



# **Escola das Nações**

School of the Nations

**Pedagogical Proposal**

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# Pedagogical Proposal

## Introduction

The purpose of this document is to provide guidance and contributions toward the efficient development of school practices. It was prepared in compliance with Articles 171 and 174 of the Federal District Education Council (CEDF) Resolution 1/2012.

In compliance with provisions of Articles 171 and 174 of CEDF Resolution 1/2012, this Pedagogical Proposal defines the identity of School of the Nations as a bilingual international school, inspired by the philosophy of the Bahá'í Faith, with the aim of educating world citizens, free from prejudice and tolerant of other religions, cultures, and ethnicities.

As guiding principles for these educational practices, the School has developed a pedagogical and curricular organization and evaluation processes.

## I - Background, Nature, and Context of the School

School of the Nations began its educational activities on September 1, 1980, to serve students of various nationalities. It arose from the dream of two families of North American teachers who envisaged founding an institution based on a new international education model. The inspiration for this model was the principle of unity in diversity, to create an environment in which students of different nationalities, ethnicities, cultures, and religions can learn to live in peace and harmony while achieving maximum development of their intellectual, physical, and spiritual potentialities.

The school community is comprised of Brazilian families, many of which are members of the diplomatic corps, and of foreign families from dozens of countries, who are connected with embassies, international nongovernmental organizations, and organizations such as UNICEF, the World Bank, and the United Nations.

The School provides bilingual (Portuguese and English) Early Childhood and Primary Schooling. Since August 4, 1997, it has also provided High School classes.

The School obtained recognition under Secretariat of Education of the Federal District (SE/DF) Order [*Portaria*] 32 on June 24, 1991. It was granted permanent reaccreditation under Order 310, based on CE/DF Order 126 of July 17, 2002. Subsequent reaccreditation was awarded under SE/DF Order 225 from June 19, 2009. The School's Main Campus is located at SHIS QI 21 Área Especial – Conjunto 1 – Brasília-DF.

In response to requests from the school community, School of the Nations inaugurated a new campus specifically for Early Childhood Education to promote the integral development of younger children. This new facility has proven appropriate for developing the capacities and skills of this age group. In this context, activities of a physical, affective, and cognitive nature and the fostering of ethical and moral values are developed through educational and artistic activities and play and interpersonal relations and social inclusion within the School's principle of 'unity in diversity' to provide education for the third millennium.

Classes at the Early Childhood Campus began in August 2002, with the provision of Early Childhood Education, in compliance with CE/DF Order 310 and based on CE/DF Opinion 126 of July 17, 2002. Subsequently, reaccreditation was authorized under SE/DF Order 225 of June 19, 2009. Then-called Kindergarten III classes (that is, the current first year of Primary Schooling) continued at the Early Childhood Campus as originally planned and authorized. This decision was taken based on the results of pedagogical and logistical studies for this age group. The Early Childhood Campus is located at SMDB, Conjunto 19-lotes 2-casa A, Lago Sul, DF.

School of the Nations is maintained by the *Associação Cidadão do Mundo - Centro de Education e Cultura* (World Citizen Association – Center for Education and Culture, in English) a nonprofit association for educational purposes, and indeterminate duration, an entity with educational objectives, with offices and venue in Brasília - Distrito Federal, located at Lago Sul, SHIS QI 21 – Área Especial, Conjunto 1 – Brasília - DF, and duly registered, on November 26, 1990, under number 420 Book A-2, at the [Notary Office] *Cartório do 2º Ofício de Registros e Títulos*, located at SCS, Ed. Antonio Venâncio da Silva, Loja 10, Brasília – DF.

Founded under precepts of the spiritual nature of individuals and the unity of humankind, the School's overall objective is to develop the capacity to seek knowledge and to love within the context of service to humankind.

Based on a background of consolidated experience, Primary education at School of the Nations is carried out in harmony with the principles, objectives, and pedagogical guidelines that underpin education reform in Brazil and the Federal District, and the skills and competencies required by contemporary educational processes.

School of the Nations is internationally accredited by AdvancED and by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). The School is affiliated with the Association of American/International Schools in South America, the Association of American Schools in Brazil, the Northwest Evaluation Association, The College Board (SAT/PSAT), K12 Online Education, and The Academy for International School Heads.

The School's full-time bilingual curriculum, pursued in the Portuguese and English languages, aims to educate world citizens by constructing and producing knowledge to organize the creative dimensions of thought, thereby contributing toward our students' personal and social development.

## **II – Guiding Principles of Educational Practices**

School of the Nations aims to provide its students with a worldview underpinned by scientific, moral, ethical, and spiritual principles stemming from the teachings of the Bahá'í Faith.

### **Institutional Values**

- Oneness of God
- Oneness of Humanity
- Oneness of Religion
- Unity in Diversity – respect for and value of different ethnic and social groups, nationalities, and religions
- Elimination of prejudices
- Gender equality
- Essential nobility of human beings
- Investigation of the truth
- Provision of service to humanity as the primary purpose of life

### **Institutional Objectives**

- Cultivate the capacity of learning to learn, learning to do, learning to be, and learning to live in community.
- Nurture students' development of higher reasoning and conflict-resolution skills applied to complex and challenging contexts.
- Promote excellence in all aspects of human growth and development.
- Nurture students' adoption of behaviors characterized by rectitude of conduct based on ethical and moral principles.
- Nurture students' development of habits and skills to ensure healthy living and emotional stability.
- Nurture students' ability to form healthy social relationships, to assume responsibilities and challenges, and to understand present and future changes.

