., thermometer for reading temperature).</li> </ul> <p><b>K.2.02 Solve problems involving measurement</b></p> <ul style="list-style-type: none"> <li>a. Solve problems using time and money.</li> </ul>	<p><b>G1.2.01 Understand, estimate, and measure using appropriate units.</b></p> <ul style="list-style-type: none"> <li>a. Estimate and measure objects using non-standard and standard units to determine size, weight, and capacity.</li> <li>b. Identify a thermometer as a tool for measuring temperature.</li> <li>c. Read temperatures on Fahrenheit and Celsius thermometers to the nearest 10 degrees</li> <li>d. Use a calendar to identify days, weeks, months, and dates.</li> <li>e. Tell time using an analog and digital clock to the hour, half-hour and quarter-hour.</li> <li>f. Count, show and write coin amounts in cents and dollar notation for American money (US penny, nickel, dime, quarter, dollar bill).</li> <li>g. Become increasingly familiar with Naira bills</li> </ul> <p><b>G1.2.02 Solve problems involving measurement</b></p> <ul style="list-style-type: none"> <li>a. Solve problems involving applications of time (clock and calendar);hour, ½ hour,1/4 hour, 5mins</li> <li>b. Use problem solving skills to identify amounts of money needed to purchase items.</li> </ul>	<p><b>G2.2.01 Understand, estimate, and measure using appropriate units.</b></p> <ul style="list-style-type: none"> <li>a. Select the appropriate unit and tool to determine length, weight, and capacity.</li> <li>b. Measure using the standard units for : <ul style="list-style-type: none"> <li>▪ length (inch, feet, yard, miles, cm, meter, km)</li> <li>▪ weight (ounces, pound, kilo)</li> <li>▪ capacity (cups, pints, quarts, gallons, liters)</li> </ul> </li> <li>c. Describe relationships between days in a week and hours in a day.</li> <li>d. Tell time at 5-minute interval s.</li> <li>e. Use and understand time vocabulary: o'clock, thirty, quarter, after, quarter to/till.</li> <li>f. Be able to identify naira bills</li> <li>g. Be able to identify US coins, bills and their values including penny, nickel, dime, quarter and half-dollar and bill denominations.</li> <li>h. Write money amounts using dollar and cents notations.</li> </ul> <p><b>G2.2.02 Solve problems involving measurement</b></p> <ul style="list-style-type: none"> <li>a. Solve time problems to include elapsed time.</li> <li>b. Make exchanges between coins and bills.</li> <li>c. Count units squares to find the area of rectangles.</li> </ul>

