

Curriculum Guide

Second Grade

Bible

Philosophy Statement: The study of God's Word provides a strong foundational discipline in the life of a Christian. By studying the Bible, students and staff can gain knowledge, understanding, and a clear application for their lives. By training students early in their lives, the Bible will become an essential tool for students as they mature throughout their lives. By memorizing Scripture, students will have it ingrained into their minds; so when trials and temptations come, they will have the wisdom from God in their minds and in their hearts. Daily study of the Scriptures in class will show the students the importance of the Bible in the teachers and staff's hearts and minds.

Course Objective: The students will learn about character traits that reflect our Lord Jesus Christ. The students will be able to explain each of these traits with reference to God's Word, and how to apply it in their everyday lives. Using our text's thematic sequence to study the thirty-six character traits from the lives of Bible characters and how to emulate these traits in their daily lives.

Textbook: Bible-God and My Actions Grade Two (ACSI)

Biblical Integration: The Bible is truth and shows God's love and goodness and sovereignty.

"Why do you call me good?" Jesus answered. No one is good-except God alone." Mark 10:18

Materials:

- Student workbook
- Holy Bible
- Teacher made materials
- Bible posters

Time Allotment: 30 minutes per day, 4 days per week, Chapel 30 minutes 1 day of the week.

Course Content:

Week 1

Unit 1: Abraham Listens

- I can learn about the life of Abraham and his example of listening to God.
- I can learn how God leads Abraham to Shechem.
- I can remember God's provision over me.

Week 2

Unit 2: Abraham Prays

- I can learn how Abraham prays for Lot.
- I can learn the importance of prayer.
- I can learn how to intercede and pray for others.
- I can learn how God responds to prayer.

Week 3

Unit 3: Moses is Humble

- I can learn about the life of Moses and his example of being humble.
- I can focus my thoughts on how Moses and how he was a humble leader.
- I can learn about the 10 plagues God sent.

Week 4

Unit 4: Moses and Miriam Praise God

- I can learn @ the Israelites leaving Egypt.
- I can learn how the Israelites crossed the Red Sea.
- I can learn the importance of praising and worshiping God.

Week 5

Unit 5: Moses is Diligent

- I can learn about the Israelites journey into the desert.
- I can learn the importance of following the ten commandments.
- I can have the courage to do what is right.

Week 6

Unit 6: Miriam and Aaron Learn Respect

- I can learn how Miriam and Aaron challenge Moses.
- I can learn the importance of respecting authority.
- I can learn that there are consequences when I don't respect authority.

Week 7

Unit 7: Joshua Leads Israel

- I can learn from Godly leaders how to trust God's promises.
- I can learn from Godly leaders how to know God's Word.

- I can learn from Godly leaders how to share God's Word.

Week 8

Unit 8: Joshua Obeys God

- I can learn from Joshua how to follow God wholeheartedly.
- I can learn how God shows His faithfulness.
- I can learn how to overcome temptation.

Week 9

Unit 9: Joshua Follows God

- I can learn from Joshua the importance of following God.
- I can learn that nothing is impossible with God.
- I can learn the importance of listening and obeying God.

Week 10

Unit 10: Ruth is Loyal

- I can learn from Ruth how to be a loyal friend.
- I can learn ways to be a loyal friend.
- I can learn the importance of finding good friends.

Week 11

Unit 11: Ruth Serves with Love

- I can learn @ the life of Ruth and Naomi.
- I can learn how Ruth serves Naomi.
- I can learn @ Boaz's love for Ruth.

Week 12

Unit 12: David Faces the Giant

- I can learn how David faced the giant.
- I can learn how God uses the small.
- I can learn how to deal with giant problems.

Week 13

Unit 13: Thanksgiving

- I can learn from Esther's example how to be unselfish.

- I can focus on Mordecai being rewarded.
- I can understand the importance of honoring God and putting others first.
- I can describe how God prepares us.

Week 14

Unit 14: Elijah Trusts God

- I can learn @ the life of Elijah and his example of trusting God.
- I can focus on God's ways.
- I can learn how miracles occur.

Week 15

Unit 15: Elijah is Bold

- I can learn more about Elijah's courage.
- I can focus my thoughts on hearing God.
- I can remember to be bold and stand up for what is right.

Week 16

Unit 16: Nehemiah Leads

- I can learn from Nehemiah how to lead as God directs.
- I can focus on cooperation.
- I can focus on how Nehemiah perseveres.

