ASM | AMERICAN SCHOOL OF MILAN

Elementary School K-2

2019-2020 Program of Studies

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ELEMENTARY SCHOOL PROGRAM K-2

OUR MISSION

The American School of Milan ensures a modern and rigorous education for International students to excel in the changing world of tomorrow.

ASM VALUES

Accountability, Respect and Empowerment

Accountability

› **Academic Excellence** is the result of hard work, academic honesty, and the motivation to achieve.

› **Continuous Improvement** is reflecting, being curious, setting high goals and striving to meet them.

› **Competence** is having the skills, knowledge and confidence to perform independently.

Respect

› **Cultural Sensitivity** is recognizing one's own background as a means to understand and learn from cultural differences.

› **Balance** between home and work is achieved through organizing time responsibly.

› **Balance** between intellectual, physical and emotional development stems from recognizing one's own talents while securing time to grow in other ways.

Empowerment

› **Character Development** is reflecting on one's actions and beliefs to grow within a community.

› **Creativity** is having the courage to express unique ideas and search for new solutions or questions.

› **Personal growth** is setting goals, developing a plan, and evaluating progress towards success.

› **Intellectual stimulation** is developing curiosity through engaging ideas, asking questions and thinking critically.

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INTRODUCTION

At the American School of Milan we aim to support the social, emotional and academic development of our students in a safe and welcoming climate that inspires curiosity and confidence to learn. This is guided by our mission statement; "to ensure a modern and rigorous education for international students to excel in the changing world of tomorrow."

Our learning environment provides our children with both rigor and balance. Children are challenged to develop their abilities in literacy, math and science and to explore their talents through the arts, music and physical education.

The elementary years from early childhood through grade two represent a fundamental time of significant growth where students discover the joy of learning as they begin to solidify concepts and skills. At each grade level, the curriculum identifies specific academic standards that should be met by each child at the end of each school year. To this end, we value a partnership with parents which is essential in developing the full potential of every child.

The American School of Milan believes in:

› providing students with the skills and knowledge to succeed in an increasingly complex world;
› a framework that combines an American-style education with the rigor of the International Baccalaureate continuum of International education;
› developing high academic levels of English language proficiency while respecting the culture and language of Italy, the host country;
› constantly pursuing excellence in all aspects of the school's program by providing a well-planned and sequenced curriculum that provides our students with the highest standards of international education;
› providing ample opportunities for our students to develop intellectual skills, which include information gathering, organization, synthesis, analysis, critical thinking, decision making, problem solving and effective communication;
› providing the opportunity for our students to pursue excellence in arts and athletics and to experience service to others;
› an encouraging environment of creativity, curiosity and the spirit of scientific inquiry in mind, body and spirit that will foster a lifelong interest in learning;
› a solid grounding in the use of modern technology, its applications, potential and limitations;
› a positive, caring, and safe learning environment that encourages questioning and allows students to step outside their comfort zone;
› encouraging the development of individual integrity and high ethical standards;
› encouraging the understanding and acceptance of the dignity and worth of all people; celebrating the cultural diversity among our community of learners.

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OVERVIEW OF CURRICULUM

Our curriculum in all subject areas is based on international standards and learning benchmarks. These standards and benchmarks illustrate what we believe to be the most important concepts, knowledge and skills at each grade level. In Math and Literacy, we have adopted Common Core Curriculum Standards which are recognized by the International Baccalaureate as an effective learning pathway for success in the Diploma Program.

Next Generation Science Standards in grades K-5 provide the framework for the science curriculum. Our ASM Makerspace supports project-based learning and is intended as a STEM lab to provide meaningful and authentic problem solving opportunities.

Throughout the elementary years, starting as early as Kindergarten, children explore the arts, music, physical education, world languages, science, technology and library science. Children also attend Italian for both native and non-native speakers. Native speakers follow the Italian national language curriculum to develop and maintain their Italian. Beginning English speakers are supported by our English language teachers to focus on developing basic language competence.