## AISL ELEMENTARY SECOND GRADE MATH ACADEMIC STANDARDS

<b>Standard 3: GEOMETRY</b>		
<b>KINDERGARTEN</b>	<b>GRADE 1</b>	<b>GRADE 2</b>
<p><b>Competency Goal 3</b> The learner will identify, describe draw, and build 2D and 3D Geometric figures and perform simple transformations.</p>	<p><b>Competency Goal 3</b> The learner will identify, describe draw, and build 2D and 3D Geometric figures and perform simple transformations.</p>	<p><b>Competency Goal 3</b> The learner will identify attributes of two and three dimensional figures and perform simple transformation.</p>
<p><b>K.3.01 Understand and describe plane figures (2D)</b></p> <ul style="list-style-type: none"> <li>a. Recognize, name and draw simple two dimensional shapes and describe their properties(circle, square, triangle, and rectangle).</li> <li>b. Model and use directional and positional vocabulary ( under, over, on, below, above, next to, near, in front.</li> </ul>	<p><b>G1.3.01 Understand and describe plane figures (2D)</b></p> <ul style="list-style-type: none"> <li>a. Identify, build, draw and name 2D geometric figures (e.g., circles, triangles, squares, rectangles, polygons, rhombus, trapezoids, and hexagons).</li> <li>b. Compare and contrast attributes of geometric figures.</li> <li>c. Combine 2D geometric figures to make new geometric figures using concrete models.</li> <li>d. Create a design using different pattern block shapes (2trapezoids to make 1 hexagon, and 3 triangles to make a trapezoid) in problem solving situations.</li> </ul>	<p><b>G2.3.01 Understand and describe plane figures (2D)</b></p> <ul style="list-style-type: none"> <li>a. Recognize, name and compare the attributes of two geometric shapes using appropriate geometric vocabulary (e.g., circles, triangles, squares, rectangles, hexagons, trapezoids, and rhombuses).</li> <li>b. Identify and name line-segments and points.</li> <li>c. Identify parallel and non-parallel lines segments and points of intersecting lines and line segments.</li> <li>d. Combine simple figures to create a given shapes.</li> <li>e. Describe the change and non-change in attributes as two dimensional figures are cut and rearranged.</li> </ul>
<p><b>K.3.02 Understand and describe solid figures (3D)</b></p> <ul style="list-style-type: none"> <li>a. Describe three dimensional objects using mathematical language and recognize them in drawings and pictures (sphere and cube).</li> </ul>	<p><b>G1.3.02 Understand and describe solid figures (3D)</b></p> <ul style="list-style-type: none"> <li>a. Identify and name 3D geometric figures (e.g., spheres, cylinders, cones, pyramids, cubes and prisms).</li> </ul>	<p><b>G2.3.02 Understand and describe solid figures (3D)</b></p> <ul style="list-style-type: none"> <li>a. Recognize, name and compare the attributes of three dimensional shapes using appropriate geometric vocabulary (e.g., spheres, cylinders, rectangular prisms, pyramids, cones, and cubes.)</li> </ul>
<p><b>K.3.03 Understand transformations and symmetry</b></p> <ul style="list-style-type: none"> <li>a. Complete simple spatial visualization tasks and jigsaw puzzles.</li> <li>b. Identify shapes having line symmetry.</li> </ul>	<p><b>G1.3.03 Understand transformations and symmetry</b></p> <ul style="list-style-type: none"> <li>a. Identify symmetrical figures.</li> </ul>	<p><b>G2.3.03 Understand transformations and symmetry</b></p> <ul style="list-style-type: none"> <li>a. Identify lines of symmetry.</li> <li>b. Create symmetrical figures.</li> </ul>

## AISL ELEMENTARY SECOND GRADE MATH ACADEMIC STANDARDS

<b>Standard 4: DATA ANALYSIS &amp; PROBABILITY</b>		
<b>KINDERGARTEN</b>	<b>GRADE 1</b>	<b>GRADE 2</b>
<b>Competency Goal 4 The learner will understand and use data and simple probability concepts.</b>	<b>Competency Goal 4 The learner will understand and use data and simple probability concepts.</b>	<b>Competency Goal 4 The learner will understand and use data and simple probability concepts.</b>
<p><b>K.4.01 Use and interpret data</b></p> <ul style="list-style-type: none"> <li>a. Collect and organize data using class-constructed tally charts, tables, pictures and bar graphs to solve problems.</li> <li>b. Display and describe data with concrete and pictorial graphs.</li> <li>c. Use graphs to answer simple questions.</li> </ul> <p><b>K.4.02 Understand and apply basic concepts of probability</b></p> <ul style="list-style-type: none"> <li>a. Describe events using certain, possible, impossible, and other basic probability terms.</li> </ul>	<p><b>G1.4.01 Use and interpret data</b></p> <ul style="list-style-type: none"> <li>a. Collect, organize, describe, display and interpret data using concrete graphs, picture graphs, bar graphs, tally charts, and line plots.</li> <li>b. Find missing information in a graph using problem solving skills.</li> <li>c. Use graphs to answer simple questions and draw conclusions.</li> <li>d. Find the maximum and minimum of a data set.</li> </ul> <p><b>G1.4.02 Understand and apply basic concepts of probability</b></p> <ul style="list-style-type: none"> <li>a. Describe events as certain, impossible, more likely or likely or less likely to occur.</li> </ul>	<p><b>G2.4.01 Use and interpret data</b></p> <ul style="list-style-type: none"> <li>a. Collect, organize, describe, and display data using pictographs, bar graphs, line graphs, tables, and tally charts.</li> <li>b. Use symbols that represent multiple units (2's, 5's, and 10's).</li> <li>c. Find the maximum and minimum, mode, and median of a data set.</li> </ul> <p><b>G2.4.02 Understand and apply basic concepts of probability</b></p> <ul style="list-style-type: none"> <li>a. Make predictions, conduct simple probability experiments and describe the results.</li> </ul>