Week 17

Unit 17: Christmas

- I can focus on Jesus' birth being announced.
- I can focus on the shepherd's worship.
- I can focus on the wise men worshipping.

Week 18

Unit 18: Nehemiah Stands Firm

- I can learn from Nehemiah how to not fear opposition.
- I can focus on Nehemiah showing integrity.
- I can learn from Nehemiah how to deal with adversity.
- I can focus on finishing despite pressure.

Week 19

Unit 19: Esther Listens to Wise Advice

- I can learn from Esther how to listen and obey.
- I can focus on choosing wise advice.
- I can focus on wisdom's rewards.
- I can focus on giving wise advice.

Week 20

Unit 20: Esther is Unselfish

- I can learn from Esther how to be unselfish.
- I can focus on Mordecai being rewarded.
- I can focus on honoring God and others first.
- I can focus on being prepared by God.

Week 21

Unit 21: Job is Patient

- I can learn from Job how to be patient.
- I can focus on patience being shown.
- I can focus on patiently controlling your words.
- I can focus on eagerly waiting.

Week 22

Unit 22: Daniel is Faithful

- I can learn from Daniel how to be faithful.
- I can focus on the king's dream.
- I can focus on faithfulness in prayer.

Week 23

Unit 23: Daniel's Friends are Faithful

- I can focus on being faithful to God.
- I can focus on resolving to obey God.
- I can focus on courage and deliverance.
- I can focus on others praising God.

Week 24

Unit 24: Daniel is Confident.

- I can learn from Daniel how to stand against the crowd.

- I can focus on God delivering Daniel.
- I can focus on Daniel praying.
- I can focus on God's faithfulness to Daniel.

Week 25

Unit 25: Mary and Joseph Obey God

- I can focus on God sending an angel.
- I can focus on God knowing everything.
- I can focus on prophecies about the Messiah.
- I can focus on humility and submission.

Week 26

Unit 26: Jesus is Merciful

- I can focus on God showing mercy.
- I can focus on showing mercy to others.
- I can focus on God Jesus healing the blind and sick.

Week 27

Unit 27: Jesus is Compassionate

- I can learn how the shepherd showed compassion.
- I can focus on Jesus, the good shepherd.
- I can focus on a gracious Father.
- I can focus on God showing compassion.

Week 28

Unit 28: Martha Grows in Faith

- I can focus on Martha's faith growing.
- I can focus on the importance of believing in Jesus.
- I can focus on telling others about Jesus.
- I can focus on Jesus being all- powerful.

Week 29

Unit 29: Easter

- I can focus on Jesus' triumphal entry.
- I can focus on Jesus' last supper.
- I can focus on Jesus' arrest, crucifixion, and burial.
- I can focus on Jesus is RISEN.

Week 30

Unit 30: Peter Acts Boldly

- I can focus on Peter's fearful reactions.
- I can focus on the Holy Spirit.
- I can focus on amazing deliverance.
- I can focus on the power in Peter's life.

Week 31

Unit 31: Peter Accepts Others

- I can focus on Peter accepting Cornelius.
- I can focus on accepting others.
- I can focus on the body of Christ.
- I can focus on going and telling.

Week 32

Unit 32: Paul and Barnabas Encourage

- I can focus on Barnabas encouraging Saul.
- I can focus on encouragement encounters.
- I can focus on encouragement to missionaries.

Week 33

Unit 33: Paul and Silas Witness

- I can focus on Paul and Silas sharing their faith.
- I can focus on reactions to persecution.
- I can focus on prayer being a lifestyle.
- I can focus on ways to praise God.

Week 34

Unit 34: God's People in Review

- I can focus on who God is.
- I can focus on responses to God.
- I can focus on a relationship with God.
- I can focus on a relationship to others.

Areas to be Evaluated:

- Class work assignments
- Participation in class discussions
- Memorization of selected Bible verses
- Weekly Bible tests
- Participation in weekly chapels
- Participation in class games and skits
- Participation in daily class prayer time by praying for classmates and their requests

Additional Activities:

- Class assigned chapel
- School sponsored mission projects

Course Description

Second Grade

Math

Philosophy Statement: In mathematics God has blessed His creation with the ability to count, tell time and make change. This is not an accident; it is a reflection of God's goodness. As students learn to appreciate God's gift of numbers and use of addition, subtraction, multiplication, and division they should concurrently develop a heart of praise and thanksgiving in their study of mathematics. In mathematics the student will see the order and truth God created. Just as the Bible says "precept upon precept, line upon line... (Isaiah 28:10) students will build concept on concept in mathematics.

