Washington International School

Curriculum Overview
Grade 2

Updated August 2017

Using structured inquiry, the Primary Years Program (PYP) gives children a strong foundation in languages, mathematics, social studies, science and technology, visual arts, music, physical education, and personal and social education. The transdisciplinary themes include and transcend subject areas and are used to classify knowledge about the world. Each grade level follows a unique Program of Inquiry, with six transdisciplinary units of inquiry.

Grade 2 Program of Inquiry

Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
An inquiry into the nature of self; beliefs and values; personal, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	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.	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.	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.	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.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central Idea: The personality traits we admire often shape who we want to become and help us connect with others.	**Central Idea:** Family histories and journeys contribute to understanding who we are and where we come from.	**Central Idea:** People can communicate their thoughts, ideas and stories across different genres.	**Central Idea:** Weather varies and influences our way of life.	**Central Idea:** People organize objects and ideas for a variety of reasons.	**Central Idea:** Environmental factors and human actions influence life cycles of living things
Lines of Inquiry: • Our own personality traits • Admirable traits in others • How we connect with others	**Lines of Inquiry:** • Family histories and stories • Meaning of artifacts, heirlooms, and traditions • Contributions to new communities	**Lines of Inquiry:** • Verbal and visual tools • Various forms of dramatic expression • Exploration of expressing feelings, personal ideas and experiences	**Lines of Inquiry:** • Elements of weather • Causes and effects of weather • How weather influences the way people live	**Lines of Inquiry:** • Organization and systems people use to share and display information • Purposes of collections • How museums enhance our understanding of the world and connect us with each other	**Lines of Inquiry:** • Stages and characteristics that form the cycle of life for different plants and animals • Connections between the life cycles of various plants and animals • Factors that influence life cycles of living things
Key Concepts: Form, Connection, Reflection	**Key Concepts:** Perspective, Connection, Function	**Key Concepts:** Form, Function, Connection	**Key Concepts:** Form, Change, Causation	**Key Concepts:** Function, Perspective, Reflection	**Key Concepts:** Change, Connection, Responsibility
Subjects: Social Studies, Music, Art, Math	**Subjects:** Social Studies, Art, Math	**Subjects:** The Arts, PSPE, Language, Music, Math	**Subjects:** Science, The Arts, Math	**Subjects:** Social Studies, The Arts, Math	**Subjects:** Science, The Arts, Math

LANGUAGE

Students in Grades 1-5 learn in, about, and through two languages in a dual language program. Receptive and productive skills of written, oral, and visual language are taught explicitly, as well as through the units of inquiry and integrated into other subject areas. Grammar, language mechanics, and phonetic learning are achieved through an inquiry-based approach whenever possible. In this way, students learn both through the use of the language in learning content, as well as through clearly defined lessons for skill development.

WRITTEN LANGUAGE: READING

Overall Expectations: Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.

Conceptual Understandings	Reading Outcomes for Grade 2
Learners know that different types of texts serve different purposes, that what we already know enables us to understand what we read, that applying a range of strategies helps us to read and understand new texts, that wondering about texts and asking questions helps us to understand the meaning, and that the structure and organization of written language influences and conveys meaning.	• Develop personal preferences, selecting books for pleasure and information • Read texts at an appropriate level, independently, confidently, and with good understanding • Recognize a range of different text types (for example: letters, poetry, plays, stories, novels, reports, articles) • Identify and explain the basic structure of a story (beginning, middle and end); may use storyboards or comic strips to communicate elements • Make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses • Realize that there is a difference between fiction and nonfiction and use books for particular purposes, with teacher guidance • Recognize and use the different parts of a book (for example: title page, contents, index) • Discuss personality and behavior of storybook characters, commenting on reasons why they might react in particular ways • Discuss their own experiences and relate them to fiction and nonfiction texts • Participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view • Wonder about texts and ask questions to try to understand what the author is saying to the reader • Understand sound–symbol relationships and apply reliable phonetic strategies when decoding print • Use a range of strategies to self-monitor and self-correct (for example: meaning, context, rereading, reading on, cross-checking one cue source against another)

A variety of authentic resources and texts are used to support the teaching of reading in each of our school languages. Fountas and Pinnell and GB+ support our reading program to identify books at individual student levels. A balanced approach to teaching reading is emphasized, working with students to decode words, comprehend texts, and read fluently across modeled, shared, guided, and independent stages of reading.

