

since 1980



St. Nicholas

A
Unique
Educational
Adventure

Grade 2
The Learning Experience

Mission

Through an inquiry based international education, St. Nicholas School develops responsible, confident and caring citizens of an ever-changing world.

By setting high academic standards and celebrating cultural diversity, we nurture individual talents and embrace a shared passion for learning.

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Welcome from our Leadership Team



Laura Elizabeth Bayer
Head of School
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After obtaining degrees from Ottawa University and William Jewell College, **Laura Bayer** joined St. Nicholas in 1996. She is an IBO workshop leader and site visitor as well as a frequent school evaluator for the LAHC.



Katrina Fabbri
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Katrina Fabbri joined the St. Nicholas team in 2007 as a Grade 2 class teacher. Her teaching experience ranges from Kindergarten to Grade 6. She holds a BS in Education from Northern Illinois University with specializations in Mathematics and Language Arts.



Cristina Prado
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Cristina Prado has been working at St. Nicholas since 1999 with a variety of age groups. She holds a BA in Education and Pedagogical Administration from Universidade de São Paulo and postgraduate certificates in Education from Bishop Grosseteste University-UK and Harvard.

PRIMARY YEARS PROGRAMME

St. Nicholas is an IB World School and is authorized to offer the PYP. IB World Schools share a common philosophy – a commitment to a challenging and international education that St. Nicholas believes is important for our students. The PYP is an international curriculum framework designed for children between the ages of 3 and 12 years, taught through inquiry and concept-based teaching and learning approaches. The program focuses on the development of the whole child, so in addition to academic achievement, the program strongly emphasizes the social, physical, emotional, and cultural growth of all students.

INTERNATIONAL MINDEDNESS AND THE IB LEARNER PROFILE

International mindedness can be identified as the ability to respect and understand other perspectives, cultures and languages. The IB Mission Statement encapsulates this and as such the programme “encourages students across the world to become active, compassionate and lifelong learners who understand that other people with their differences can also be right” IBO Mission Statement.

LEARNER PROFILE

International Baccalaureate (IB) Learner Profile

The Primary Years Programme (PYP) aims to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.



I explore ideas and issues that are locally and globally important, to get in-depth knowledge and develop my understanding in many areas.



I develop my natural curiosity and learn the skills I need to inquire. I enjoy learning and love to learn new things.



I confidently and creatively share my ideas with others in many ways, in more than one language. I listen to and work well with others.



I think carefully and show initiative. I make good decisions and I'm a problem solver.



I tell the truth and I'm fair. I respect others, and take responsibility for my actions and their consequences.



I appreciate my own culture and personal history, but I listen to and respect the ideas and thoughts of others. I try to look at things in more than one way.



I have confidence to be in new situations and try new roles, ideas, and strategies. I stand up for and explain the things I believe in.



I show that I care about the needs and feelings of others. I help others and I look after the environment.