Course Objectives: The students will learn how to perform math computations and conceptual applications in the second grade math curriculum. The course will focus on place value, addition, subtraction, and multiplication, guiding students towards mastery of these concepts. In addition to computation skills, there will be a focus on critical thinking through problem solving applications. The materials are designed to capture the student's interest, provide hands on learning and review to provide the students the best possible program for success.

Biblical Integration: Students will develop an understanding of the predictability, exactness, and clarity of math as a reflection of God's nature. Numbers, counting, accuracy in measurement, and absolutes are important to God. God wants man to be orderly, accurate, and precise. Math facts never change because God never changes. God is truth and absolute and numbers are the same. God made everything, including numbers, to work just right (Job 38-39).

Textbook: Mathematics Grade Two (Purposeful Design)

Materials:

- Student workbook
- Supplemental worksheets
- Manipulative materials

Time Allotment: 45 minutes per day, 5 days per week

Course Content:

Weeks 1-3

Unit 1: Patterns and Place Value

- I can classify objects.
- I can count and make patterns with 2's, 5's, and 10's.
- I can compare numbers and distinguish between greater than less than.
- I can create and analyze bar graphs and pictographs.

- I can compare objects that are the same and different.
- I can count money using pennies, nickels, and dimes.
- I can identify and complete patterns.
- I can describe even and odd numbers.
- I can demonstrate place value using base tens blocks.
- I can express 2-digit numbers by forming groups of tens and ones.
- I can sequence 2-digit numbers.
- I can implement a strategy to solve word problems.

Weeks 4-7

Unit 2: Addition and Subtraction Facts

- I can count on to find the sum of 2 addends.
- I can count back to find the difference in subtraction.
- I can compare addition and subtraction as they construct subtraction facts.
- I can identify fact families for sums of 10.
- I can recount fact families and doubles as they practice addition and subtraction facts to 10.
- I can use addition and subtraction table for sums of 12.
- I can choose addition and subtraction facts to solve problems.
- I can add and subtract to 12.
- I can use doubles plus 1 combinations.
- I can use doubles facts to solve doubles minus one combinations.
- I can build fact families for sums of 14.
- I can formulate number sentences to represent picture problems.

Weeks 8-11

Unit 3: Geometry and Measurement

- I can classify geometric shapes using more than one attribute.
- I can compare and contrast circles and spheres.
- I can construct right, obtuse, and acute angles.
- I can count, classify, and sort triangles.
- I can identify and classify quadrilaterals.
- I can construct squares and rectangles.
- I can explore area and perimeter with pentominoes.
- I can identify shapes and angles.
- I can estimate and measure length in inches.
- I can estimate and measure length in feet.
- I can estimate and measure length in yards.
- I can estimate and measure length in centimeters.
- I can estimate and measure length in decimeters.
- I can estimate and measure length in decimeters.

Weeks 12-15

Unit 4: Place Value to 999

- I can model three and four digit numbers.
- I can write three digit numbers in expanded form.
- I can write two and three digit numbers.
- I can construct three digit numbers.
- I can order and compare three digit numbers.
- I can use place value to compare three digit numbers.
- I can regroup 10 or more tens as hundreds and tens.
- I can regroup 10 or more ones and tens into groups of ones, tens, and hundreds
- I can construct, compare, and sort three digit numbers.
- I can use my knowledge of place value to solve math riddles.
- I can write four digit numbers in expanded and standard form.
- I can construct three and four digit numbers.

Weeks 17

Unit 5: Multiplication and Division

- I can demonstrate multiplication as repeated addition.
- I can multiply by 2's.
- I can multiply by 3's.
- I can multiply by 4's.
- I can solve word problems that relate to multiplication.
- I can multiply by 5's.
- I can multiply by 10's.
- I can solve problems using multiplication.
- I can use arrays to recount multiplication facts.
- I can demonstrate division by sorting items into equal groups.

