

# Grade 2 Student & Parent Handbook

A Guide to your Child's Learning

- Pre-K- Grade 5 Curriculum Overview
- Assessment, Grading and Reporting
  - Supporting Learning at Home
  - Grade Level Programs

## Our Mission

To provide a challenging academic program that develops the core character traits of Vitality, Courage, Sensitivity, Intelligence and Compassion.

We prepare our students, not only to pursue further university level education internationally, but to become truly international citizens, ready to take on global issues and help create a more sustainable world.

## Our Philosophy of Education

1. The primary goal of the curriculum is to develop and deepen student understanding. Depth of learning is more important than “coverage”.
2. Students need to make meaning of their learning and actively construct knowledge rather than passively accumulate knowledge.
3. Learning and assessment should be relevant and occur in rich authentic situations or simulations of the real world.
4. Teaching should be individualized to assist each child in attaining high standards.
5. As part of their education, students need to develop strong social and emotional skills and character traits in order to become personally effective and to make a positive difference in the world.

Director: Dr. Jay Teston

Principal: Mr. Michael Page

Counselor: Mr. Tony Seal



## DEVELOPING MINDFUL HEARTS

QISS students are:

*Passionate/Active human beings who:*

- Demonstrate a positive attitude, enthusiasm and active participation. Set and pursue personal goals with vitality and persistence. Seek intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

*Courageous individuals who:*

- Act on their principles with integrity and honesty, with a strong sense of fairness, justice and respect for others.
- Take risks to explore new possibilities and are willing to defend their beliefs.

*Sensitive communicators who:*

- Understand and express ideas and information in multiple languages.
- Understand and appreciate their own cultures and personal histories and are open minded about the perspectives, values and traditions of others.
- Work effectively and willingly in collaboration with others.
- Develop basic competency in Mandarin and an appreciation of Chinese culture.
- Express and appreciate beauty.

*Intelligent life-long learners who:*

- Apply thinking skills critically and creatively.
- Inquire and research effectively.
- Acquire deep knowledge and understanding across a range of disciplines.
- Reflect on their own learning and experience to assess and understand their strengths and limitations.

*Compassionate global citizens who:*

- Show empathy toward the needs and feelings of others.
- Have a personal commitment to service.
- Take action to make a positive difference in the lives of others and for the environment.

# Our Code of Conduct

As part of the QISS community, all students have certain rights and responsibilities. All students are expected to abide by this Code and to “do unto others as you would have them do unto you.”

## Student Rights and Responsibilities

### Respect

I have the right to be respected as an individual.

*Therefore, I expect respectful treatment and not to be hurt, ridiculed or subjected to gossip.*

### Responsibility

I have the responsibility to show respect to everyone at school.

*Therefore, I will be respectful, considerate to everyone at school. I will not participate in name calling, gossip, teasing or intimidating others.*

### Learning Environment

I have the right to learn to the best of my ability.

*Therefore, I expect to have my lessons taught well in a productive class setting.*

### Responsibility

I have the responsibility to do my best work and to help others do their best work.

*Therefore, I will listen and follow directions, ask for explanations when I need help, disturb no one in class, arrive to class on time, and turn in neat carefully planned, completed work.*

### Expressions

I have the right to express myself.

*Therefore, I expect to share my ideas with others and to discuss my problems with people of positions of authority.*

### Responsibility

I have the responsibility to support the rights of others to express themselves.

*Therefore, I will listen politely when others are sharing their ideas and show respect for others' work.*

### Property

I have the right to have my property and treated with respect.

*Therefore, I expect my property to be safe and left undisturbed by others.*

### Responsibility

I have the responsibility to respect my own property and the property of others.

*Therefore, I will use school property in a manner for which it was designed, and handle other people's property only with their permission. I will also keep my property where it belongs, in a safe and organized manner.*

## Our Lower School Rules

I Will Be Safe  
I Will Be Respectful  
I Will Be Responsible

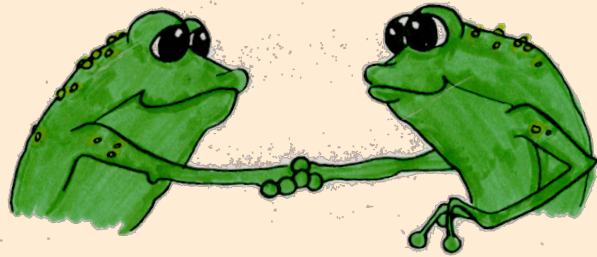
### Kelso's Choices for Problem Solving

The Lower School will be using Kelso's wheel of Choices for conflict management. as we teach our students the valuable skills of self-management. This program teaches children to distinguish between big problems (those that are unsafe, dangerous, against the law, or causes a child to feel safe or frightened), and small problems. The only solution for big problems is to report them to a trusted adult as soon as possible.

If it's a small problem, students are encouraged to try at least two of the nine problem-solving strategies before reporting the problem to an adult. If, after two attempts the child is unsuccessful at solving the problem, it is time to ask an adult to help.

Problem-solving strategies include:

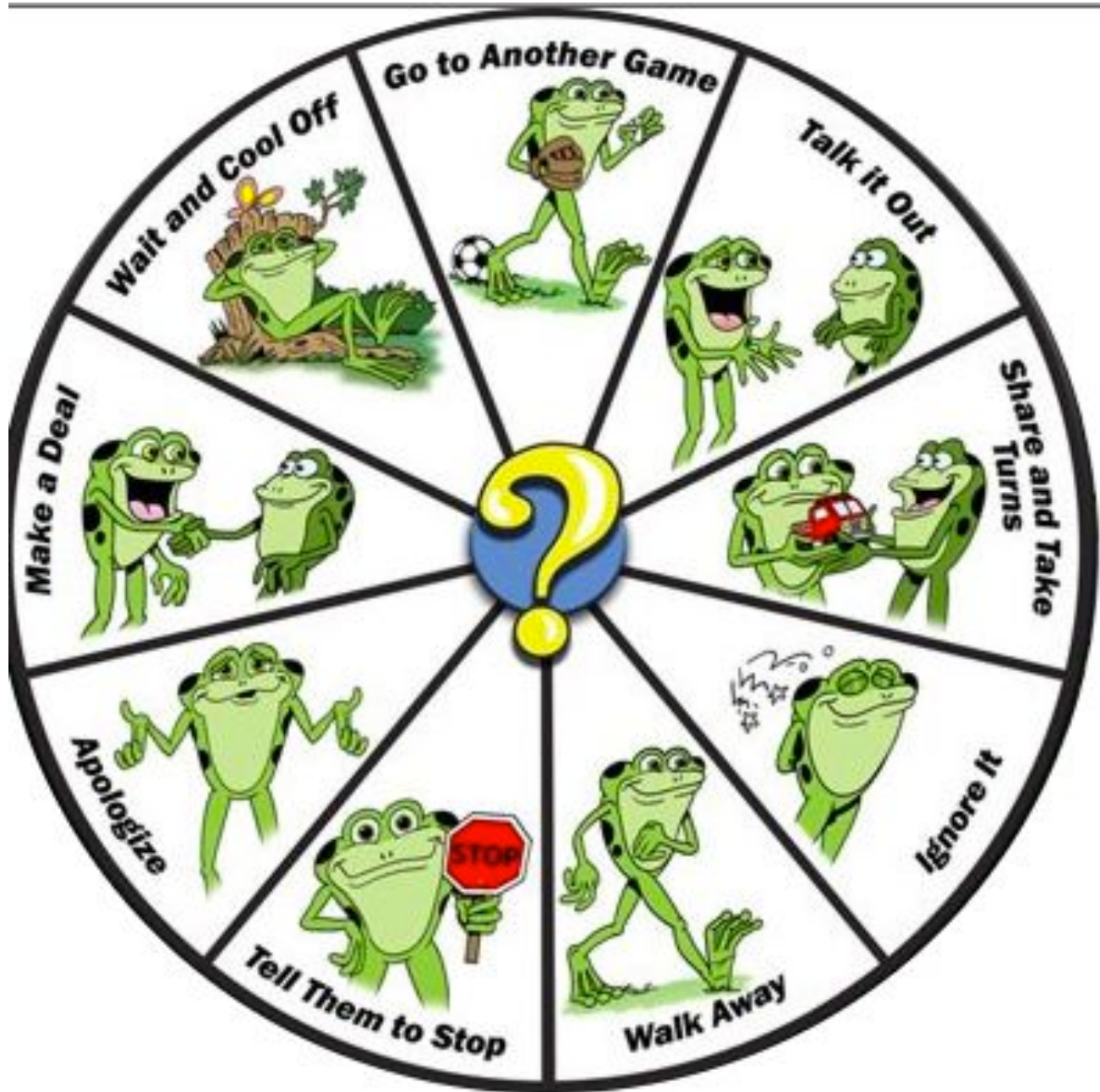
- Go to another game or activity
- Share and take turns
- Respectfully talk it over and listen to each other
- Ignore the problem behavior
- Tell the person to stop the problem behavior
- Apologize
- Make a deal or compromise
- Wait and cool off before attempting to solve the problem yourself.



We have provided a copy of the Kelso's Choices Wheel for your use at home.

# IT'S YOUR CHOICE!

DO YOU HAVE A SMALL PROBLEM? TRY 2 OF  
KELSO'S CHOICES:



IF YOU HAVE A BIG PROBLEM, TELL AN  
ADULT YOU TRUST.



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## THE LOWER SCHOOL OVERVIEW

The learning experience at QISS is designed as a continuous journey of self-development from Pre-K through Grade 5. We believe that every year spent at QISS is a unique opportunity for students to engage with a coherent inquiry focused curriculum that is developmentally appropriate and tailored to our students' individual learning needs. During their time in Lower School, students will:

- interact in a range of educational settings, working individually and in groups
- learn to explore the world with curiosity, asking questions and developing skills in problem solving and interpretation
- continue to develop a range of social skills, in and outside the classroom
- enjoy a range of extracurricular opportunities
- continue to develop the various literacies (reading, writing, mathematical) that will be key to all future learning
- learn and develop language skills in English and Mandarin
- practice written and oral skills through authentic instruction and performance-based formative assessments (Key Assignments)



# INQUIRY-BASED LEARNING

## What Is Inquiry-Based Learning?

There's an old adage that states: "Tell me and I forget, show me and I remember, involve me and I understand." The last part of this statement is the essence of inquiry-based learning, the approach to instruction emphasized by the International Baccalaureate Program and other schools throughout the world that promote "Best Practices" in education. Inquiry implies student involvement which leads to understanding.

- Inquiry is the art and science of asking and answering questions. It involves observation and measurement, hypothesizing and interpreting, model-building and model-testing. It requires experimentation, reflection, and the recognition of the strengths and weaknesses of its own methods.
- During inquiry, a teacher may pose essential questions to stimulate students to pose their own questions. These questions are open-ended, offering students the opportunity to direct their own investigations and find their own answers (not just the one right answer), and in all likelihood, they lead to more questions.
- Inquiry is asking questions. Not just any questions, but good questions: questions that are accessible, that can be answered in part or in whole, and that lead to meaningful tests and explorations.
- Inquiry provides students with concrete, active learning experiences. Students take the initiative. They develop problem-solving, decision-making, and research skills which enable them to become lifelong learners.
- Inquiry allows students at different developmental stages to work on similar problems and even collaborate in finding solutions to those problems. Each student gets to bring his or her own special talents into play.
- Inquiry allows for the integration of multiple disciplines. As students explore, they will tend to ask questions that will involve science and math, social studies and language arts, technical and artistic skills.
- Inquiry involves communication. Students must ask coherent, meaningful questions. They should report their results orally or in writing. In this way, they both teach and learn from each other.
- Inquiry allows teachers to learn about their students — who they are, what they know, how their minds work. These insights will enable teachers to be more effective facilitators in their students' pursuit of knowledge.
- Inquiry requires students to take responsibility for their own education. Teachers guide students through the inquiry method to find answers to their questions.

## GRADE TWO CURRICULUM OVERVIEW

The Grade Two Program Guide aims to assist parents in supporting their child's learning at Qingdao No.1 International School of Shandong. We believe education is a partnership between the home and school and look forward to working with you to offer your child the best possible education. The first section of this guide includes general suggestions for parents to help support their child's learning at home. The second section includes a course description, standards and specific ways parents can help for each subject.

QISS' aim is to provide a western-style college preparatory education in a culturally diverse setting to the children of the expatriate community residing in Qingdao. Students work towards a US diploma in preparation for admission to schools and universities throughout the world.

### The Grade Two Team

The following Grade Two teachers are looking forward to helping your child achieve their potential in the following subjects:

#### Homeroom Teacher

**Mr. Antonio Mejia**

Language Arts, Math, Science, Social Studies

#### Instructional Assistant

**Ms. Tina Jiao**

#### Specialist Teachers

Ms. Kelly Du, Carrie Huang, Joy Liu

Ms. Geri Muller

Mr. Matthew Krakowsky

Ms. Nadine Bouliane

Mr. Tony Seal

Ms. Ruth Duque

Mr. Brooke Bertholet

Mr. Brooke Bertholet

Chinese

Music

Physical Education

Visual Arts

LS School Counselor

ELL /Language Support

Library and Math Support

Differentiated Learning Support

## ASSESSMENT OF LEARNING

Qingdao No.1 International School strives to develop students who are:

- Passionate/ Active Human beings
- Courageous
- Sensitive Communicators
- Intelligent Life-Long Learners
- Compassionate Collaborators
- Skilled communicators

To this end we use a student centered approach for instruction and assessment. Students achieve more when they take pride and responsibility for their learning and are involved in the goal setting and planning. Our approach to assessment recognizes that students are individuals who learn at different speeds on their journey towards achieving the academic standards set by the school. In support of these beliefs we utilize the following formative assessment tools:

- Developmental continuum for reading and writing
- Portfolio
- Goal setting and self-assessment
- Student-led conferences
- Key Assignments
- Standards-based report cards

(\* See glossary on Pages 32-33 for more information.)