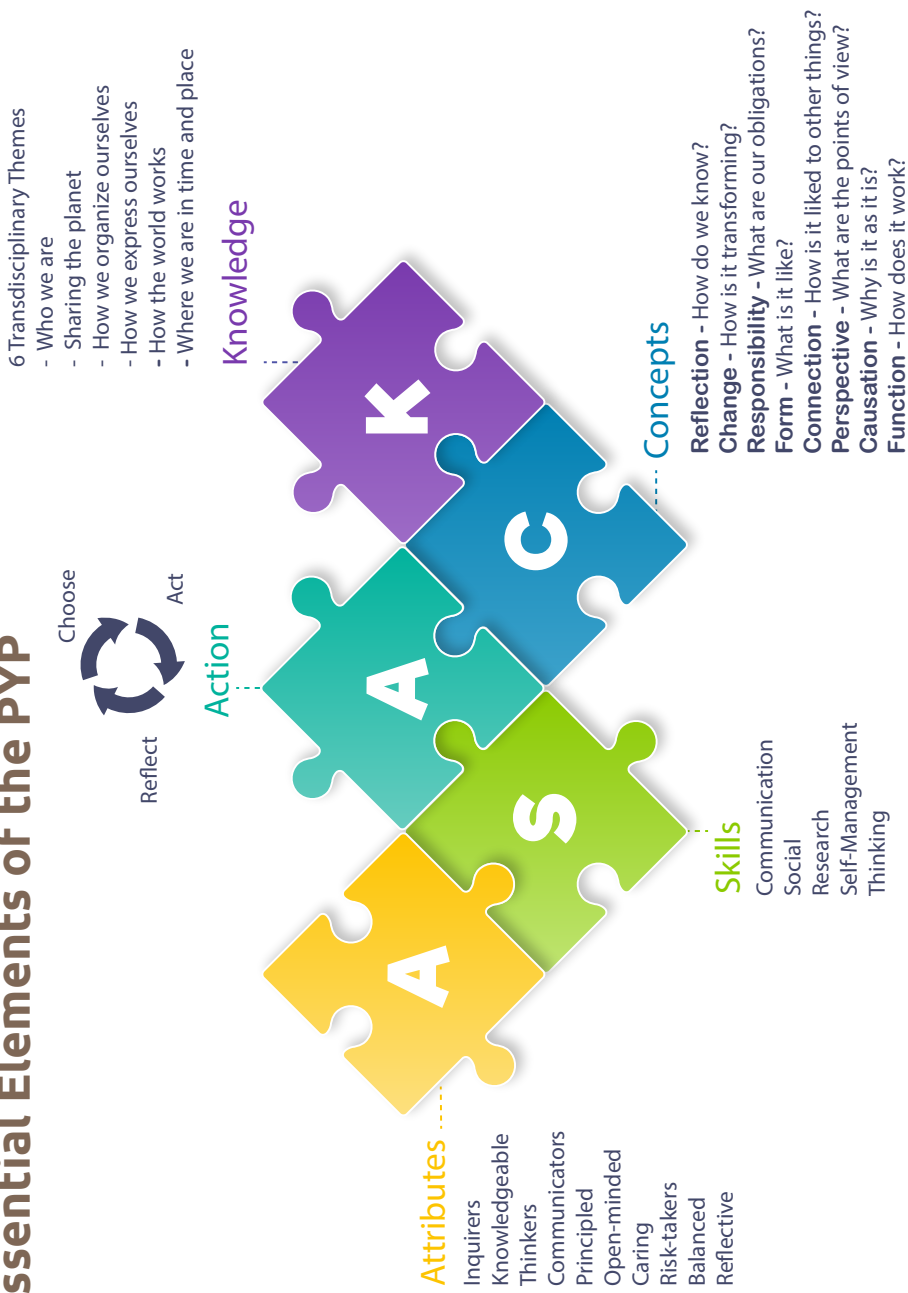


I think about my own learning. I know when I've done well, and when I could improve.



I look after my mind and my body. I try to stay healthy and happy.

5 Essential Elements of the PYP



PROGRAMME OF INQUIRY

St. Nicholas School Alphaville is an IB Primary Years Programme school. These are schools that share a common philosophy — a commitment to high quality, challenging, international education that St Nicholas School Alphaville believes is important for our students.

Transdisciplinary theme	Who we are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.
Title	Friendship
Central Idea	Relationships are enhanced by learning about other people’s perspectives and communicating our own.
Lines of inquiry	<ul style="list-style-type: none"> ◊ roles and behaviours within a relationship ◊ how we develop relationships ◊ ways we communicate and understand perspective
Concepts	Form, perspective
Transdisciplinary theme	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.
Title	Adaptation
Central Idea	Living things have specific characteristics to help them survive in their habitat.
Lines of inquiry	<ul style="list-style-type: none"> ◊ how animals obtain what they need to survive from their habitat ◊ animal features that allow them to adapt to habitat ◊ how species and populations change according to changes in the habitat
Concepts	causation, form, change
Transdisciplinary theme	How we express ourselves 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.
Title	Media
Central Idea	People can create or manipulate messages to target specific audiences.
Lines of inquiry	<ul style="list-style-type: none"> ◊ how music, graphics and words in the media influence our behaviour ◊ messages communicated in the media ◊ how to think critically about these messages
Concepts	responsibility, causation, perspective

<i>Transdisciplinary theme</i>	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.
<i>Title</i>	City Systems
<i>Central Idea</i>	Urban systems and services can be created and changed to meet the needs of inhabitants.
<i>Lines of inquiry</i>	<ul style="list-style-type: none"> ◇ systems and services within a city and how they work ◇ problems that occur within cities and how they can be solved with urban systems ◇ how cities change over time
<i>Concepts</i>	function, change, connection

<i>Transdisciplinary theme</i>	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.
<i>Title</i>	Inventions and Inventors
<i>Central Idea</i>	Inventions throughout history have influenced the way people live.
<i>Lines of inquiry</i>	<ul style="list-style-type: none"> ◇ reasons people invent ◇ how life was before and after inventions ◇ the positive and negative impacts of inventions
<i>Concepts</i>	function, change, causation

<i>Transdisciplinary theme</i>	Sharing the planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<i>Title</i>	Children's Rights
<i>Central Idea</i>	Children worldwide encounter a range of challenges, risks and opportunities.
<i>Lines of inquiry</i>	<ul style="list-style-type: none"> ◇ human rights ◇ challenges, risks and opportunities children face both here and globally ◇ how organisations can help protect children
<i>Concepts</i>	perspective, responsibility

OVERALL STUDENT OUTCOMES FOR THE YEAR

In Grade 2 most children have secured many of their early key skills as learners and are ready to use and apply them in new and exciting ways. They extend their understanding of many concepts and begin to work with them with increasing complexity.

The curriculum is structured around six units of inquiry, each unit falling within a specific transdisciplinary theme including Sharing the planet, Who we are, Where we are in place and time, How we express ourselves, How the world works and How we organize ourselves. The subject areas of literacy (language), mathematics, arts, science, social studies and physical, social and personal education (PSPE) are taught so that children make connections within and among the different disciplines. Conceptual understanding underpins all learning. Purposeful inclusion of skills and attitudes that are applied to all subject areas strengthen the transdisciplinary nature of the curriculum. Children are prepared to take action and apply their understanding to real-life situations.



These overall subject outcomes below are drawn from both the IB Primary Years Programme and are aligned with the Brazilian Curriculum (Base Nacional Comum Curricular). It is recognised and respected that students are at different phases on the learning continuum. Some require extra support and may not always reach these outcomes. Likewise, some students are able to work and achieve beyond the outcomes indicated below. We strive to meet their needs and adapt learning and teaching strategies accordingly.

Language/Literacy - English /Portuguese

The following language and literacy outcomes cover a two-year cycle in Grades 2 and 3

Oral language (Listening & speaking)

Learners use oral languages appropriately and with increasing confidence in a range of contexts. They show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.

Visual Communication: Viewing and Presenting

Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.

Written Communication: Reading

Learners read simple books for pleasure and information with increasing independence. They are confident about their own reading and use a range of reading strategies to decode text. Learners show an understanding of the relationship between reading, thinking and reflection. They discuss stories, demonstrating an increasing awareness of the story elements and are able to make personal connections. They have begun to use a variety of reference books, websites and dictionaries independently. Most importantly, they have established reading routines and relish the process of reading.

Written Communication: Writing

Learners write confidently and with developing fluency. They write for a variety of purposes. They understand the role of the author and audience and begin to develop their own style and voice. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others. They are able to revise to improve the quality of their writing. They show an increasing ability to spell high-frequency words accurately, and use simple spelling patterns correctly. They write legibly in a consistent style on a daily basis.

Mathematics

Data handling

Learners will continue to collect, organize, display and analyse data, developing an understanding of how different graphs highlight different aspects of data more efficiently. They will be introduced to scales and learn that a scale can represent different quantities in graphs and that mode can be used to summarize a set of data. The learners will also be introduced to concepts of probability and the idea that probability is based on experimental events and can be expressed numerically.

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 and events with more accuracy. Learners are developing their understanding of measuring perimeter and area. They will select and use appropriate tools and units of measurement, and will be able to describe measures that fall between two numbers on a scale.

Space and Shape

Learners continue to work with 2D and 3D shapes, developing the understanding that shapes are classified and named according to their properties. Learners will continue to develop their understanding of symmetry, in particular reflective and rotational symmetry. They will understand how geometric shapes and associated vocabulary are useful for representing and describing objects and events in real-world situations.

Pattern and Function

Learners 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. Learners will analyse patterns and identify rules for patterns, developing the understanding that functions describe the relationship or rules that uniquely associate members of one set with members of another set. As a result, learners understand the inverse relationship between addition and subtraction, and the associative and commutative properties of addition.

Number

Learners understand the base 10 place value system and can model, read, write, estimate, compare and order numbers to hundreds or beyond. Learners will have automatic recall of addition and subtraction, and begin to derive multiplication and division facts. They will select, use and describe a range of strategies to solve problems involving addition, subtraction, multiplication and division, using estimation strategies to check the reasonableness of their answers. Learners have an understanding of fractions and decimals as representations of whole-part relationships. They will demonstrate this understanding by modelling equivalent fractions and simple decimal fractions. They will be able to model, read, write, compare and order fractions, and use them in real-life situations.

Creative arts: music and visual arts

Responding

Learners show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.

Creating

Learners show an understanding that they can express themselves by creating visual art. They know that creating can be done on their own or with others. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others.

Physical, social and personal education

Identity

Learners understand that a person's identity is shaped by a range of factors and that this identity evolves over time. They explore and reflect on the strategies they use to manage change, approach new challenges and overcome adversity. They analyse how they are connected to the wider community and are open to learning about others. Learners use their understanding of their own emotions to interact positively with others. They are aware that developing self-reliance and persisting with tasks independently will support their efforts to be more autonomous learners.

Active living

Learners understand the factors that contribute to a healthy lifestyle. They understand that they can enhance their participation in physical activities through developing and maintaining physical fitness, refining movement skills, and reflecting on technique and performance. Learners are able to identify different stages of life and understand that rates of development are different for everyone. Learners understand that there are potential positive and negative outcomes for risk-taking behaviours and are able to identify these risks in order to maximize enjoyment and promote safety.

Interactions

Learners understand that group work can be enhanced through the development of a plan of action and through identifying and utilizing the strengths of individual group members. Learners reflect on the perspectives and ideas of others. They understand that healthy relationships are supported by the development and demonstration of constructive attitudes towards other people and the environment.

Science

(Fully integrated into the Units of Inquiry)

Learners are developing their observational skills by using their senses to gather and record information, and can use their observations to identify patterns, make predictions and refine their ideas. They can explore the way objects and phenomena function, identify parts of a system, and have an understanding of cause and effect relationships. Learners can communicate their ideas or provide explanations using their own scientific experience. They will obtain these skills in the areas of Living Things, Earth and Space, Materials and Matter and Forces and Energy, exploring topics including features of living things, habitats and biomes, forces and structures, simple machines, and changing materials, including water.

Social Studies

(Fully integrated into the Units of Inquiry)

Students will extend their understanding of human society, focusing on themselves and others within their own community. They will investigate how and why groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people. They will recognize the independence of systems and their function within local communities and begin to innovate solutions to common problems. They will increase their awareness of how people influence, and are influenced by, the places in their environment. Students will explore the relationship between valuing the environment and protecting it. They will extend their understanding of time, recognizing important events in people's lives, and how the past is recorded and remembered in different ways. They will broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment.

Extra Curricular Activities (ECA)

At St. Nicholas, ECAs are offered starting in Kindergarten 1 and aim to provide after-school activities that further enrich and supplement the education experience for our students. St Nicholas School offers a wide range of Extra Curricular Activities in the areas of sports, arts and recreation. They provide an excellent opportunity for students to have contact with different activities that may not be typically available to study during the school day, allowing them to acquire a balance between academics and their individual preferences. Students who are involved in our Extra Curricular Activities tend to improve many of their skills, increasing their self-esteem and motivation. Besides, they have different opportunities to learn new skills from their chosen activity, and integrate these skills into their everyday school lives.

ASSESSMENT AND REPORTING

Assessment is integral to all teaching and learning. The purpose of assessment is to promote student learning, to provide information about student learning and to contribute to the evaluation of the effectiveness of the program. In Grade 2 students continue to take on a more active role in their own assessment process, evaluating their progress towards goals and criteria. Teachers keep track of student progress in many ways, such as:

- ◇ Keeping written observation of what children do and say
- ◇ Collecting samples of children’s work, such as drawings and writing
- ◇ Taking photographs of children’s constructions, artwork or examples of how they are demonstrating a particular skill
- ◇ Conferencing with students individually and in small groups
- ◇ Comparing children’s work to set criteria on a rubric or checklist

Grade 2 students receive Reports in November, March and June. The reports in November and June provide a detailed summary of students’ achievements with teachers’ comments in addition to specific criteria which is evaluated in each subject area. These reports are shared with parents online.