All children participate in regular guidance lessons through our Social and Emotional Curriculum PATHS© Program (Promoting Alternative Thinking Strategies) Students are instructed on fundamental 'soft' skills that promote cooperation, responsibility and self-regulation as the basis to their social/emotional development. We believe that these are as essential as their academic progress to support their learning.

Students diagnosed with mild to moderate learning needs are provided with targeted support in math, literacy and phonics. Our learning support specialists design lessons with small groups both inside the classroom setting or in additional sessions outside of the class.

OVERVIEW OF LITERACY K-2

ASM LITERACY DEFINITION:

Language literacy develops over time. This is the ability to understand texts both explicitly and implicitly through listening and reading. Furthermore, it is the ability to express oneself accurately and fluently through speaking and writing.

LITERACY MISSION:

ASM strives to inspire students to be conscious of the power of language, both as readers, writers, speakers and listeners, and to use language in knowledgeable, thoughtful and ethical ways. Our curriculum is designed to foster compassionate, discerning, and informed global citizens.

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KINDERGARTEN LITERACY CURRICULUM

Module 1: Building Routines and Good Habits

Reading
› Follow words from left to right, top to bottom, and page by page
› Recognize and name all upper and lower case letters of the alphabet
› Follow words using one to one correspondence in print
› Ask and answer key details about a text
› Read own writing
› Identify characters and major events
› Demonstrate understanding of spoken words, syllables and sounds (phonemes)
› With prompting and support, retell familiar stories including key details
› Describe the relationship between illustrations and the stories in which they appear

Writing
› Choose a topic and brainstorm
› Plan writing: Think - draw - write
› Write vowel books

Module 2: We are Readers and Writers

Reading
› Track words when reading
› Model patterns in read alouds
› Isolate and sort beginning sounds
› Blend sounds to make words

Writing
› Write for 20 minutes
› Write a story with a beginning, middle and end
› Write a story with a setting and characters (who and where)
› Add support through drawing, dictating, and writing including feelings of characters
› Use a checklist to review setting, characters, words and pictures

Module 3: Print Strategies and Sight Word Power and How To Books

Reading
› Sight word recognition - weekly check of 10 sight words
› Guided reading groups: sounding out and using illustrations
› Use reading strategies to read for meaning: Does it look right?
› Does it sound right? Does it make sense?
› Describe relationships between illustration and text
› Ask and answer questions about unknown words in a text
› Make predictions
› Use Seesaw to publish writing

Writing
› Conduct basic revisions
› Write instructions and cautions
› Draw, dictate and write to tell a story
› Add key details
› Act as an editor to a partner
› Recall and gather information from experiences, or provided resources to answer questions.
› Recognize words that rhyme
› Blends
› Ending sounds + word families

Module 4: Reading and Writing for a Reason

Reading
› Ask and answer questions about unknown words
› With prompting and support, identify characters, setting and major events in a story
› Describe connections between two individual events and ideas
› Begin to identify reasons an author gives to support points in a text
› Notice basic similarities and differences between two texts on the same topic

Writing
› Add details for support
› Search for fearless words - descriptive words to enrich writing
› Concluding statements

Language By the end of Kindergarten

› Print upper and lower case letters
› Make spaces between words
› Use frequently occurring nouns and verbs
› Form regular plural nouns orally by adding /s/ or /es/
› Understand and use question words, Who, what, where, when, why and how
› Capitalize first word in the sentence and the pronoun I
› Recognize and name end punctuation
› Write a letter or letters for most consonant and short-vowel sounds
› Spell simple words phonetically drawing on knowledge of sound-letter relationships
› With guidance and support from adults, sort common objects into categories (eg. Shapes, foods to gain a sense of concepts the categories represent)

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FIRST GRADE LITERACY CURRICULUM

Module 1: Small moments, Good habits

Reading

› Mentor texts, read alouds
› Print concepts
› Understand word relationships by starting at the beginning of a sentence
› Read scoops of words with eyes
› Choral reading to practice fluency
› Speaking and listening
› Ask questions, turn and talk
› Retell, reread, think back to favorite parts

Writing

› Think, write plan
› Drawing helps writers generate stories
› Writing narratives which recount two or more appropriately sequenced events
› Characters can be brought to life by what they say, do and think

