

GRADE 2

Project-Based Learning Framework Proposal

Wells International School – Thonglo Campus

2026-2027

Mini-PBL and Major PBL Projects Across the Revised Thematic Curriculum

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1. Purpose and Rationale

This framework identifies a deliberately limited number of Project-Based Learning (PBL) experiences within the Grade 2 thematic curriculum. The intention is not to turn every unit into a large project. Instead, selected themes provide authentic opportunities for students to investigate a meaningful question, create a product or solution, communicate with a real audience, and apply literacy, disciplinary knowledge and collaboration skills.

The sequence includes one early mini-PBL and four major PBL experiences. This allows student independence to grow across the year while keeping the overall curriculum manageable. The projects are integrated with the relevant CCSS language skills and with NGSS or AERO content rather than being treated as additional activities after the academic learning is complete.

2. Proposed PBL Sequence

Theme	Semester	Project	Scale	Authentic Outcome / Audience	Primary Curriculum Connection
Our Community & Our Place	Semester 1	Mapping Our School	Mini-PBL	A useful school map for classmates/visitors	AERO Geography + informational literacy
Materials & Their Properties	Semester 1	Grade 2 Materials Innovation Expo	Major PBL	Interactive exhibition of tested prototypes	NGSS 2-PS1 + K-2-ETS1 + explanatory language
Cast Your Vote	Semester 2	Primary Student President Election	Major PBL	Real campaign, speeches and Primary-wide vote	AERO Civics + opinion/persuasive language
Needs, Wants & Our Economy	Semester 2	Grade 2 Market Day	Major PBL	Real morning market with sales and profit reflection	AERO Economics + informational/persuasive language + maths
Countries Around the World + Celebration of Cultures	Semester 2	Countries & Cultures Exhibition	Major capstone PBL	Classroom cultural exhibition for a real audience	AERO Geography/Global Connections + research/presentation

3. Assessment Approach

All projects use the school's existing four-point performance scale: 4 - Excellent, 3 - Good, 2 - Satisfactory, and 1 - Needs Improvement. The descriptors below follow the structure of the supplied Solar System project rubric, where each criterion is described separately at all four performance levels.

- Rubrics focus on evidence of curriculum learning rather than the cost or visual sophistication of materials.
- Language criteria assess age-appropriate communication and application of taught skills; they should not penalise multilingual learners for minor errors that do not interfere with meaning.
- For group projects, teachers should collect some individual evidence, particularly speaking, reflection or planning, so that a group product is not the only basis for a student's score.
- A score of 4 represents secure, accurate and independent application; 3 represents generally secure performance with minor omissions; 2 represents partial achievement with support or several gaps; 1 indicates that substantial support or reteaching is required.
- The project rubric may be combined with separate reading, writing or mathematics evidence when a more precise subject grade is required.

4. Mini-PBL: Our Community & Our Place - Mapping Our School

Driving question: How can we create a map that helps someone understand and navigate our school?

Project purpose

Students apply early geography and map-reading concepts to a familiar, authentic place. The project is intentionally smaller than the later PBL units and provides an introduction to planning, gathering information, creating for an audience and explaining design choices.

Suggested project sequence

1. Launch: Examine different maps and discuss why people use them. Identify titles, symbols, keys, landmarks and directional language.
2. Investigate: Walk through the school and identify important locations, natural/human-made features and useful landmarks. Students make simple observations or teacher-supported notes.
3. Plan: Decide which places must appear on the map and create a draft with symbols and a key.
4. Create: Produce the final school map on a poster or other agreed format.
5. Share and reflect: Explain the map to classmates or another audience and discuss how it could help a new student or visitor.

Integration of language skills

- Reading: interpret maps, diagrams, labels, captions and short informational texts; use visual information to answer questions.
- Vocabulary: community, neighbourhood, map, key, symbol, landmark, direction, location, route, natural, human-made and positional language.
- Writing: labels, captions and short explanatory sentences describing locations or map features.
- Speaking and listening: collaborative planning, giving simple directions, explaining map choices and responding to questions.
- Grammar/language application: complete sentences, nouns for places, adjectives for description, capitalisation of place names and appropriate punctuation.

Evaluation principles

The map should be evaluated primarily for geographic understanding and communication rather than artistic ability.