Weeks 15-18

Unit 6: Time and Money

- I can tell time to the hour and distinguish between AM and PM.
- I can tell time and write time to the hour.
- I can tell time and write time to the quarter hour.
- I can tell and write time to 5 minute intervals.
- I can complete and interpret calendars.
- I can understand how time relates to seasons, seasonal changes, and the calendar.
- I can use information from the calendar and their knowledge of time to solve problems.
- I can tell time and determine elapsed time.

- I can use pennies, nickels, and dimes to count money to \$.75.
- I can count sets of coins that include quarters and compare the values.
- I can count money less than \$1 and make buying decisions.
- I can count sets of money that include half dollars.
- I can count coins equal to \$1.
- I can use coins and bills to solve money problems.
- I can use arrays to recount multiplication facts.
- I can demonstrate division by sorting items into equal groups.

Weeks 18-21

Unit 7: Addition and Subtraction Facts to 18

- I can use fact strategies to add and subtract to 14.
- I can find sums to 18.
- I can apply subtraction strategies to solve sentences with facts up to 18.
- I can add 2-digit numbers.
- I can subtract 2-digit numbers.
- I can use inverse operations to check addition and subtraction.
- I can add and subtract 2-digit numbers without regrouping.
- I can trade ones for tens and will write the resulting number.
- I can regroup ones and tens in preparation for regrouping in addition.
- I can represent two-digit word problems by writing number sentences.
- I can solve two-digit addition and subtraction problems and practice problem solving.
- I can add and subtract money amounts to 99 cents.

Weeks 22-25

Unit 8: Two Digit Addition with Regrouping

- I can model two digit addition.
- I can practice regrouping 10 ones as 1 ten.
- I can use regrouping to add a one-digit number to a two-digit number
- I can add two-digit numbers, regrouping ones as tens.
- I can add a variety of two-digit addition problems.
- I can write and solve two-digit addition problems.
- I can round two-digit numbers to the nearest ten.
- I can use rounding to estimate sums in two-digit addition.
- I can practice two-digit addition, rounding, and estimation.
- I can add cents and whole dollar amounts.
- I can add three-digit numbers with regrouping.
- I can use subtraction to solve missing addends.

Weeks 26-29

Unit 8: Two Digit Subtraction with Regrouping

- I can review 2-digit subtraction.
- I can practice regrouping 1 ten as 10 ones.
- I can use regrouping to subtract a 1 digit number from a 2-digit number.
- I can subtract 2-digit numbers, regrouping tens as needed.
- I can solve a variety of 2-digit subtraction problems.
- I can write and solve 2-digit subtraction problems.
- I can use addition to check subtraction of 2-digit problems.
- I can subtract 2-digit problems that have a zero in the ones place.
- I can estimate differences as a part of the problem solving process.
- I can subtract money amounts, estimate money differences, and make change.
- I can solve to find the missing whole or part in a subtraction problem.
- I can solve one and two step word problems.
- I can graph the results of several games.

Weeks 30-32

Unit 10: Place Value, Addition, and Subtraction

- I can identify and write place values of 4-digit numbers.
- I can write 4-digit numbers in expanded form and name the place values.
- I can identify 4-digit numbers before, after, and between other 4-digit numbers.
- I can compare 4-digit numbers using greater than or less than terms.
- I can read and design graphs that have 4-digit numbers.
- I can add 3-digit numbers without regrouping.
- I can add 3-digit numbers by regrouping ones as tens.
- I can add 3-digit numbers by regrouping tens as hundreds.
- I can add 3-digit numbers by regrouping ones as tens.
- I can subtract 3-digit numbers without regrouping.
- I can subtract 3-digit numbers by regrouping tens as ones.
- I can subtract 3-digit numbers by regrouping hundreds as tens.
- I can subtract 3-digit problems, regrouping when needed.
- I can solve word problems that require 3-digit addition and subtraction.

Weeks 33-35

Unit 11: Fractions & Measurement

- I can identify and draw lines of symmetry and will determine whether shapes have been divided into equal parts.
- I can read and write fractions.
- I can identify halves, thirds, fourths, and sixths of figures and sets.
- I can identify fifths and eighths of figures and sets and will read and write fractions.
- I can determine which of two fractions is greater.
- I can read and write fractions and determine the number of fractional parts in a whole.
- I can determine fractional parts of a set.

