

## Social Studies

- International Week celebration of cultural diversity
- Study of focus country (changes annually): customs, traditions, language, government, economy, etc.
- Geography: map symbols, types of maps
- History: changes over time
- Themes: host country, local community, Fergus House

## World Languages

*During language classes, students will:*

- Give and follow simple instructions in the target language.
- Use and respond to verbal and non-verbal cues and body language.
- Answer and ask simple questions in the target language.
- Use basic vocabulary to describe a variety of objects.
- Understand the basic ideas of oral messages and short conversations based on familiar, age-appropriate topics.
- Recite rhymes and sing songs in the target language.
- Learn some basic expressive forms of the target language.
- Use vocabulary for a range of topics and themes.
- Understand the main ideas of age-appropriate, illustrated texts, videos, folk tales and illustrated stories in the target language.
- Make some connections between the target and native languages.
- Learn that the target language is spoken around the world.
- Be exposed to the target culture as appropriate to age level.

## Physical Education

Team-building/trust activities, basic skills circuit, throw and catch (basketball), stick games (unihoc), kick (soccer), gymnastics, dance, swimming, racket skills (badminton), parachute activities, kickball, mini-athletics, short tennis.

## Art

- Recognize, identify, and show an understanding of the sensory elements and organizational principles of design, as well as the expressive qualities of the visual arts.
- Demonstrate and discover the basic use of materials, tools and techniques in order to understand how works of art are produced.
- Explore and discover individual and collective works of art.
- Understand that artists and works of art shape, reflect and play a role in societies, cultures, and civilizations, past and present.

## Information Literacy Skills-Library & Technology

*By the end of 5th grade, students will:*

- Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using a variety of media, including technology.
- Use media (including digital media) to communicate and work collaboratively.
- Apply tools (including digital tools) to gather, evaluate, and use information.
- Use critical thinking skills to plan and conduct research.
- Practice legal and ethical behaviour when using media (including technology).
- Demonstrate a sound understanding of technology concepts, systems, and operations.
- Explore the library and discover which genres and formats they enjoy reading.

## Health and Citizenship

- Conflict resolution
- Playground and road/bus safety
- Hand washing and oral health
- Healthy eating and exercise
- Fire safety
- Personal safety
- Friendship
- Farewells and transition

## Music

*Students will have age-appropriate instructional/experiential activities in:*

- Performing (voice/instruments), alone and with others, a varied repertoire of music;
- Improvising melodies, variations and accompaniments;
- Composing and arranging music within specified guidelines;
- Reading and notating music;
- Listening to, analyzing, describing, and evaluating music and musical performances;
- Understanding relationships between music, the arts, and disciplines outside the arts;
- Understanding music in relation to history and culture.

## Drama

Based on the three principal tools of an actor (**voice, body and imagination**), drama will offer students a range of theatre arts techniques, aimed at building self-confidence, encouraging effective team building and allowing the student to develop presentation skills through frequent practice in speaking and performing in front of a class.



**THE INTERNATIONAL  
SCHOOL ABERDEEN**

Every Child. Every Opportunity.

