2nd Grade
Curriculum Milestones and Competencies
### Who We Are
An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

**Inquiry**
Self-awareness gives us perspective to understand others.

### Where We Are In Place and Time
An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

**Inquiry**
Geography affects where and how people and animals live.

### How We Express Ourselves
An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

**Inquiry**
People around the world use language and the arts to tell stories that reflect their values and beliefs.

### How the World Works
An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

**Inquiry**
Physical laws guide the development of inventions.

### How We Organize Ourselves
An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

**Inquiry**
Signs and symbols facilitate local and global communication.

### Sharing the Planet
An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

**Inquiry**
Fresh water is an essential but limited resource.
### Italian Language | Lingua Italiana

- Extend Italian vocabulary from their origins (roots) | Ampliare il patrimonio lessicale
- Use learned vocabulary in context | Usare in modo appropriato le parole apprese
- Recognize when a sentence has relevant information | Riconoscere se una frase è costituita dagli elementi essenziali

### Reading | Lettura

- Read brief texts aloud and silently in Italian | Leggere testi ad alta voce o in modalità silenziosa
- Preview reading materials in Italian starting with title and images | Prevedere il contenuto di un testo a partire dal titolo e dalle immagini
- Collect information from various kinds of texts in Italian | Cogliere informazioni da testi di vario genere

### Writing | Scrivere

- Develop fine motor skills and eye-hand coordination | Sviluppare la motricità fine e la coordinazione oculo-manuale
- Listen and write down spoken words in Italian | Scrivere sotto dettatura in diversi caratteri lowercase e corsivo.
- Create simple phrases in Italian connected to everyday moments | Produrre semplici frasi connesse con situazioni quotidiane

### Listening, Speaking and Presenting | Ascoltare, Parlare e Presentare

- Understand the main idea and key details in a discussion in Italian | Comprendere l’argomento e le informazioni principali di un discorso
- Give simple directions for everyday actions | Dare semplici istruzioni su azioni quotidiane
- Retell personal stories or make believe with key ideas in Italian | Raccontare storie personali o fantastiche con le informazioni principali
## ENGLISH 20% instructional time

### Reading
- Apply print concepts, phonological awareness, phonics & word recognition, fluency when reading in English
- Communicate key ideas & details, and craft & structure
- Develop integration of knowledge and ideas
- Extend range of reading & level of text complexity

### Writing
- Identify text types and purposes
- Participate in production & distribution of writing
- Develop skills to research to build & present knowledge

### English Language
- Demonstrate conventions of standard English
- Expand vocabulary acquisition and use
- Develop knowledge of language

### Listening, Speaking and Presenting
- Communicate comprehension and collaboration
- Participate in presentation of knowledge and ideas
### MATHEMATICS

#### Number Sense
- Understand place value of 3-digit numbers
- Count within 1,000
- Use place value understanding and properties of operations to add and subtract
- Develop understanding of fractions as numbers.
- Develop mental math skills in addition, subtraction, multiplication and division

#### Pattern and Function
- Represent and solve problems involving addition & subtraction; and involving multiplication and division.
- Add and subtract within 100 using mental math skills
- Work with equal groups of objects to gain foundations for multiplication
- Develop understanding of properties of and operations for multiplication and division
- Solve one- and two-step word problems

#### Measurement
- Measure and estimate lengths in standard units
- Relate addition and subtraction to length
- Work with time and money

#### Shape and Space
- Reason with 2-D and 3-D shapes & their attributes

#### Data Handling
- Collect, represent and interpret data
### HISTORY, GEOGRAPHY, SOCIAL STUDIES

Learning outcomes are from the Italian Ministry of Education Standards, Pollyanna Racial Literacy & California State Standards

<table>
<thead>
<tr>
<th>History</th>
<th>Geography</th>
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</table>
| ● Obtain information and knowledge of the past from various sources.  
● Identify the purposes of, and the people and events honored in commemorative holidays, including the human struggles that were the basis for the events. | ● Identify and describe physical and anthropic elements that characterize the landscapes of the environment of one's own region.  
● Understand that the territory is a space organized and modified by human activities. |

<table>
<thead>
<tr>
<th>Social Studies</th>
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<tbody>
<tr>
<td>● Recognize diversity around the world, and how our geography and daily lives connect us.</td>
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</table>
SCIENCE Learning outcomes are from the Next Generation Science Standards