- I can write fractions as parts of a whole and as parts of a set.
- I can determine which container has the greater capacity.
- I can write fractions for customary units of capacity.
- I can read temperatures in both Celsius and Fahrenheit degrees.
- I can estimate, measure, and compare weights of different objects using ounces and pounds.
- I can estimate, measure, and compare weights of different objects using grams and kilograms.
- I can identify which measurement tools should be used for measuring length, weight, time, capacity, and temperature.

Week 36-39

Unit 12: Mixed Review

- I can recognize and extend shape and number patterns.
- I can review and solve addition and subtraction exercises.
- I can identify and compare plane solid shapes.
- I can read, write, and order 3 and 4 digit numbers.
- I can use multiplication and division to solve problems.
- I can solve problems that include time, calendars, and money.
- I can review addition and subtraction strategies and facts to 18.
- I can practice 2-digit addition with regrouping.
- I can practice 2-digit subtraction with regrouping.
- I can add, subtract, and practice place value with larger numbers.
- I can identify and compare fractions and will compare capacity using customary and metric systems.

Areas to be evaluated:

- Class work (small group, whole group, partner games)
- Homework
- Tests
- Quizzes
- Addition and Subtraction speed drills

Additional Activities:

- Daily lessons to focus on students' various learning styles
- Various games

Course Description

Second Grade

Language Arts: Grammar

Philosophy Statement: The beliefs and practices underlying the teaching of language at Bethesda Christian Academy are guided by current educational research on best practices in literacy and writing. At Bethesda Christian Academy we believe that Language Arts endeavors to help students find their God-given voice to communicate with clarity, confidence and commitment. Language Arts will teach students how to speak effectively, write skillfully, listen attentively and read with discernment in all mandatory and elective courses.

Course Objective: The students will develop the ability to apply knowledge of grammatical structure to their thoughts and words. They will be able to develop a body of thoughts in an intelligent and orderly manner. They will also be able to develop the ability to evaluate what the students read, hear, and observe. The students will learn the rules of grammar and apply them; and to communicate their beliefs clearly, forcefully, and persuasively.

Textbook: English 2: Writing and Grammar Bob Jones

Materials:

- BJU student workbook
- Student tests
- Teacher-made materials
- Grammar videos (You Tube)

Time Allotment: 30 minutes per day, 5 days per week

Biblical Integration: God spoke Creation into existence. Therefore communication, grammar and writing, are important to God to understand His word and share the Gospel (Genesis 1).

Course Content:

Week 1

Laying the Foundation

- I can follow classroom routines and organize my supplies.

Weeks 2-3

Unit 1: Words and Sentences

- I can distinguish between letters, words, and sentences.

- I can explain the definition of a sentence.
- I can recognize that a sentence begins with a capital letter and ends with punctuation.
- I can identify complete and incomplete sentences.
- I can find naming words in a sentence (noun).
- I can find action words in a sentence (verb).
- I can understand that a sentence has a naming part and an action part.
- I can write a complete sentence beginning with a capital letter and ending with punctuation.
- I can write my thoughts and ideas in sentence form.

Weeks 3-5

Unit 2: Sentences

- I can tell the difference between a complete thought and an incomplete thought.
- I define the term *fragment*.
- I can distinguish between fragments and complete sentences.
- I can distinguish between the action part and naming part of a sentence.
- I can explain the difference between a statement, question, command and exclamation type sentence.
- I understand different types of ending punctuation (. ? !) and can correctly use them with the 4 sentence types.
- I can write each of the 4 types of sentences with correct punctuation.
- I can change a fragment to form a complete sentence.
- I can identify the naming part of a sentence as the subject.
- I can draw a dividing line to separate the subject from the action part of a sentence.

Weeks 8-10

Unit 4: Nouns

- I can define a noun as a person, place, thing, or animal.
- I can sort nouns into their categories (person, place, thing, or animal).
- I can understand the difference between a singular noun and a plural noun.
- I can change a singular noun to plural by adding -s.
- I can follow the -es rule when changing words with ch, sh, s, x, or z to plural.
- I can understand the relationship between nouns and compound words.
- I can construct compound words.
- I can tell the difference between a common noun and proper noun.
- I can begin to understand that proper nouns start with a capital letter.
- I can write sentences using common and proper nouns.
- I can use a comma to separate three or more words in a series.
- I can review action words.