## KEY ASSIGNMENTS

Also known as performance tasks or performance assessments.

Key Assignments are relevant, performance-based learning activities that require students to demonstrate their skills and abilities, rather than simply providing memorized, rote answers. Key Assignments are designed to close the gap between school lessons and meaningful skills needed in real life. Strong projects encourage students at every grade level to reflect upon past experiences and learning, analyze different approaches for solving problems, and synthesize concepts from their learning.

Current research has shown that educational programs that focus on meaningful instruction (often referred to as authentic instruction) are more likely to develop in students the lifelong critical thinking skills that build a basis for future learning and enable students to evaluate what they learn. In addition, when authentic instruction is incorporated into the classroom, topics from the lesson are connected to the real world, which makes it easier for students to visualize and understand what they are learning. Authentic instruction makes it all more meaningful because the lessons relate to real-life endeavors, capsulated within the performance of Key Assignments.

Authentic instruction via Key Assignments motivates students to invest in the hard work that learning requires. Through the Key Assignments, teachers convey high expectations for all students, including the necessity of taking risks and trying hard to master challenging academic work. This assures that all members of the class will learn important knowledge and skills. Developing a classroom climate based on mutual respect among all students contributes to the achievement of all.

### Summative Assessment Tools\*

- STAR Math
- Star Reading
- Words Their Way Spelling Assessment
- IPT Oral Testing

(\* See glossary on Pages 32-33 for more information.)



Key Assignments	Date
Quarter 1	Saturday, October 18
Quarter 2	Saturday, December 13
Quarter 3	Saturday, March 21
Quarter 4	Saturday June 6

## COMMUNICATIONS

### Important Dates for Parents to Support Their Child's Learning

Education is a partnership between the home and school and we hope you will attend the following events to assist in supporting your child's learning at Qingdao No. 1 International School of Shandong Province. Your support of your child's learning is crucial for their success at school.

<b>Event</b>	<b>Date</b>
Quarter 1 Progress Report	September 12
Quarter 1 Report Cards	October 24
Parent Teacher Conference	October 28-29
Quarter 2 Progress Report	November 21
Quarter 2 Report Cards	January 16
Quarter 3 Progress Report	February 13
Quarter 3 Report Cards	April 10
Portfolio Sharing and Student-led Conferences	April 21-22
Quarter 4 Progress Reports	May 15
End of Year Report Cards	June 12

### Communicate Directly with the Teacher

Inform the teacher if there are circumstances that might affect your child's performance or behavior at school. If you have any questions or concerns please call and make an appointment to meet with the teacher directly.

### Expressed Concern Form

Use this form only in the event that an issue has not been resolved with the classroom teacher first.

## WORK HABIT AND EFFORT

### Effort

We want every child to give their best effort in all their classes. Effort is the most important mark on your child's report, because it indicates if your child is working up to his/her potential. Every child has different talents and abilities. For example, learning in Science may be easier for one student, while another student may excel in Math. Not all students can achieve top marks in their classes, but all students can give their best effort. It is important as parents that we celebrate and congratulate our children when they are giving their best effort regardless of the overall grade.

### Work Habits Rubric

To help students monitor their efforts, they will use the Work Habit Rubric found on the following pages, to self-assess their work habits, and as a basis for discussing ways in which they can improve in these important learning behaviors.

All students should strive to give their best effort and consistently achieve "4s" in the four other important work habit areas:

**Participation** Being curious and asking good questions by raising a hand to participate in class discussions. Staying focused and listening to others. Participating enthusiastically in all the activities.









































**Work Alone** Being organized with all materials for class, staying on task and completing work on time. Doing class work to the best of one's ability and checking work before submitting it to the teacher.

**Group Work** Listening to the ideas of others with respect, staying on task during group work and being a positive and hard working class member.











**Homework** Planner should be neat and signed by a parent or guardian. Work should be neat, complete and submitted on time.







The Qingdao No. 1 International School of Shandong Province  
Student Work Habits Self-Assessment Rubric

Participation		4- Consistently	3- Usually	2- Sometimes	1- Needs to Improve
	I ask questions.				
	I participate in the all the activities.				
Work Habits		4- Consistently	3- Usually	2- Sometimes	1- Needs to Improve
	I stay on task				
	I check my work and try my best even when the work is hard.				
Group Work		4- Consistently	3- Usually	2- Sometimes	1- Needs to Improve
	I am a good listener				
	I work well with others in my group.				
Homework		4- Consistently	3- Usually	2- Sometimes	1- Needs to Improve
	My planner is neat and signed by my mom or dad.				
	My homework is turned in on time.				



Overall Effort		4- Consistently	3- Usually	2- Sometimes	1- Needs to Improve
	I am kind and caring student.				
	I follow the classroom rules.				

Numbers	Meaning
 <b>4</b> <b>Consistently</b>	<b>Consistently demonstrates a behavior every time.</b>
 3 Usually	Usually demonstrates a determined behavior most of the time.
 2 Sometimes	On occasions demonstrates a certain behavior.
 1 Needs to Improve	Rarely shows a determined behavior

# Our Beliefs About Homework

At Qingdao No. 1 International School we believe that homework should be meaningful and beneficial to the students' educational development. We believe it should be reasonable in length and expectations so students have time for after school activities and to pursue other interests including sports, music and art.

- Homework will be posted on the classroom website.
- Homework includes reading for at least 20 minutes each day in addition to homework. Reading is one of the best ways for students to improve their overall ability in school and students should be encouraged to read every night in English. This includes reading books together with your child.
- Children should do 10 minutes of homework per grade level. Therefore, first graders should be expected to do about 10 minutes of homework, second graders 20 minutes, third graders 30 minutes, and so on. If your child is spending more than 10 minutes per grade level on work at night, then you may want to talk with your child's teacher about adjusting the workload.
- Homework may include practice or review of material already studied in class, and can involve applying concepts learned in daily life.
- Homework should always be the ideas and work of the student.
- It is important that students give their best effort on their homework. Assignments should be completed neatly, and submitted on time.
- Parents can write notes if there are special issues resulting in homework not being completed. Students who have given their best effort, but are unable to solve the problems can just circle them and see the teacher for extra help.

Homework is included as formative assessment, and serves as an indicator of the student's level of understanding. It is also assessed on the work habit rubric for inclusion in the effort grade.