WRITTEN LANGUAGE: WRITING

Overall Expectations: Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.

Conceptual Understandings	Writing Outcomes for Grade 2
Learners know that we write in different ways for different purposes, that the structure of different types of texts includes identifiable features, that applying a range of strategies helps us to express ourselves so that others can enjoy our writing, that thinking about storybook characters and people in real life helps us to develop characters in our own stories, and when writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.	• Engage confidently with the process of writing • Write about a range of topics for a variety of purposes, using literary forms and structures modeled by the teacher and/or encountered in reading • Use graphic organizers to plan writing (for example: Mind Maps®, storyboards) • Organize ideas in a logical sequence (for example: write simple narratives with beginning, middle, and end) • Proofread their own writing and make some corrections and improvements • Use feedback from teachers and other students to improve their writing • Use a dictionary, a thesaurus, and word banks to extend their use of language • Keep a log of ideas to write about • Over time, create examples of different types of writing and store them in their own writing folder • Participate in conferences with teachers recording progress and noting new learning goals; self-monitor and take responsibility for improvement • With teacher guidance, publish written work, in handwritten form or in digital format

A variety of authentic resources and texts are used to support the teaching of writing in each of our school languages. *Six Plus One Traits* is used for teaching writing in all school languages, and a word study approach (in English, through the *Words Their Way* program) is used to develop phonetic skills in each language. A balanced approach to teaching writing is emphasized, working with students across modeled, shared, guided, and independent stages of reading and writing.

ORAL LANGUAGE: LISTENING AND SPEAKING

Overall Expectations: Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.

Conceptual Understandings	Oral Language Outcomes for Grade 2
Learners know that spoken language varies according to the purpose and audience, that people interpret messages according to their unique experiences and ways	• Listen attentively and speak appropriately in small and large group interactions • Listen to a variety of oral presentations (including stories, poems, rhymes, and reports) and respond with increasing confidence and detail • Pick out main events and relevant points in oral texts

	• Follow multi-step directions
	• Retell familiar stories in sequence
of understanding, and that spoken communication is different from written communication—it has its own set of rules.	• Anticipate and predict when listening to text read aloud
	• Use language for a variety of personal purposes (for example: invitations)
	• Express thoughts, ideas, and opinions and discuss them, respecting contributions from others
	• Participate in a variety of dramatic activities (for example: role play, puppet theatre, dramatization of familiar stories and poems)
	• Use language to explain, inquire, and compare
	• Recognize patterns in language(s) of instruction and use increasingly accurate grammar
	• Begin to understand that language use is influenced by its purpose and the audience
	• Understand and use specific vocabulary to suit different purposes
	• Hear and appreciate differences between languages

Students use listening and speaking skills in a variety of settings every day. Our oral assessment, the SOPA (Student Oral Proficiency Assessment), sponsored by the Center for Applied Linguistics, helps us to assess oral language development in the non-English languages in Kindergarten, Grade 1, Grade 3, and Grade 5.

VISUAL LANGUAGE: VIEWING AND PRESENTING

Overall Expectations: Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.

Conceptual Understandings	Visual Language Outcomes for Grade 2
Learners know that visual texts can expand our database of sources of information, that visual texts provide alternative means to develop new levels of understanding, that selecting the most suitable forms of visual presentation enhances our ability to express ideas and images, and that different visual techniques produce different effects and are used to present different types of information.	• View visual information and show understanding by asking relevant questions and discussing possible meaning
	• Discuss their own feelings in response to visual messages; listen to other responses, realizing that people react differently
	• Realize that visual information reflects and contributes to the understanding of context
	• Recognize and name familiar visual texts (for example: advertising, logos, labels, signs, ICT iconography)
	• Observe and discuss familiar and unfamiliar visual messages; make judgments about effectiveness
	• Discuss personal experiences that connect with visual images
	• Use actions and body language to reinforce and add meaning to oral presentations
	• Select and use suitable shapes, colors, symbols and layout for presentations; practice and develop writing/calligraphy styles
	• Realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding
	• With guidance, use the Internet to access relevant information; process and present information in ways that are personally meaningful

	• Use appropriate terminology to discuss visual texts (for example: logos, font, foreground, background, impact) • View a range of visual language formats and discuss their effectiveness (for example: film/video, posters, drama) • Realize that effects have been selected and arranged to achieve a certain impact (for example: the way in which color, lighting, music, and movement work together in a performance) • Observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve

Presentation skills incorporate oral language, communication styles, and active listening. These skills are integrated into a variety of classroom activities and special projects, and culminate with the Grade 5 Final Exhibition presentations. In addition, our Information and Communications Literacies (ICL) outcomes explicitly address these skills.