Weeks 10-12

Unit 5: Action Verbs

- I can define a verb as an action.
- I can locate an action verb in a sentence.
- I can write a sentence using an action verb.
- I can understand the difference between past and present tense action verbs.
- I can locate the suffix -ed in a past tense verb.
- I can change a present tense verb to past tense by adding -ed.
- I can recognize past tense forms of irregular verbs such as tell, give, and sing.
- I can recognize past tense forms of irregular verbs such as see, do, and go.
- I can use present tense and past tense verbs correctly in my daily writing.
- I can name the action part of a sentence as the predicate in relation to the subject part of a sentence.

Weeks 15-17

Unit 7: More Nouns

- I can define common and proper nouns and tell the difference between the two.
- I can apply capitalization to dates, people, places, and products.
- I can write a city and its state using capital letters and commas.
- I can write the date using capital letters and a comma.
- I can write days of the week, months, holidays, and titles of people using capital letters.
- I can define an abbreviation.
- I can recognize common abbreviations for days, months, and titles of people.
- I can learn about nouns that show ownership and use an apostrophe 's to make a noun possessive.
- I can use possessive nouns correctly in my daily writing.

Weeks 17-18

Pronouns

- I can define pronouns as words that replace nouns.
- I can identify common pronouns (he, she, it, they, etc.)
- I can understand that *I* is a pronoun used in the subject part of the sentence and the pronoun *me* is used in the action part of the sentence.
- I can distinguish between singular and plural pronouns (me vs we)
- I can understand that some pronouns show ownership and can be either plural possessive or singular possessive.
- I can write sentences using different types of pronouns.
- I can identify reflexive pronouns and locate them in a sentence.

Weeks 19-20

More Verbs

- I can review the definition of a verb and locate verbs in the action part of a sentence.
- I can review irregular verbs (ran/run, came/come, went/go, etc).
- I can identify the helping verbs *has* and *have* in a sentence.
- I can understand that linking verbs (is, are, was, were) do not show action.
- I can tell the difference between linking verbs and action verbs.
- I can define contractions.
- I can demonstrate the formation of contractions and use contractions in my daily writing.
- I can define *adverb* and how they answer the question “how?”
- I can use adverbs in a sentence to add descriptive details.
- I can distinguish between the predicate and subject of a sentence.

Weeks 23-26

Adjectives

- I can define what an adjective is and its role in a sentence (it answers “what kind?”).
- I can understand that adjectives help describe the senses.
- I can sort adjectives into categories by sense.
- I can identify adjectives that answer “how many?”
- I can use adjectives to compare and contrast using the suffixes -er and -est.
- I can recognize when to use -er and -est.
- I can use a thesaurus to locate synonyms for other adjectives.
- I can use adjectives in my daily writing to add detail and description.
- I can add adjectives to an existing sentence to expand on its detail.

Weeks 28-31

More Sentences

- I can define and identify the subject and predicate of a sentence.
- I can match a subject to a predicate to form a sentence.
- I can locate nouns in the subject of a sentence.
- I can locate an action verb or helping verb at the start of a predicate.
- I can draw a dividing line to distinguish between the subject and the predicate.
- I can combine two sentences with the same predicate using ‘and’.
- I can change a run-on sentence into two complete sentences.
- I can combine sentences that have the same subject part.
- I can use adjectives to expand on a sentence to make it more interesting.

Weeks 33-34

Review for Iowa Test

Week 35

Iowa Test

Weeks 36-37

Study and Research Skills

- I can describe the roles of author, illustrator, and publisher of a book.
- I can identify the content of a book by examining the title page and contents page.
- I can identify guide words and entry words in a dictionary.
- I can identify the definitions and sample sentences in a dictionary entry.
- I can explain the difference between fiction, non-fiction, biography, and autobiography.
- I can research a topic using tools in the library and safe strategies on the internet.
- I can use strategies to help remember facts in a story that I read or listen to.

Areas to be evaluated:

- Class work (small group, whole group, partner activities)
- Tests/quizzes
- Daily independent writing

Course Description

Second Grade

Language Arts: Writing

Philosophy Statement: The beliefs and practices underlying the teaching of language at Bethesda Christian Academy are guided by current educational research on best practices in literacy and writing. At Bethesda Christian Academy we believe that Language Arts endeavors to help students find their God-given voice to communicate with clarity, confidence and commitment. Language Arts will teach students how to speak effectively, write skillfully, listen attentively and read with discernment in all mandatory and elective courses.

