

برنامج السنوات الابتدائية دليل المناهج الدراسية للصف الثاني الابتدائي 2017-2018 م Primary Years Programme Grade 2 Curriculum Guide



"مدارس الظهران الأهلية مدرسة مرشحة لبرنامج السنوات الابتدائية PYP" تسعى المدرسة للحصول على ترخيص كمدرسة عالمية من منظمة البكالوريا الدولية. تتشارك المدارس منظمة البكالوريا الدولية فلسفة واحدة وهي الالتزام بالجودة العالية والتحدي في التعليم، وذلك ما تؤمن مدارس الظهران الأهلية بأهميته لطلابنا وطالباتنا"

Dhahran Ahliyya Schools is a candidate school* for the Primary Years Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Dhahran Ahliyya Schools believes is important for our students.

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The Primary Years Programme: preparing students to be active participants in a lifelong journey of learning

What is an IB education?

The IB continuum of international education for 3 to 19 year olds is unique because of its academic and personal rigour. We challenge students to excel in their studies and in their personal growth. We aim to inspire a quest for learning throughout life that is marked by enthusiasm and empathy. The IB aspires to help schools develop well-rounded students with character who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in real-world, complex and unpredictable situations.

The IB offers high-quality programmes of international education that share a powerful vision. Informed by the values described in the learner profile, an IB education:

- focuses on learners – the IB’s student-centred programmes promote healthy relationships, ethical responsibility and personal challenge
- develops effective approaches to teaching and learning – IB programmes help students to develop the attitudes and skills they need for both academic and personal success
- works within global contexts – IB programmes increase understanding of languages and cultures, and explore globally significant ideas and issues
- explores significant content – IB programmes offer a curriculum that is broad and balanced, conceptual and connected.

IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.

What is the IB Primary Years Programme (PYP)?

The PYP is designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subjects areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry. The PYP is flexible enough to accommodate the demands of most national or local curriculums and provides the best preparation for students to engage in the IB Middle Years Programme.

The IB Primary Years Programme

- addresses students' academic, social and emotional well-being
- encourages students to develop independence and to take responsibility for their own learning
- supports students' efforts to gain understanding of the world and to function comfortably within it
- helps students establish personal values as a foundation upon which international-mindedness will develop and flourish.

The six subject areas identified within the IB Primary

Years Programme:

- language
- mathematics
- science
- social studies
- arts
- personal, social and physical education

المحاور الستة المتجاوزة للمواد الدراسية هي الميزة الأكثر أهمية وتميزاً في برنامج السنوات الابتدائية

The most significant and distinctive feature of the IB Primary Years Programme are the six transdisciplinary themes

These themes provide IB World Schools with the opportunity to incorporate local and global issues into the curriculum and effectively allow students to “step up” beyond the confines of learning within subject areas.

*** Who we are**

Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human

*** Where we are in place and time**

Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives

*** How we express ourselves**

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

*** How the world works**

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.

*** How we organize ourselves**

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.

*** Sharing the planet**

Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

PYP POI Grade Two

<p>Unit 1 Who We Are</p>	<p>Central Idea : The environment shapes the personal identity and the local culture. Lines of Inquiry:</p> <ul style="list-style-type: none"> • The characteristics of living beings in different environments. • The differences between cultures. • The effect of cultural differences on human relations. <p>Key Concepts: Form/Connection Attitudes: Respect/ Tolerance Skills: Social Skills/Self-Management Skills Learner Profile: Caring/ Open-minded</p>
<p>Unit 2 How We Express Ourselves</p>	<p>Central Idea: Humans develop different means to express themselves Lines of Inquiry:</p> <ul style="list-style-type: none"> • Our responsibility toward ourselves and others • Developing the means of communication and expression • Each of us has his own way of expressing himself <p>Key Concepts: Responsibility/Perspective/Reflection Attitudes: Self-confidence/commitment Skills: Communication skills/thinking skills Learner Profiles: Communicators/Principled</p>
<p>Unit 3 How the World Works</p>	<p>Central Idea: The changes that happen on the surface of the earth affect the people and the environment. Lines of Inquiry.</p> <ul style="list-style-type: none"> • The factors that affect the surface of the earth • The changes of the earth over time • The response of living beings to universal changes <p>Key Concepts: Change/Causation/Connection Attitudes: Empathy/curiosity Skills: social skills/research skills Learner Profiles: Knowledgeable/inquirers</p>
<p>Unit 4 Where We Are in Place and Time</p>	<p>Central Idea: Knowing about changes and explorations in the past helps us understand the present. Lines of Inquiry:</p> <ul style="list-style-type: none"> • Landforms all around the world • Humans' role in making changes on the earth surface • The relationship between the environment and lifestyle <p>Key Concepts: Form/Function/ Connection Attitudes: Enthusiasm/creativity Skills: Research skills/social skills Learner Profiles: Knowledgeable/Risk-takers</p>
<p>Unit 5 Sharing the Planet</p>	<p>Central Idea: Plants are a natural resource for life on earth Lines of Inquiry:</p> <ul style="list-style-type: none"> • The characteristics of plants • Protecting plants • The interdependence between living beings <p>Key Concepts: Form/Responsibility/Connection</p>

	<p>Attitudes: cooperation/appreciation Skills: Thinking/self-management Learner Profiles: thinkers/balanced</p>
<p>Unit 6 How we Organize Ourselves</p>	<p>Central Idea Human-made systems are connected to earth's natural cycles</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The effect of earth cycles on human • The role of people in making systems • Development of systems <p>Concepts: Causation/Function/Reflection Attitudes: Independence/Integrity Skills: Research skills/thinking skills Learner Profiles: Reflective/balanced</p>

In grade two, English language instruction is an integral part of the total curriculum and is incorporated throughout the units of inquiry. Our PYP units allow students multiple opportunities to read, speak, write, view and listen to the English language. Teachers provide balanced reading, writing, speaking and listening experiences for students at all levels of ability. Authentic literature is used for reading aloud to the children and for shared, guided and independent reading.