### **Learning Principles**

- The learning environment is safe, supportive, and productive.
- The learning environment fosters independence, interdependence, and motivation.

- The needs, experiences, perspectives, and interests of students are reflected in curricular programs.
- The spiritual nature and sensitivity of each student are respected and cultivated, holistically and with encouragement.
- Students are challenged and supported to develop deeper levels of thought and productive use of knowledge.

### III – Mission and Institutional Objectives

#### Mission

School of the Nations educates students to be world citizens based on standards of academic, bilingual, and ethical excellence to develop their capacities to know, love, and serve humankind.

#### Institutional Objectives

School of the Nations strives to be exemplary among Brazilian and international schools for its commitment to world citizenship and helping young people develop outstanding academic, ethical, and spiritual qualities and a clear understanding of their roles in building a better world.

### IV – Pedagogical Organization of Education and Teaching

Since 1980, School of the Nations has provided Kindergarten, Primary Schooling, and High School education to Brazilian and international students, on an annual basis, with daily 7-hour school periods, and a school year beginning in July or August and ending in June.

To ensure bilingual learning for students from Early Childhood to High School, classes at School of the Nations start daily at 7:45 a.m. and end at 3:10 p.m.

Early Childhood classes begin at 8:10 a.m. and end at 3:10 p.m. Classes for the initial grades of Elementary School begin at 8:00 a.m. and end at 3:00 p.m. Classes for the final grades of Elementary School and High School begin at 7:45 a.m. and end at 3:10 p.m., with content provided in Portuguese and English.

Timetables for Each Stage of Schooling:

Early Childhood Timetable		
Start and Finish:	8:10 a.m.	3:10 p.m.
Class duration:	55 minutes	
Recesses:	Two 15-minute periods in the morning and afternoon not counted as class time	
	One hour for lunch not counted as class time	

Elementary School Timetable – Grades 1 to 5		
Class duration:	55 minutes	
Start and Finish:	8:00 a.m.	3:00 p.m.
Recesses:	Two 15-minute periods in the morning and afternoon not counted as class time	

	One hour for lunch not counted as class time
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Elementary School Timetable – Grades 6 to 9		
Class duration:	Eight 45-minute periods	
Class hours	Start	Finish
	7:45 a.m.	3:00 p.m.
Recess:	15 minutes in the morning not counted as class time	
	One hour for lunch not counted as class time	

High School Timetable – Grades 10 to 12		
Class duration:	Eight 45-minute periods	
Class hours	7:45 a.m.	3:00 p.m.
Recess:	15 minutes in the morning not counted as class time	
	One hour for lunch not counted as class time	

In compliance with the laws of the Federal District and Guidelines set by the Ministry of Education (National Education Parameters) and bearing in mind the demands and expectations of the community, School of the Nations has organized and implemented the following stages of schooling.

Focus on inclusion at the School entails providing pedagogical support to enable students with disabilities or special educational needs to develop competencies and skills within their possibilities and at their own pace. It foresees assistance to help students overcome limitations while, at the same time, fosters coexistence and respect for diversity among students.

### Early Childhood Education

During this stage of schooling, activities are centered on essential learning, character-building, social activity, and development of the child’s autonomy considering, to this end, multiple and diverse spaces for building knowledge.

During this phase, students develop social skills, learn teamwork and how to play in groups. They engage in activities related to their interests and needs.

Children experience a bilingual (Portuguese and English) learning environment, supported by a balanced curriculum and based on varied activities. Students undergo immersion in both languages, during which they are encouraged to discover, question, and accept challenges.

At School of the Nations, Early Childhood Education is provided on a full-day basis, in accordance with the students’ age group.

- a) Nursery II (*Maternal II*) – (as of 2 years old)
- b) Nursery III (*Maternal III*) – (as of 3 years old)
- c) Pre-Kinder (*Jardim I*) – (as of 4 years old)

d) Kindergarten (*Jardim II*) – (as of 5 years old)

**Early Childhood Education at School of the Nations pursues the following objectives:**

- Provide children from 2 to 5 years old and of different nationalities opportunities to develop interpersonal relations, social engagement, and physical, affective, cognitive, spiritual, ethical, and aesthetic potentialities.
- Promote the well-being of children, nurturing their curiosity and interests.

## **Primary Schooling**

The purpose of Primary Schooling is to provide the necessary conditions for the full and harmonious development of students' potentialities, to foster their personal fulfillment, the exercise of citizenship, and preparation for work. At School of the Nations, bilingual education is pursued full time. The current regime is of progressive grades, over annual periods, based on the age and competencies expected for each year, in accordance with current legislation. It also encompasses the Sequential Literacy Cycle, comprising the three initial years of Primary Schooling and prescribes not leaving students behind while offering opportunities for systemizing and deepening of basic learning.

Curricular components are organized in an interdisciplinary and contextualized manner, employing projects, workshops, and other activities, establishing relationships among concepts and reality.

Among the objectives of Primary Schooling are:

- To develop a capacity to learn, primarily through striving for full command of reading, writing, and arithmetic.
- To understand the natural and social environment, political, technological and artistic systems, and the values that underpin Brazilian society by building a concept of national and personal identity and stimulating a feeling of belonging in the country.
- To develop self-knowledge and trust in ones' affective, physical, cognitive, spiritual, ethical, and aesthetic capacities, interpersonal relations, the sense of belonging within society, perseverance in building knowledge and the exercise of citizenship.
- To learn how to use different information sources and technological resources to build knowledge.
- To understand and value the plurality of other peoples and nations' social and cultural heritage and assume positions against all forms of discrimination based on cultural differences, social class, religion, sex, ethnicity, or other characteristics.

## **High School**

The purpose of High School is the integral education of students, providing them with a more in-depth knowledge base to enable their pursuit of higher education in fields aligned to their interests and aptitudes and preparing them for work.

This stage of education is responsible for deepening and consolidating the knowledge built up during earlier stages, thereby preparing students to continue their learning. It is the appropriate stage for consolidation of knowledge of the forms of language, of the sciences and humanities, relating these aspects through a harmonious and balanced curriculum.

School of the Nations' High School is bilingual and full time, for a period of three years. The current regime consists of three grades, each lasting one year.

In addition to encompassing the compulsory National Core Curriculum, the School curriculum also offers a diversified segment to provide an enriched curriculum while allowing flexibility. Both the National Core Curriculum and the diversified segment are organized by fields of knowledge.

Curricular components are arranged in an interdisciplinary and contextualized manner and contemplate the following fields.

- Field of Languages, Codes, and associated Technologies: knowledge of Portuguese Language, Modern Foreign Language (English), Physical Education and Arts.

- Field of Natural Sciences, Mathematics, and associated Technologies: knowledge of Biology, Physics, Chemistry, and Mathematics.
- Field of Human Sciences and associated Technologies: knowledge of History, Geography, Sociology, and Philosophy.
- Diversified Segment: Modern Foreign Language - English, Modern Foreign Language – Spanish, Advanced Placement, Moral Education and Global Citizenship.

Objectives of High School:

- To encourage students to gain knowledge of their aptitudes to foster their vocational potentialities and preparation for work.
- To enable continuity or equivalence of Primary education, the expansion and deepening of systematized knowledge, focused on the robust development of general knowledge and the education of autonomous, critical, creative, participative beings, including ethical training.
- To develop and understand scientific and technological principles, relating theory to practice in teaching each curricular component.
- To prepare students for continued university-level studies either in Brazil or other countries.
- To provide students with knowledge of the Spanish language to expand their capacity for integration, communication, and access to world citizenship.

## V – Curricular Organization and Respective Matrixes

Like the curriculum, knowledge is a construct and product of social and historical relationships. In this respect, at School of the Nations, a critical perspective orients Early Childhood Education, Primary Schooling, and High School, through bilingual education in English and Portuguese, to ensure communication among different cultures, based upon curricular principles which, among other premises, presume:

- That knowledge is built and developed within given historical, social, and cultural contexts. Thus, school knowledge must always be contextualized.
- From Early Childhood Education to High School, the School’s Pedagogical Proposal underscores the importance of learning taking place as a result of a well-thought-out and research-based curriculum. That learning should be intentional and based on activities capable of overcoming immediacy, pragmatism, and spontaneity.

Article 19 of CE/DF Resolution 1/2012 confirms mandatory provision of the following curricular components for elementary education:

- I. Afro-Brazilian and Indigenous History and Culture within elementary and secondary schooling, taught throughout the School curriculum, especially in the fields of art, literature, and Brazilian history;
- II. Rights and Citizenship within elementary and secondary schooling;
- III. Children and Adolescents’ Rights within Primary Schooling;
- IV. Music, as a compulsory curricular component, but not exclusive to the arts, within elementary and secondary schooling;
- V. Financial Education, as a required curricular component of Mathematics, during the three grades of High School;
- VI. Women’s Rights and other gender-related subjects in Primary and High School curriculums.

In the light of paragraphs 3 and 4 of Article 13 of the legislation above, the School offers international students optional enrolment in Spanish Language courses, beginning in Grade 6 of Primary School and in High School.

International students who opt not to attend classes of Spanish as a Foreign Language shall be directed to participate in remedial tutoring.

The curricular organization herein presented is based upon the premise that each curricular component corresponds to a particular logic. It is the responsibility of teachers to systematize and express each component conceptually and from a perspective of mobility and transformation. All knowledge should be encompassed within a broader context and serve the student as an instrument for overcoming difficulties in the surrounding environment and be conducive to the development of effective actions. Thus, no component of the curriculum in and of itself is of greater importance than any other. Each is of significance as a basis for the education of human beings.

In consonance with paragraphs 1 and 2 of Article 15 of CEDF Resolution 1/2012, crosscutting themes of social relevance are covered while respecting the interests of students, their families, and the community. Below is a list of the crosscutting themes covered by the School.

**Primary Schooling:** national symbols, health, sexuality and gender, family and social life, rights of the elderly, human rights, environmental education, consumer education, food and nutrition education, tax education, traffic education, work, science and technology, and cultural diversity are among the crosscutting themes covered in each grade through interdisciplinary projects carried out during the school year.

**High School:** health, sexuality and gender, family and social life, aging processes, human rights, environmental education, consumer education, food and nutrition education, tax education, traffic education, work, science and technology, and cultural diversity are among the crosscutting themes covered in each grade through interdisciplinary projects carried out during the school year.

## Early Childhood Education

The curricular references for Early Childhood Education define three spheres of experience: Personal Education, Social Education, and Knowledge of the World, taught through English and Portuguese language programs.

Such organization is of an instrumental and didactic nature because the building of knowledge occurs in an integrated and global manner, with inter-relationships among the various aspects covered by the children.