Parents Day conferences are arranged twice a year to allow a discussion in further detail of the progress each child is making. In Grade 2, students begin to take on a greater role during these conferences, participating in the planning and sharing process.

Parents can also expect to be invited to meet their respective teachers any time in the year or may request a meeting at their discretion. The outcome of these meetings allows all parties to achieve a better understanding of the student and to identify measures that can be taken to support the student’s progress.

A TYPICAL DAY FOR GRADE 2

Arrival

Announcements

Writer's Workshop

Math

Snack & Playground

Inquiry

Music

Lunch

Playground

Reading

P.E.

Literacy

Dismissal



HOME SUPPORT IN GRADE 2

Daily reading

Your child will be assigned a book from our daily reading scheme and should read between 15 - 20 minutes daily. When appropriate, ask your child to read the story to you aloud. As your child becomes more fluent and proficient, he or she will prefer to read silently to reading aloud but it is still important to show interest and discuss the book. Your child should be encouraged to read other books from the school library or your home independently.

Support writing

In Grade 2 your child will continue to develop proper letter formation as well as appropriate sizing and spacing. This can be practiced at home to reinforce their work at school. The correct formation for each letter is in the back of this handbook. Your child understands that we write for a variety of purposes and should be encouraged to do so at home. Talking about and recording moments throughout their day can also help them develop ideas during Writer's workshop lessons and add more details to their writing.

Homework

In addition to receiving daily reading homework, your child will also begin to receive other types of homework as described below. The role of homework is to provide your child with an important opportunity to practise what they are learning in school as well as develop key self-management skills and responsibility. All homework expectations and instructions will be reviewed by the teacher in class and students are expected to approach the teacher if they have any questions before the homework is due. Your child can be supported by making sure they have the proper time, space, and materials to complete their homework.

Spelling

Children will work with spelling throughout the week. They will be assigned work to be done in school and at home, sometimes through an online platform. The more practice your child has with spelling words the better they will be able to reproduce these words correctly and automatically in their writing.

Mathematics

Your child may occasionally receive one piece of math homework. Homework may be given as a math journal entry, worksheet or through an online platform (Matific).

Portuguese

Your child should read weekly in Portuguese and may receive one piece of Portuguese homework per week.

Inquiry

Your child will engage in six units of inquiry throughout the year. Your child will be given independent work related to the units of inquiry when relevant. At all times, however, your interest in what your child is learning is key to his/her motivation. You can help your child by fostering interest and discovering information together. Depending on the nature of each unit, you can talk about new learning, read books together, visit museums, share internet time together to find out information, etc.

INDEPENDENCE AND RESPONSIBILITIES

Devices and cell phones

Students in Grade 2 should avoid bringing phones and devices to school and if brought, will be required to keep them turned off and in their backpack.

Forgotten items

Students are expected to come to school prepared for the day. Should your child forget homework or equipment at home, the school office will not phone home at the students request nor deliver forgotten items throughout the day.

Punctuality

Your child is expected to arrive no later than 8:00 every day so that they are ready for lessons promptly at 8:10. Late-arrivals will be asked to sign a late book at the gate. Parents should expect to be contacted if your child is frequently late.

The school

Founded in 1980, St. Nicholas is an International School for pupils from 18 months to 18 years old. Our students are a mix of Brazilian and many other nationalities, in a warm and welcoming international environment. We embrace cultural diversity and help new families to settle into the community smoothly.

Parents and the school work closely together in order to ensure that our young people are able to be confident, knowledgeable, responsible, caring and capable citizens.

Throughout the curriculum the school offers a vibrant and innovative education which inspires and challenges our students to develop a love of learning. Emphasis is placed on how students learn as well as what they learn. As a result, our students have the knowledge, skills and values to cope with a rapidly changing world.