## Ways for You to Help at Home

- Establish a daily routine for homework including when and where homework gets done that is consistent every day whenever possible.
- Provide plenty of material and supplies your child will need such as paper, scissors, erasers, colored pencils and markers.
- When your child shows you a piece of work, focus on their ideas and make a positive comment.
- Do not focus on the spelling and grammar-- let the teacher worry about this.
- Encourage your child to express their ideas.
- Ask questions that will help your child think

## HELPING YOUR CHILD'S OVERALL DEVELOPMENT

### Explore and Share Quality Time Together

Play games, sports, read together, make crafts, cook and go on trips to interesting places. Listen to music and take the time to listen and talk with your child about a whole variety of topics.

### Sharing School Work

Help your child develop the habit of showing you their school work, new books, and homework. Ask specific questions about your child's day and what they have learned. Try to help your child find ways to apply their learning to the world around them.

### Surround Your Child With Different Reading Materials and Read Together

Books are one of the best ways to support your child's learning. Read with your child daily. Read books from different genres from literature to informational texts such as newspaper, recipes and articles in children's magazines. For fun, read poetry and even some riddle and joke books.

### Limit and Monitor the Use of Television and Computers -No Electronic Devices At School

It is best not to have a television or computer in your child's bedroom. It is important that parents monitor TV and internet viewing, and are aware of whom their child is communicating with. Activities done together as a family such as reading, playing games or doing crafts are more personally and academically beneficial than just sitting, watching hours of TV or playing computer games.

### No Electronic Devices and Cell Phones At School

We ask that your child does not bring ipods, ipads, electronic games, phones, cameras, etc. unless it is requested specifically by the classroom teacher for educational purposes. Should your child bring a device, it will be confiscated by the teacher and you will be notified. The school will not be held responsible for the loss, damage or theft of any devices.



## HELPING YOUR CHILD'S OVERALL DEVELOPMENT

### Promote Good Health Habits

**Plenty of Sleep** Elementary students should be in bed between 8:00- 8:30 PM at the latest Sunday to Thursday. A consistent routine will ensure your child gets adequate rest.

**Healthy Meals** Please provide nutritious meals including a good breakfast so that children can develop a healthy life style from an early age. Please use our cafeteria, or provide a healthy lunch. Do not send unhealthy snacks including chips, chocolate, candy and soda to school. Eating healthy foods and drinking plenty of water throughout the day helps facilitate concentration and learning.

**Good Hygiene** Make sure children always wash hands with soap before eating. Students should be able to dress themselves, feed themselves, brush their teeth, wash, and comb their hair.

### Teach and Give Children Responsibility

**Belongings** All students should take good care of their books and materials. Please label lunch-boxes, schools bags and all items of clothing. During swimming season, please make sure swim bag, goggles, caps and swim wear is also labeled.

**Actions** Students must be responsible for their actions and learn to resolve their own conflicts. Don't try to solve your children's problems, but instead be a willing listener to their concerns and questions. Help your child to know what is the right and honest thing to do. Help them also to feel the happiness of being kind and caring towards others. Reinforce the QISS Code of Conduct at home.

**Being Ready and on Time**  
Please help your child to be responsible and arrive at school on time. It is important that children arrive at school by 8:00 AM. Students arriving late miss important instructions and interrupt precious learning time from their classmates. If they are late, they should stop by Ms. Cady's office (3rd floor), room 302 to sign-in.



## LANGUAGE ARTS PROGRAM OVERVIEW

Qingdao No. 1 International School is committed to providing students with a balanced literacy program that enhances each child's individual skills and experiences. Throughout the elementary, children are engaged in an active learning environment which immerses them in reading, writing, listening, and speaking.

The literacy program at QISS is based on current research on early literacy best practices. The components of a balanced literacy program move students from a teacher-focused approach to independence. The components are:

- Reading Aloud
- Shared Reading
- Guided Reading
- Independent Reading
- Shared Writing
- Interactive Writing or Writers' Workshop
- Independent Writing
- Word Study

The program is designed to motivate and encourage children in their emerging literacy. This is accomplished through the systematic, individualized assessment of children's literacy progress and skill development. Language Arts instruction is ongoing and frequently occurs within the context of the learning taking place in other subject areas.

The cornerstone of a quality balanced literacy program is the child's exposure to quality children's literature. At QISS children have access to extensive age-appropriate classroom libraries, novel sets, picture books, and leveled books designed to provide reading materials that are "just right" for each child.

**Materials:** *Guided Reading*, Scholastic; *Word Their Way Assessment Kit* and *Phonics, 6+1 Writing*

### Language Arts Standards

#### Reading:

##### Literature and Informational Texts

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range Of Reading and Level of Text Complexity

##### Reading Foundational Skills

- Phonics and Word Recognition
- Fluency

#### Writing:

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

#### Speaking and Listening:

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

#### Language:

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Common Core ENGLISH/ LANGUAGE ARTS  
& Literacy

## GRADE TWO ENGLISH LANGUAGE ARTS

**Reading** In Grade Two, students will participate in a variety of reading activities. Guided Reading is one daily component where we differentiate learning for students in small groups of readers as they learn to use various reading strategies. Students will also be engaged in independent reading, interactive read aloud, and shared reading. Students will be exposed to a range of text types in literature and informational text:

### Literature

- Stories (Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth)
- Drama (Includes staged dialogue and brief familiar scenes)
- Poetry (Includes nursery rhymes and the sub-genres of the narrative poem, limerick, and free verse poem)

### Supporting Your Child’s Learning at Home

- Read daily for at least 20 minutes
- Ask your students about their reading (What did the reading remind them of? What did it make them think about?)
- Utilize online reading programs such as Tumble books and Raz Kids
- Keep a daily journal at home for students to write in
- Read to your students and have them read to you a variety of literature books and informational texts
- Practice the spelling sort pattern with students and brainstorm other words that could fit the pattern
- Use dictionary & thesaurus

### Informational Texts

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics.

**Writing** In Grade Two, students will participate in a variety of writing. Daily journal writing will allow students to express themselves in a Writer’s Workshop format. Throughout the year, students will be experience writing a variety of genres including: personal narrative, fictional narrative, persuasive, poetry, expository, as well as utilizing research skills.

**Spelling** The general objective of a Spelling Program is to teach students how to spell correctly. But spelling is

not studied in isolation. Spelling is part of a compound process that teaches students the skills that will enable them to recognize words automatically when reading and reproduce them automatically when writing. Students need to recognize and reproduce words quickly and accurately in order to become skilled readers and writers. To do so, they must be proficient at decoding and encoding words.

Our spelling instruction emphasizes the phonetic nature of spelling. We teach our students decoding skills needed at each grade level. Along with the rules for decoding and encoding our students learn a well of vocabulary chosen to teach them the target skills. And given that most of our students at QISS speak English as a second or third language, our Spelling Program gives emphasis to the development and acquisition of vocabulary in a variety of meaningful ways. New vocabulary is applied in the four language skills: listening, speaking, reading and writing.

**Assessment** Ongoing formative assessment is used to identify individual students’ strengths and needs. Student achievement will be evaluated using the developmental continuum, and the performance indicators for the grade level.

# MATHEMATICS PROGRAM

The elementary mathematics program at Qingdao No. 1 International School of Shandong seeks to instill a love of mathematics. It aims to help children become capable and flexible mathematical thinkers and problem solvers, which will prepare them for success in an ever-changing world. The *EveryDay Math* program is based on extensive research about how children best learn mathematics.

## Grade Two Overview

### 1. Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

### 2. Number and Operations in Base Ten

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

### 3. Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

### 4. Geometry

- Reason with shapes and their attributes.

## Standards For Mathematical Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure
- Look for and express regularity in repeated reasoning.

Common Core Mathematics Standards



## GRADE 2 MATHEMATICS

### Supporting Your Child's Learning at Home

- Use real life situations to review concepts learned at school such as measuring and following a recipe
- You can support your child by helping with Home Links and by playing math games when they are assigned
- Play counting games at the supermarket
- Play online quality math games

Grade Two children are naturally curious and the program builds on their intuitive understandings. The program engages children with a wide range of math manipulative and hands-on experiences to provide a concrete mathematics experience which in turn leads to a more abstract understanding of mathematical concepts. Children experiment, create and explore as they work to develop their numerical literacy. Problem-solving is emphasized throughout the program.

**Number and Numeration** Counting; reading and writing numbers; investigating place value of whole numbers; exploring fractions and money

**Operations and Computation** Learning addition and subtraction facts, fact families, and extended facts; beginning informal work with properties of numbers and problem solving

**Data and Chance** Collecting, organizing and displaying data using tables, charts and graphs

**Measurement and Reference Frames** Using tools to measure length, capacity, and weight; using clocks, calendars timelines and thermometers

**Geometry** Exploring 2-dimensional shapes and 3-dimensional shapes

**Patterns, Functions and Algebra** Exploring attributes, patterns, sequences, relations, and functions

### Assessment

Teachers conduct formative assessments on a daily basis using the ongoing work that children do in math class. Teachers use observations and student work products to look for specific indicators of learning.

Summative assessment usually takes place at the end of a unit (called Progress Checks), in the middle of the year and at the end of the year. These formal assessments use a combination of assessment strategies including observations, written assessments and self-assessment.

### Materials

Journals 1 & 2, My First Reference Book, Pattern Block Template Everyday Mathematics, © 2007, includes manipulative kits, big books, math literature books, student discussion books, student practice books, calendar and data kits, and card sets.



## SCIENCE PROGRAM OVERVIEW

With the goal of scientific literacy for all, the science program sets out to provide students with experiences that are appropriate to their developmental level. Its goal is to serve as a foundation for more advanced ideas that pre-prepare students for life in an increasingly complex scientific and technological world.

Scientifically literate students:

- Are familiar with the natural world, its diversity and interdependence
- Understand the big ideas of science such as energy, patterns of change, variation, systems and interactions
- Are able to think scientifically
- Use scientific knowledge and thinking patterns for personal and social purposes

The program capitalizes on the innate curiosity of our younger learners. A key premise is that children learn science by doing science, therefore students are immersed in hands-on activities designed to assist them in making sense of the world around them. The program is inquiry based and students are guided to broaden their learning by questioning, observing and predicting.

### Instructional Model

Learning with understanding is achieved through:

- Moving from concrete experience to abstract conception
- Experiencing a few important topics in depth (8-10 weeks)
- Building understanding of the grand ideas of science across topics and over time
- Embedding language arts experiences within the program

### Materials

A variety of charts, posters, book sets and models are used to support learning. Teachers and students do hands-on science explorations as part of the units of inquiry.

## Science Standards

- Scientific Thinking and Inquiry
- Science and Technology
- Earth Science Content
- Physical Science Content
- Life Science Content

QISS Standards Aligned With  
Common Core



## GRADE TWO SCIENCE

In Grade Two, students learn to develop their own questions and conduct careful investigations as part of the ongoing scientific thinking and inquiry process throughout the four following science strands:

**Science and Technology** Students look at how science and technology work together and are part of our daily lives.

**Life Science** Students observe that plants and animals have structures that serve different functions in growth, survival, and reproduction and living things depend on one another and their environment for survival.

**Earth Science** Students study weather patterns and how weather can be observed, measured and explained.

**Physical Science** Students study how materials come in different states, including solids, liquids, and gases.

**Assessment** Progress is assessed using teacher observation, anecdotal notes, student interviews, and student written work.

### Supporting Your Child's Learning at Home

- Read books related to our study (even if it is not in English)
- Parents can encourage children to develop their scientific skills of observation, comparison and problem-solving
- Visit museums and cultural sites  
Stay posted as elements of a key assignment may need to be completed with parent involvement
- Review key vocabulary
- Explore internet sites: National Geographic for Kids, Time For Kids, Discovery Kids



## SOCIAL STUDIES PROGRAM OVERVIEW

Social Studies is studied in the context of broad thematic units. Since a young child's approach to the world is not fragmented into subject areas, an integrated approach is used including language experiences to enhance the learning process.

Social studies units begin in the context of the student's world, forging a meaningful connection with that which is familiar. From there units moves out to a broader context introducing new environments, cultures, civilizations, and societies.

School field trips will be undertaken to deepen students' understanding of China's culture, history, commerce, and industry.

### Social Studies Standards

- Time, Continuity and Change
- Connections and Conflict
- People, Places and Environments
- Culture
- Society and Identity
- Governance and Citizenship
- Production, Distribution, and Consumption
- Science, Technology and Society

QISS Standards Aligned With Common Core



## GRADE TWO SOCIAL STUDIES

In Grade Two, students will participate in four Inquiry units throughout the year. Science and Social studies topics will be integrated and thematic. Students will participate in hands-on activities to guide their understanding of topics through experiments, real-world learning opportunities, and field trips. Students will be assessed according to key assignments, class observations, and classroom projects.

The overarching theme in Grade Two is Local Community (city or Town) with topics of study that include but are not limited to:

**My Community** Students will explore the physical environment and social structures of different communities ranging from the class-room, to the neighborhood and the country.

**My World** Students will explore the physical environment and social structures of different world communities.

**Geography Skills** Students explore the concept of location and learn mapping skills.

### Supporting Your Child's Learning at Home

- Parents are encouraged to engage their children in shared cultural experiences and trips to reinforce concepts learned in class
- Visit a natural history museum



## CHINESE PROGRAM OVERVIEW

The goal of the QISS Chinese program is to assist students' progress and interests in the understanding of Chinese culture and language. Students are expected to use Chinese to exchange information and to communicate their ideas. According to the Chinese "entrance" tests, Chinese language classes are divided into three stages, including beginning (low and high), intermediate (low and high), and advanced (low and high). The Chinese teachers' responsibilities and expectations not only require teaching the language but also bridging and experiencing Chinese culture and customs. There are many exciting and entertaining activities in Chinese classes, such as teaching Chinese geography, literature, customs, holidays, Chinese minorities, Chinese art crafts, Chinese cooking (making moon-cakes and dumplings, etc), Kung Fu, Chinese calligraphy and so on. We'd like students to engage in the study of various aspects of China.