The scope of *Personal and Social Education* refers to experiences that prioritize the development of the individual as a person. This effort fosters conditions whereby children learn to relate to, empathize with, and live alongside others and themselves through a basic attitude of acceptance, respect, and trust. In this way, it encompasses an area of work referred to as identity and autonomy.

*Knowledge of the World* refers to the building of different languages by the children and the relationships they establish with the objects of knowledge.

Progressive command of different languages enables the expression and communication of the child's sentiments, emotions, and ideas. It fosters interaction with others, thus facilitating mediation with the culture and with knowledge. The focus is on essential aspects of development and learning, and this furnishes necessary instruments for the children to pursue continued learning throughout their lives.

The following areas of work are underscored: Movement, Visual Arts, Physical Education, Music, Oral and Written Language (Portuguese and English), Nature and Society, and Mathematics.

The specific objective of the English Program in Early Childhood Education is to provide children immersion in the English language during part of the time they are at the School.

Therefore, English acquisition takes place without concern for grammatical structures but through commands and significant verbal interactions with teachers. Thanks to such interaction and classroom activities, the child has contact with the language and begins to construct a syntactic, morphological, phonetic, and lexical framework.

Diversified activities foster students' investigative and exploratory skills, encouraging students to formulate hypotheses in a safe and challenging learning environment. The Early Childhood facilities consist of two classroom environments: one for classes taught in Portuguese and the other for classes taught in English.

The Moral Education and Global Citizenship Program aims to foster virtues and values, allowing the children moments for reflection and experiences relating to such issues.

Teachers pursue the Program in Portuguese and English, in accordance with the themes to be developed by stages. The teacher, the children, or both, may propose themes or projects based on the course content. There are, moreover, general themes of the School, such as the “Nations Festival,” “Book Fair,” and “June Festival.” Students are exposed to numerous stories, songs, rhymes, games, and artistic activities related to the current theme. Contextualizing such activities is a constant goal of the School, considering that each project enables new learning related to a curricular component.

## **Primary Schooling**

The purpose of Primary Schooling at School of the Nations is to provide basic citizen education, as prescribed by Article 32 and respective insets of Law 9.394/96 (the Guidelines and Bases of National Education Law - *LDB*). It aims to foster the necessary conditions for the integral and harmonious development of students’ potentialities, personal fulfillment, the exercise of citizenship, and preparation for work.

The following skills and competencies will be developed in line with the National Curricular Parameters (PCNs).

- Experience citizenship in day-to-day life by stressing dialogue as the mediator of conflicts and collective decision-making.
- Adopt attitudes of solidarity, cooperation, repudiation of injustice, self-respect, and respect for others, taking on a personal position against any form of discrimination based upon cultural or social-class differences, religion, sex, ethnicity, or other distinctions.
- Understand and value the social-cultural diversity of this country, the essential characteristics of its social, material, and cultural dimensions, to develop one’s ability to see oneself as a dependent member of society and the environment and as a transformative agent.
- Develop self-knowledge and a feeling of trust in one’s affective, physical, cognitive, ethical, and aesthetic capabilities for social participation to persevere in the quest for knowledge and exercise of citizenship.
- Use different languages (verbal, musical, mathematical, graphic, artistic, and body) to produce, express and communicate ideas, interpret and enjoy cultural productions in public and private contexts, and address the various situations and circumstances that rely upon communication.
- Know how to access different information sources and technological resources to construct knowledge.
- Question reality by investigating problems and seeking solutions through logic, creativity, intuition, and a capacity for critical analysis, to identify procedures and verify their suitability.

In Primary Schooling, the various fields of knowledge have enabled the pursuit of numerous projects through interdisciplinary approaches. Enhancement of this modality of activity appears to be the most feasible approach to motivate students and demonstrate the need for contributions from various fields of study to interpret reality and problems. Such projects examine social and environmental themes, care of the individual and the community, and specific issues of a more scientific nature.

In the diversified segment, it is important to mention the Moral Education and Global Citizenship Program. Starting in Nursery School and continuing through Grade 12, this Program provides students an opportunity to develop moral capacities and leadership skills, thereby enabling them to make their unique contributions toward an integrated and sustainable society.

To this end, the School provides Primary Schooling, organized in accordance with the National Core Curriculum, and comprised of the following fields and subdivisions:

- Languages: Portuguese Language, Physical Education, Art;
- Mathematics: Mathematics;
- Natural Sciences: Sciences;
- Human Sciences: History, Geography.

The diversified segment is organized into:

- English;
- Spanish;
- Informatics;
- Moral Education and Global Citizenship.

Students are provided an opportunity to strengthen their education through the practical exercise of the concepts examined in the classroom, in compliance with the guiding principles of the curriculum, and, in addition, to pursue integration with other segments of society through practical expressions of the exercise of citizenship and solidarity.

The School also provides an International Program, beginning in Grade 9, for students interested in pursuing studies at universities abroad and international students who intend to or need to remain in Brazil.

The School offers programs in Portuguese and English, specifically prepared for students who require tutoring to acquire basic linguistic knowledge.

Under the provisions of paragraph 2 of CE/DF Resolution 1/2002, international students are eligible for special treatment under the ratification of the UNESCO Convention and Decree 63.223/68. In this respect, School of the Nations offers a Program of English/Portuguese as a Second Language or Additional Language (ESL/EAL – PSL/PAL) to attend to the needs of students who enter the School with little or no knowledge of Portuguese, English, or neither. Upon admittance to the School, such students are assessed by the respective Program’s Teaching Coordinator and advised to attend ESL/EAL and/or PSL/PAL classes. Students remain in this Program until they have developed reading, writing, and communications skills in the target language.