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Textbook: English 2: Writing and Grammar Bob Jones

Materials:

- BJU student workbook
- Graphic organizers
- Writing journal
- Writing rubrics
- Teacher-made materials
- Poetry books, fiction/non-fiction books, research articles

Time Allotment: 30 minutes per day, 3 days per week

Biblical Integration: God spoke Creation into existence. Therefore communication, grammar and writing, are important to God to understand His word and share the Gospel (Genesis 1).

Course Content:

Week 1

Laying the Foundation

- I can follow classroom routines and organize my supplies.

- Weeks 6-8

Unit 3: Writing Poetry

- I can write words to praise God.
- I can write a Hebrew poem.
- I can generate a list of words that rhyme and write a couplet.
- I can recognize couplets as a type of poetry.
- I can draft 2 sentences that end with rhyming words.
- I can demonstrate steps of the writing process.
- I can proofread my couplet.
- I can write a shape poem.
- I can plan a poem by generating colorful words to describe an animal.
- I can revise the shape poem.
- I can identify the steps in proofreading.

Weeks 13-15

Unit 6: Writing A Personal Story

- I can recognize that a personal story can tell about what God does in someone's life.
- I can identify 3 parts of a paragraph.
- I can identify details that support a topic.
- I can identify and label topics, details, and ending sentences.
- I can classify characteristics of a sentence, paragraph, and personal story.
- I can produce possible topics for a story.
- I can define, revise and proofread.
- I can choose a topic for a personal story.
- I can write topic sentences, details, and an ending sentence.
- I can explain the purpose and write a draft.
- I can indent the first line in a paragraph.
- I can write complete sentences.
- I can know proofreading marks.
- I can make corrections.
- I can publish a final draft.

Weeks 21-23

Writing a Friendly Letter

- I can describe the audience and purpose of a friendly letter.
- I can identify the parts of a friendly letter.
- I can plan, draft, revise, and publish multiple friendly letters to different audiences.
- I can learn how to address an envelope.
- I can write a friendly letter to _____, address an envelope, and mail my letter.

Weeks 26-28

Writing an Instructions Paragraph

- I can identify the purpose and audience of a set of instructions.
- I can read instructions and identify ordinal, time, and transitional words.
- I can brainstorm ideas for writing a set of instructions using a graphic organizer.
- I can plan, draft, revise, and publish a set of instructions with my class.
- I can plan, draft, revise, and publish a set of instructions on my own

Weeks 31-32

Writing an Opinion Paragraph

- I can identify between an opinion statement and a statement of fact.
- I can read opinion texts and locate opinion sentences and 'feeling words.'
- I can understand that *reason statements* support opinions.
- I can write an opinion sentence with a supporting reason about different topics.
- I can plan, draft, revise, and publish multiple different opinion paragraphs.
- I can use transitional words in my paragraph writing.

Weeks 38-39

Writing a Research Report

- I can identify facts in a given text.
- I can define what a research report is and its purpose.
- I can identify parts of a paragraph in a research report (topic sentence/main idea, details, closing/ending sentence).
- I can brainstorm ideas for a research report.
- I can plan, draft, revise and publish a research report.
- I can participate in a peer conference during the draft and revision phase of my writing.
- I can type my research report in Google docs and add clip art and/or images.

Areas to be evaluated:

- Class work (small group, whole group, independent work)
- Writing projects
- Writing rubrics

Course Description

Second Grade

Reading

Philosophy Statement: Reading is an important skill that everyone should possess. It is essential in today's society. It is also essential in learning from God's Word. We must be able to read and understand the Bible if we want to improve our relationship with God and share his words with others. God communicates with us in writing through the Holy Bible. We must be able to comprehend His message as we read His word.

Course Objective: Students will be able to read and comprehend grade appropriate literature. Students will recognize common words, and will increase their vocabulary through reading material. They will be introduced to a variety of genres such as fictional novels, poems, folktales, non-fictional texts, and short stories. Students will also read leveled books and take Accelerated Reading comprehension quizzes.

Time Allotment: 50 minutes, 5 days per week

Textbook: Reading 2 Bob Jones Press

Materials:

- Student novels and comprehension activities
- Reading textbook and workbook
- Scholastic News Magazines
- Teacher-made materials
- RAZ Kids running records

Biblical Integration:

The ability to read opens up the ability to see God's truth through His written word and become ambassadors for Christ.

