



Elementary School

Grade 2

Curriculum Handbook

2019-2020

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Our Educational Philosophy

The mission of TLC International School is to plant seeds of knowledge that can grow to equip students academically, socially, physically, and spiritually for temporal and eternal success.

Our vision is to provide the best in education, partnering with parents to prepare students for life with academic tools, character training, development of social skills and spiritual mentoring.

Education is more than intellectual development. True education develops the mind, body, spirit and social skills of the child. Children at TLC learn cooperation, integrity, respect, creativity, and self-discipline. Positive values and behavior are rewarded in an environment that provides a safe haven for children to attempt new challenges without fear of failure.

An Introduction to Grade 2

Welcome to 2nd Grade! Second grade students range in age from 7 – 8 years old. A typical day starts at 8:45 AM. Students arrive at school, unpack their homework folders, water bottles, and store their backpacks in their cubbies. Usually, they will have morning seat work to do while waiting for the rest of their classmates to arrive. Classes begin at 9:00 AM. The duration of each class is approximately 40 minutes. Besides Reading Comprehension, Writing/Grammar, Math, Science/History, and Mandarin, second graders have Guided Reading/Center time as well. Our Guided Reading program is designed to help students focus on specific comprehension skills for their level. Lunch is around mid-day and dismissal time is from 3:25-3:35 PM.

Along with our standard curriculum, students will attend weekly elective classes which include: Character Education, Computers, Music, Physical Education (PE), Art, and Library. Grade 2 students will also attend a weekly assembly where the whole elementary sing songs to learn about our character traits. For the 2019-2020 school year we will be focusing on the following character traits: boldness, trust, forgiveness, justice, ingenuity, humility, diversity, and unity. At our weekly assembly, one student who best demonstrated the assigned character trait will be recognized and awarded star student for that week.



Understanding by Design

“Our lessons, units, and courses should be logically inferred from the results sought, not derived from the methods, books, and activities with which we are most comfortable. Curriculum should lay out the most effective ways of achieving specific results... in short, the best designs derive backward from the learnings sought.”

-Grant Wiggins and Jay McTighe in their book Understanding by Design

UBD (Understanding by Design) is a technique of delivering content introduced by Grant Wiggins and Jay McTighe. The methods laid out in this educational technique offer a way of designing courses and delivering content through “Backward Design”. Students at TLC participate in units of study that cover standard driven topics determined by the AERO standards which were designed and developed by the U.S. Department of State Office of Overseas Schools. TLC uses the UBD methods of teaching to ensure courses taught at TLC cover a series of standard based units. These units are designed in a way that ensures quality understanding is provided to all students enrolled in courses at TLC. Content delivery then includes a variety of quality teaching strategies and assessment techniques while keeping a standard based focus in every classroom. This unit-based planning approach follows a 3-stage process of Backward Design.

Stage 1 - Identify Desired Results

In order to determine if our students are achieving our desired results we must first determine what the desired end result is. If we teach with this goal in mind, we proceed knowing that each course is bringing students closer to that goal.

Stage 2 – Determine Acceptable Evidence

It is very important that before we teach we determine what assessments and indicators we will use to determine if students are progressing to an understanding of each standard covered in the courses taught. Evidence may be gathered through projects, questioning, quizzes, papers, group projects, lab projects, written tests, discussions and more.

Stage 3 – Plan Learning Experiences and Instruction

After determining the end goal and identifying the evidence that will determine student achievement, the daily lessons are determined. Daily lessons are carefully planned and carried out by teachers to support and reach the desired results. Each day students are given a clear objective that lines up and supports the mastery of the goals determined and indicated by the standards covered in each unit.

This approach ensures there are no gaps in the curriculum and all standards are covered in TLC International School's courses. The aim is to ensure the best possible method of content delivery is given to all TLC students. The students' learning and understanding is the focus in UBD's “Backwards Design”. Through this method of “Backwards Design” we can ensure that the indicators of student learning are achieved in every single course offered at TLC.

The Gradual Release Model

The Gradual Release model, developed by Doug Fisher and Nancy Frey, is a broadly recognized approach for moving classroom instruction from teacher-centred to student-centred. This model includes 4 steps: “I do it”, “We do it”, “You do it together”, and “You do it independently”.

During the “I do it” step, the teacher plays an important role in the delivery of the content. Explicit teaching, modelling, and ‘think aloud’ are common strategies used by the teacher during this step.

As the students begin to acquire the new skill or information, the responsibility of learning begins to shift from teacher-directed instruction to student-centred activities. During the “We do it” stage, the teacher uses strategic questions, prompts, and cues to guide students towards mastery of an objective.

“You do it together” is where students collaborate and depend on other classmates to meet objectives. During this time of instruction, the teacher will move among groups to clarify any misconceptions.



Subject Specific Information

Reading, Writing, Grammar and Spelling

In Second Grade, we strive to bridge the gap between being an emergent reader where the focus is primarily on phonemic awareness to being a fluent reader. At the early fluent reader stage, reading becomes more automatic, with more energy devoted to comprehension than decoding skills. Readers by the end of second grade should be approaching independence in comprehending a given text. Students will experience a greater variety of text and are able to recognize different styles and genres. Books at this stage of a reader's development have more pages, longer sentences, richer vocabulary, and less of a reliance on pictures for comprehension.

