



**International School**  
*of Lago Patria*

Istituto Paritario

C.M. NA1A5500X  
C.M. NA1E18100V  
C.M. NA1M26500L  
C.M. NAP55M500T

 **Cambridge English**  
Exam Preparation Centre

## 2<sup>nd</sup> Grade General Curriculum

### Introduction

Once students reach 2nd grade, they are often ready to accelerate their learning. That is because at this point, they've adjusted to the more rigorous learning environment initially encountered in 1st grade and are able to further expand their skills and knowledge in every subject area.

In 2nd grade, your child becomes a more experienced writer, reader, and mathematician by practicing her skills in more complex and comprehensive ways. Students read bigger and more complicated books, write longer and more in-depth pieces, and learn more about the concepts behind certain math skills. What is more, second graders pursue projects that involve research and critical thinking, which might include doing individual or group work and then sharing learned information through writing, speaking, and art.

The 2nd grade classroom is structured like most elementary school classrooms — with desks or tables for the students, and usually an area for class meetings and discussions. There are often areas dedicated to different subjects of learning. For instance, there may be a corner of the classroom for math tools and supplies, or a class library area dedicated to reading. Technology also becomes a more integrated part of the 2nd grade classroom as students use it more to publish their writing.

### Reading: 2nd Grade

Second graders continue to develop their literacy skills as they learn more complex words and absorb longer, more rigorous texts in a variety of genres including fiction, non-fiction, and poetry. Students also expand their reading comprehension skills as they talk about what they read, and develop more advanced ideas around those topics. Just like in previous years, second graders





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also continuously practice reading as they use texts for other subjects throughout the day.

To build reading skills, your second grader:

Reads more complex words, such as two-syllable words.

Reads words with common prefixes and suffixes, for example: pre-, re-, un-, -able, -ad, and -er.

Reads grade-appropriate, irregularly spelled words (consult your child's teacher for a specific list of these words).

Reads a variety of texts including fiction, non-fiction, fables, and poetry.

Understands the structure of a story, specifically the purpose of beginnings (introducing the text) and endings (concluding the text).

Understands the most important details of a text—its main purpose and the “who,” “what,” “where,” “when,” “why,” and “how.”

Talks about characters' responses, main events, lessons learned, and important ideas or concepts.

Begins to make connections within and between texts.

Compares at least two different versions of the same story, such as two versions of a classic fairy tale.

Reads at grade-level with correct accuracy, pace, expression, and comprehension.

Self-corrects mistakes and re-reads when necessary.

### Writing: 2nd Grade





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Second graders write texts that are more detailed, lengthy, and varied, all of which refines their writing skills. They also use technology to publish their writing (you can help prepare them for this by using the Internet at home together).

Similar to reading, writing occurs throughout the day as students use it for a variety of subjects. For instance, students may write about a math problem and explain how they solved it, or about a topic they learned in science or social studies. All of these tasks make them stronger and more experienced writers.

To build writing skills, your second grader:

Writes a variety of types of texts including:

**Opinion Pieces:** Students state their opinions and provide reasons to support them, closing with a conclusion.

**Narrative Pieces:** Students write about an event, describing actions, thoughts, and feelings, and provide a conclusion.

**Informative/Explanatory Pieces:** Students introduce a topic, use facts and definitions to develop points, and provide a conclusion.

Revises and edits writing to improve it.

Uses digital tools with the aid of the teacher to publish writing.

Researches topics for shared, group, or class-wide research and writing projects.

### English As A Second Language: 2<sup>nd</sup> Grade

We organize the English as a Second Language curriculum for each student dependent upon their level of English when registered with our school. The framework promotes an enquiry-based approach to learning, develops thinking skills and encourages intellectual engagement.

Areas of learning include:





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- Reading • Listening
- Writing • Speaking
- Use of English

The curriculum provides a comprehensive set of progressive learning objectives for learners of English as a Second Language. The framing of learning objectives as a progressive can-do sequence should encourage the use of learning-centered, activity-based approaches by teachers in the implementation of the curriculum framework.