Thus, Brazilian students and those from different countries acquire new language skills and learn to interact, notwithstanding their differences, talents, and difficulties. Such coexistence contributes toward integration, both within and outside the school environment.

## High School

Curricular Organization for High School includes mandatory content of the National Core Curriculum, alongside a diversified segment. Both segments are organized by fields of knowledge and articulated in an interdisciplinary and trans-disciplinary manner.

The National Core Curriculum comprises the following fields and their subdivisions:

- Languages, Codes, and Technologies: Portuguese Language, Physical Education, Arts;
- Natural Sciences, Mathematics, and related Technologies: Mathematics, Biology, Physics, and Chemistry;
- Human Sciences and related Technologies: History, Geography, Philosophy, and Sociology;

The diversified segment comprises:

- English;
- Spanish;
- Advanced Placement;
- Moral Education and Global Citizenship.

Advanced Placement courses are university-level courses offered to High School students. Such courses reflect the content of the best university-entrance preparatory courses. Upon concluding a course, students take Advanced Placement examinations, i.e., standardized tests that assess their knowledge of the content of such higher-education courses. Students who pass AP examinations with a grade of three or higher earn credits for placement in advanced courses at several North-American universities. Students may also apply to take any of the 38 AP examinations offered by the College Board in Arts, English Language, History, Social Sciences, Science, Technology, Engineering, Mathematics, world languages, and cultures.

School of the Nations offers the following Advanced Placement courses.

- English Literature and Composition

- Spanish Language and Culture
- Spanish Literature and Culture
- AP Biology
- AP Calculus AB
- AP Human Geography
- AP World History
- AP Studio Art (International Program)
- AP Physics
- AP Capstone (AP Seminar for Grade 11 and AP Research for Grade 12)

The curriculum is organized so that the content, method, and forms of evaluation foster an understanding of the significance and application of science, arts, technological education, and historical processes of transforming society and culture. Learning Portuguese, English, and Spanish enables communication and access to knowledge and citizenship.

In High School, the various fields of knowledge converse through interdisciplinary projects. This experience has been enhanced, year after year, and has become a motivational force to encourage students to study literature and produce contextualized analyses of social problems and issues. It has likewise stimulated discussion of themes relating to the environment (sustainability), personal and community care, and specific projects of a more scientific nature.

As provided for in Article 18 of CE/DF Resolution 01/2012, Philosophy and Sociology are subjects covered by the National Core Curriculum and thus are mandatory for all High School grades.

As was also the case in Primary School, the diversified segment of the curriculum includes and provides continuity for the Moral Education and Global Citizenship Program, the English and Portuguese Language Support Programs, and the Advanced Placement Program.

Even though the School focuses on the holistic development of students and its work is formative in nature, the School carefully develops its curriculum to educate its students under conditions of equality with those studying at non-bilingual schools. To this end, tests and periodic evaluations are applied to prepare students for the selection processes required by the most prestigious Brazilian universities and international studies programs.

To comply with AdvancED international accreditation requirements, the School offers the Advanced Placement Program, which, aside from attending to accreditation requirements, also provides students an opportunity to deepen their knowledge and acquire new skills.

# Curriculum Matrix

**Teaching Institution:** School of the Nations  
**Stage:** Primary School Grades 1 to 9  
**Shift:** Day/full-time  
**Module:** 40 weeks - 200 class days  
**Regime:** Annual

Parts of the Curriculum	Fields of Knowledge	Curricular Components	Sequential Literacy Cycle (CSA)			Grades					
						4	5	6	7	8	9
	Languages	Portuguese Language	X	X	X	X	X	X	X	X	X
		Physical Education	X	X	X	X	X	X	X	X	X
<b>NATIONAL CORE CURRICULUM</b>		Arts	X	X	X	X	X	X	X	X	X
	Mathematics	Mathematics	X	X	X	X	X	X	X	X	X
	Natural Sciences	Sciences	X	X	X	X	X	X	X	X	X
	Human Sciences	History	X	X	X	X	X	X	X	X	X
		Geography	X	X	X	X	X	X	X	X	X
<b>DIVERSIFIED SEGMENT</b>		Modern Foreign Language - English	X	X	X	X	X	X	X	X	X
		Modern Foreign Language - Spanish	-	-	-	-	-	X	X	X	X
		Informatics	-	X	X	X	X	X	X	X	-
		Moral Education and Global Citizenship	X	X	X	X	X	X	X	X	X
Total class modules per week			<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>
Total hours annually			<b>3300</b>			<b>1100</b>	<b>1100</b>	<b>1200</b>	<b>1200</b>	<b>1200</b>	<b>1200</b>

**OBSERVATIONS:**

The Sequential Literacy Cycle corresponds to the three years of Primary School (article 25 of CE/DF Resolution 1/2012).

1- Class hours:

Grades 1 to 5: 8:00 a.m. to 3:00 p.m.

Grades 6 to 9: 7:45 a.m. to 3:00 p.m.

2- Class modules:

Grades 1 to 5: 55-minute modules.

Grades 6 to 9: 45-minute class modules.

3- Duration of recesses:

Grades 1 to 5: two 15-minute recess periods, not counted as class time.

Grades 6 to 9: one 15-minute recess, not counted as class time.

Grades 1 to 9: one-hour recess for lunch, not counted as class time.