### Chinese Advanced Level

This is the program designed for native or near native Chinese speakers. At this stage reading and writing skills are strengthened. Extensive reading materials are available for students. Students are expected to develop proficiency and ability to write essays. Students are exposed to Chinese language, culture and traditions through authentic texts.

### Resources

Yu Wen (语文) and extensive age-appropriate guided reading books. Additional instructional materials, such as audiovisual materials, video-, CD-, and DVD-based products, animated computer programs, etc, are also available for students.

### Chinese Language Standards

#### Communication

- Interpersonal Communication
- Interpretive Communication: Listening and Reading
- Writing in Chinese
- Presenting in Chinese

#### Culture

- Understanding the Chinese culture

#### Comparisons

- Linguistic Comparisons
- Cultural Comparisons

#### Connections

- Reinforce knowledge of other disciplines through the Chinese language

#### Communities

- Use Chinese within and beyond the school setting



# CHINESE LANGUAGE

## Chinese Intermediate Level

This is the program designed for students who have passed the study of stage one. At this stage students are provided with various speaking opportunities to use Chinese in real situations. More vocabularies, grammars and sentences structures are reinforced. Dictionary skills are taught to extend students' learning skills and become independent learners of Chinese. Writing skills are reinforced and the tasks usually follow a reading text as a model for the students' own reproduction of Chinese. Students are provided more reading materials to practice and enhance their reading skills.

**Resources** *Easy Step for Chinese and Shuangshuang Zhong Wen* and extensive age-appropriate guided reading books . Additional instructional materials, such as audiovisual materials, video-, CD-, and DVD-based products, animated computer programs, etc, are also available for students.

**Assessment** Students will be assessed in various strategies throughout the school year such as daily observation, rubrics, student self-assessment, quizzes and tests. By the end of each grading period, students are expected to have key assignment as the summative assessment. They will also be required to have interim tests based on four basic skills (listening, speaking, reading and writing). Students and parents will receive through the progress reports. Teachers will provide instructional adjustments to help the students improve their weak points of learning according to the report.

### Supporting Your Child's Learning at Home

- Reading more Chinese pinyin books
- Parents' signature after finishing the homework
- Online course
- Let your child teach you what they have learned
- Let your child practice using Chinese words and phrases in real life situations such as the supermarket, taxi ride, with neighbors, in a restaurant, etc.



# CHINESE LANGUAGE

## Chinese Beginning Level

This is the program designed for non-native speakers of Chinese. Students will be exposed to the phonetic symbols and tones from the very beginning. Students are expected to acquire good pronunciation and intonation of Mandarin with on-going reinforcement of Pinyin practice. In order to establish a solid foundation for character learning, the primary focus for beginners is the teaching of radical, character writing and character formation. Simple and independent characters are introduced to students. Most importantly, Chinese beginning class emphasizes on listening and speaking skills. Students are expected to use Chinese for their daily life conversation by the end of the first stage.

**Resources** *Easy Step for Chinese* and extensive age-appropriate guided reading books . Additional instructional materials, such as audiovisual materials, video-, CD-, and DVD-based products, animated computer programs, etc, are also available for students.

**Assessment** Students will be assessed in various strategies throughout the school year such as daily observation, rubrics, student self-assessment, quizzes and tests. By the end of each grading period, students are expected to have key assignment as the summative assessment. They will also be required to have interim tests based on four basic skills (listening, speaking, reading and writing). Students and parents will receive through the progress reports. Teachers will provide instructional adjustments to help the students improve their weak points of learning according to the report.



### Supporting Your Child's Learning at Home

- Reading more Chinese pinyin books
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## GRADE TWO

### Counseling Program Overview

The lower school developmental guidance program at QISS is based on the American School Counselor Association's national standards and is aimed to assist all students in achieving a positive, healthy outlook towards themselves and others. The program is infused throughout the school curriculum and is comprehensive in scope, preventative in design, and developmental in nature. Ultimately, students will acquire the attitudes, knowledge and interpersonal skills that contribute to effective learning in school and across the lifespan.

### Grade Two Overview

#### 1. Social/Emotional Development

- Learn to identify and express feelings
- Develop empathy for others' feelings
- Build effective communication skills
- Practice conflict resolution strategies

#### 2. Career Development

- Learn about different kinds of occupations
- Become aware of personal skills, strengths and interests
- Begin thinking about future possible careers

#### 3. Academic Development

- Learn how to accept mistakes as an important part of the learning process
- Practice different ways to ask for help
- Develop classroom discussion skills

#### 4. QISS ESLR'S

- Discuss how we can show sensitivity and compassion to ourselves and others
- Learn how we can be courageous in school and in life
- Understand the importance of intelligence and life-long learning
- Be aware of the importance of vitality in all aspects of life

#### 4. Kelso's Choice

- Learn how to deal with conflicts
- Develop healthy communication skills
- Cultivate assertiveness training

#### 5. The Seven Habits of Happy Kids

## Standards For Lower School Counseling

### Social/Emotional Development

- Acquire self-knowledge
- Identify and express feelings
- Understand the need for self-control
- Use effective communication skills
- Learn how to make and keep friends
- Learn about conflict resolution and problem solving skills
- Develop coping skills to deal with problems

### Career Development

- Learn about traditional and non-traditional occupations
- Develop an awareness of personal skills, abilities and strengths
- Participate in a mock job interview
- Develop a positive attitude about work and learning
- Begin thinking about future careers and making a plan
- Understand the relationship between academic achievement and career success

### Academic Development

- Improve academic self-concept
- Accepting mistakes as an essential part of the learning process
- Apply skills for improving learning
- Learn how to ask for help
- Learn how to participate in class discussions
- Make an educational goal

American School Counselor Association's National standards

### The Seven Habits of Happy Kids

- Be proactive: You are in charge!
- Begin with the end in mind: Make a plan!
- Put first things first: Work first, then play!
- Think win-win: How can everyone win!
- Try first to understand: Listen before you talk!
- Teamwork: Let's work together!
- - Sharpen the Saw: Balance feels best!



## GRADE TWO DEVELOPMENT GUIDANCE PROGRAM

### What Do Guidance Counselors Do?

School Counselors are professional members of the school community. They are trained in psychology, counseling techniques, educational systems, and are college and career specialists. Guidance counselors advocate for students with teachers, parents and other students as well. Counselors are trained to help students with their social and emotional problems as well as their academic and career concerns. They maintain the confidentiality of each student.

