

Code : Common skill (French and American curricula)

Skill only in the American Curriculum

Skill only in the French Curriculum

MATHEMATICS	
NUMBERS (until 999) NUMBERS AND OPERATIONS IN BASE TEN	
Understand and use whole numbers to count, order, locate, compare	
Counting, constituting and comparing collections (compose/decompose numbers in addition and subtraction, multiplication) (expanded notation/ standard form) uses of units, tens, hundreds, in relation or not with groupings Count within 1,000; skip counting by 2s, 5s, 10s, 100s	
Find a row or position in a number line	
Make the link between the rank in a list and the preceding numbers Relationships between cardinal numbers and ordinal numbers	
Compare, arrange, frame, insert whole numbers, using the symbols =, <, >	
Name, read, write, represent whole numbers	
Use various representations of numbers (numbers, letters, oral names, graduations on a half-line, constellations on dice, fingers of the hand ...).	
Moving from one representation to another, especially associating the names of numbers with their writing with digits.	
Interpret the names of numbers using numeration units and arithmetic writing. - Numeration units (single units, tens, hundreds) and their relations (decimal principle of numeration numbers) - Value of digits according to their rank in the writing of a number (position principle)	
Associate a whole number with a position on a graduated half-line as well as with the distance from this point to the origin	
Associate a number or frame with a measured variable by measuring it with a unit.	
PROBLEMS / OPERATIONS AND ALGEBRAIC THINKING	
Solve problems using whole numbers and calculating	
Solve problems from daily life or games related to measured variables or movements on a digital number line..., leading to the use of the four operations. Problems related to additive structures (addition / subtraction) and problems related to multiplication/division structures, so students understand the sense of operations.	
Modeling these problems using mathematical writings (+, -, x, /)	
Organization and management of data	
Explore digital data to answer questions.	
Present and organize digital data in tables, simple graphs	
CALCULATION	
Memorize digital facts and procedures:	
- Addition tables and multiplication tables. - Additive and multiplicative decompositions of 10 and 100, complements to the top ten, to the next hundred,	

<p>multiplication by a power of 10, double and half of numbers of current use. -Addition and Subtraction compose/decompose</p>
<p>Develop or choose oral and written computing strategies:</p> <ul style="list-style-type: none"> - Check the likelihood of a result, notably by estimating its order of magnitude. - Use the implicit properties of operations (2 + 9, it's the same as 9 + 2) - Using the properties of real numbers (50 + 80, it is 5 tens + 8 tens, it is 13 tens, it is 130).
<p>To calculate mentally:</p> <ul style="list-style-type: none"> - To obtain an exact result or to evaluate an order of magnitude, on the numbers 1, 2, 5, 10, 20 relating to the currency (euro/ dollar). - To solve mentally arithmetical problems with simple arithmetic data.
<p>Calculate in a line: Calculate using additive, subtractive, and multiplicative writings.</p>
<p>Calculus: Master the operating technique of addition, subtraction, and multiplication. The learning is done in connection with the numeration and the properties of operations.</p>
<p>MEASUREMENT / AND DATA</p>
<p>Compare, estimate, measure lengths, masses, capacities, durations</p>
<p>Compare objects according to several measured parameters and identify when it is a length, a mass, a capacity or a duration.</p>
<p>Compare lengths, masses and capacities directly by introducing the comparison to an intermediate object or by measuring</p>
<p>Estimate and round to the nearest whole unit for some lengths, masses and capacities in relation to metric units. (associate them with some familiar objects).</p>
<p>Measure lengths with the appropriate tools, including reporting a unit.</p>
<p>Measure masses with an appropriate tools.</p>
<p>Frame a measurement by two whole numbers of units.</p>
<p>Express a measurement in one or more units chosen or imposed. Usual measurement units: Length: cm, inches, feet Mass: g, kg, lbs Capacity: L, cl</p>
<p>Compare, estimate, measure durations.</p>
<p>Know the relations between the common units of durations: day, week, month, sec, min, hour, year, century, millennium.</p>
<p>In simple cases, represent a measurement by a length, especially on a graduated half-line: (Objects of equal measurement are represented by segments of equal lengths).</p>
<p>Solve problems involving lengths, masses, durations and prices.</p>
<ul style="list-style-type: none"> • With addition, subtraction, multiplication by a whole number, division (research of the number of parts and the size of a part). • Solve problems involving simple conversions from one common unit to another. • Principles of currency use (euros and dollars). • Read the hour (am/pm).
<p>SPACE AND GEOMETRY</p>
<p>Identify and move around using landmarks and representations (related to the social studies/ Geography/ Locate oneself on the space)</p>