## AISL ELEMENTARY SECOND GRADE MATH ACADEMIC STANDARDS

<b>Standard 5: ALGEBRA</b>		
<b>KINDERGARTEN</b>	<b>GRADE 1</b>	<b>GRADE 2</b>
<b>Competency Goal 5 The learner will demonstrate an understanding of patterns and mathematical relationships.</b>	<b>Competency Goal 5 The learner will demonstrate an understanding of patterns and mathematical relationships.</b>	<b>Competency Goal 5 The learner will demonstrate an understanding of patterns and mathematical relationships.</b>
<p><b>K.5.01 Understand patterns and functions</b></p> <ul style="list-style-type: none"> <li>a. Extend, describe, and create visual, rhythmic, and movement patterns.</li> <li>b. Solve problems by creating and extending patterns.</li> <li>c. Use rules, which lead to functions, to sort, make patterns, and play “What’s My Rule?” and other games.</li> </ul> <p><b>K.5.02 Understands properties and order of operations</b></p> <p style="text-align: center;">N/A</p> <p><b>K.5.03 use algebraic expressions and solve number sentences</b></p> <ul style="list-style-type: none"> <li>a. Read and write expressions and number sentences using the symbols +, -, and =.</li> </ul>	<p><b>G1.5.01 Understand patterns and functions</b></p> <ul style="list-style-type: none"> <li>a. Sort and classify objects by multiple attributes such as shape, color and size.</li> <li>b. Identify, create and extend patterns forwards and backwards and describe the pattern.</li> </ul> <p><b>G1.5.02 Understands properties and order of operations</b></p> <ul style="list-style-type: none"> <li>a. Apply the commutative property of addition and the additive identity to basic addition fact problems</li> </ul> <p><b>G1.5.03 use algebraic expressions and solve number sentences</b></p> <ul style="list-style-type: none"> <li>a. Solve problems involving function machines, “What’s My Rule?” tables, and Frames-and-Arrows diagrams.</li> <li>b. Read, write, and explain expressions and number sentences using the symbols +, -, and = and the symbols &gt; and &lt;.</li> <li>c. Solve equations involving addition and subtraction.</li> </ul>	<p><b>G2.5.01 Understand patterns and functions</b></p> <ul style="list-style-type: none"> <li>a. Identify, describe, translate, and extend numeric, visual, and concrete patterns by multiple attributes.</li> <li>b. Describe rules for patterns and use them to solve problems.</li> <li>c. Write rules for functions involving addition and subtraction and use those rules to solve problems.</li> </ul> <p><b>G2.5.02 Understands properties and order of operations</b></p> <ul style="list-style-type: none"> <li>a. Describe the commutative and associative properties of addition and apply them to mental arithmetic problems.</li> </ul> <p><b>G2.5.03 use algebraic expressions and solve number sentences</b></p> <ul style="list-style-type: none"> <li>a. Write addition and subtraction number sentences to model number stories.</li> <li>b. Read, write, and explain number sentences using the symbols: less than (&lt;), greater than (&gt;) and equal to (=).</li> <li>c. Use pictures, manipulatives or descriptive writing to depict quantitative relationships.</li> </ul>

## AISL ELEMENTARY SECOND GRADE MATH ACADEMIC STANDARDS

Standard 6: PROBLEM SOLVING		
KINDERGARTEN	GRADE 1	GRADE 2
<p><b>Competency Goal 6</b> The learner will use a variety of strategies to solve problems within the five Competency Goals.</p>	<p><b>Competency Goal 6</b> The learner will use a variety of strategies to solve problems within the five Competency Goals.</p>	<p><b>Competency Goal 6</b> The learner will use a variety of strategies to solve problems within the five Competency Goals.</p>
<p><b>K.6.01 Apply the process of problem solving</b></p> <ul style="list-style-type: none"> <li>a. Understands the problem</li> <li>b. Make guesses/estimate.</li> <li>c. Choose a strategy.</li> <li>d. Solve the problem.</li> <li>e. Check the problem.</li> </ul> <p><b>K.6.02 Choose the appropriate tool to solve problems</b></p> <ul style="list-style-type: none"> <li>a. Use tools to think systematically about a problem and communicate thinking.</li> </ul>	<p><b>G1.6.01 Apply the process of problem solving</b></p> <ul style="list-style-type: none"> <li>a. Understands the problem</li> <li>b. Make guesses/estimate.</li> <li>c. Choose a strategy.</li> <li>d. Solve the problem.</li> <li>e. Check the problem.</li> </ul> <p><b>G1.6.02 Choose the appropriate tool to solve problems</b></p> <ul style="list-style-type: none"> <li>a. Use tools to think systematically about a problem and communicate thinking.</li> <li>b. Select a tool that is appropriate to the context of the problem, considering the advantages and disadvantages of the tool.</li> <li>c. Select increasingly more efficient tools as problem solving skills develop.</li> </ul>	<p><b>G2.6.01 Apply the process of problem solving</b></p> <ul style="list-style-type: none"> <li>a. Understands the problem</li> <li>b. Make guesses/estimate.</li> <li>c. Choose a strategy.</li> <li>d. Solve the problem.</li> <li>e. Check the problem.</li> </ul> <p><b>G2.6.02 Choose the appropriate tool to solve problems</b></p> <ul style="list-style-type: none"> <li>a. Use tools to think systematically about a problem and communicate thinking.</li> <li>b. Select a tool that is appropriate to the context of the problem, considering the advantages and disadvantages of the tool.</li> <li>c. Select increasingly more efficient tools as problem solving skills develop.</li> </ul>