Suggested 4-point project rubric

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement
Map Accuracy & Key Features	Important school locations are accurately represented and the map includes a clear title, useful symbols and an accurate key.	Most important locations and map features are accurate, with only minor omissions or errors.	Some locations/features are accurate, but several are missing, unclear or misplaced.	Few locations are accurately represented; important map features are missing or difficult to understand.
Use of Geography Vocabulary	Uses map and location vocabulary accurately and confidently when explaining the map.	Uses most relevant vocabulary correctly with minor prompting or errors.	Uses some relevant vocabulary but needs support or uses several terms incorrectly.	Uses little relevant vocabulary and needs substantial support to explain locations.
Written Information	Labels/captions are clear, relevant and mostly accurate, with appropriate Grade 2 conventions.	Most labels/captions are clear and accurate with minor errors.	Some useful written information is included, but parts are incomplete or difficult to understand.	Written information is very limited, inaccurate or largely incomplete.
Map Design & Usability	Map is organised, easy to follow and would clearly help another person understand the school.	Map is mostly organised and usable, with minor areas of confusion.	Map can be followed with some support but organisation or symbols are inconsistent.	Map is difficult to follow and does not yet function effectively for a user.
Oral Explanation & Participation	Explains the map clearly, gives relevant details and participates actively in planning and sharing.	Explains most features clearly and participates consistently.	Gives a basic explanation with prompting and participates inconsistently.	Has difficulty explaining the map or contributes very little without substantial support.

5. Major PBL: Materials & Their Properties - Grade 2 Materials Innovation Expo

Driving question: How can we use the properties of materials to design something that solves a problem?

Project purpose

This project turns the Materials & Their Properties unit into an authentic engineering experience. Students investigate observable properties, compare materials, test possible solutions and use evidence to design and improve a prototype. The unit culminates in an interactive exhibition where visitors can see or try the designs and students explain the evidence behind their material choices.

Suggested project sequence

1. Launch the design problem: Introduce several age-appropriate challenges, such as a waterproof shelter, strong bridge, protective package, cargo boat or weather-resistant structure.
2. Investigate materials: Explore properties such as strength, flexibility, absorbency, waterproofness, rigidity, texture and weight.
3. Test and record: Conduct fair comparative tests and record results using simple tables, diagrams, labels or teacher-supported notes.
4. Plan: Select materials based on evidence and create a labelled design plan.
5. Build and test: Construct a prototype and test it against agreed success criteria.
6. Improve: Identify what worked and what did not, then make at least one evidence-based improvement where feasible.
7. Expo: Set up an interactive station showing the problem, tests, prototype and explanation. Visitors can observe or participate in a safe test.

Integration of language skills

- Reading: informational and procedural texts about materials, properties, tests and simple designs; identify key details and sequence.
- Vocabulary: material, property, strong, weak, rigid, flexible, absorbent, waterproof, transparent/opaque where appropriate, test, evidence, design, prototype, improve.
- Writing: predictions, labelled plans, short procedures, observation/results statements and explanatory writing using because to justify choices.
- Speaking and listening: collaborative design talk, explaining evidence, comparing possible solutions and presenting to exhibition visitors.
- Grammar/language application: adjectives to describe properties; comparative language such as stronger, lighter and more flexible; sequence words; complete explanatory sentences.

Evaluation principles

The strongest evidence should come from the relationship between material properties, testing and the final design. A visually attractive prototype should not receive a high score if students cannot explain why the materials were appropriate.

Suggested 4-point project rubric

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement
Understanding of Material Properties	Accurately identifies relevant properties and clearly connects them to the design problem.	Identifies most relevant properties and generally connects them to the design.	Identifies some properties but connections to the design are incomplete or partly inaccurate.	Shows limited understanding of material properties or cannot connect them to the problem.

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement
Testing & Use of Evidence	Carries out/records appropriate tests and uses results clearly to justify material choices.	Uses test results to support most material choices, with minor gaps.	Completes some testing but uses evidence inconsistently or needs support to interpret results.	Testing is very limited/incomplete or choices are not supported by evidence.
Design, Build & Improvement	Prototype is thoughtfully planned, functional for the task, tested and improved using evidence.	Prototype is well planned and mostly functional; testing leads to some improvement or reflection.	Prototype shows some planning but has functional issues or limited evidence of improvement.	Prototype shows little planning, does not address the task effectively or is not meaningfully tested.
Scientific / Explanatory Language	Uses relevant vocabulary and clear explanations to describe materials, tests, results and choices.	Uses most relevant vocabulary and explains the main choices clearly.	Uses some relevant vocabulary but explanations are brief, unclear or require prompting.	Uses little relevant vocabulary and cannot yet explain the reasoning behind choices.
Expo Presentation & Interaction	Station is clear and organised; student confidently explains the problem, evidence and solution and responds to visitors.	Station communicates the main information and student gives a clear explanation with minor prompting.	Station/explanation communicates some information but important details are missing or unclear.	Station is incomplete or student requires substantial support to explain the project.

