

# Welcome to Grade 2 Information Guide

***"Empowering learners of today to be global citizen leaders of tomorrow" IC***

***"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect" IB***



# 2019-2020 School Year

## Program of Inquiry in Grade 2

Grade 2 Age: 7-8 years old						
Transdisciplinary Theme	Who we are	Where we are in place and time	How we express ourselves	How the world works <sup>2</sup> Oct. 7th to Nov. 21st	How we organize ourselves <sup>4</sup> NJan. 13th to Feb. 21st	Sharing the planet <sup>3</sup> Nov. 25th to Jan. 10th
	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities; and cultures</b> ; rights and responsibilities; what it means to be human.	<b>An inquiry into orientation in place and time</b> ; 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; <b>the ways in which we reflect on, extend and enjoy our creativity</b> ; our appreciation of the aesthetic	<b>An inquiry into the natural world and its laws</b> ; 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; <b>the structure and function of organizations</b> ; 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 with other living things; <b>communities and the relationships within and between them</b> ; access to equal opportunities; peace and conflict resolution
Central Idea	Our individual characteristics can make a contribution to our community	Exploring history and geography contribute to people's understanding of their identity	People manipulate materials to express their creativity	Earth's predictable patterns determine the behavior of living things	Cities have special characteristics that make them unique	All living things go through a process of change
An Inquiry Into	<ul style="list-style-type: none"> <li>What makes a person significant</li> <li>Factors that influence our choice of relationships</li> <li>Our responsibilities as role models</li> </ul>	<ul style="list-style-type: none"> <li>The geographical characteristics and history of the place we come from</li> <li>How aspects of our history and geography shape our identity</li> <li>The interconnectedness between national identity and heritage</li> </ul>	<ul style="list-style-type: none"> <li>The characteristics of different materials</li> <li>Manipulation of materials to serve new purposes</li> <li>Our understanding of these creative achievements</li> </ul>	<ul style="list-style-type: none"> <li>Natural Cycles (day/night, seasons)</li> <li>Patterns in Earth's natural cycles (sun, moon, gravity)</li> <li>Assessing the impact of natural cycles on living things</li> </ul>	<ul style="list-style-type: none"> <li>The natural features of cities</li> <li>Similarities and differences between cities</li> <li>Features that make cities special</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles</li> <li>How various developmental stages impact the needs of living things (food groups)</li> <li>Interdependence of various living things</li> </ul>

## Languages

### English

English is our shared language of instruction and communication. In a PYP school, the focus is not just on learning language in isolation, but also on the application of language skills across the subject areas and throughout the Programme of Inquiry.

Some language skills are taught as 'stand-alone', while other aspects of language are taught within the context of our Units of Inquiry.

Students develop skills and understandings across the different areas of language learning.

### **Reading:**

- Read grade level texts with fluency and expression for different purposes
- Use prior knowledge to understand the text
- Identify the main idea of a text by asking questions, making predictions and restating facts with details
- Analyze texts by making good connections and reasonable inferences
- Identify the point of view of the speaker and suggest alternative perspectives

### **Writing:**

- Identify the topic, purpose, audience and form for writing
- Create a well-developed paragraph following the writing process and using the proper writing conventions
- Spell unfamiliar words by using phonetic decoding
- Use legible handwriting to present the written work

### **Listening and Speaking:**

- Listen and speak for different purposes
- Communicate ideas and information orally in a clear and coherent way
- Listen to a set of instructions and follow them properly
- Participate actively in class discussion and learning engagements

### **Viewing and Presenting:**

- Identify the purpose and audience of media texts
- View visual information, ask relevant questions and discuss possible meaning
- Relate to different media texts using personal experiences and connections to the world
- Make informal presentations using clear tone of voice, good posture and eye contact with the audience

## **Arabic**

مع نهاية العام الدراسي، سيكون المتعلم قادراً على:

- الإصغاء إلى التعليمات والمستندات وإنجاز المطلوب منه.
- التعرف إلى فنون أدبية (القصة، الوصف، الشريط المصور والرسالة...) وقراءة نصوص مرتبطة بها قراءة تراعي معايير القراءة الصحيحة. وقراءة قصص حرّة والاستماع إليها بهدف الاستمتاع.
- فهم النصوص فهماً مجملًا ومفصلاً.
- التعبير شفهيًا وكتابيًا بلغة فصحي وصولاً إلى صياغة جمل مترابطة مستخدمًا أدوات الربط المناسبة.
- تطبيق القواعد اللغوية والإملائية المقررة للصف الثاني.

## French as an Additional Language

The aim of the program is to offer students a valuable educational experience and the opportunity to develop a basic usable command of the French language that can be expanded through further study or contact with French-speaking people.

The students will respond to simple questions and commands using the vocabulary, grammar and language conventions. They will demonstrate an understanding of simple oral texts and presentations.

Their learning will be assessed through different forms of evaluation.

# Mathematics

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The aim of our Mathematics Programme is to develop students into confident mathematical thinkers, who demonstrate a sound knowledge of the subject and show the ability to creatively apply it to solve problems in many ways.

In Mathematics students will be working on a variety of tasks in various different flexible groupings, in order to challenge and support all students, regardless of their level of competency or experience.

### **The different Math strands are:**

#### **Data Handling:**

- Collect, organize data and display it using tally charts, concrete graphs, pictographs, simple bar graphs and other graphic organizers, with labels ordered properly along the horizontal axis
- Read and describe data presented in tally charts, concrete graphs, pictographs and other graphic organizers

#### **Measurement**

- Estimate, measure and record length, mass, time using standard and nonstandard units
- Compare, describe and order events using attributes measured in standard and nonstandard units

#### **Shape and Space**

- Identify common two dimensional and three dimensional figures
- Sort and classify 2D and 3D shapes based on their geometric properties
- Compose and decompose common two and three dimensional figures
- Describe and represent the relative location of objects using positional language

### Pattern and Function

- Identify, describe, extend and create repeating patterns, growing patterns and shrinking patterns

### Number

- Read, represent, compare and order whole numbers to 999.
- Count forward and backward to 100, using multiple numbers as starting points
- Add and subtract one and two digit number facts with and without regrouping using different strategies
- Solve simple and multi word problems and show their thinking

## Science

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“In the PYP, science is viewed as the exploration of the biological, chemical and physical aspects of the natural world, and the relationship between them....It encourages curiosity and ingenuity and enables the student to develop an understanding of the world. Reflection on scientific knowledge also helps students to develop a sense of responsibility regarding the impact of their actions on themselves, others and the world.... .” (Making the PYP Happen, 2009, p. 93)

Science does not appear as a standalone on the student’s timetable; rather, it is embedded within the units of inquiry. The **knowledge** component of **science** in the **PYP** is arranged into four elements: living things, Earth and space, materials and matter, and forces and energy.

Unit of Inquiry	Science Strand
Who we are	
Where we are in place and time	
How the world works	Earth and space ( focus on day/night and seasons)
How we organize ourselves	
Sharing the Planet	Living things( focus on animals, plants, and growth)
How we express ourselves	Materials and matter ( focus on properties and uses of materials)

To ensure that students are well informed and confident, the following science skills are tackled throughout the academic year. Students will be able to:

- Observe carefully in order to gather data
- use a variety of instruments and tools to measure data accurately
- use scientific vocabulary to explain their observations and experiences
- identify or generate a question or problem to be explored
- plan and carry out systematic investigations, manipulating variables as necessary
- make and test predictions
- interpret and evaluate data gathered in order to draw conclusions
- consider scientific models and applications of these models including their limitations

## Social Studies

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“In the PYP, social studies is viewed as the study of people in relation to their past, their present and their future, their environment and their society. Social studies encourages curiosity, and develops an understanding of a rapidly changing world. Through social studies, students develop an understanding of their personal and cultural identities. They develop the skills and knowledge needed to participate actively in their classroom, their community, and the world: to understand themselves in relation to their communities.” (Making the PYP Happen, 2009, p. 103)

Social studies does not appear as a standalone on the student’s timetable; rather, it is embedded within the units of inquiry. The **knowledge** component of **social studies** in the **PYP** is arranged into five elements: human systems and economic activities, social organizations and culture, continuity and change through time, human and natural environments, and resources and the environment.