Speaking Levels Beginner, Intermediate and Advanced:

### Beginner

- Make and respond to basic statements related to personal information.
- Ask questions in order to find out about a limited range of personal information and classroom routines.
- Use a limited range of basic words, phrases and sentences related to classroom objects, activities and routines.
- Respond to basic questions on classroom and daily routines.
- Use words and phrases to describe people and objects.
- Contribute suitable words and phrases to pair, group and whole-class exchanges.
- Take turns when speaking with others in a limited range of short, basic exchanges.
- Express basic likes and dislikes.

### Intermediate





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- Provide basic information about themselves at sentence level on a limited range of general topics.
- Ask questions to find out general information on a limited range of general and curricular topics.
- Give an opinion at sentence level on a limited range of general and curricular topics.
- Use basic vocabulary for an increasing range of general and curricular topics.
- Organize talk at sentence level using basic connectors on a limited range of general and curricular topics.
- Communicate meaning clearly using phrases and simple sentences during pair, group and whole-class exchanges.
- Keep interaction going in short, basic exchanges on a limited range of general and curricular topics.
- Relate basic stories and events on a growing range of general and curricular topics.

### Advanced

- Provide basic information about themselves and others at discourse level on a range of general topics.
- Ask questions to find out general information on a range of general and curricular topics.
- Give an opinion at discourse level on an increasing range of general and curricular topics.
- Respond, with limited flexibility, at both sentence and discourse level to unexpected comments on a range of general and curricular topics.





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- Organize talk at discourse level using appropriate connectors on a range of general and curricular topics.
- Communicate meaning clearly at sentence and discourse level during pair, group and whole-class exchanges.
- Keep interaction going in longer exchanges on a range of general and curricular topics.
- Relate some extended stories and events on a limited range of general and curricular topics.

### Math: 2nd Grade

Second graders continue to practice addition and subtraction skills, and eventually solve problems in their heads and add some numbers from memory. In many classes, math tools such as blocks, tiles, and different shapes help students practice these skills.

Students also learn to explain how they solved a problem using words and writing, and how to break down numbers to better understand them. They learn concepts that provide the foundation for multiplication, and continue to gain a deeper comprehension of certain math principles.

To build math skills, your 2nd grader:

Adds and subtracts numbers from 1-20 using mental strategies and ultimately, by the end of the year, adds two 1-digit numbers from memory.

Solves one- and two-step addition and subtraction problems with numbers up to 100, using drawings and equations and explaining the process.

Learns the difference between odd and even numbers.





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Begins learning the foundations of multiplication by adding the same number to itself (for example,  $4+4$ ) and grouping together the same number of objects to add up to more.

Understands and can break down a 3-digit number into groups of hundreds, tens, and ones.

Reads, writes, and counts up to 1000, and can count by 5's, 10's, and 100's.

Compares 3-digit numbers, using the signs:  $>$ ,  $<$ , and  $=$ .

Practices adding together up to four 2-digit numbers by skip counting and adding smaller parts of the numbers together.

Measures objects and uses different units of measurement, like inches and centimeters.

Estimates an object's measurement and measures how much longer one object is than another.

Tells time using analog and digital clocks.

Begins to solve word problems involving money.

Creates picture and bar graphs, and answers questions about the data represented in the graphs.

Recognizes triangles, quadrilaterals, pentagons, hexagons, and cubes—and their defining characteristics, such as the number of angles.

Breaks up shapes into halves, thirds, and fourths, and uses smaller shapes to create larger ones.

## Science in 2nd Grade





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In 2nd grade, students continue to explore the world around them, but they do so in a more rigorous way by using hands-on experimentation to develop questions, hypothesize, collect data, and make observations and conclusions.

Common topics include earth and space, the human body, plants, the cycle of life, animals, and electricity and magnetism.

To build science skills, your 2nd grader:

Uses observation and experimentation to learn about her world.

Asks scientific questions and finds the answers to her questions.

Collects and uses data to support experiments and what she learns.