MATHEMATICS

Mathematics is taught through five content strands: Number, Shape and Space, Pattern and Function, Measurement, and Data Handling, both explicitly in stand-alone units, as well as integrated within the current unit of inquiry. Students justify and discuss their mathematical thinking, identify problem-solving strategies, and reflect on the most efficient strategies. A variety of paths to solving a problem is as valuable as finding the answer itself.

Building number sense (the ability to make sense of, compare, operate upon, and manipulate numbers) is central to our math program. Students are expected to achieve automaticity (both speed and accuracy) in basic facts in the four operations. Addition and subtraction fluency is expected by the end of Grade 2, while multiplication and division fluency is achieved by the end of Grade 4.

Mathematics resources used in classrooms include a wide variety of mathematics manipulatives, such as place value blocks, pattern blocks, and geoboards. Students become familiar with rekenreks, hundreds charts, and ten frames to develop number sense. In addition, a variety of online and text resources support our inquiry-based math program in all grades.

Overall Expectations	Mathematics Outcomes for Grade 2
NUMBER Learners will develop their understanding of the base 10 place value system and will model, read, write, estimate, compare, and order numbers to hundreds or beyond. They will have automatic recall of addition and subtraction facts and be able to model addition and subtraction of whole numbers using the appropriate mathematical language to describe their mental and written strategies. Learners will have an understanding of fractions as representations of whole-part relationships and will be able to model fractions and use fraction names in real-life situations.	• Read and represent numbers, using the base 10 place value system, to 1,000 • Count, compare, order numbers to 1,000 • Construct and deconstruct numbers to 1,000 (expanded form) • Write numbers to 1,000 in words and numerals (written and standard forms) • Identify and sequence ordinal numbers through 31st • Use objects to identify numbers as odd or even to 1,000 • Round two- and three-digit numbers to the nearest ten and hundred • Estimate the sum or difference mentally up to 100 • Estimate quantities up to 100 • Read, write, and represent fractions of a region and a set with denominators up to 10 • Represent and write fact families in addition and subtraction to 20 • Demonstrate and explain the inverse relationship between addition and subtraction • Automatically recall addition and subtraction facts to 20 • Mentally add and subtract 10 and 100 to/from numbers to 1,000 • Add two two- and three-digit numbers with and without regrouping, using a variety of strategies • Add three two-digit numbers with and without regrouping, using a variety of strategies • Subtract two- and three-digit numbers with and without regrouping, using a variety of strategies • Estimate sums and differences and determine reasonableness up to 1,000