# AISL ELEMENTARY SECOND GRADE SOCIAL STUDIES ACADEMIC STANDARDS

## SECOND GRADE

*Second grade students will expand their knowledge of their local community and the traditions, customs, and characteristics of other cultures. They will study the functions of government and important events which helped build the United States. They will discover how people depend on the physical environment and its natural resources to satisfy their basic needs. In addition, students will explain the consequences of people's use and misuse of the environment. They will further develop their sense of chronology by measuring calendar time and sequencing events. They will use maps, globes, charts, graphs, photographs and other materials to describe characteristics of and locate places. They will continue to examine the importance of work and the concept of producers and consumers. The students will demonstrate what they learn through written, oral, and visual work.*

### Standard 1 CULTURE

The students will:

- 2.1.1 Describe the customs and traditions of families from different countries.
- 2.1.2 Compare different communities and cultures by describing the cultural symbols and celebrations such as flags, emblems, landmarks or national holidays.

### Standard 2 CITIZENSHIP

The students will:

- 2.2.1 Describe and demonstrate good citizenship in the classroom and community.
- 2.2.2 Explain the need for rules to establish order, protect, and solve conflicts.

### Standard 3 POLITICAL SYSTEMS

- 2.3.1 Identify the functions of government.
- 2.3.2 Identify governmental services.
- 2.3.3 Explain how public officials are selected through elections and appointments.
- 2.3.4 Identify selected symbols which represent the United States, Nigeria and their home country if different.
- 2.3.5 Describe important customs and celebrations of selected cultures.
- 2.3.6 Give examples of laws and the consequences for not obeying them.

## **AISL ELEMENTARY SECOND GRADE SOCIAL STUDIES ACADEMIC STANDARDS**

- 2.3.7 Study functions of governments.
- 2.3.8 Expand their knowledge of culture and community.
- 2.3.9 Explore how people depend on the physical environment and natural resources.
- 2.3.10 Use geography tools to describe characteristics and locate places.
- 2.3.11 Use timelines to sequence and measure calendar time.

### **Standard 4 HISTORY**

The student will:

- 2.4.1 Demonstrate understanding of the concept of time and chronology by
  - describing events by using time designations
  - using time vocabulary such as past, present, and future
  - developing and interpreting time lines
  - describing and measuring time in days, week, month, seasons, and years
- 2.4.2 Identify change and continuity in own life.
- 2.4.3 Identify the contributions of significant people from various fields.
- 2.4.5 Understand events in the early history of North America by
  - explaining why explorers and settlers move to different places
  - describing the daily life of Native Americans, colonists, and early settlers.
- 2.4.6 Give examples of people who have worked to achieve freedom and rights for all Americans.

### **Standard 5 ECONOMICS**

The student will:

- 2.5.1 Describe basic economic concepts such as wants and needs, scarcity, producers and consumers, and income.
- 2.5.2 Compare basic needs such as food, shelter and clothing with wants and why people must make choices about what they purchase.
- 2.5.3 Distinguish between producing and consuming.
- 2.5.4 Describe the process of development from natural resources to finished product.