Notes:

6. Major PBL: Cast Your Vote - Primary Student President Election

Driving question: How can we choose a student leader fairly and responsibly?

Project purpose

This is an unusually authentic Grade 2 civics project because the outcome is a real school decision. Students learn about leadership, participation, campaigning, persuasion, voting procedures and responsible citizenship while preparing candidates and voters for the Primary student president election.

Suggested project sequence

1. Build civic understanding: Explore leadership, responsibility, rules, fairness, candidates, voters and why groups use elections.
2. Candidate development: Interested students develop realistic ideas for how they could serve the Primary community. Non-candidates can take campaign, media, election or voter-education roles.
3. Campaign planning: Create campaign messages, posters or other school-approved advertisements using reasons rather than popularity alone.
4. Speech preparation: Plan, draft, revise and rehearse short persuasive speeches.
5. Campaign period: Candidates communicate their ideas respectfully to the Primary community.
6. Election: Conduct the real Primary vote using agreed procedures that protect fairness and privacy.
7. Reflection: Discuss results, respectful participation, accepting outcomes and the responsibilities of the elected student.

Integration of language skills

- Reading: informational texts about elections, leadership and civic participation; identify main idea, key details and reasons.
- Vocabulary: election, vote, voter, candidate, campaign, leader, responsibility, choice, fair, ballot, majority and community.
- Writing: opinion/persuasive writing - state a position or campaign promise, provide clear reasons, use linking words and conclude appropriately.
- Speaking and listening: persuasive speeches, clear voice and relevant details, audience awareness, listening to competing ideas and asking/answering questions respectfully.
- Grammar/language application: complete sentences, persuasive word choice, conjunctions/linking words such as because, also and so, editing for capitals and punctuation.

Evaluation principles

Because not every student needs to be a candidate, assessment should allow equivalent roles. Candidates may be assessed through speeches and campaign work; other students can demonstrate the same civic and language outcomes through campaign-team, election-information or voter-education products and oral explanations.

Suggested 4-point project rubric

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement
Understanding of Elections & Leadership	Clearly explains the purpose of voting, fair participation and key responsibilities of leaders	Explains most key election and leadership ideas accurately with minor gaps.	Shows partial understanding but needs support with several civic concepts.	Shows limited understanding of the election process or responsibilities.

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement
	and voters.			
Persuasive Message / Reasons	Communicates a clear position or message supported by several relevant, convincing reasons.	Communicates a clear position with relevant reasons, though some could be developed further.	States a position but reasons are limited, repetitive or need support.	Position/message is unclear or has little relevant supporting reasoning.
Writing & Campaign Communication	Campaign writing is organised, appropriate for the audience and demonstrates strong application of taught Grade 2 conventions.	Campaign writing is clear and appropriate with minor errors or omissions.	Writing communicates the basic idea but organisation or conventions are inconsistent.	Writing is incomplete or difficult to understand without substantial support.
Speaking & Listening	Speaks clearly and confidently with relevant details; listens respectfully and responds appropriately to questions or other ideas.	Speaks clearly with appropriate details and listens respectfully, with minor prompting.	Can communicate the main idea but needs prompting for volume, detail, organisation or listening behaviours.	Has difficulty communicating the message or participating appropriately without substantial support.
Responsible Participation	Participates consistently, respectfully and responsibly in the campaign/election process and supports fair procedures.	Participates responsibly with only occasional reminders.	Participates but needs repeated reminders about responsibilities, fairness or collaboration.	Participation is limited or behaviour frequently interferes with fair/responsible participation.

Notes:

7. Major PBL: Needs, Wants & Our Economy - Grade 2 Market Day

Driving question: How can we plan and run a small business that meets customers' wants while making sensible economic choices?

Project purpose

Students move from learning economic vocabulary to operating a simple, real marketplace. They develop a business idea, make a basic plan, create advertising, prepare goods within school guidelines, sell during a morning market and then use the results to calculate revenue, costs and profit at an age-appropriate level.

Suggested project sequence

1. Economics foundation: Needs and wants, goods and services, producers and consumers, earning, spending, saving and simple profit.
2. Business idea: Students identify a product that is safe, manageable and appropriate for the school market.
3. Business plan: Define the product, target customer, materials/costs, selling price and simple sales goal.
4. Advertising: Create persuasive posters or advertisements with a product name, price and reasons customers may want the product.
5. Preparation: Produce goods, organise displays, practise customer interaction and establish money-handling procedures.
6. Market morning: Students operate their stalls, communicate with customers and record sales.
7. Financial reflection: Calculate total sales/revenue, subtract agreed costs and determine profit. Discuss what influenced sales and what they would change next time.