	• Apply the skills of addition and subtraction to solve real-life problems
SHAPE AND SPACE Learners will continue to work with 2D and 3D shapes, developing the understanding that shapes are classified and named according to their properties. They will understand that examples of symmetry and transformations can be found in their immediate environment. Learners will interpret, create, and use simple directions and specific vocabulary to describe paths, regions, positions, and boundaries of their immediate environment.	• Sort shapes by three attributes • Sort, describe, and model regular and irregular polygons: triangles, squares, rectangles, rhombuses, trapezoids, pentagons, hexagons • Identify sides, faces, angles, and vertices in the polygons: triangles, squares, rectangles, rhombuses, trapezoids, pentagons, hexagons • Identify a right angle in a two dimensional figure • Identify and define congruency of simple geometric figures • Name and classify cubes, spheres, cones, pyramids, cylinders, and rectangular prisms by their various attributes • Predict the results of putting together and taking apart the above 2- and 3-dimensional shapes • Find locations and plot coordinates on a grid using letters and numbers (ordered pairs) • Give and follow directions using left, right, forward, and backward • Identify two lines of symmetry within a given shape • Create a shape with one line of symmetry • Apply slides, flips, and turns to objects
PATTERN AND FUNCTION Learners will understand that whole numbers exhibit patterns and relationships that can be observed and described, and that the patterns can be represented using numbers and other symbols. As a result, learners will understand the inverse relationship between addition and subtraction, and the associative and commutative properties of addition. They will be able to use their understanding of patterns to represent and make sense of real-life situations and, where appropriate, to solve problems involving addition and subtraction.	• Create, extend, and justify a repeating and growing pattern • Translate patterns from one representation to another • Recognize, describe, and extend number patterns: skip counting by 2s, 5s, 10s, and 100s • Identify the rule/function for given geometric and numeric patterns • Describe the attributes of a sorted set • Classify and order objects by three attributes • Apply the associative and commutative properties of addition • Find unknown quantities in addends, subtrahends, minuends; and sums and differences • Complete number sentences to demonstrate equality between two operations: _+_=_-_
MEASUREMENT Learners will understand that standard units allow us to have a common language to measure and describe objects and events, and that while estimation is a strategy that can be applied for approximate measurements, particular tools allow us to measure and describe attributes of objects	• Give a rationale for the use of standard units • Estimate, measure, and record in standard units of length (inches, feet, yards, centimeters, meters) using the appropriate tool/unit to the nearest half unit • Estimate, measure, and record the perimeter of polygons using standard units • Estimate, measure, and record in standard units of weight (ounces, pounds, grams, kilograms) using the appropriate tool/unit • Estimate, measure, and record capacity (cups, pints, quarts, gallons, liters, and milliliters) using appropriate

and events with more accuracy. Learners will develop these understandings in relation to measurement involving length, mass, capacity, money, temperature, and time.	tool/unit • Estimate, record, and measure temperature in degrees (Fahrenheit and Celsius) using a scale with intervals of two to the nearest marked degree • Identify the number of minutes in an hour and hours in a day • Tell time to the nearest 15 minutes using digital and analog clocks • Find equivalent values of pennies, nickels, dimes, quarters and half-dollars up to $1.00 • Identify different combinations of coins equal to the value of $1.00 • Model making change from $1.00 • Find equivalent measurements within a system of measurement
DATA HANDLING Learners will understand how information can be expressed as organized and structured data and that this can occur in a range of ways. They will collect and represent data in different types of graphs, interpreting the resulting information for the purpose of answering questions. The learners will develop an understanding that some events in daily life are more likely to happen than others and they will identify and describe likelihood using appropriate vocabulary.	• Classify data by different attributes • Organize and display data using tables, pictographs, and bar graphs • Answer questions based on given data • Describe and compare data from tables, pictographs, and bar graphs • Make predictions and draw conclusions based on given data • Classify events as possible or impossible, likely or unlikely • Identify fair and unfair chances in games

SCIENCE

There are four science strands, which are integrated into the units of inquiry at each grade level, ensuring a balance throughout each year. Our learning outcomes are kept up to date in consultation with the Science Strands from the IBPYP Scope and Sequence, as well as international and national curriculum standards.

LIVING THINGS
The study of characteristics, systems, and behaviors of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.

EARTH AND SPACE
The study of planet Earth and its position in the universe, particularly its relationship with the sun; the systems, distinctive features, and natural phenomena that shape and identify the planet; the infinite and finite resources of the planet.

MATERIALS AND MATTER
The study of properties, behaviors and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.

FORCES AND MACHINES
The study of energy, its origins, storage, and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines.

Eight core science skills are developed through the learning experiences across the strands:
a. Observe carefully in order to gather data
b. Use a variety of instruments and tools to measure data accurately
c. Use scientific vocabulary to explain their observations and experiences
d. Identify or generate a question or problem to be explored
e. Plan and carry out systematic investigations, manipulating variables as necessary
f. Make and test predictions
g. Interpret and evaluate data gathered in order to draw conclusions
h. Consider scientific models and applications of these models (including their limitations)

Transdisciplinary Theme	Science Outcomes for Grade 2
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.	• Demonstrate understanding of patterns and variations in local weather • Identify and explain ways in which the actions of humans have an impact on the quality of air and water, and ways in which the quality of air and water has an impact on living things • Make a claim about the merit of a design solution that reduces the impacts of such hazards • Identify and explain patterns of seasonal changes • Demonstrate understanding the impact of seasonal changes on living things, including humans • Organize and use data to describe typical weather conditions expected during a particular season