The primary aim is that students become competent and enthusiastic life-long readers, writers, and learners. Phonics, spelling and grammar are taught through writing. The writing process is taught with demonstration, shared, interactive/guided and independent experiences.

Reading Literature - Students will be able to:

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
9. Read stories fluently and independently

Reading Information- Students will be able to:

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
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.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. Describe how reasons support specific points the author makes in a text.
9. Compare and contrast the most important points presented by two texts on the same topic.
10. Read and comprehend informational texts.

Reading Foundational Skills – Students will be able to:

1. Know and apply grade-level phonics and word analysis skills in decoding words.
 - Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - Know spelling-sound correspondences for additional common vowel teams.
 - Decode regularly spelled two-syllable words with long vowels.
 - Decode words with common prefixes and suffixes.
 - Identify words with inconsistent but common spelling-sound correspondences.
 - Recognize and read grade-appropriate irregularly spelled words.
2. Read with sufficient accuracy and fluency to support comprehension.
 - Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing – Students will be able to:

1. Write opinion pieces in which they introduce the topic or book they are writing about, 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.

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.
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.
4. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
5. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
6. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
7. Recall information from experiences or gather information from provided sources to answer a question.

Listening & Speaking – Students will be able to:

1. Participate in collaborative conversations with peers about grade two topics and texts.
 - Follow agreed-upon rules for discussions
 - Build on others’ talk in conversations by linking their comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media
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
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences

Language – Students will be able to:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - Use collective nouns
 - Form and use frequently occurring irregular plural nouns
 - Use reflexive pronoun
 - Form and use the past tense of frequently occurring irregular verbs
 - Use adjectives and adverbs, and choose between them depending on what is to be modified.

- Produce, expand, and rearrange complete simple and compound sentences
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Capitalize holidays, product names, and geographic names.
 - Use commas in greetings and closings of letters.
 - Use an apostrophe to form contractions and frequently occurring possessives.
 - Generalize learned spelling patterns when writing words
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Usage – Students will be able to:

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known prefix is added to known word (e.g., happy/unhappy, tell/retell.)
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional.)
 - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly bookshelf, notebook, bookmark.)
 - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
2. Demonstrate understanding of word relationships and nuances in word meanings
- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)
 - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
3. 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).

Viewing and Presenting

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

2. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
3. Build on others' talk in conversations by linking their comments to the remarks of others
4. Ask for clarification and further explanation as needed about the topics and texts under discussion
5. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
6. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
7. 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
8. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Assessments:

- Baseline Test
- Anecdotal Notes
- Students' Journals & Reflections
- Common Formative & Summative Assessments
- MAP –Measures of Academic Progress (Twice a year)
- DRA2: Developmental Reading Assessment 2 (DRA2) is used in Kindergarten and the elementary section to follow up with the students' progress in reading. The table below explains what is expected from the student at the end of each grading period:

A	1	2	3	4	6	8	10	12	14	16	18	20	24	28
KG Level					Succeeding Quarter 1	Succeeding Quarter 2	Succeeding Quarter 3	Succeeding Quarter 4	Succeeding Quarter 1	Succeeding Quarter 2	Succeeding Quarter 3	Succeeding Quarter 4		
					Grade One Level						Grade 2 Level			

Homework:

With respect to the homework, it will be sent as seen necessary since the main task will be to read leveled books online. Students will have access to RazKids website for reading stories according to their DRA2 levels. The students are expected to enter their accounts and read daily as their teacher will be updated with their activity through the website.

Resources:

- Wonders by McGraw Hill
- Reading Street Kit by Scott Foresman
- Writers' Workshop program by Lucy Calkins
- Raz kids website for leveled books: www.raz-kids.com
- Starfall www.starfall.com

المادة: تكنولوجيا المعلومات والاتصالات

الوحدات:

سيعمل الطلاب خلال العام على الوحدات التالية:

- أنا أتصفح الويب: حيث سيتعرفون من خلالها على أهمية السلامة في العالم الافتراضي كما هو الحال في العالم الواقعي، وما هي المعلومات المناسبة لنشرها في العالم الافتراضي ومتى يلجون لمساعدة الكبار عند تصفح الإنترنت، سيتعلمون أيضاً مدى أهمية الكلمات المفتاحية عند القيام بالبحث وكيف يستخدمونها.
- أنا استخدم الحاسب الآلي: حيث سيتعرفون من خلالها على كيفية الدخول إلى الكمبيوتر باسم مستخدم وكلمة مرور معينين.
- أنا اكتب حرفاً: سيتعلمون من خلالها على استخدام برنامج مايكروسوفت وورد لكتابة الكلمات وتنسيقها وتغيير اتجاه النص.
- مقالي الأولى: حيث سيتعلمون من خلالها إدراج الأشكال والصور وتنسيقهما، والنسخ واللصق وإدراج إطار للصفحات في برنامج مايكروسوفت وورد.

المادة: التربية الشخصية والاجتماعية والبدنية

الوحدات:

سيعمل الطلاب خلال العام الدراسي على الوحدات التالية: