



2nd Grade

Curriculum Milestones and Competencies



2nd Grade International Baccalaureate Transdisciplinary Themes & Inquiry

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 | ITALIANO 80% instructional time

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*

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 e' costituita dagli elementi essenziali*

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

<h3>Reading</h3> <ul style="list-style-type: none">• 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	<h3>Writing</h3> <ul style="list-style-type: none">• Identify text types and purposes• Participate in production & distribution of writing• Develop skills to research to build & present knowledge
<h3>English Language</h3> <ul style="list-style-type: none">• Demonstrate conventions of standard English• Expand vocabulary acquisition and use• Develop knowledge of language	<h3>Listening, Speaking and Presenting</h3> <ul style="list-style-type: none">• 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

History

- 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.

Geography

- 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.

Social Studies

- Recognize diversity around the world, and how our geography and daily lives connect us.



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

<h3>Creating</h3> <ul style="list-style-type: none">• Communicate distinctive forms of meaning• Develop technical skills• Take creative risks• Solve problems• Visualize consequences	<h3>Creative exploration through</h3> <ul style="list-style-type: none">• Imagination• Experiences and knowledge of materials and processes• Making connections• Development of personal artistic journey
<h3>Responding</h3> <ul style="list-style-type: none">• Critical analysis• Interpretation• Evaluation• Reflection• Communication	<h3>Understanding of</h3> <ul style="list-style-type: none">• Concepts• Methods• Elements• Context• Perspectives



ATELIER: ENVIRONMENTAL STUDIES

Stewardship

- Care and respect for living things & their habitat in the garden
- Share limited garden resources
- Understand that personal actions can harm or help natural resources

Gardening

- Nature observation skills
- Grow and harvest food
- Evaluate soil moisture
- Use garden tools and communal resources

Ecoliteracy

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



ATELIER: MUSIC

<p>Performance</p> <ul style="list-style-type: none">• In-school performance• Goal of larger school-community performance in Spring	<p>Independent practice</p> <ul style="list-style-type: none">• Practice at home 3-4 times per week
<p>Percussion Instruments</p> <ul style="list-style-type: none">• More complex rhythms and melodies/harmonic intervals• Range of technique, expanded instrumentation• Greater Ensemble Intricacy – higher collaborative demands	<p>Vocal Music</p> <ul style="list-style-type: none">• Varied styles• Increased range• Solo vs. Chorus• Different Languages/Dialects
<p>Music Appreciation</p> <ul style="list-style-type: none">• Exploration of composers' use of instruments• Visiting Artists• Field Trips	<p>Analysis</p> <ul style="list-style-type: none">• Identifying different components/functions



PHYSICAL EDUCATION (PE)

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

<h3>Self-Awareness</h3> <ul style="list-style-type: none">• Identifying one's emotions• Experiencing self-efficacy• Integrating personal and social identities	<h3>Self-Management</h3> <ul style="list-style-type: none">• Managing one's emotions• Setting personal and collective goals
<h3>Social Awareness</h3> <ul style="list-style-type: none">• Taking others' perspectives• Communicating effectively	<h3>Relationships</h3> <ul style="list-style-type: none">• Communicating effectively• Resisting negative social pressure
<h3>Responsible Decision Making</h3> <ul style="list-style-type: none">• Demonstrating curiosity and open-mindedness• Evaluating personal, interpersonal and community impacts	



“Our task, regarding creativity, is to help children climb their own mountains, as high as possible...”

Loris Malaguzzi