# AISL ELEMENTARY SECOND GRADE SOCIAL STUDIES ACADEMIC STANDARDS

## **Standard 6 GEOGRAPHY**

The student will:

- 2.6.1 Use symbols, find locations, and determine directions on maps and globes.
- 2.6.2 Identify major landforms, bodies of water, including oceans and continents
- 2.6.3 Locate the United States, Nigeria, North America, home country, and other selected countries on maps and globes.
- 2.6.4 Identify natural resources and how they satisfy basic needs and how they can be conserved.
- 2.6.5 Describe ways humans change the physical environment and what the impact is.

## **Standard 7 RESEARCH AND STUDY SKILLS**

The student will:

- 2.7.1 Create written and visual materials to express ideas by:
  - gathering information from oral and written sources
  - organizing the information for main idea and details
  - interpreting the information
- 2.7.2 Answer questions and present ideas orally.
- 2.7.3 Summarize events.
- 2.7.4 Work cooperatively in a group by
  - following the rules
  - taking turns
  - listening to others
  - making and following group decisions
  - resolving conflict.
- 2.7.5 Working independently to complete assigned work.

## **Standard 8 CRITICAL THINKING SKILLS**

The student will:

- 2.8.1 Demonstrate critical thinking and problem-solving skills by
  - recognizing similarities and differences among different groups
  - recognizing cause and effect
  - making observations
  - sorting and categorizing information.

## AISL SECOND GRADE PHYSICAL SCIENCE CONCEPTS TO BE LEARNED

### BALANCE AND MOTION MODULE

<b>Investigation 1: Balance</b>	<b>Investigation 2: Spinners</b>	<b>Investigation 3: Rollers</b>
<ol style="list-style-type: none"><li>1. Objects can be balanced in many ways.</li><li>2. Counterweights can help balance an object.</li><li>3. A stable position is one that is steady; the object is not falling over.</li><li>4. The way an object balances can be changed by counterweighting.</li><li>5. The position of an object can be described by relating its location to another object.</li><li>6. A mobile is a system of balanced beams and objects.</li></ol>	<ol style="list-style-type: none"><li>1. Objects and systems that turn on a central axis exhibit rotational motion.</li><li>2. The amount and position of mass affect how an object rotates.</li><li>3. A push or pull (a force) is needed to initiate rotational motion in objects and systems.</li></ol>	<ol style="list-style-type: none"><li>1. Things move in many different ways.</li><li>2. Wheels and spheres roll down a slope.</li><li>3. Axles support wheels.</li><li>4. Wheel-and-axle systems with wheels of different sizes roll toward the smaller wheel.</li><li>5. The amount and location of an added weight can change the way a system rolls.</li></ol>

#### National Standards Covered in this Module:

- Develop students':
  - Abilities to do and understand scientific inquiry
  - Understanding of the position and motion of objects
  - Abilities in technological design

## AISL SECOND GRADE EARTH SCIENCE CONCEPTS TO BE LEARNED

### AIR AND WEATHER MODULE

Investigation 1: Exploring Air	Investigation 2: Observing Weather	Investigation 3: Wind Explorations	Investigation 4: Looking For Change
<ol style="list-style-type: none"> <li>1. Air is matter.</li> <li>2. Air takes up space.</li> <li>3. Air is all around objects.</li> <li>4. Air resistance affects how things move.</li> <li>5. Air can be compressed.</li> <li>6. The pressure from compressed air can move things.</li> <li>7. Air is a gas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Weather is the condition of the atmosphere (air) at a given time; many factors contribute to weather, such as how hot or cold, wet or dry, calm or stormy, clear or cloudy it is.</li> <li>2. Temperature describes how hot or cold the air is.</li> <li>3. Clouds are made of water drops and form in the sky.</li> <li>4. There are different kinds of clouds.</li> <li>5. Wind moves clouds in the sky.</li> <li>6. Rain is water that comes from clouds.</li> </ol>	<ol style="list-style-type: none"> <li>1. Wind is moving air.</li> <li>2. Meteorologists use a wind scale to describe the strength of the wind.</li> <li>3. Meteorologists use anemometers to measure the speed of wind.</li> <li>4. Meteorologists use wind vanes to observe the direction of the wind.</li> </ol>	<ol style="list-style-type: none"> <li>1. Weather conditions change over time.</li> <li>2. Weather observations can be organized and compared.</li> <li>3. The Sun heats the Earth during the day.</li> <li>4. Each season has a typical weather pattern that can be observed, compared, and predicted.</li> <li>5. The bright appearance of the Moon changes shape in a pattern that can be observed, compared, and predicted.</li> <li>6. The Sun and Moon appear to move slowly across the sky.</li> </ol>