# Second Grade

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## **Second Grade**

### **Language Arts**

- Read a variety of simple written materials (e.g. beginning chapter books, stories, poems, interactive software) for different purposes.
- Read aloud in a way that communicates the meaning.
- Read independently, using reading strategies appropriate for this grade level.
- Use a variety of reading strategies to understand a piece of writing (e.g., reread, predict content, ask questions).
- Begin to make inferences while reading.
- Express clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to their own knowledge and experience.
- Independently select stories and other reading materials by a variety of authors.
- Understand the vocabulary and language structures appropriate for this grade level.
- Use phonics as an aid in learning new words.
- Develop sight word vocabulary.
- Use some conventions of writing (e.g., question mark, apostrophe) to help understand and use the materials.
- Use and interpret some conventions of formal texts (e.g., maps, graphics, diagrams, headings).
- Communicate ideas (thoughts, feelings, experiences) for specific audiences and purposes.
- Produce short pieces of writing using simple forms.
- Use appropriate prewriting strategies (e.g., drawings, story maps, graphic organizers) to generate and organize ideas with teacher assistance.
- Organize ideas in a logical sequence and write stories that have a beginning, middle and an end).
- Begin to write a variety of sentence types (e.g., statements, questions, exclamations), using adjectives and connecting words.
- Use proper punctuation (e.g., apostrophes, commas to separate items in a list/in dates), capitalization, and grammar.
- Use some materials from other media (e.g., computer clip art) to enhance their writing.
- Revise, edit, publish and share written work with teacher assistance.
- Use conventional spelling for words that are developmentally appropriate.
- Use D'Nealian print and cursive script in written work.
- Focus and present information on a single topic, using presentation techniques appropriate for the situation (e.g., eye contact, volume, rate, tone).
- Contribute relevant, appropriate information to discussions, while demonstrating respect for, and understanding of, other participants and their ideas.
- Follow oral instructions consistently.
- Ask questions to clarify meaning or enhance learning.

### **Mathematics**

#### Number Sense and Numeration

- Represent and order numbers to 100.
- Represent money amounts to 100p.
- Decompose and compose 2-digit numbers.
- Investigate fractions of a whole.
- Count by 1's, 2's, 5's, 10's, and 25's.
- Add and subtract 2-digit numbers in a variety of ways.
- Relate equal-sized groups to multiplication and relate sharing equally to division.

#### Measurement

- Measure length using centimetres and metres.
- Tell time to the nearest quarter-hour.
- Measure perimeter, area, mass, and capacity using non-standard units.
- Describe and establish temperature change.
- Choose personal referents for the centimetre and the metre.
- Compare the mass and capacity of objects using non-standard units. Relate days to weeks and months to years.

#### Geometry and Spatial Sense

- Distinguish between attributes that are geometric properties and attributes that are not geometric properties.
- Classify two-dimensional shapes by geometric properties (number of sides and vertices).
- Classify three-dimensional figures by geometric properties (number and shape of faces).
- Locate a line of symmetry.
- Compose and decompose shapes.
- Describe relative locations and paths of motion.

#### Patterning and Algebra

- Identify and describe repeating patterns and growing and shrinking patterns.
- Develop the concept of equality using the addition and subtraction of numbers to 18 and the equal sign.
- Use the commutative property and the property of zero in addition to facilitate computation.

#### Data Management and Probability

- Organize objects into categories using two attributes.
- Collect and organize categorical and discrete data.
- Read and display data using line plots and simple bar graphs.
- Describe probability, in simple games and experiments, as the likelihood that an event will occur.

#### Process Expectations

- Problem solving; Reasoning and proving; Reflecting; Selecting tools and computational strategies; Connecting; Representing; Communicating.

### **Science**

#### Balance & Motion

- Create and use representational models to demonstrate stable balanced systems.
- Construct and evaluate toys that demonstrate spinning, and explain how they operate.
- Design runways to control or change the motion of marbles.
- Communicate observations and compare stability and motion, using precise vocabulary.
- Plan and carry out investigations with sound and with magnetic force.
- Analyse and interpret observational data.

#### Pebbles, Sand & Silt

- Observe and compare physical properties of rocks and soils, using various tools.
- Rub rocks together and observe that they break into smaller pieces.
- Use screens to separate and group river rocks by particle size, and investigate properties of pebbles, gravel, sand, silt, and clay particles.
- Observe weather by using senses and simple tools.
- Explore places where earth materials are naturally found and ways that earth materials are used.

#### Plants

- Observe the life cycle of a plant, from seed to plant to fruit.
- Compare structures and behaviours of different pairs of plants.
- Initiate the growth of a new plant from a bulb and from a root, and observe changes over time.
- Record observations of plants, using drawing and writing.