Locate oneself in a local environment. Situate objects or people in relation to one another or to other landmarks (use the vocabulary: right, left, above, below, on, under, in front, behind, near, far, forward, back, turn right, turn left, up, down, ...).
Study representations of familiar (class, school, neighborhood, ...) and less familiar spaces experienced during field trips.
Orient oneself and move using landmarks: represent or make moves in familiar spaces, on a grid, on a screen.
Recognize, name, describe, reproduce some solids
Recognize, name and sort the usual solids among various solids (cube, cuboïd, pyramid)
Describe and compare solids using appropriate vocabulary / Describe polyhedra (face, vertex, ridge). The faces of a cube are squares. The faces of a cuboïd are rectangles or squares.
Recognize, name, describe, reproduce, build some geometric figures
Describe, reproduce plane figures on grid paper.
Use the ruler, the compass and the square as a plot tools.
Describe and name common figures using appropriate vocabulary: square, rectangle, triangle, side, vertex, right angle, right triangle, polygon, circle, radius, center..
Describe and recognize a square, a rectangle or a right triangle, using the properties of the sides and right angles
Draw a circle knowing its center and radius.
Recognize and use the notions of alignment, equality of length
Knowing the links between geometric properties and plot tools:
- Right, alignment and ungraded ruler.
- Right angle and square.
- Circle and compass.
Use the ruler to identify and produce alignments, to find the middle of a segment, and to report a length on an already drawn line.
Use the square or template to locate and produce right angles.
Recognize and use the notions of symmetry
Recognize if a figure has an axis of symmetry (to find).
Complete a figure so that it is symmetrical about a given axis.
Share circles and rectangles in 2 and 4 equal parts; describe using the words halves, quarters, quadruple.

FRENCH LANGUAGE/ ENGLISH LANGUAGE

SPEAKING

Listen to understand spoken messages or texts read by an adult

Keep one's attention

Identify and memorize important information (word reformulation, explanations, instructions)

Use cultural references needed to understand the message or text.
Use techniques to understand (Intonation, keywords, connectors ...)
Saying to be heard and understood
Take into account the audience and the interlocutors
Use techniques to be listened (articulation, flow, volume of voice, intonation, posture, gaze...)
To recite and interpret a memorized text (recitation).
Voice over of texts (in reading)
Participate in exchanges in diverse situations (regulation of the life of the class or learning sessions for example)
Respect of rules regulating exchanges (speaking roles).
Organize your speech
Adopt a critical distance from the product language
Participate in the development of success criteria for oral services.
To identify the respect or the non-respect of the rules of exchanges during oral situations
<p>Comprehension and collaboration</p> <p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.(follow agreed-upon rules for discussions, build on others' talk in conversations, ask for clarification and further explanation)</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Presentation of Knowledge and Ideas</p> <p>SL.2.4 : Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5 : Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6 : Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
READING - English Reading Foundations
Identify words more and more easily / (Reading foundational skills)
Identify and discriminate phonemes. (See list below) - Distinguish long and short vowels when reading regularly

spelled one-syllable words.
Identify and recognize letters
Reading and building simple and complex syllables - Decode regularly spelled two-syllable words with long vowels
Memorize the relationships between graphemes and phonemes - Identify words with inconsistent but common sound-spelling correspondences and with common vowel teams.
Memorize/ Read common and irregularly spelled words -
Write words using his/her knowledge of the alphabetic code
*Decode Words with common prefixes and suffixes
Understanding a text / (Reading Skills)
Use its knowledge regarding the correspondences between graphemes and phonemes to understand a word, a text
Know and use steps to understand a text : <ul style="list-style-type: none"> - Identify important information - Link information together - Identify logical and chronological links between information - Use one's own knowledge to understand a text - Formulate hypotheses Use your knowledge of other texts to understand a text (example: the typical character, the connections with other known texts)
Use its lexical knowledge to understand a text.
Practice different types of reading (different types of texts)
Read various texts and documents to understand the functions of reading (reading for information, reading to tell, reading for pleasure, reading to do ...)
Know how to use a table of contents in order to information in a textbook or documentary book
Know how to find a book in a library
Reading out loud
Read a new or difficult word
Identify and use punctuation marks to read a text out loud
Know how to read a text in an expressive way
Check the understanding of a text

Justify an answer or an interpretation by returning to the text.

Identify issues in understanding a text

Know how to define its understanding of a text or ask for help if necessary

READING INFORMATIONAL TEXTS

Craft and structure

RI 2.1 Ask and answer such questions as who, what, where, when, why, and how: to demonstrate understanding of key details in a text.

RI 2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI 2.3 Describe the connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures.

RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade or subject area.

RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

RL.2.7: Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.

RL.2.8 : Describe how reasons support specific points the author makes in a text.

RL.2.9 : Compare and contrast the most important points and key details presented by two texts on the same topic.

Range of Reading and Level of Text complexity :

RL.2.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2_3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING LITERATURE

Keys ideas and details :

RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3: Describe how characters in a story respond to major events and challenges.

Craft and structure

RL2.4: Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud

Integration of knowledge and ideas

RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL 2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.

Range of Reading and Level of Complexity

RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

WRITING

Copy expertly

Master the cursive writing performed with increasing speed and security.

To know the correspondences between various writings of letters (for example to copy a text with the keyboard).
Use copy strategies (to avoid copy letter to letter)

Produce writings by beginning to appropriate a process

Identification of characteristics specific to different kinds of texts

Use the knowledge in spelling to produce a writing.

Use tools available in the class to write a text (posters, digital tools, and collaboration with peers)

Editing and Revising the writing we produced

Identify mistakes in the texts produced (omissions, inconsistencies, repetitions ...)

Use knowledge about the type of text and the language

Improve a text at the spelling level (with help from the teacher then in a more autonomous way)

Know how to use tools to revise a text (review grids, spellchecker)

Texts types and purposes

W.2.1 : Write opinion pieces in which they introduce the topic, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2 : Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3 : Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

ORTHOGRAPH/GRAMMAR/VOCABULARY
Master the relations between oral and written (in connection with reading)
Know the correspondences sounds / letters.
Know and identify the value of some graphemes according to the following letter (an / am / en / em ...): rule of the m before p or b
Memorize the spelling of frequent words and irregular words whose meaning is known (link with writing).
Know and memorize the spelling of invariable words.
Know and memorize the spelling of words from the same lexical field, from the same family, from the same analog series)
Know and memorize the spelling of words related to school vocabulary or a subject field
Identify the main components of a simple sentence in relation to its semantic coherence (what we are talking about, what we are saying about it).
Identify the nominal group subject
Identify the verb of the sentence (to know the properties helping to identify it)
Know how to identify the grammatical category of a word : Verb / Noun / Determinant/ adjective/ personal pronoun (in position of subject), invariable words
Identify and transform affirmative and negative sentences.
Use the punctuation marks at the end of the sentences; signs of the reported speech
Reasoning to solve spelling problems, mainly agreements (link with writing).
Understand that components of a sentence work together (<i>Determinant / Noun</i> and <i>subject group /verb</i>).
Understand, identify and master the agreement <i>subject /verb</i> (simple cases)
Understand that writing is not just about coding sounds (grammatical or spelling values of some letters)
Understand, identify, and master the agreement in the nominal group (masculin/feminin; singular/plural)
The particular plurials: -ail/-aux; -al/-aux... and the particular feminins: -eur/-ice; -eux/-euse...
Know the plural mark for verbs (" ent " in the 3rd person of the plural) ils, elles/ they
Understand how verbs are formed and how to spell the most common verbs (link with writing).
Use the present indicative, the imperfect and the future of the verbs " être /to be, avoir /to have, faire /to do, aller /to go, dire / to say, venir / to come, pouvoir / to be able to; to can), vouloir / to want, prendre /to take" and for the verbs whose infinitive ends is "-ER".
Remember the most common verb endings (third person singular and plural). il/elle/on; he/she/it - ils/elles; they
Understand the construction of the conjugate form of the verb (radical; termination)

Remember regular marks (-on; -ez; -ent)
Understand the notion of infinitive and past participle
Understand the concept of simple times and compound times, the formation of the past composed
Distinguish some homophones: à/a est/et sont/son ont/on.
Identify relations between words, between words and their context of use; use them to understand better. (Be careful, these notions are not taught as such, they are tools in the service of understanding)
Identify words from the same family / find words from the same family.
Observe and identify the proper meanings and figurative meaning of a word
Distinguish the familiar, current, supported registers
Knowing Synonyms/antonyms for verbs and adjectives
Extend lexical knowledge, memorize and reuse newly words learned (link with speaking and writing)
Definition of a word, understanding of an entry/item in a dictionary
Use new words in writing

Liste des phonèmes :

[d], [i], [r], [l], [o], [è]=ai/et/ei, [s], [u], [f], [e], [m], [ch], [n], [é]=er/ez, [v], [ou], [z], [p], [k], [b], [j], [g], [d], [an], [t], [in], [on], [oi], [o]=au/eau, [in]=ain/ein/aim.