### National Standards Covered in this Module:

- Develop students':
  - Abilities to do and understand scientific inquiry
  - Understanding of the properties of earth materials, objects in the sky, and changes in the sky
  - Understandings about science and technology
  - Abilities to make personal health decisions

## AISL SECOND GRADE EARTH SCIENCE CONCEPTS TO BE LEARNED

### SUN, MOON, AND STARS

Investigation 1: The Sun	Investigation 2: The Moon	Investigation 3: The Stars
<ol style="list-style-type: none"> <li>1. The Sun appears to rise in the east and set in the west everyday.</li> <li>2. A compass is a tool used to determine directions (east, west, north, and south).</li> <li>3. Earth is a globe and spins on its axis.</li> <li>4. Shadows are the areas of darkness created when an opaque object blocks light.</li> <li>5. The shapes of shadows change over a day and depend on the position of the Sun in the sky.</li> <li>6. Day happens when a location on Earth is facing toward the Sun.</li> <li>7. Night happens when a location on Earth is facing away from the Sun.</li> <li>8. The exact path the Sun takes in the sky varies by season.</li> </ol>	<ol style="list-style-type: none"> <li>1. Objects in the night sky include the Moon, stars, and other planets.</li> <li>2. Earth is one of several planets that orbit the Sun in the solar system.</li> <li>3. The Moon orbits Earth.</li> <li>4. The Moon can appear in the sky both night and day.</li> <li>5. The Moon changes its appearance, or phase, in a regular pattern over 4 weeks.</li> <li>6. Moon phase is the portion of the illuminated half of the Moon that is visible from Earth.</li> </ol>	<ol style="list-style-type: none"> <li>1. Stars are suns positioned at great distances from Earth.</li> <li>2. Groups of stars form patterns called constellations.</li> <li>3. Stars (constellations) appear to move together across the night sky because Earth rotates.</li> <li>4. Stars can be observed from Earth's surface only at night.</li> <li>5. Different constellations can be observed during different seasons because Earth revolves around the Sun.</li> <li>6. Telescopes make distant objects look closer and larger.</li> <li>7. Stars are located at different distances from Earth.</li> <li>8. Stars are different sizes and have different brightnesses.</li> </ol>

### National Standards Covered in this Module:

- Develop students':
  - Abilities to do scientific inquiry
  - Understanding of objects in the sky
  - Understanding of changes in the earth and sky
  - Understandings about science and technology
- Develop an understanding of science as a human endeavor

## AISL Second Grade Fitness Academic Standards One and Two

### **STANDARD 1**

**Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**

#### ***Movement Concepts***

2.1.1 Move to open spaces within boundaries while traveling at increasing rates of speed.

#### ***Body Management***

2.1.2 Transfer weight from feet to hands and from hands to feet, landing with control.

2.1.3 Demonstrate balance on the ground and on objects, using bases of support other than both feet.

2.1.4 Create a routine that includes two types of body rolls (e.g., log roll, egg roll, shoulder roll, forward roll)

#### ***Locomotor Movement***

2.1.5 Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.

2.1.6 Skip and leap, using proper form.

#### ***Manipulative Skills***

2.1.7 Roll a ball for distance, using proper form.

2.1.8 Throw a ball for distance, using proper form.

2.1.9 Catch a gently thrown ball above the waist, reducing the impact force.

2.1.10 Catch a gently thrown ball below the waist, reducing the impact force.

2.1.11 Kick a slowly rolling ball.

2.1.12 Strike a balloon consistently in an upward or forward motion, using a short-handled paddle.

2.1.13 Strike a ball with a bat from a tee or cone, using correct grip and side orientation.

2.1.14 Hand-dribble, with control, a ball for a sustained period.

2.1.15 Foot-dribble, with control, a ball along the ground.

2.1.16 Jump a rope turned repeatedly.

#### ***Rhythmic Skills***

2.1.17 Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.