Forces and Interactions

- Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Engineering Design

- Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

TECHNOLOGY

Robotics
- Introduction to Loop and Event with "Dash"

Computer Science
- Introduction to Smartboard
### ATELIER: ARTE

"For students to explore and construct a sense of self and develop an understanding of the world around them." IB PYP

<table>
<thead>
<tr>
<th>Creating</th>
<th>Creative exploration through</th>
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<tbody>
<tr>
<td>- Communicate distinctive forms of meaning</td>
<td>- Imagination</td>
</tr>
<tr>
<td>- Develop technical skills</td>
<td>- Experiences and knowledge of materials and processes</td>
</tr>
<tr>
<td>- Take creative risks</td>
<td>- Making connections</td>
</tr>
<tr>
<td>- Solve problems</td>
<td>- Development of personal artistic journey</td>
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<td>- Visualize consequences</td>
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<thead>
<tr>
<th>Responding</th>
<th>Understanding of</th>
</tr>
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<tbody>
<tr>
<td>- Critical analysis</td>
<td>- Concepts</td>
</tr>
<tr>
<td>- Interpretation</td>
<td>- Methods</td>
</tr>
<tr>
<td>- Evaluation</td>
<td>- Elements</td>
</tr>
<tr>
<td>- Reflection</td>
<td>- Context</td>
</tr>
<tr>
<td>- Communication</td>
<td>- Perspectives</td>
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**ATELIER: ENVIRONMENTAL STUDIES**

<table>
<thead>
<tr>
<th>Stewardship</th>
<th>Gardening</th>
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<tbody>
<tr>
<td>● Care and respect for living things &amp; their habitat in the garden</td>
<td>● Nature observation skills</td>
</tr>
<tr>
<td>● Share limited garden resources</td>
<td>● Grow and harvest food</td>
</tr>
<tr>
<td>● Understand that personal actions can harm or help natural resources</td>
<td>● Evaluate soil moisture</td>
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<tr>
<td></td>
<td>● Use garden tools and communal resources</td>
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</tbody>
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**Ecoliteracy**

- Understand structure and function of garden species
- Understand plant growth and development
- Understand adaptations in the natural world

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*Page 8 of 12  2nd Grade Learning Milestones & Competencies 2022-2023*
# ATELIER: MUSIC

## Performance
- In-school performance
- Goal of larger school-community performance in Spring

## Independent practice
- Practice at home 3-4 times per week

## Percussion Instruments
- More complex rhythms and melodies/harmonic intervals
- Range of technique, expanded instrumentation
- Greater Ensemble Intricacy – higher collaborative demands

## Vocal Music
- Varied styles
- Increased range
- Solo vs. Chorus
- Different Languages/Dialects

## Music Appreciation
- Exploration of composers’ use of instruments
- Visiting Artists
- Field Trips

## Analysis
- Identifying different components/functions
<table>
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<th>PHYSICAL EDUCATION (PE)</th>
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### Concepts, principles, and strategies
- Collaboration
- Organized play
- Game design
- Athletic skill building and investigation
- Mindfulness
- Self-awareness

### Yearlong motor skills and movement patterns development
- Movement Concepts
- Body Management
- Locomotor Movement
- Manipulative Skills
- Rhythmic Skills
- Fitness Concepts
- Aerobic Capacity
SOCIAL EMOTIONAL LEARNING (SEL)
Guided by the Collaborative for Academic, Social, and Emotional Learning (CASEL) Competencies

<table>
<thead>
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<th>Self-Awareness</th>
<th>Self-Management</th>
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<tbody>
<tr>
<td>• Identifying one’s emotions</td>
<td>• Managing one’s emotions</td>
</tr>
<tr>
<td>• Experiencing self-efficacy</td>
<td>• Setting personal and collective goals</td>
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<tr>
<td>• Integrating personal and social identities</td>
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<th>Social Awareness</th>
<th>Relationships</th>
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<tbody>
<tr>
<td>• Taking others’ perspectives</td>
<td>• Communicating effectively</td>
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<tr>
<td>• Communicating effectively</td>
<td>• Resisting negative social pressure</td>
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<th>Responsible Decision Making</th>
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<td>• Demonstrating curiosity and open-mindedness</td>
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<tr>
<td>• Evaluating personal, interpersonal and community impacts</td>
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</table>
“Our task, regarding creativity, is to help children climb their own mountains, as high as possible…”

Loris Malaguzzi