List of Phonemes: b, d, f, g, h, j, k, l, m, n, r, s, t, v, w, y, z, ch, tch, sh, th, wh, ck, dge, ce, ci, cy, ge, gi, gy, mb, ed, qu, kn, gn, wr, ph, ng, Short Vowels: a, e, i, o, u, oo Long Vowels: ai, ee, i, oa, oo, u, oi/oy, ow, ə, air, ar, ir/er, ur, aw/au

Convention of Standard English

L2.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A: Capitalize holidays, product names, and geographic names.

B: Use commas in greetings and closings of letters.

C: Use an apostrophe to form contractions and frequently occurring possessives.

D: Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

E.: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A: Compare formal and informal uses of English

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on an

array of strategies.

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

Vocabulary Acquisition and Use

L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including

using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

QUESTION THE WORLD (Science/ Social Studies)

MATTER *Use of Fosskit « Solids and liquids », all the investigations*

Identify the 3 states of matter and observe changes of states.

Identify a change of state of the water in a phenomenon of the daily life.

- Compare and measure the temperature, volume, mass of water in the liquid state and in the solid state.
- Recognize the states of water and their manifestation in different natural phenomena.
 - Implement simple experiments involving water.

Some properties of solids, liquids and gases. The changes of states of matter, especially solidification, condensation and fusion.

Cycle 3 program:

Describe the states and constitution of matter on a macroscopic scale.

- Implement observations and experiments to characterize a sample of matter.

Diversity of matter (metals, minerals, glasses, plastics, organic matter ..).

Some properties of the solid or liquid matter (eg density or solubility, elasticity ...).

The physical state of a sample of matter depends on external conditions, including its temperature.

Mass is a physical quantity that characterizes a sample of matter.

- Identify from documentary resources the different constituents of a mixture.
- Implement a separation protocol of components of a mixture.

Making mixtures can cause matter transformations (dissolution, reaction).

The matter around us (solid, liquid or gaseous) is the result of a mixture of different components.

- Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. **2-PS1-1**
- Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. **2-PS1-2**
- Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. **2-PS1-3**
- Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. **2-PS1-4**

THE LIVING WORLD

Know the characteristics of the living world, its interactions, its diversity:

Use of Fosskit « Insects and Plants »

- **Identify what is animal, plant, mineral or made by living beings**
(Life cycle of living beings, diets of some animals, some vital needs of plants).
Realize small ecosystems (farms, crops).
- **Identify the interactions of living beings with each other and with their environment.**
(Diversity of living organisms in an environment and their interdependence, food relationships between living organisms, predation chains.)

- **Plan and conduct an investigation to determine if plants need sunlight and water to grow.**

2-LS2-1

- **Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. 2-LS2-2**
- **Make observations of plants and animals to compare the diversity of life in different habitats.**

2-LS4-1

Recognize healthy behaviors: *(Outside the use of Fosskit)*

- To implement and appreciate rules of hygiene of life: physical activity, capacity to relax and put in relation of its age and its needs of sleep, daily habits of cleanliness (teeth, hand, body).
Food will be studied at CE2.

THE OBJECTS

Made when using Fosskits:

- **Understand the function and the operation of manufactured objects.**
(current or old objects, identify their instructions for use, their functions, assemble, disassemble, investigation of trades, tools and machinery used).
- **Realize some objects, respecting basic rules of security.**
Realize technical objects by association of existing elements by following a diagram of assembly.
- **Create simple electrical circuits, respecting basic safety rules.**
(Done in cycle 3, in CM1 with Fosskit "Energy",)

At the computer lab

- **Begin to appropriate a digital environment.**
Have acquired sufficient familiarization with the word processor and use it rationally, in connection with the other subjects.

LOCATE ONESELF ON THE SPACE

To locate oneself in the space and represent it

- To locate oneself in the local environment : **classroom, school, neighborhood, city**
- To locate objects or people in relation to each other or to other landmarks

(Vocabulary used to define positions (left, right, above, below, on, under, in front, behind, near, far, foreground, foreground, north, south, east, west).

(Vocabulary used to define movements (forward, backward, turn, right / left, up, down ...).

- Create representations
- Read maps, locate on maps. Know the components of a map (title, scale, orientation, legend)

Locate a place on a map or globe or on a computer screen.

- Identify global representations of the Earth and the world.

Locate the spaces studied on a map or a globe (**oceans, continents**).

Know that the Earth is part of a very vast universe composed of different types of stars.

SITUATE ONESELF IN TIME

Situate oneself in time and measure it.

- Identify the time rhythms: read the time and dates, understand the alternation day / night, the cyclical nature of days, weeks, months, seasons.

Situate events in relation to each other (familial events)

Understand that the day is divided in hours, the week in days.

THE ORGANIZATIONS OF THE WORLD

- Understand lifestyles at different times (generations) or different cultures.