2.1.18 Perform rhythmic sequences related to simple folk dance or ribbon routines.

2.1.19 Perform with a partner rhythmic sequences related to simple folk dance or ribbon routines.

### **STANDARD 2**

**Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

#### ***Movement Concepts***

2.2.1 Define *open space*.

2.2.2 Explain how to reduce the impact force of an oncoming object.

#### ***Body Management***

2.2.3 Explain the importance of a wide rather than a narrow base of support in balance activities.

2.2.4 Explain why one hand or foot is often preferred when practicing movement skills.

### ***Locomotor Movement***

2.2.5 Compare and contrast locomotor movements conducted to even and uneven beats.

### ***Manipulative Skills***

2.2.6 Identify opportunities to use underhand and overhand movement (throw) patterns.

2.2.7 Identify different opportunities to use striking skills.

2.2.8 Compare the changes in force applied to a ball and the ball speed when rolling a ball for various distances.

2.2.9 Explain key elements of throwing for distance.

2.2.10 Identify the roles of body parts not directly involved in catching objects.

2.2.11 Identify when to begin the kicking motion when kicking a slowly rolling ball.

2.2.12 Identify the different points of contact when striking a balloon upward and striking a balloon forward.

2.2.13 Explain the purpose of using a side orientation when striking a ball from a batting tee.

2.2.14 Differentiate the effects of varying arm and hand speeds when hand-dribbling a ball.

# AISL ELEMENTARY SECOND GRADE WORLD LANGUAGES ACADEMIC STANDARDS

## SECOND GRADE

### **Standard 1**

#### **ESSENTIAL LEARNING 1: Interpersonal Communication**

*The learner will engage in conversation and opinions orally and in writing in the target language*

- 2.1.1 Interact with the teacher and others using greetings, farewells, and expressions of courtesy orally and/or in writing.
- 2.1.2 Use basic words and short memorized phrases during interactions orally and/or in writing.
- 2.1.3 Ask and answer simple questions orally
- 2.1.4 Share likes and dislikes, feelings and emotions orally
- 2.1.5 Exchange personal information orally with the teacher

### **Standard 2**

#### **ESSENTIAL LEARNING 2: Interpretive Communication**

*The learner will understand and interpret written and spoken language in a variety of topics in the target language*

- 2.2.1 Demonstrate understanding of every day spoken words and phrases when accompanied by visual clues and/or props.
- 2.2.2 Demonstrate understanding of statements about the immediate environment and needs..
- 2.2.3 Follow oral commands
- 2.2.4 Demonstrate understanding of spoken key words in a variety of materials (e.g., songs, short narratives, simple poems, rhymes, cartoons).
- 2.2.5 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

### **Standard 3**

#### **ESSENTIAL LEARNING 3: Presentational Communication**

*The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language*

- 2.3.1 Name and describe orally people, places and things using everyday words and phrases
- 2.3.2 Recite simple poetry and sing songs
- 2.3.3 Retell a simple story orally with visual cues and prompting

# AISL ELEMENTARY SECOND GRADE WORLD LANGUAGES ACADEMIC STANDARDS

2.3.4 Give clues and commands orally

## **Standard 4**

### **ESSENTIAL LEARNING 4: Cultures**

*The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own*

2.4.1 Recognize and use learned everyday greetings, gestures, and behaviors of the target cultures.

2.4.2 Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.

2.4.3 Participate in activities and celebrations reflective of the customs and traditions of the target cultures.

2.4.4 Demonstrate understanding of children's stories, poetry, folktales, of the target cultures.

2.4.5 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.

## **Standard 5**

### **ESSENTIAL LEARNING 5: Comparisons**

*The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others*

2.5.1 Demonstrate an awareness that behaviors such as gestures and greetings may differ among cultures.

2.5.2 Identify similarities and differences of tangible products (e.g., toys, sports equipment, food) of the target cultures and his/her own.

2.5.3 Identify similarities and differences of intangible products (e.g., songs, rhymes, folktales) of the target cultures and his/her own.

## **Standard 6**

### **ESSENTIAL LEARNING 6: Connections**

*The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language*

2.6.1 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the second grade class.