Module 2: Non Fiction, Learning About the World and Writing Chapter Books

Reading

› Ask and answer questions about key details
› Identify main topics and what the writer wants the reader to know
› Use illustrations and labels to understand a text
› Stop and think: chunk, stretch and crashing words re-reading, cross checking to build fluency
› Read with feeling and bring read alouds to life
› Describe connection between two events ideas or pieces of information
› Distinguish between information from text and illustrations

Writing

› Write informative/explanatory texts to include some facts about the topic
› With guidance, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing

Module 3: Persuasive Writing and Building Fluency, Phonics and Comprehension

Reading

› Fix up and monitor understanding whilst reading
› Problem solving tricky words using parts of words that are known
› Use strategies to understand what is being read to monitor comprehension

Writing

› Write about opinions
› Learn strategies to persuade
› Focus on leads and endings
› Practice reviews using “all you know”
› Add details with reasons

Module 4: Realistic Fiction and Studying Story Elements

Reading

› Ask and answer key details
› Retell familiar stories, include key details demonstrate an understanding of essential message
› Compare and contrast the adventures and experiences of characters in the story
› Use small moments to create realistic fiction

Writing

› Realistic characters: descriptions and details, dialogue and action
› Organization: beginning, middle and end and chapters
› Participate in shared research

Language by the End of First Grade

› Print all upper and lower case letters
› Use common, proper and possessive nouns
› Use singular and plural nouns with matching verbs in basic sentences (He hops, we hop)
› Use personal, possessive and indefinite pronouns (eg. I, me, my, they, them, their; anyone, everything)
› Use verbs to convey a sense of the past, present and future (eg. yesterday I walked home; Today I walk home; Tomorrow, I will walk home)
› Use frequently occurring adjectives
› Capitalize dates and names of people
› Use end punctuation for sentences
› Use commas in dates and to separate single words in a series
› Use conventional spelling patterns for words with common spelling patterns

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SECOND GRADE LITERACY CURRICULUM

Module 1 Growing Reading and Writing Muscles	**Module 2** Exploring Non-Fiction	**Module 3** Opinion Writing and Understanding Characters	**Module 4** Reading Detectives and Fiction Unit	**Module 5** Poetry
Reading › Choose just right books › Read for a minimum of 20 minutes **Writing** › Plan stories with multiple events › Craft beginnings and endings › Show not tell	**Reading** › Text features of informational texts › Text to text connections › Author's purpose and message › Compare and contrast two texts on the same topic **Writing** › List expert topics › Organization techniques › Definitions and keywords **Speaking and listening** › Discussion rules › Ask for clarification about topics and texts	**Reading** › Character traits › Different points of view **Writing** › Transitions › Organization of argument writing › Writing with the audience in mind › Adding support › Editing skills	**Reading** › Make inferences **Writing** › Plan and create stories › Create interesting characters with a problem › Sensory details › Organizational structure: beginning, middle and end **Speaking and listening** › Use drama to tell a story	**Reading and writing** › Know the difference between factual texts and poetry › Identify the structure of a poem › Use rhyme and rhythm

Language by End of Second Grade

› Use collective nouns (eg. group)
› Irregular plural nouns (eg. teeth, feet, children, mice, fish)
› Use reflexive pronouns (eg. ourselves, myself,)
› Form and use the past tense of frequently occurring irregular verbs (sat, hid, told)
› Use of adjectives and adverbs
› Prepositions, during, beyond, toward
› Capitalize holidays, product names, and geographic names
› Commas in greetings and closing of letters
› Apostrophe to form contractions and frequently occurring possessives
› Spelling patterns when writing words eg. cage, badge, boil, boy)
› Use reference materials including beginning dictionaries to check correct spellings

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OVERVIEW OF MATH CURRICULUM

ASM Mathematics definition: Mathematical literacy is defined as an individual's capacity to identify and understand the role of mathematics in the world, to make well-founded judgments and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen. (OECD, 2009, p.14).

Math Mission: Mathematics at ASM balances focused practice in age appropriate content and skills whilst developing the dispositions of perseverance and self-efficacy to apply understanding to unfamiliar and challenging contexts and to ensure that each student reaches their full potential in mathematical literacy at each phase of their mathematical development.