## Curriculum Matrix

**Teaching Institution: School of the Nations**

**Basic Education: High School**

**Module: 40 weeks – 200 class days**

**Regime: Annual and Three Grades**

**Shift: Morning/full-time**

PARTS OF THE CURRICULUM	FIELDS OF KNOWLEDGE	CURRICULAR COMPONENTS	GRADES		
			10	11	12
<b>NATIONAL CORE CURRICULUM</b>	Languages	Portuguese Language	X	X	X
		Physical Education	X	X	X
		Arts	X	X	X
	Mathematics	Mathematics	X	X	X
	Natural Sciences	Biology	X	X	X
		Chemistry	X	X	X
		Physical	X	X	X
	Human Sciences	History	X	X	X
		Geography	X	X	X
		Philosophy	X	X	X
		Sociology	X	X	X
	<b>DIVERSIFIED SEGMENT</b>	Modern Foreign Language- English	X	X	X
Modern Foreign Language- Spanish		X	X	X	
Advanced Studies		X	X	X	
Moral Education and Global Citizenship		X	X	X	
Total weekly class modules, without Modern Foreign Language - Spanish			<b>38</b>	<b>38</b>	<b>38</b>
Total annual class modules, without Modern Foreign Language - Spanish			<b>1140</b>	<b>1140</b>	<b>1140</b>

Total weekly class modules with Modern Foreign Language - Spanish	40	40	40
Total annual class modules with Modern Foreign Language - Spanish	1200	1200	1200

**OBSERVATIONS:**

- 1- Class hours: from 7:45 a.m. to 3:00 p.m.
- 2- Class-module duration: 45 minutes
- 3- Recess duration: 1 hour for lunch, not counted as daily class time.  
Fifteen minutes for a snack, not counted as daily class time.
- 4- The curricular component, Modern Foreign Language– Spanish, is optional content for international students and compulsory for Brazilian students.

### Grade Equivalence in Brazilian and United States School Systems

Section	Brazilian School System*	Equivalent Grade in US Schools
<b>First Years</b> <b>Elementary Program</b> <i>Ensino Fundamental</i>	Sequential Literacy Cycle	Grade 1
	Sequential Literacy Cycle	Grade 2
	Sequential Literacy Cycle	Grade 3
	4º	Grade 4
	5º	Grade 5
<b>Final Years</b> <b>Middle School Program</b> <i>Ensino Fundamental</i>	6º	Grade 6
	7º	Grade 7
	8º	Grade 8
	9º	Grade 9
<b>High School Program</b> <i>Ensino Médio Brasileiro</i>	1ª	Grade 10
	2ª	Grade 11
	3ª	Grade 12

\*Age for admission to the grade in compliance with current legislation. Proof of age or date of birth, i.e., a Birth Certificate, passport, or other official documents, is required.

## VI – Objectives of the Education, Teaching and Method Adopted

### Objectives:

- Cultivate the capacity to learn: learn to do, learn to be, and learn to live in a community.
- Nurture the development of higher reasoning and conflict-resolution skills applied in complex and challenging contexts.
- Promote excellence in all aspects of human growth and development.

- Nurture the adoption of behaviors characterized by rectitude of conduct based on ethical and moral principles.
- Nurture the development of habits and skills that ensure healthy living and emotional stability.
- Nurture the ability to form healthy social relationships, accept responsibilities and challenges, and develop an understanding of present and future changes.

### **Methodology and Teaching Methods:**

The teaching methodology at School of the Nations emphasizes certain educational practices in consonance with its Mission.

As a bilingual school, the School pursues a Dual Language Program method. This Program seeks to develop academic and communications proficiency in Portuguese and English, starting in Early Childhood. Academic subjects are taught in both languages through a student-centered approach that stresses cooperative learning.

Unit Planning and Teaching through projects are among the strategies employed to enable interdisciplinary approaches and crosscutting themes to contextualize course content.

Using projects makes it possible to develop skills, competencies, and challenges that motivate students to mobilize their knowledge, which provides meaningful learning, empowering students as masters of their knowledge. The teacher assumes the role of mediator, thereby contributing to knowledge acquisition and interaction among students.

The Unit Plan fosters the development of the capacity to decide, choose, speak and listen, while also encouraging teamwork. Students enjoy learning, discovering, and building upon research findings, thus developing essential lifelong skills.

Projects of major repercussion on the school community are presented at School events, such as the Festival of Nations, the Book Fair, the Science Fair, the Festival of Lights, and Arts Day.

For students undergoing literacy training, School of the Nations uses a method known as Jolly Phonics. This multi-sensorial method of using a gesture for each letter or sound highly motivates both children and teachers because it allows teachers to monitor students' development closely. The Jolly Phonics method helps develop reading and writing skills by learning the sounds of letters, learning how to write the letters, joining them, and identifying the sounds of words.

Teaching practices at School of the Nations are applied in a meaningful, diversified, and participative way. Various resources are used, including group work, debates, musical presentations, artistic projects, theater, and videos. Students actively participate in field trips, civic and commemorative events, visits to exhibitions and cultural events, and community-service-oriented projects. As support, textbooks and other instructional materials are also used.

To achieve its objectives within the context of a dynamic society, the School adopts teaching methods preconized by Jean Piaget (1896-1980), Vygotsky (1896 –1934), and Emília Ferreiro to enable contextualized and effective learning.

Our goal is to foster a school environment where relationships are based upon respect, cooperation, and effective communication and abide by approaches targeted at strengthening student-student and teacher-student connections.