SHARING THE PLANET An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	• Demonstrate an understanding that animals and plants have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death • Analyze and interpret data to provide evidence that animals and plants have traits inherited from parents that are advantageous or disadvantageous for survival • Demonstrate with evidence that animal traits can be influenced by the environment • Demonstrate an understanding of why humans have an impact upon animals' life cycles and the environment where they live • Differentiate similarities and differences in life cycles between plants and animals

SOCIAL STUDIES

Social studies learning, like science, is integrated entirely into the Program of Inquiry, using a balanced approach across all grade levels. There are five strands outlined in our social studies program, which also draw from the PYP as well as documents outlining national and international standards and benchmarks.

HUMAN SYSTEMS AND ECONOMIC ACTIVITIES
The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.

SOCIAL ORGANIZATIONS AND CULTURE
The study of people, communities, culture, and societies; the ways in which individuals, groups, and societies interact with each other.

CONTINUITY AND CHANGE THROUGH TIME
The study of the relationships between people and events through time; the past, its influences on the present, and its implications for the future; people who have shaped the future through their actions.

HUMAN AND NATURAL ENVIRONMENTS
The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place: the impact of natural disasters on people and the built environment.

RESOURCES AND THE ENVIRONMENT
The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.

Five core social studies skills are developed through the learning experiences across the strands:
a. Formulate and ask questions about the past, the future, places and society
b. Use and analyze evidence from a variety of historical, geographical and societal sources
c. Orientate in relation to place and time
d. Identify roles, rights and responsibilities in society
e. Assess the accuracy, validity and possible bias of sources

Transdisciplinary Theme	Social Studies Outcomes for Grade 2
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.	• Identify stories about past events, people, places, or situations • Use primary sources (such as parents and grandparents) to identify reasons for documenting personal history • Talk about the different ways in which family history can be documented • Differentiate between people, places, and events in the past, present, and future • Relate stories about past events, people, places, or situations to help our understanding of the past and present

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.	• Describe ways in which people depend on their physical environment • Gather information and data about local climate • Extract information on the location and climate of a region from photographs, print, and maps
SHARING THE PLANET An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	• Explain how human actions can have positive or adverse affects on local or other environments
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.	• Identify ways to organize him or herself on a daily basis. • Plan and create a system of organization (for example: his or her desk, classroom, school) • Suggest improvements to organizational systems already in place in his or her home or school • Demonstrate an understanding of the function of visual and media arts in various contexts today and in the past, and of their influence on the development of personal and cultural identity

INFORMATION AND COMMUNICATIONS LITERACIES (ICL)

Through stand alone and integrated learning experiences, students learn to access, select, organize, and present information in a variety of ways. Digital citizenship and ethical and appropriate use of technology are important aspects of our ICL curriculum and are explored in a variety of settings with our students. In addition, appreciation of literature is an explicit goal of students' experience in our Library.

Overall Expectations	Learning Outcomes for Grades 1 and 2
Find and access information sources	• With guidance, develop one's personal learning system of information sources (for example: databases, tutorials, websites) • With guidance, identify the location of resources within the library • Identify the physical parts of a book (for example: cover, spine, title page) • With guidance, use the library's online catalog to locate sources to meet information needs • With guidance, use library material's call number to identify the material's language and location in the library • With guidance, identify where to find online resources and tools, including reference sources, databases, and recommended search engines • With guidance, use school's online resources (for example: encyclopedia, media articles, videos, images) to search for textual and audiovisual information
Select appropriate information sources and evaluate information critically	• With guidance, as a group, generate questions that guide direction of inquiry • Understand that there are multiple types of resources and formats to satisfy information needs • With guidance, identify and avoid digital advertising • With guidance, distinguish between perspectives presented in information resources • With guidance, differentiate between fiction and nonfiction • With guidance, distinguish between fact and opinion in nonfiction resources • With guidance, seek evidence within information sources that reinforces and/or disproves a hypothesis • With guidance, recognize that information found within a specific source matches the information need
Extract, organize, and interpret information so that it is useful knowledge	• With guidance, identify a book's text features (for example: table of contents, heading, index, glossary, caption, diagram) • With guidance, identify types of media sources (for example: maps, photos, graphs, diagrams, infographics, videos, audio files) and identify data found in them • With guidance, use print and online graphic organizers to organize information • With guidance, identify patterns, connections, and perspectives within information • With guidance, draw conclusions to create new understandings • With guidance, recognize when information found within a specific source matches the information need
Collaborate with others to	• With guidance, work productively and respectfully with others in