2.6.2 Share information when prompted about topics from other disciplines, in the target language.

2.6.3 Recognize and apply learning strategies and processes from other disciplines.

## AISL ELEMENTARY SECOND GRADE WORLD LANGUAGES ACADEMIC STANDARDS

2.6.4 Develop learning strategies in the target language which can be used in other disciplines.

### **Standard 7**

#### **ESSENTIAL LEARNING 7: Communities**

*The learner will use language and / or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth*

2.7.1 Perform and/or participate in a school or community celebration.

2.7.2 Share knowledge of the target language and cultures with others.

2.7.3 Greet people of other cultures in the target language using culturally appropriate behaviors.

2.7.4 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

2.7.5 View and listen to various forms of media that utilize the target language and reflect the target cultures.

# **AISL SECOND GRADE NIGERIAN STUDIES ACADEMIC STANDARDS**

## **STANDARD ONE: CULTURE**

The student will:

- 2.1.1 Describe the role of the family and its individual members.
- 2.1.2 Explain how people's work, food and shelter may be influenced by where they live.

## **STANDARD TWO: POLITICAL AND SOCIAL SYSTEMS**

The student will:

- 2.2.1 Identify major functions of the local and federal governments.
- 2.2.2 Explain the organization of traditional festivals.

## **STANDARD THREE: HISTORY**

The student will:

- 2.3.1 Describe early settlement patterns.
- 2.3.2 Explain why settlers moved to different places.
- 2.3.3 Identify traditional settlements replaced by present day communities.
- 2.3.4 Describe the common characteristics of Nigerian communities past and present.

## **STANDARD FOUR: ECONOMICS**

The student will:

- 2.4.1 Identify ways in which the people of different settlements exchanged goods.
- 2.4.2 Describe goods commonly produced in Nigeria.

## **STANDARD FIVE: GEOGRAPHY**

The student will:

- 2.5.1 Locate Nigeria, neighboring countries, key places and physical features on maps and globes.
- 2.5.2 Identify natural resources of Nigeria and how settlements evolved around them.

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**ELL Standards Grades 1-2**

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<b>R e a d i n g</b>	<ol style="list-style-type: none"> <li>1. Identify symbols, icons, and environmental print</li> <li>2. Connect print to visuals</li> <li>3. Match real-life familiar objects to labels</li> <li>4. Follow directions using diagrams or pictures</li> </ol>	<ol style="list-style-type: none"> <li>1. Search for pictures associated with word patterns</li> <li>2. Identify and interpret pre-taught labeled diagrams</li> <li>3. Match voice to print by pointing to icons, letters, or illustrated words</li> <li>4. Sort words into word families</li> </ol>	<ol style="list-style-type: none"> <li>1. Make text-to-self connections with prompting</li> <li>2. Select titles to match a series of pictures</li> <li>3. Sort illustrated content words into categories</li> <li>4. Match phrases and sentences to pictures</li> </ol>	<ol style="list-style-type: none"> <li>1. Put words in order to form sentences</li> <li>2. Identify basic elements of fictional stories (e.g., title, setting, characters)</li> <li>3. Follow sentence-level directions</li> <li>4. Distinguish between general and specific language (e.g., flower v. rose) in context</li> </ol>	<ol style="list-style-type: none"> <li>1. Begin using features of non-fiction text to aid comprehension</li> <li>2. Use learning strategies (e.g., context clues)</li> <li>3. Identify main ideas</li> <li>4. Match figurative language to illustrations (e.g., “as big as a house”)</li> </ol>	<b>L e v e l 6  R e a c h i n g</b>
<b>W r i t i n g</b>	<ol style="list-style-type: none"> <li>1. Copy written language</li> <li>2. Use first language (L1, when L1 is a medium of instruction) to help form words in English</li> <li>3. Communicate through drawings</li> <li>4. Label familiar objects or pictures</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide information using graphic organizers</li> <li>2. Generate lists of words/phrases from banks or walls</li> <li>3. Complete modeled sentence starters (e.g., “I like ____.”)</li> <li>4. Describe people, places, or objects from illustrated examples and models</li> </ol>	<ol style="list-style-type: none"> <li>1. Engage in prewriting strategies (e.g., use of graphic organizers)</li> <li>2. Form simple sentences using word/phrase banks</li> <li>3. Participate in interactive journal writing</li> <li>4. Give content-based information using visuals or graphics</li> </ol>	<ol style="list-style-type: none"> <li>1. Produce original sentences</li> <li>2. Create messages for social purposes (e.g., get well cards)</li> <li>3. Compose journal entries about personal experiences</li> <li>4. Use classroom resources (e.g., picture dictionaries) to compose sentence</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a related series of sentences in response to prompts</li> <li>2. Produce content-related sentences</li> <li>3. Compose stories</li> <li>4. Explain processes or procedures using connected sentences</li> </ol>	

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