We have Reading Comprehension class 5 days per week for 40 minutes. Our focus is to work on comprehension strategies so that students are able to not only comprehend the text but synthesize the information to form an opinion or make connections to themselves, others, and the world around them. Our goal ultimately is to give each learner the tools necessary to comprehend a text independently.

Each morning we have Literacy Centers & Guided Reading that provides an opportunity for more individual and smaller group work. We work on specific literacy skills at different levels based upon the needs of the students in each group. Guided Reading also gives the teacher time to work with these small groups for individualized instruction.

Our curriculum follows the AERO standards and includes the following topics:

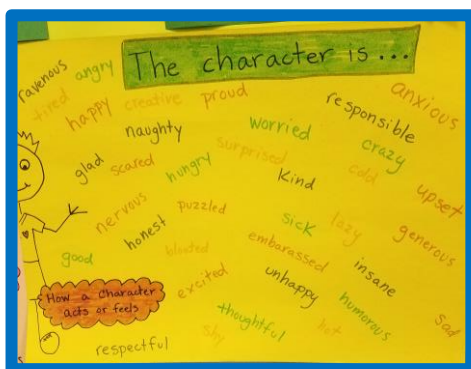
i. Reading: Second graders will be able to:

1. Retell a Story
2. Analyse Characters
3. Describe Poetry
4. Differentiate Between Fiction and Non-Fiction
5. Analyse Fairy-tale, Folktales, and Fables

ii. Writing: Second graders will be able to write:

1. Persuasive essays
2. Personal narratives
3. Procedures (How-to writing)
4. Poetry
5. Friendly letters
6. Book reports

iii. Grammar and Spelling: Second grade grammar focuses on the parts of speech and the mechanics of writing, such as punctuation and capitalization. For spelling, students should be able to spell words phonetically.



Mathematics

Students in second grade have 40 minutes of math per day. We focus on the utilization of manipulatives to aid in instruction of key mathematical concepts. We practice concepts together in groups and individually. Not only do we build on new concepts, but we work on building number fluency and automaticity.

The second-grade math curriculum focuses on the following:

1. Addition and Subtraction Facts up to 20
2. Place Value: 2-Digit Numbers, 3-Digit Numbers, 4-Digit Numbers
3. Addition: 2-Digit Numbers and 3-Digit Numbers (with regrouping)
4. Subtraction: 2-Digit Numbers and 3-Digit Numbers (with regrouping)
5. Time & Calendars
6. Measurement & Data
7. Money
8. Geometry
9. Multiplication and Repeated Addition



Science

Science is taught 4 days per week for 40 minutes per lesson for the first half of the year. Students will learn and apply the scientific method to the world around them. They will learn to make predications and make a hypothesis based upon a given set of variables. We will also be able to identify the needs of living things, compare life-cycles of different organisms, describe habitats and animal adaptations. In addition, students will cover weathering, erosion, and layers of the earth. Science is an interactive class that encourages the students to explore their world.



Social Studies

Social studies is 4 times per week for 40 minutes the final half of the year after science class is finished. Students learn about different countries and cultures, government and jobs in a community, and important people in history just to name a few. Students are encouraged to think about how they can be good citizens and impact the world in a positive way for the future.

In Grade 2, historical learning is focused on the following:

1. Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.
2. Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.
5. Students will understand social systems and structures and how these influence individuals.
6. Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.
7. Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.
8. Students will understand how societies have influenced and been influenced by scientific developments and technological developments.



Mandarin

Mandarin Class of G2

Curriculum: FL-G2 《Chinese for G2》

SL-KB3 《Easy steps to Chinese for Kids 3》

Class: Students in G2 will be put into two different classes. If the student speaks mandarin at home, he/she will be put into the first language mandarin class (FL-G2). If the student speaks other languages at home, he/she will be put into the second language mandarin class (SL-KB3). But we do have some exceptions: if the student's mandarin level is higher/lower than his/her normal level, we will put him/her in the higher/lower level mandarin class. If a first language mandarin student has low mandarin comprehension, he/she will be put into the second language mandarin class. If a second mandarin student has very good mandarin comprehension, he/she will be put into the first language mandarin class.

Assessment: Assessments will be given for each unit/chapter. We have made our own mandarin assessment papers.

Homework: The students in G2 have mandarin homework about 15 minutes per day.

Class Frequency: Students in G2 have 40 minutes mandarin class every day.