In pursuit of this goal, the School seeks integration with society by assuming, among many other roles, educating critical and reflective citizens who assume responsibility for their learning. This approach aims to enable students to adapt to the universe of learning by creating didactic-pedagogical mechanisms that foster dynamic and continuous lifelong learning.

## **VII – Monitoring, Control, and Evaluation of Teaching and Learning Processes**

A part of all teaching and learning processes, the primary objective of evaluation is to measure and promote improvement in learning and the student while considering the goals and objectives of education and the School's philosophy.

Given this objective, the evaluation process must allow for adjustments in teaching practices and assist in assessing the extent to which goals have been attained. It is, therefore, necessary that the assessment be *systematic, continuous*, and

*investigative* and that it be conducted in the context of teacher-student interaction. Evaluation processes should be carried out during the conduct of activities, through carefully planned actions and experiences, targeted at strengthening the process of building knowledge and fostering student development.

When an assessment is *formative*, it identifies student knowledge and situations, monitors and implements improvements. When *summative*, it entails verification of students' progress and performance in the classroom. When focused on *process*, it relates objectives, methodologies, and course content, appraised through various assessment resources.

Learning assessment thus serves to:

- Sustain, inform, and guide pedagogical intervention.
- Define and detect pedagogical actions that require greater care and reinforcement.
- Enable the teacher to engage in continuous reflection on pedagogical practices.
- Enable students to identify their progress, difficulties, and challenges.

The instruments and techniques that support the assessment process are:

- daily and systematic observation of activities by teachers;
- individual or collective research projects;
- formal objective and subjective examinations, tests, and group work;
- homework assignments and other activities of a pedagogical nature;
- teaching and learning assessment portfolios;
- project preparation and development;
- miscellaneous activities, including self-assessment by students.

The assessment results of each curricular component are expressed numerically as scores, ranging from zero (0.0) to ten (10.0), and comprise the various types of evaluation conducted throughout the stage. These evaluations are guided by indicators determined in advance for each semester. The weighting of these assessments is defined jointly by the pedagogical coordinators and teachers.

Indicators are parameters that reveal the outcomes of a given curricular component. For the teacher, indicators provide information that enables diagnoses, representing the students' performance level to guide pedagogical decisions on all aspects of academic activity. For the student, they make it possible to accompany their progress and identify their difficulties and opportunities for growth. Indicators are presented in the form of comments, namely: Achieved with Excellence – 9.0 to 10.0; Objective attained – 7.0 to 8.9; Under Development – 6.0 to 6.9 and Needs to Improve – 0.0 to 5.9.

The Sequential Literacy Cycle encompassing the three first grades of Primary Schooling complies with the provision of Article 25 and its Sole Paragraph of CE/DF Resolution 1/2012, according to which: "without holding back the student, the Sequential Literacy Cycle, aims to provide ample and varied opportunities for systematizing and deepening the basic learning indispensable for the continuation of studies."

The Resolution described above prescribes that assessments during SLC be of a diagnostic and formative nature.

The assessment is articulated through pedagogical practices based on inclusion, plurality, and respect for differences.

## **Remediation**

Remediation, through a specific Program, under the guidance of a teacher and the supervision of the Pedagogical Coordinator, is targeted at students whose performance is deemed insufficient. Remediation is provided in the following modalities: (i) continuous, when in parallel to the normal teaching-learning process; (ii) at any time during a given stage, whenever a student displays poor scholastic performance, to make up missed content; and (iii) final, when provided after the results of fourth-stage evaluations, on a date stipulated by the School of the Nations' pedagogical team.

## **Grade Skipping**

Grade skipping during Primary Schooling and High School shall only be allowed at School of the Nations in conformity with School regulations and compliance with the following requisites:

I- For enrolment in a grade/year or stage of basic education, except the first year of Primary Schooling:

- a) the indication of the teaching staff;
- b) deliberation of the Class Council;
- c) in either case, grade skipping shall depend on the student's earning an average grade equal to or higher than eight (8.0) on each curricular component for that year;
- d) enrolment for no less than one year at the School of the Nations;
- e) grade skipping is only allowed up to the end of the 1<sup>st</sup> semester and must be requested 30 days before the 1<sup>st</sup> semester ends.

## **Partial Progression**

Due to the School's distinct school calendar, with classes starting in July/August and finishing in June, School of the Nations' regulations do not provide for enrolment of students with progression with a caveat on any curricular component, nor does the School offer progression with a caveat to its students.

## **Equivalence of Studies and Adaptation**

A concluded curricular component on the transcript of a student arriving from another Brazilian school shall be deemed equivalent when its content and duration are similar or superior to that of the grade they intend to enroll.

A student arriving from abroad receives special treatment in compliance with specific legislation concerning grade equivalence and adaptation.

A student arriving from another Brazilian or foreign school, without the knowledge or with insufficient knowledge of the English or Portuguese Languages, shall be provided a specific (Portuguese/English) Program targeted at assisting his or her adaptation to a regular classroom.

The Principal's Office shall examine and decide upon each specific case of equivalence of studies and adaptation with the subject-matter teachers.

Students arriving from another Brazilian school shall undergo adaptation studies when there is an absence or insufficiency of class load, curricular components, or Program content to provide the necessary adjustments to accompany the new curriculum, under the guidance of the School and with family support.

Adaptation studies are administered through regular classes, individual/group work, research, and projects, in compliance with assessment criteria prescribed in the regulations.

Analysis and decisions regarding the acceptance and/or need for adaptation studies are registered on a specific form. The results are entered on the Student's Transcript [*Ficha Individual*], and parents, guardians, or the student, if of age, are informed.