Integration of language skills

- Reading: advertisements, price lists, simple business examples and informational texts about goods/services and producers/consumers.
- Vocabulary: need, want, goods, services, producer, consumer, business, cost, price, sale, revenue, profit, advertise, customer, save and spend.
- Writing: simple business plan, product description, persuasive advertisement, price/sign information and post-market reflection.
- Speaking and listening: pitching an idea, negotiating group decisions, greeting customers, explaining products and reflecting on business choices.
- Grammar/language application: persuasive adjectives, complete sentences, question forms for customer interaction, numbers/prices in context and editing for clarity.

Evaluation principles

Financial success should not determine the grade. A student can sell fewer items and still demonstrate excellent economic understanding, planning and communication. Profit is evidence for reflection, not a competition for the highest score.

Suggested 4-point project rubric

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement
Economic Understanding	Accurately applies needs/wants, goods/services,	Applies most economic concepts correctly with minor	Shows partial understanding and needs support with several	Shows limited understanding of the economic concepts used in

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement
	producer/consumer, cost, price, revenue and profit to the business.	errors.	concepts or calculations.	the project.
Business Plan & Preparation	Plan is clear, realistic and complete, showing thoughtful decisions about product, customers, costs and price.	Plan includes the main elements and is workable, with minor omissions.	Plan contains some useful ideas but important elements are incomplete or unrealistic.	Plan is very incomplete or requires substantial teacher direction.
Advertising & Persuasive Language	Advertisement is clear, accurate and persuasive, with product, price and strong reasons for customers.	Advertisement communicates the product and price clearly and includes relevant persuasive language.	Advertisement includes basic information but is missing detail, clarity or effective reasons.	Advertisement is incomplete, inaccurate or difficult for customers to understand.
Market Participation & Customer Communication	Participates responsibly and confidently; communicates clearly, handles agreed procedures carefully and works well with others.	Participates consistently and communicates appropriately with only minor reminders.	Participates with support but communication, organisation or teamwork is inconsistent.	Requires substantial support to participate safely, responsibly or cooperatively.
Financial Record & Reflection	Accurately records/uses sales information, determines profit with appropriate support and gives thoughtful reasons about what worked and what could improve.	Records most information accurately, determines profit with minor support and gives a sensible reflection.	Records some information but needs significant support with profit or reflection.	Records are largely incomplete/inaccurate and student cannot yet explain the outcome or next steps.

Notes:

8. Major Capstone PBL: Countries Around the World + Celebration of Cultures - Countries & Cultures Exhibition

Driving question: How can we help others experience and understand a country and its culture?

Project purpose

The final two themes operate as one extended capstone PBL. Students choose a country, research its geography and culture, decide what information is most useful to an audience, and transform part of the classroom into an exhibition space. During the exhibition, students act as hosts and country experts, explaining general facts, celebrations and cultural practices and involving visitors in an appropriate traditional game, activity, art form or other interactive experience.

Suggested project sequence

1. Shared geography foundation: Continents, countries, maps, capitals, landmarks and the idea that geography can influence how people live.
2. Country selection and research: Students use teacher-approved sources to gather general facts and information about language, landmarks, food, celebrations, music/dance, clothing, children's lives and other appropriate cultural features.
3. Research literacy: Model how to ask questions, find key information, take brief notes, avoid copying whole sentences and organise information by category.
4. Exhibition planning: Decide what visitors should see, read, hear and do. Plan the room/booth decoration so it represents researched cultural features rather than stereotypes.
5. Writing and production: Prepare maps, fact cards, captions, short informational texts, signs and interactive instructions.
6. Oral preparation: Rehearse how to welcome visitors, explain key facts, answer likely questions and lead the chosen traditional activity/game.
7. Exhibition: Transform the classroom into a cultural exhibition. Students host visitors and teach them about the selected country through information and participation.
8. Reflection: Students identify what they learned about their own country and from classmates, including similarities, differences and respectful cultural understanding.

Integration of language skills

- Reading: gather information from multiple teacher-selected informational sources; use headings, maps, captions, photographs and diagrams; compare information.
- Vocabulary: country, continent, capital, culture, tradition, celebration, language, landmark, custom, geography, research, source and theme-specific country vocabulary.
- Writing: note-taking, fact cards, informational paragraphs, captions, labels, activity instructions and short comparison/reflection writing.
- Speaking and listening: formal and informal presentation, explaining information in own words, welcoming visitors, asking/answering questions and leading an interactive activity.
- Grammar/language application: proper nouns and capitalisation, complete informational sentences, adjectives, conjunctions, question forms, editing and subject-specific vocabulary.