Records her observations through writing and speaking, and uses her observations to explain and make conclusions.

Reads about different scientific concepts.

Works in groups and as a class to conduct experiments and create projects.

### Social Studies: 2nd Grade

The 2nd grade social studies curriculum includes specific topics, but overall focuses on helping students develop their reading, writing, research, and critical thinking skills as they gain a deeper understanding of history and society and share the new knowledge they learn. Teachers may use texts, photographs, film, art, class trips, and visitors to help students learn about a specific topic from different types of media and various perspectives. In 2nd grade, there is often a strong emphasis on comparing differences between groups and appreciating these differences.

Many social studies lessons and projects also integrate and overlap with other subjects such as reading, writing, and math.





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To build social studies skills, your 2nd grader:

Learns about the history of his community and family.

Compares his own community to others, specifically with an appreciation for valuing difference and multiculturalism.

Gains a deeper understanding of geography, and using maps to locate and identify different places such as bodies of water, mountains, the equator, etc.

Learns more about government, its roles, and how officials are chosen.

Learns about important historical figures.

Uses reading, writing, and art to deepen his understanding of concepts and portray what he has learned.

### Italian Language for Non-Italians: 2<sup>nd</sup> Grade

Much like ESL, Italian As a Second Language (ISL), focuses on the level of the student upon registration with the school. The framework promotes an enquiry-based approach to learning, develops thinking skills and encourages intellectual engagement. The student takes part in communicative/verbal exchanges (conversation, class, or group discussion) with classmates and teachers respecting his turn and formulating clear and meaningful messages most suited to the situation.

### Beginner – Verbal and Writing

- Make and respond to basic statements related to personal information.
- Ask questions to find out about a limited range of personal information and classroom routines.
- Use a limited range of basic words, phrases and sentences related to classroom objects, activities, and routines.





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- Respond to basic questions on classroom and daily routines.
- Use words and phrases to describe people and objects.
- Contribute suitable words and phrases to pair, group and whole-class exchanges.
- Take turns when speaking with others in a limited range of short, basic exchanges.
- Express basic likes and dislikes.

### Intermediate – Verbal and Writing

- Provide basic information about themselves at sentence level on a limited range of general topics.
- Ask questions to find out general information on a limited range of general and curricular topics.
- Give an opinion at sentence level on a limited range of general and curricular topics.
- Use basic vocabulary for an increasing range of general and curricular topics.
- Organize talk at sentence level using basic connectors on a limited range of general and curricular topics.
- Communicate meaning clearly using phrases and simple sentences during pair, group and whole-class exchanges.
- Keep interaction going in short, basic exchanges on a limited range of general and curricular topics.
- Relate basic stories and events on a growing range of general and curricular topics.





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## Advanced – Verbal and Writing

- Provide basic information about themselves and others at discourse level on a range of general topics.
- Ask questions to find out general information on a range of general and curricular topics.
- Give an opinion at discourse level on an increasing range of general and curricular topics.
- Respond, with limited flexibility, at both sentence and discourse level to unexpected comments on a range of general and curricular topics.
- Organize talk at discourse level using appropriate connectors on a range of general and curricular topics.
- Communicate meaning clearly at sentence and discourse level during pair, group, and whole-class exchanges.
- Keep interaction going in longer exchanges on a range of general and curricular topics.
- Relate some extended stories and events on a limited range of general and curricular topics.

Listen and understands communications and news “transmitted” by medias and can grasp the core of the message, the main information, and its purpose.

Reads and comprehends texts of various types – both continuous and non-continuous – and using reading strategies that are appropriate to the scope of the task, can identify the texts overall meaning and main information.

Uses functional abilities in his/her study: identifies and extrapolates from texts information that is relevant to the “assimilation” of a given topic and is able to





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compare it with other data; he/she is further able to summarize this same information, also in a view of a possible presentation; lastly, he/she acquires a core set of specific terminology.

Reads texts of various genre – which are part of children's literature – both aloud and to him/herself (silently and independently), formulating his/her own opinion.