KINDERGARTEN MATH CURRICULUM		
Module 1: Numbers 1 - 10	**Module 2:** Two Dimensional and Three Dimensional Shapes	**Module 3:** Comparison of Length, Weight, Capacity and Numbers to 10
› Attributes of Two Related Objects › Classify to Make Categories and Count › Numbers to 5 › Concept of zero › One more than › One less than	› Flat shapes › 3D solid shapes › 2D and 3D shapes	› Compare numbers using language of greater than and less than › Compare two objects with a common measurable attribute
Module 4: Number Pairs, Addition and Subtraction to 10	**Module 5:** Numbers 10-20 and Counting to 100	
› Number bonds › Number pairs and addition to 9 › Subtraction of numbers to 9 › Number pairs and addition to 12 › Subtraction of numbers to 12 › Patterns adding 0 and 1	› Count 10 Ones and Some Ones › Compose Numbers 11-20 from 10 Ones and Some Ones; › Represent and Write Teen Numbers › Decompose Numbers 11-20, and Count to Answer "How Many?" Questions in Varied Configurations › Extend the Say Ten and Regular Count Sequence to 100	

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FIRST GRADE MATH CURRICULUM

Module 1: Addition and Subtraction of Numbers to 10	**Module 2:** Introduction to Place Value through Addition and Subtraction Within 20	**Module 3:** Ordering and Comparing Length Measurements as Numbers
› Represent and solve problems involving addition and subtraction › Understand and apply the properties of operations and the relationship between addition and subtraction › Add and subtract within 20 › Determine the unknown whole number in an addition or subtraction equation	› Solve word problems and use the commutative and associative properties with three addends › Count on to make ten and then take from ten › Solve addition and subtraction problems to 20 with an unknown part or an unknown whole in different ways	› Compare length directly while considering the importance of aligning endpoints. › Compare length using indirect comparison › Compare with difference unknown problems about lengths of two different objects measured in centimeters › Use data collection to sort and organize
Module 4: Place Value, Comparison, Addition and Subtraction Within 40	**Module 5**: Identifying, Composing and Partitioning Shape	**Module 6:** Place Value, Comparison, Addition and Subtraction Within 100
› Represent numbers to 40 in multiple ways: groups of tens and ones, fingers, and cubes › Use symbols for greater than (>), less than (<) and = within 40 › Use equations to add tens onto a two digit number within 40 (ex. 23+10=33) › Subtract multiples of ten from a multiple of ten	› Use attributes such as sides, corners, faces and points to classify both two-dimensional and three-dimensional shapes › Combine shapes to form composite shapes › Explore relationships between parts and wholes of a shape › Name equal parts (halves, fourths or quarters) and wholes › Partition rectangles and circles into 2 or 4 equal parts › Identify when shapes do and do not have equal parts › Tell time to the hour and half hour › Relate halves of a clock face to tell time to the half hour	› Identify and solve various types of word problems with numbers to 120, bothcounting and performing addition andsubtraction › Work with money to solve complex subtraction and addition problems

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SECOND GRADE MATH CURRICULUM

Module 1: Sums and Differences to 100	**Module 2:** Addition and Subtraction of Length Units	**Module 3:** Place Value, Counting, Comparison of Numbers to 1,000
› Use place value understanding to add and subtract within 1000 › Represent and solve problems involving addition and subtraction within 100 › Fluently add and subtract within 20	› Use different tools to measure length › Estimate and measure length using cm and meters › Relate addition and subtraction to length	› Build concept of Ten, a Hundred, and a Thousand › Understand Place Value Units of one, ten and a hundred › Three-digit numbers in unit, numeral, expanded and word form base ten numbers within 1,000 with › Money › Comparing two three-digit numbers
Module 4: Addition and Subtraction Within 200	**Module 5:** Addition and Subtraction Within 1000 with Word Problems to 100	**Module 6:** Foundations of Multiplication and Division
› Sums and differences within 100 › Strategies for Composing a ten › Strategies for decomposing a ten › Strategies for composing tens and hundreds › Strategies for decomposing tens and hundreds	› Strategies for Adding and Subtracting within 1,000 › Strategies for Composing Tens and Hundreds within 1,000 › Strategies for Decomposing Tens and Hundreds within 1,000	› Formation of equal groups › Arrays and equal groups › Rectangular Arrays as a Foundation for Multiplication and Division › The Meaning of Even and Odd Numbers
Module 7: Time, Shapes and Fractions	**Module 8:** Data and Money	
› Problem Solving with Coins and Bills › Creating and Inch Ruler › Measuring and Estimating Length › Using Customary and Metric Units › Problem Solving with Customary and Metric Units › Displaying Measurement Data	› Attributes of Geometric Shapes › Composite Shapes and Fraction Concepts › Halves, Thirds, and Fourths of Rectangles and Circles › Application of Fractions to tell Time	