<b>Unit of Inquiry</b>	<b>Social Studies Strand</b>
Who we are	Social organizations and culture ( focus on identity and relationships)
Where we are in place and time	Continuity and change through time ( focus on history) Human and natural environments (focus on geography)
How the world works	Human and natural environments (focus on geography)

How we organize ourselves	Social organizations and culture (focus on distinctive features that give a place its identity; networks)
Sharing the Planet	
How we express ourselves	Social organizations and culture( focus on artifacts)

To ensure that students are well informed and confident, the following social studies skills are tackled throughout the academic year. Students will be able to:

- formulate and ask questions about the past, the future, places and society
- use and analyze evidence from a variety of historical, geographical and societal sources
- orientate in relation to place and time
- identify roles, rights and responsibilities in society
- assess the accuracy, validity, and possible bias of sources

## Arts

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One way to foster the development of the whole child is by learning about and through the Arts. It promotes creativity, critical thinking, problem-solving skills and social interactions. Through our Arts Programme, students develop appreciation, empathy and Learner Profile attributes such as being a communicator and a risk-taker.

### Visual Art units in Grade 2 include:

- Engage students in making 2D and 3D art projects.
- Explore the art work of prominent Lebanese and international artists.
- Identify the elements and principles of art (line, shapes, color, movement ...).
- Collage, drawing and painting.

### Music units in Grade 2 include:

- Singing with awareness of the musical elements as: Tempo - duration
- Perform percussion instruments
- Develop an awareness and appreciation of music from different cultures.

# Personal Social and Physical Education

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## Personal and Social Education

As twenty-first century learners, students need to develop as autonomous and responsible people who take responsibility for their learning and their wellbeing be it physical, emotional, spiritual or social. All areas of the PYP curriculum address personal and social education and hence it is the shared responsibility of *all* teachers at the Elementary School to develop this aspect of the learner's education. Students are encouraged to develop positive attitudes and behaviors in order to meet challenges, make healthy lifestyle choices, and become lifelong learners.

## Physical Education

Learners recognize the importance of being physically active, making healthy food choices, and maintaining good hygiene in the development of well-being. They explore, use and adapt a range of fundamental movement skills in different physical activities and are aware of how the body's capacity for movement develops as it grows. Learners understand how movements can be linked to create sequences and that these sequences can be created to convey meaning. They understand their personal responsibilities to themselves and others in relation to safety practices

### PE units in Grade 2 include:

- Individual Pursuits (Locomotor Skills, Track And Field Running, Throwing and Jumping)
- Health Related Fitness (Healthy eating and personal safety and injury prevention)
- Movement Composition (Gymnastics, Rhythmic Movement Skills: Line Dance, Musical Game, and Creative)
- Adventure challenge (Group Challenge Games)

# Information and Communication Technology (ICT)

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We recognize the pivotal role that information and communication technology (ICT) plays in the educational process. Most of the time, technology is integrated through all curriculum areas to make learning more authentic. A variety of multimedia resources such as laptops, tablets ... is used to equip students with the necessary skills and knowledge that they need as twenty- first century learners. To provide

more student support, the grade level teachers work together with the Technology Coordinator in integrating technology into the curriculum

**The ICT skills and knowledge are evaluated using the following ISTE Standards for students:**

- Basic Operations
- Keyboarding
- Painting & Drawing Programs
- Word Processing
- Multimodalities
- Digital Citizenship