G2 中文班

教材: FL-G2 《语文（二年级）》

SL-KB3 《轻松学中文 3（少儿版）》

分班: G2 的学生被划分为两种不同类型的中文班。如果一个学生在家说的是中文, 他/她将被分在第一语言中文班 (FL-G2)。如果一个学生在家说的是其他语言, 他/她将被分在第二语言中文班 (SL-KB3)。当然, 我们也有一些特例: 如果一个学生的中文水平高于/低于他/她的正常年级水平, 他/她将被分在一个更高/更低水平的中文班。如果一个第一语言的学生的中文理解力较差, 他/她将被分在第二语言中文班。如果一个学生的中文理解力很好, 他/她将被分在第一语言中文班。

测试: 根据每个单元/章节的内容给出相应的测试。我们使用的是自己做的测试卷。

家庭作业: G2 的学生每天有大约 15 分钟的中文家庭作业。

上课频率: G2 的学生每天有 40 分钟的中文课时间。



Character Education

Students have one Character Education lesson per week which lasts for 40 minutes. This lesson is given by a specialist Character Education teacher. The lessons will focus on one Character Education trait per month and will follow the following schedule for the year:

Month	Character Trait
August (19-30)	Intro/Dream Theme
September (2-27)	Boldness
October (Oct 7-Nov 1)	Trust
November (5-27)	Forgiveness
December (2-20)	Justice
February (Feb 3-28)	Ingenuity
March (2-27)	Humility
April (Mar 30-Apr 30)	Diversity
May (4-29)	Unity
June (1-24)	Review traits

Students will normally listen to a story in the lesson that illustrates the character trait. They will discuss the meaning of the word and think about how that character trait can be applied to themselves and their families. The character trait is also the theme of the weekly assemblies where songs, presentations, and certificates will be about the character trait that is the theme of the month.



Computers

Second grade - They have computer class once a week for 40 minutes in the elementary computer lab. Each lesson objectives are based on 2017 National Educational Technology Standards for Students (NETS) initiated by the International Society for Technology in Education (ISTE). There are a variety of resources/materials used for instruction. Computer class aims to help students properly access, manage, process, interpret, and communicate information.

Unit 1 Basic Operations
Unit 2 Typing
Unit 3 Microsoft Word Introduction
Unit 4 Digital Citizenship & Safety
Unit 5 Internet Navigation
Unit 6 Online Research
Unit 7 Multimedia & Presentation Tools
Unit 8 Computational skills

Music

In the Music lessons, students learn to appreciate Music and the different ways one can create sound. They will sing, play, and learn the theory of percussion and string instruments. They will study composers and dance movements. They will have quizzes and practical tests for purposes of evaluation and assessment.

Being creative in Music gives students the opportunity to learn to think both creatively and critically. Critical thinking includes the ability to understand, respond to and talk about various musical compositions. By teaching students to perform, notate, and appreciate Music, we can enhance their skills related to creativity and critical thought.

PE

In the PE lessons, students have the opportunity to grow in their fitness and athletic abilities. They will acquire the knowledge, processes, skills, and confidence needed to engage in meaningful physical activity both now and in the future.

The learning goals for PE are as follows:

- Students will be taught a variety of exercises and skills that will develop their agility, flexibility, strength, reaction time, balance, and coordination.
- Students will learn how to work as a member of team in a variety of games such as: soccer, volleyball, basketball, dodgeball, American football, team races, gymnastics, and acrobatic movements.
- Students will understand the value of health and good hygiene.

The requirements for the Physical Education lessons are as follows:

- Tennis shoes, trainers or sneakers.
- Appropriate clothes.
- Cooperation.
- Communication.
- Teamwork and sportsmanship!

The EFL programme in Grade 2

When students enroll at TLC, they take an entrance exam. The results of this exam help administration determine if a student needs EFL classes. These students are two or three grade levels behind in English. An EFL student spends an hour and a half in a specialized EFL class each morning. These classes give more focused attention on building these crucial beginning English skills:

EFL I – Grades 1-2nd

In Level I, our focus would be to improve on phonics, introductory, and basic conversational, written and reading strategies. Students are taught using differentiated methods of learning which also involves guided reading time in small groups. They learn from units following the Kindergarten and Grade Level I text *On Our Way to English* and Phonics from K5 and 1st grade. Students are mostly taught using audio-visual aids following instructions in English. They are expected to work collaboratively and independently in class. Homework and daily reading tasks are assigned to help review and work on the skills learnt in class.

Exiting EFL

TLC has criteria for mainstreaming students that outlines specific requirements when they can join their grade level classes. This needs recommendation from the EFL and Core teacher. Parental permission is also a requirement that needs to be followed. The student needs to have demonstrated a growth in reading as shown on the F&P assessment, the MAP RIT score, the core and EFL class grades. It is expected that a student should ideally be within one grade level of their peers in reading.

Assessment in Grade 2

Grade 2 assessments align to AERO standards. For each standard, two assessments are given. One assessment is formative, and one assessment is summative. For the summative assessment, performance tasks are generally used. Our performance tasks usually follow the GRASP model: Goal, Role, Audience, Situation/Scenario, Product/Performance.

Homework in Grade 2

In Grade 2, students should spend no more than 20 minutes Monday-Thursday on homework including Mandarin. This, however, does not include the required reading every night for at least 20 minutes. In order to facilitate access to quality reading material at home, 2nd grade has chosen to purchase for our students the online levelled library provided by Raz Kids. Some teachers will assign optional homework on Fridays, but this will not affect student grades.