Evaluation principles

The rubric should reward accurate, respectful research and the student's ability to communicate understanding. Decorative complexity, expensive materials, costumes or food should not be required for a high score. Cultural representations should be based on research and presented respectfully.

Suggested 4-point project rubric

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement
Research Accuracy & Depth	Presents accurate, well-selected information across several required categories and demonstrates clear understanding beyond isolated facts.	Presents mostly accurate information across the main required categories with minor omissions.	Presents some accurate information but several categories are incomplete, unclear or contain errors.	Research is very limited, contains major inaccuracies or does not address the required areas.
Geography & Cultural Understanding	Clearly explains where the country is located and presents cultural features respectfully, including meaningful connections between people, place and traditions where appropriate.	Shows good geographic and cultural understanding with minor gaps.	Shows basic understanding but relies on limited facts or needs support to explain cultural meaning.	Shows limited geographic/cultural understanding or presents information inaccurately/inappropriately.
Informational Writing & Language	Written displays are clear, organised and mostly in the student's own words, using relevant vocabulary and strong Grade 2 conventions.	Writing is clear and informative with relevant vocabulary and minor errors or omissions.	Writing communicates some useful information but may rely heavily on source wording, lack organisation or contain several errors.	Writing is very limited, unclear, inaccurate or largely copied without understanding.
Oral Presentation & Visitor Interaction	Acts confidently as a country expert, explains information clearly in own words, answers questions and successfully guides visitors through the interactive element.	Explains the main information clearly and interacts appropriately with visitors, with minor prompting.	Shares basic information but needs prompting or has difficulty answering questions/leading the activity.	Requires substantial support to explain the research or interact with visitors.
Exhibition Design & Cultural Representation	Display is organised, engaging and clearly connected to researched aspects of the country's culture; interactive activity is meaningful and appropriate.	Display and activity communicate the country's culture effectively with minor gaps.	Display includes some relevant cultural elements but connections or organisation are inconsistent.	Display/activity is incomplete, unclear or relies on unsupported/stereotypical representations.
Independence, Collaboration & Preparation	Uses project time responsibly, contributes consistently, meets preparation goals and works constructively with others.	Usually prepared and responsible, with only occasional reminders.	Completes some responsibilities but needs frequent reminders or support with collaboration/time management.	Makes limited progress without substantial support or contributes inconsistently to the shared project.

Notes:

9. Whole-Year Benefits

- Authenticity: students create for real users, voters, customers or exhibition visitors rather than only for the teacher.
- Progressive independence: the early mapping mini-PBL is tightly scaffolded, while later projects require increasing planning, decision-making, research and presentation.
- Integrated literacy: reading, vocabulary, writing, speaking and listening are used because the project requires them, not added as disconnected worksheets.
- Standards alignment: projects provide natural application of CCSS literacy alongside AERO geography/civics/economics/global connections and NGSS physical science/engineering.
- Visible learning: maps, prototypes, campaign materials, business records and exhibition displays create concrete evidence of learning for families and school leadership.
- Community engagement: several projects create opportunities for other Primary students, teachers and families to participate as authentic audiences.
- Manageable PBL load: only selected themes become substantial PBL units, protecting time for explicit teaching, reading development, foundational skills and core subject progression.

10. Practical Implementation Considerations

- Provide most research sources at school and explicitly teach students how to extract key information rather than copy text.
- Set clear limits on family spending and home construction. High-quality learning should be achievable using ordinary classroom/recycled materials.
- Build planning and creation time into lessons so that projects remain student work.
- Use checkpoints (research approved, plan approved, draft/prototype check, rehearsal) rather than waiting until the final product to identify misunderstandings.
- For group work, assign or rotate meaningful roles and collect individual speaking/reflection evidence.
- Share rubrics at the start of each project in student-friendly form so success criteria guide the work.
- Use photographs, short videos, student reflections and selected work samples to document PBL for portfolios and curriculum review.
- Complete a short teacher reflection after each project to record timing, resource needs, student outcomes and recommended changes for the following year.

11. Leadership Summary

The proposed Grade 2 PBL programme is intentionally selective. It uses five projects across the year: one mini-PBL and four major experiences, with the final Countries & Cultures Exhibition serving as the capstone. Each project is anchored in existing curriculum content and language outcomes, has an authentic purpose or audience, and is assessed through a consistent four-point rubric. This approach provides the benefits of PBL - inquiry, student agency, collaboration, communication, application and public products - without allowing project work to displace systematic Grade 2 literacy, mathematics and content instruction.