The Guidance Counseling program at QISS is designed to help all students succeed in school. The emotional, social and mental health of a student is a key component of having and maintaining academic success. The guidance program seeks to improve the students' self-concept by teaching life skills and values that promote healthy thinking, good study habits and a genuine interest in career awareness.

Counselors support students by listening and validating their feelings, motivating and encouraging students to face their problems, helping students to set educational and career goals, and collaborating with other professionals in the school to best service all students. Counselors do not give advice and tell students how to solve their problems, rather, the counseling process is designed to help students solve their own problems and set their own goals.

### Program Delivery

#### Classroom Guidance:

Each class will meet with the guidance counselor weekly. The program will be delivered in these weekly sessions. The counselor will collaborate with teachers to discuss classroom issues that are happening in class. These issues will be discussed within the group setting. Students are encouraged to participate in the guidance process, but they are never forced.

#### Individual Services:

The counselor will be available to provide individual counseling services to students. Students can request individual services, and teachers can request services for students as well. Individual services will be preventative in nature. Intervention services will be provided in conjunction with the requirements of the SST program. Teachers can recommend students that are struggling to the counselor for individual services, which can serve as an intervention strategy that precedes an SST recommendation.

## GRADE TWO DEVELOPMENT GUIDANCE PROGRAM

### Collaboration

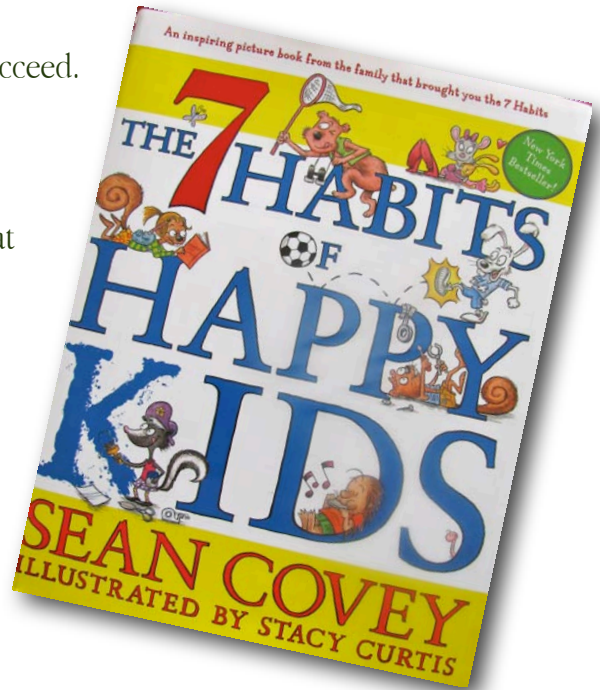
The lower school guidance counselor will meet regularly with the upper school guidance counselor to ensure that appropriate guidance programs are delivered to all students, K-12. The counselors will continue to work with administration, teachers, and parents to help all students succeed.

### Needs-Based Assessment

Both students and teachers will be given a needs-based assessment survey, which will provide information as to what specific services are needed. Guidance services will be designed to address the needs that are presented in the needs-assessment.

### Materials

Sean Covey's The Seven Habits of Happy Kids, Kelso's Choice Wheel, The QISS ESLR's, Naviance Guidance Program



### Assessment

Students will demonstrate the guidance counseling skills through direct application by participating in role plays, skits and performances, individual and group counseling participation, and by taking personal, social and career interests surveys. The lower school guidance counselor will meet regularly with the upper school guidance counselor to ensure that appropriate guidance programs are delivered to all students, K-12. The counselors will continue to work with administration, teachers, and parents to help all students succeed.

### Supporting Your Child's Learning at Home

- Encourage your child to talk about his/her feelings about school and life in general.
- 
- - Ask your child about what he/she learned in school today. Get your child to think about school when he/she comes home.
- 
- - Promote the ESLR traits at home by asking your child to think about how he/she can demonstrate an ESLR trait.
- 
- - Expose your child to different career occupations. Ask the question, "What do you want to be when you grow up?"

## GRADE TWO MUSIC

The focus of the elementary Music program is to instill the love of music in every child. Music is an important part of every child's education and growth. The QISS music students will gain invaluable skills such as self-expression, creativity, coordination and original thought. Through music, children can enhance their literacy skills and strengthen their comprehension in all subject areas. Music enables children to explore who they are and how they share this world with one another.

During the elementary years children develop a grounding in the rudiments of pitch, rhythm, tonality, and music notation.

### Assessment

Students will be assessed on their ability to read, write and perform music at Grade Two level. Music students will be given a variety of formative assessments such as group and solo performance observations, music theory and vocabulary tests, self-assessments and individual music performance portfolios.

### Supporting Your Child's Learning at Home

- Encourage your child to sing
- Take Private music lessons
- Take your child to a live music performance
- Listen to a variety of music at home together
- Try turning math equations, science facts and even daily vocabulary into familiar songs way of studying for other subject areas

### Music Standards

- Singing, alone and with others, a varied repertoire of music
- Performing on instruments, alone and with others, a varied repertoire of music
- Improvising melodies, variations, and accompaniments
- Composing and arranging music within specified guidelines
- Reading and notating music
- Listening to, analyzing, and describing music
- Evaluating music and music performances
- Understanding relationships between music, the other arts, and disciplines outside the arts
- Understanding music in relation to history and culture

QISS Standards Aligned With  
Common Core

## GRADE TWO VISUAL ARTS

Art education at QISS is an important part of the curriculum. It is a process of learning through visual, spatial and kinesthetic approaches through a variety of art mediums. The Art curriculum provides opportunities for all children to succeed in expressing their emotions, talents and character through their artwork. Various educational experiences in Art education allow for the student to explore their creativity and individualism as well as participate in group art projects.

### Program Strands

- Talk about artworks using elements of art
- Create artworks from imagination or experiences
- Create artworks using mixed media
- View art work in a variety of settings

### Assessment

Some assessment tools used are:

- Self-evaluation
- Portfolio (evidence of development over time)
- Demonstration
- Observation

### Supporting Your Child's Learning at Home

- Provide plenty of materials
- Display favorite works of art
- Discuss your child's own art work
- Visit art museums, galleries, exhibitions

## Visual Arts Standards

- Artistic Perception
- Creative Expression
- Historical and Cultural Context
- Valuing
- Connections, Relationships and Applications

QISS Standards Aligned With  
Common Core



## GRADE TWO PHYSICAL EDUCATION

The objectives of the QISS Physical Education program is to sequentially increase fitness and skill levels, and develop a lifelong love of physical activity and to maintain a healthy lifestyle.

Physical Education seeks to further develop motor skills with more complex physical routines with each grade level. The complexity of games increases and students are asked to follow multi step directions and established sets of rules. A variety of object-control activities are introduced during the year to develop overall physical co-ordination. Swimming and water safety instruction continue and students gain in confidence in their aquatics skills.