exchange ideas, develop new understandings, and communicate knowledge	learning situations • With guidance, share information, knowledge, and opinions with others in a group • With guidance, in a group setting give and receive peer feedback
Create and present products that express understanding and new meaning	• With guidance, choose the appropriate communication tool for the purpose • With guidance, plan, compose, and revise drafts of products • With guidance, convey factual information to an audience • With guidance, provide opinions and supporting evidence to an audience • With guidance, express knowledge and artistic creativity in a variety of forms using print and digital media • With guidance, produce digital media following foundational media production processes (for example: idea creation, storyboard, script writing, rehearsal, recording, editing, publishing) • With guidance, use presentation design principles (for example: color, balance, white space, minimal distractions) to communicate content effectively • With guidance, make presentation content and layout choices that exhibit awareness of purpose and audience • With guidance, use effective and efficient foundational media production techniques and design principles (for example: 'rules of thirds,' lighting, steady hand, quality audio, etc.) • With guidance, practice presenting, reflecting, and editing the product • With guidance, evaluate research process and product to determine completeness and possible future strategies.
Use information and technology ethically and responsibly	• With guidance, follow school's technology rules as outlined in the WIS Technology Acceptable Use Policy regarding information and technology resources • With guidance, follow library use and circulation procedures and policies • Recognize the concept of authorship • With guidance, express understanding in own words rather that those found in sources • Identify each source's title, author, and illustrator • With guidance, create a modified source list • With guidance, access, display, create, and communicate digital material in compliance with the WIS Acceptable Use Policy • With guidance, use hardware and software responsibly, as outlined in the WIS Technology Acceptable Use Policy
Use technology hardware and software effectively to access information and communicate	• With guidance, power on, log in and out of device, software, and online accounts with school provided passwords • With guidance, use browser tools (for example: navigation toolbar, home button, tabs, address) • With guidance, navigate and manipulate (for example: select, drag, copy) text and images using device specific tools (for example: track pad, touchscreen, mouse, voice) • With guidance, sit with proper posture and start the process of touch typing with home row • With guidance, search for, retrieve, download, and save files in a variety of formats with naming protocol • With guidance, describe technology using correct terminology

PHYSICAL EDUCATION (PE)

The PE curriculum aims to develop habits of healthy, balanced living, as well as gross motor skills.
- Individual pursuits: locomotion, manipulation, motor skills, techniques, rules, purpose, performance, and achievement
- Movement composition: sequence, movements, performance, communication, and feelings
- Games: categories, space, rules, modification, innovation, and teamwork [cooperation]
- Adventure challenges: critical thinking, collaboration, teamwork, goal setting, and roles
- Health-related fitness: healthy lifestyle, choices, decision-making, fitness, and development

Students are introduced to the fundamental skills of a variety of sports and activities. Participation in cooperative and competitive game play begins at an age-appropriate level as students are exposed to different active pursuits, with the hope of instilling a lifelong affinity for fitness.

MUSIC

Music classes incorporate learning in the following five curriculum areas:
- Performing: singing and playing instruments
- Creating and composing
- Notation
- Listening and Appreciation
- Music in society

Grade 2 students learn to read and write music notes on a music bar and begin to notate music using symbols. Dynamic signs, tempo signs, and timbre are introduced. Students sing in canon (or rounds), use call and response, and identify patterns in music. They also learn about families of orchestral instruments.

ART

Studio art classes provide students with instruction in the following curriculum areas:
- Creative processes
- Elements and principles of art and design
- Reflection and appreciation
- Visual art in society

In Grade 2, students focus on building an understanding of color through color mixing and color combinations. Students work with a variety of mediums and learn how to move the viewer's eye throughout a composition.

CURRICULUM REVIEW PROCESS

Curriculum is periodically reviewed and revised based on updates from the IB PYP, consideration of advancements in educational research, and collaborative curriculum design across school divisions.