Writes texts – which are orthographically correct, clear, and coherent – linked to the various experiences and writing opportunities offered by the school; he/she also reworks texts paraphrasing, completing and/or transforming them.

Understands and uses in his/her oral and written exposition both basic and articulate vocabulary; understands and uses the most frequent, specific terms related to the discipline he/she is studying.

Reflects on own texts and those of others to grasp morphological-syntactic regularity and other features of the lexicon; acknowledges that the different linguistic choices are related to the variety of communicative situations.

Is aware that, in communicating, different language properties and different languages are used(multilingualism).

Masters and applies, in different situations, fundamental knowledge regarding the logical-syntax organization of simple sentence, parts of speech (or lexical categories) and major connectives.

### Physical Education: 2<sup>nd</sup> Grade

Physical education is a vital part of a balanced school curriculum. Regular exercise improves both physical and mental health and there is growing evidence that it improves academic performance across the curriculum. Establishing good patterns of exercise in school also provides students with the foundation of an active and healthy lifestyle for life.





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### PE: 2<sup>nd</sup> Grade

Moving well Practice and refine basic movement skills. Practice, refine and consolidate a broad range of movement skills.

#### Understanding movement

Describe own and others' movement using simple activity-specific vocabulary.

Describe own and others' movement using some activity-specific vocabulary and be able to identify more and less effective movement.

#### Moving creatively

Explore a variety of movements and movement patterns that begin to demonstrate creativity.

Show creativity and innovation in a range of individual, group, expressive, competitive, and cooperative contexts.

They will improve their coordination, flexibility, speed, stamina, and strength. This course develops important social skills such as taking turns and sharing, as well as an understanding of leadership, collaboration, and fair play through a range of team and group activities.

Students will:

- develop their confidence, moving with increasing control, fluency, and variety
- improve their understanding of concepts, rules, tactics, strategies, and compositional ideas
- participate as individuals and group members in respectful and responsible ways, engaging appropriately and safely





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- improve knowledge and understanding of how physical education can contribute to a healthy and active lifestyle
- develop transferable skills promoting physical, cognitive, and social development, and become independent, critical and reflective movers and thinkers.

### Italian for Italian Students: 2<sup>nd</sup> Grade

#### Listened and spoken

Knowing how to enter communication situations in accordance with the established rules.

Telling one's experiences in a simple, clear, understandable way to others.

Listen to different messages (delivery, texts, narratives) and grasp the significant elements.

#### Reading

Read texts of various kinds, respecting punctuation.

Capture the function and the significant elements in a read text.

Silently or aloud text of various kinds, proving to understand its content.

Encourage the interest and pleasure of personal reading of children's books and magazines.

#### Writing





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Write simple clear and correct texts to:

communicate information, experiences;  
express sensations, moods;  
tell stories;  
describe;  
give instructions.

Rework/edit texts.

### Reflecting on the language

Learn more about the main spelling conventions.

Know the punctuation marks.

Recognize certain grammatical categories in the sentence.

Seize, with a first approach, the function of the word in the sentence.

Encourage lexical enrichment.

### Art: 2<sup>nd</sup> Grade

- Expressing sensations and emotions spontaneously, using both graphic and manipulative personal techniques.
- Recognize in a guided way, through an operational approach, lines and colors present in the language of images.
- Guided explore images, shapes, form, and objects in your environment, using visual, auditory, olfactory, gestural, tactile, and kinesthetic capabilities.
- Familiarize yourself with some forms of art and artisanal production belonging to your own culture.





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## Music 2<sup>nd</sup> Grade

### Objectives

- Explore and discriminate different sounds
- Recognize simple linguistic elements in a piece of music
- Know the sound parameters: duration, pitch, rhythm
- Knowledge and use of different genres songs
- To know some types of vocal expression (vocal games, nursery rhymes, fairy tales) and songs of various kinds to be able to express yourself in expressive and motor activities also with the support of objects
- Using sound objects or own body to produce, reproduce, create and improvise musical events of various kinds or to accompany songs