**Assessment:** PE students will be assessed in a variety of manners throughout the year which include checklists, rubrics, daily assessment of participation/cooperation, student self-assessment, written tests and performance tests. Students will be measured against the expected standards for their grade. Students will be given regular feedback, praise, encouragement as well information on areas where they need to improve.

### Supporting Your Child's Learning at Home

Be active and promote an active lifestyle! Children should have 60 minutes of physical activity every day. Go for a walk, jump rope, swim, cycle, play football, throw a ball, play tennis or badminton, play tag or fly a kite. Be a good role model and join in the activity. Help your child make healthy food choices; lots of fruit and vegetables, healthy snacks and choose water as a drink choice.

## Physical Education Standards

- Demonstrate motor skills and movement pattern need to perform a variety of physical activities.
- Demonstrate knowledge of movement concepts, principle and strategies that apply to the learning and performance of physical activities.
- Students assess and maintain a level of physical fitness to improve health and performance.
- Demonstrate knowledge of physical fitness concepts, principles and strategies to improve health and performance.
- Demonstrate the concepts of personal responsibility and interacting appropriately with others.

QISS Standards Aligned With  
Common Core



## INFORMATION TECHNOLOGY

In keeping with the world outside of school, technology resources will be pervasive at Qingdao No. 1 International School. Information technology resources will be used naturally throughout the school in the context of the regular academic program.

Grade Two students will have access to the computer lab once a week as part of their overall academic program to support them in learning the basic skills needed to succeed in an information society.



### Technology Standards

- Social and Ethical Issues
- Research and Inquiry
- Communication and Collaboration
- Productivity and Applications

Students will understand basic technology operations and concepts.

Students will understand the effects of technology development and use on social, ethical, and human issues.

Students will gather, analyze, interpret, synthesize, apply, and communicate information and designs using technology tools.

QISS Standards Aligned With  
Common Core



## LIBRARY TIME

The Grade Two Library Program focuses on instilling a love of books and encouraging independent reading. Both fiction and nonfiction literature, including stories, poetry, and audiovisual media, are explored within each Unit Inquiry.

The weekly program consists of formal and informal lessons focused on library skills such as:

- care of library materials
- book selection
- library arrangement and procedures
- literature appreciation and author studies



### Supporting Your Child's Learning at Home

- Read the library books together when they come home
- make sure your child takes care of and returns the library books on time
- Create your own home library
- Visit public library and bookstores Qingdao and during your holiday trips



## ENGLISH LANGUAGE LEARNER (ELL) PROGRAM OVERVIEW

The English Language Learner Program at QISS aims to raise the language proficiency level of all English language learners (ELLs) and equip them with the language skills and academic strategies to confidently and successfully participate in the mainstream classroom.

English language learners receive support in a pull-and/or a push-in model.

### Push-In and Push-Out Model

**Push-In:** Students receive in-class support. The ELL specialist co-teaches lessons or provides in-class small group guidance and one-on-one support in the content areas.

**Pull-out:** Students who are at the beginning level receive additional English language instruction tailored to their level of English language proficiency. This is provided by an ELL teacher in another classroom usually for one period a day.

Through collaboration, mainstream and ELL teachers use a variety of instructional models and provide ELL with the opportunities and resources to develop proficiency in listening, speaking, reading, writing, and structure of the English language as well as support their vocabulary development. This instruction includes visual/media and technology. Flexible, appropriate and up-to-date methodologies are utilized to best meet the needs of our ELL.

### Consultation

ELL support teachers meet with classroom or content area teachers to provide professional development related to instructional strategies for ELLs and/or to help in planning for integrating ELL strategies into classroom/content instruction. ELL staff re- and pre-teach subject area content and provide assistance with assignments, assessments, and homework.



### Assessment

The language proficiency of our ELL students is assessed at the beginning and end of each academic year using the IPT I Oral K- 6 in the Lower School. The test results are shared with each grade level teachers. At the beginning of the year students are placed in one of the following levels: Low Beginning, High Beginning, Low Intermediate, High Intermediate, or Advanced. Other forms of assessment include Star Reading test, Reading A-Z, Words Their Way spelling and phonics test and observations.



# ENGLISH LANGUAGE LEARNER (ELL) PROGRAM

## Ways to Support Your Child's Learning at Home

- Continue to teach your children in their native language
- Provide opportunities for your child to read at home (silently and aloud)
- Read to your child in their native language or in English
- Allow them to look up information in their native language about the content they're studying at school. If you know the content, explain it to your child in their native language
- Be patient with your child as they acquire the English language. It will take time!
- Encourage and support your child's efforts
- Come to school events to support your child



## Native Language

Parents of ELL are encouraged to continue speaking their native language at home and to provide opportunities for their children to learn to read and write in their own language. Research supports the fact that students who are literate in their native language learn and progress more rapidly when learning another language.



## After School Activities Program (ASAP)

In addition to the regular daily class schedule, QISS offers an After School Activities Program. A variety of activities are available in which students may choose to participate offered by teachers, parents and out of school instructors. Three different activity sessions are held during the course of the school year. A list of activities with the sign-up procedure is sent home before each session begins.



# GLOSSARY OF TERMS

When we talk about your child’s learning, you will hear these terms.

## Curriculum

Standards and Benchmarks

Statements that describe what students are expected to know and be able to do. Standards are K-12 statements. Standards are developed by authoritative bodies beyond the school.

## Assessment

Assessment

Gathering and interpreting information about student achievement using a variety of tools and techniques.

Formative Assessment

Ongoing, day-to-day assessment designed to guide the learning process (e.g. drafts, observations, anecdotal notes, quizzes, homework). Measured against the performance standards. Not included in the grade.

Summative Assessment

Assessment designed to provide information about a student’s achievement at the end of a period of instruction. (E.g. final drafts, projects, tests, performances). Will be included in the grade.

## Communicating Student Achievement

Performance  
Standard

4 - Above the Standard,  
3 - Meets the Standard  
2 - Approaching the Standard  
1 - Below the Standard

Achievement  
Grade

The level attained (A-B-C-D) at the end of each quarter as a summary statement of student achievement of the prescribed standards.

Progress  
Report

Mid-quarter report giving an indication of student effort and progress (September, November, February and May).

Quarter  
Report

Quarter reports containing grades and comments of student effort and achievement (October, January, April, June). The report will be standards based. Reading and writing continuum reports will be included.

Portfolio

Collection of student work and self-reflection to be shared with teachers and parents to illustrate growth and achievement over the course of a year.

Parent-Teacher  
Conference

Conferences during which parents and teachers discuss student progress.

Student-led  
Conferences

Conferences during which students share their portfolios and discuss their goals and progress with their parents and teachers.

Developmental  
Continuum

Breakdown of reading and writing development into 10 stages, with performance indicators for each stage. Used as formative assessments and as part of our reporting system.

ESLR's

Guiding instructional and behavioral principles for students to follow- see page 3.



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