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UNITS OF INQUIRY

SCIENCE

Our elementary science curriculum is based on Next Generation Science Standards (NGSS). Students in grades K-2 participate in science learning with the K-2 science specialist twice a week. These lessons provide students with hands on experiments to broaden and deepen their understanding of scientific processes. Science is also supported in the homeroom classroom. For more information, please see the units of inquiry below.

SOCIAL STUDIES

Our Social Studies curriculum is based on American Education Reaches Out Standards (AERO). Units of inquiry focus on history or geography and are designed to enhance students' understanding of the world around them as well as an appreciation of the past and the present.

K – Grade 2 Social Studies and Science Units of Inquiry
The American School of Milan School Year 2019-20

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
K Social studies	The Classroom Community and School Helpers				Independence: Look at What I Can Do					
K Science	Intro to science	Weather and Climate			Pushes and Pulls			Ecosystems		
1st Social studies	Our Family Communities			Celebrations			We Are Good Citizens			
1st Science	Intro to Science	Space Patterns and Cycles			Light and Sound			Structure, Function and Information Processing		
2nd Social studies	Host Country, My Country				Basic Needs			Goods, Services and Trade		
2nd Science	Introduction to Science		Landforms		Basic Needs		Ecosystems		Matter	

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WORLD LANGUAGES

ITALIAN FOR NATIVE SPEAKERS AND ITALIAN LANGUAGE B

Language development is vital in supporting our school's mission. The ability to use and understand language, both written and spoken, is increasingly important in our world. To this end, it is ASM's goal to develop high levels of language proficiency in English language as well as respecting the culture and language of our host country, Italy. Our world language program includes Italian for Native speakers, Italian for beginning students and Italian for intermediate students.

ITALIAN LANGUAGE A - FOR NATIVE SPEAKERS

Students in Italian A follow the Italian National Curriculum to prepare for the Terza Media in eighth grade. Our Elementary Italian language A program begins in Kindergarten through fifth grade. The focus is on history, geography, and literacy.

ITALIAN LANGUAGE B - AS AN ADDITIONAL LANGUAGE

Students in Italian B program are non-Italian speakers and may be placed in beginning or intermediate Italian. Students are exposed to basic Italian vocabulary, reading and writing as well as developing an appreciation of the Italian culture and its customs.

ENGLISH LANGUAGE LEARNERS (ELL)

English is the primary language of instruction at ASM and as such we value the importance of developing literacy in English at an early age. Students from first to fifth grade will be tested using the WIDA English assessment tool, which determines the child's English language level. Student may be eligible to receive English language support through our English Language Specialist. Beginning English speakers will receive additional support in small groups as well as in-class support. In addition to this, we offer an after school English club to reinforce English for beginners. Students enrolled in beginning ELL will not be eligible for Italian Language B as they will attend ELL classes for language learning.

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ADDITIONAL SPECIALIZED PROGRAMS

TECHNOLOGY

Technology is embedded into regular classroom instruction. The focus is for students to use technology as a resource to connect to the curriculum in meaningful ways. Every classroom is equipped with Ipads and targeted software to enhance learning. Through classroom lessons, students explore a variety of digital media and express ideas through the creation of digital products. Students learn to become more proficient with various programs and applications as they progress through the elementary grades. They will regularly use See Saw, a digital portfolio to provide parents with updates on their progress.