## **School Attendance**

Under Article 74 of the Guidelines and Bases of Education Law, Primary School, and High School students shall be approved on the requisite of school attendance if they have attended 75% or more of the total number of school days.

## **VIII – Institution Evaluation Process**

To maintain the quality of its pedagogical and administrative services, School of the Nations conducts an annual Satisfaction Survey involving the entire school community. Parents, teachers, staff, and students participate in this evaluation, thereby contributing toward necessary improvements in pedagogical practices.

To maintain academic excellence, each year, Primary School and High School students participate in external evaluations: namely, *AVALIA*, *MAP*, and *Prova Brasil* Portuguese and English-language assessments. Moreover, internal evaluations, simulated and diagnostic testing are periodically applied.

To the same end, students participate in writing competitions, Mathematical Olympiads, and the Brazilian Astronomy Olympiad.

The proportion of students accepted at Brazilian federal and private universities and foreign universities vindicates the academic preparation and overall education provided by the School of the Nations to its students.

International accreditation by AdvancED and by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) involves School of the Nations being reevaluated by independent bodies every five years, thereby contributing to the high standard of pedagogical practices.

## **IX – Infrastructure, Physical Installations, Equipment, and Materials:**

School of the Nations possesses the physical, technological, didactic, and human resources necessary to deploy its high-quality Pedagogical Proposal.

Concerning human resources, the School requires that staff be duly qualified and strongly encourages continuing education.

The staff comprises an Executive Director and a Pedagogical Director, Pedagogical Coordinators for Early Childhood Education, Primary Schooling and High School; an Educational Guidance Counselor; a Librarian; a Nurse and Nursing Assistants; and duly qualified teaching staff.

School of the Nations regularly surveys the need for professional staff enhancement and provision of the technical and material conditions for ensuring progress of training levels, through courses, workshops, seminars, and study groups, at the School or sponsorship of participation in various pedagogical events held by other institutions.

Such permanent updating takes place at the School's initiative or in response to requests from teachers and other staff members.

<b>Listing of Physical-Didactic-Methodological Resources</b>	
<b>Resource</b>	<b>Quantity</b>
Bookshelves and storage cabinets	404
Bathrooms	40
Ordinary chairs	1,000
Canteen	01
Children's desks	500
Students' desks	450
Octagonal and round tables	30
Computers	159
Kitchen	02
Projectors	65
Books (literature)	22,437 copies
Textbooks	14,542 copies
Slide projectors	02

Magazine subscriptions	10
Electronic magazines and journals subscription	1,500
Newspaper subscriptions	02
Tablets	43
Laptops	53
iPod	05
Mimeos (interactive boards)	21
Internet reception	01 Fiber GVT 25M and 01 Wireless 5M
4G internet access	02
Printers	28
Internet Wi-Fi	03 – throughout the campus
Network servers	08
Document Cameras	03
Coordination room	07
Pedagogical guidance room	04
Principals' offices	02
Teachers' rooms	04
Auditorium	01
Band studio	01
Multimedia rooms	02
Classrooms	50
Laboratories	02
Informatics laboratories	03
School Secretary's office	01
Reception areas	02
Art studios	02
Music and Ballet studio	01
Infirmaries	02
Musical Instruments	38
Terrestrial globes	04

## **X – Administrative and Pedagogical Management**

The Administrative and Pedagogical Management of School of the Nations takes place in an integrated manner through consultations and participation of all stakeholders in the education process. Relationships established within the school environment aim to create and develop an atmosphere for integration and dialogue.

The School considers its members, managers, coordinators, teachers, other professional staff, and students as people committed to building a participative-management model to promote continual improvement.

## **XI – Final Considerations**

Our objective is thus to educate for life by fostering all aspects of our students' growth. The School is perceived not merely as a space for formal learning but also as an environment where knowledge is built upon experiences.

Our educators strive to enable construction of knowledge and teach basic values whereby our students can assume their places as educated citizens, fully aware of their roles in society.

To fulfill this proposal, the study of the various fields of knowledge assumes new significance through creation, reflection, construction, learning, participation, free expression, dialogue, and, above all, understanding of the world and its problems, the exercise of freedom and acknowledgment of limitations, solidarity, love, and respect for others. Through relations established among contents and concepts, learning 'comes alive,' thereby endowing students with a deeper theoretical understanding through experience of the real world.

The pedagogical bases for these actions consist of constant concern for preparing and educating individuals for life, transforming them truly into world citizens.

Since its founding, the educational process pursued by the School has resulted in a consolidated and high-quality Pedagogical Proposal featuring a bilingual approach to teaching and a commitment to education for citizenship.

The presence of students from various countries provides a mosaic of cultural manifestations, enhancing the theme of integration embraced by the School while enriching its curriculum. This atmosphere in which myriad customs and traditions meet in celebration of the principle of unity in diversity is emblematic of the multicultural nature of the school community. It fosters the development of interpersonal skills for strengthening ties among peoples of the world.

School of the Nations offers an educational project based on its belief in the spiritual nature of humanity, the oneness of humankind, world peace, and an auxiliary language to facilitate communication among peoples of different countries and cultures, in harmony with the guiding principles that underpin our concept of education and its relationship with society.

The School abides by all provisions of the Brazilian Federal Constitution, especially Articles 206, 209, and 210, and the Guidelines and Bases of Education Law (*LDB*).

Brasília - DF, December 9, 2016.

Vilmar Rocha  
Financial Director

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