THE DESIGN LAB

By becoming familiar with the design cycle and engaging in problem based learning, students develop an understanding of engineering and technology through hands-on activities. Teachers collaborate with the technology and science specialists to integrate curricular content that extends learning into STEM (Science, Technology, Engineering and Mathematics) areas.

MUSIC

Students from grades K-1 attend general music where they explore rhythm, sound and various genres of music. They prepare for two concerts, one in winter and one in the spring where they perform to showcase their work. In grade 2, students take a semester of general music followed by a semester of introductory violin instruction. School violins are provided.

ART

Students in grades K-2 investigate and explore materials, techniques and artistic processes. They observe and discuss the works of famous artists and study historical periods and artistic styles as they begin to develop a language for speaking about art and sharing their ideas in a meaningful way. The elements of art are introduced to the students which includes color, line, balance, value, shape, space and form through a variety of projects throughout the year.

PHYSICAL EDUCATION

Through our Physical Education program, students in grades K-2 acquire sports, and life skills such as cooperation, sportsmanship and responsibility. They engage in activities that build gross motor skills such as hopping, skipping, galloping, and leaping, all while having fun and developing their physical awareness and well being.

LIBRARY

Weekly library lessons focus on storytime, building early literacy skills, library use and book care while developing an appreciation for reading.

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THE SOCIAL CURRICULUM

Our social curriculum program helps children learn the skills they need to manage their relationships with each other as well as with the adults in their lives. Our elementary guidance counselor visits each classroom bi-monthly to introduce children to social skills through the **PATHS® curriculum** (**P**romoting **A**lternative **T**hinking **S**trategies) which is a comprehensive program that promotes emotional and social competencies.

To help integrate the ASM Social Curriculum, our teachers implement Responsive Classroom strategies into their daily classroom activities. This program combines students' academic achievement with the development of social skills. Our students begin their day with a 'Morning Meeting' as a way to build classroom community and a positive climate for learning. We believe that developing fundamental learning dispositions such as cooperation, assertion, responsibility, empathy and self-regulation are fundamental for growth.

ASSESSMENT

Assessment in K- 2 is conducted through individual student testing, and guided by grade level standards. Teachers regularly assess student progress by:

- Identifying what and how the student is thinking and learning;
- Analyzing the achievements of the student and identifying areas for improvement
- Setting goals for learning and reflecting on strengths and weaknesses

REPORTING

Parent teacher conferences are held twice a year, first in the fall and then again in the spring. Conferences are valuable moments for parents to meet with their child's teachers. This is also an opportunity for teachers to share academic, social and emotional strengths and goals and for parents to gain an understanding of how best they can support learning.

In January and June, families receive official student report documents which provide feedback on progress of grade level standards, as well as on students' attitudes to learning and social skills.

Parents will also be able to monitor their child's progress regularly in all areas of their learning such as reading, writing and math through, Seesaw, a digital portfolio platform. In addition, work will be sent home each week in the Friday folder.

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HOMEWORK

Homework is structured to review and reflect learning that is ongoing in the classroom, and to prepare students for the next day's lesson. Homework is usually assigned on a weekly basis in the areas of reading, math and writing. Additional projects such as research, presentations, and topics related to science or units of inquiry may be assigned. Italian A students (native speakers) will receive additional weekly homework. Homework is assigned as developmentally appropriate for each grade and **in general** will correspond to the following: (first grade = 10 minutes, second grade = 20 minutes, third grade = 30 minutes, etc). That said, at times there will be variations and each child is different and may take more time or less time than our school's recommendations.

LEARNING SUPPORT AND LEARNING INTERVENTIONS

Our primary goal is to support the individual needs of all of our students in a safe, caring and dynamic environment that encourages each child to grow and mature academically, socially, emotionally and physically. ASM supports students with mild to moderate learning needs who have a documented diagnosis.

We also offer early reading support using the Wilson Reading Intervention Program. Student learning is supported by our learning specialists who work in small groups, or with individuals to target each child's specific areas of need.