We can be like Christ and have the ability to read and be given God's knowledge through understanding as Christ was worthy to open and read the scroll (Revelation 5:2)

Course Content:

Week 1

Laying the Foundation

- I can follow classroom rules and organize my supplies.
- I can learn about the habits and behaviors of good readers.

- I can ask and answer questions about a given text.

Week 2 (Seth and the Angry Bug, and Little Bug's Trip)

- I can ask and answer questions about a given text.
- I can support my answers with evidence from the text.
- I can make predictions based on a story title and pictures in a story.
- I can read silently for comprehension and enjoyment.
- I can read orally to convey meaning and emotion.
- I can draw a picture for a story.
- I can understand the purpose of a title and choose the best title for a story.
- I can recognize the motives and emotions of a character.
- I can learn about how characters change in a story.
- I can learn about and identify elements of a fantasy story.

Weeks 3 (Red-Eyed Tree Frog, Lost and Found, and Phillip and His Pets)

- I can ask and answer questions about a given text.
- I can support my answers with evidence from the text.
- I can learn about the characteristics of informational text.
- I can use a K-W-L chart to organize my past, present and future learning.
- I can learn about words used for sound effects in poetry.
- I can locate rhyming words in poetry; produce a list of rhyming words.
- I can write a 4-line poem using a model.
- I can infer traits about a character based on how he looks, what he says, and what he does.
- I can read a story and retell the story including settings, characters, and main plot events.

Weeks 4 (To Market, and The Crow and the Pitcher)

- I can ask and answer questions about a given text.
- I can support my answers with evidence from the text.
- I can learn about and identify the problem and solution in a story.
- I can make predictions while reading and verify outcomes.
- I can learn about the traits of fables and identify the moral of a fable.
- I can retell a previously read fable.
- I can infer a character's feelings from their actions.
- I can compare and contrast two stories using a venn diagram.
- I can locate words used for sound effects.

Weeks 5 (Owl Face, and Be Wise About Owls)

- I can ask and answer questions about a given text.

- I can support my answers with evidence from the text.
- I can identify the problem and solution in a story.
- I can learn about articles as informational text.
- I can learn about and locate glossary features: entry words, definitions, and sample sentences.
- I can identify facts from an article and organize information using a word web.

Week 5 (*Dogs at Work*)

- I can ask and answer questions about a given text.
- I can support my answers with evidence from the text.
- I can learn about and locate text features: picture captions and section headings.
- I can learn about and identify the main idea in an article.

Week 6 (*Sam's Surprise/Book Activity*)

- I can predict story events based on titles and pictures
- I can follow directions to construct an origami dog.
- I can enjoy recreational reading.
- I can create a bookmark.

Week 7-8 (*A King for Brass Cobweb/Kate Kangaroo*)

- I can identify features of a play.
- I can identify the cast of characters in a play.
- I can predict story events based on pictures.
- I can identify traits of a character.
- I can identify the cast of characters in play.
- I can read orally to portray characters in a play.
- I can compare story characters.
- I can identify problems and solutions in a story.
- I can recognize glossary features, entry words, definitions, and sample sentences.
- I can identify a problem and its solution in a Bible account.
- I can recognize quotation marks and their purpose.

Week 9-10 (*What is a Marsupial/Hope for Sinful World/Read for Enjoyment*)

- I can recognize an article.
- I can identify facts about marsupials.
- I can compare and contrast using a Venn diagram.
- I can distinguish informational texts from fantasy.
- I can answer who, what, and where questions to help locate important information.
- I can infer character qualities from speech and action.
- I can read for enjoyment.

Week 11 (*Someone My Age/New Friends*)

- I can compare and contrast characters.
- I can predict story events.
- I can compare and contrast using a Venn diagram.
- I can identify rhyming words in a poem.
- I can listen to a poem for comprehension and enjoyment.
- I can identify the setting in a story.
- I can recognize the gospel of Jesus Christ and share His truth with others.
- I can identify a problem and its solution in a story.
- I can learn a Bible verse in Spanish.

Week 12 (*New Friends Look Again/The Firekeeper/Mice/Merry Mouse Thinks*)

- I can recognize characters of realistic fiction.
- I can identify the setting of a story.
- I can identify the main characters problem.
- I can infer the motives and emotions of characters.
- I can recognize rhythm in poetry.
- I can identify rhyme in poetry.
- I can listen to a poem for comprehension and enjoyment.
- I can recognize the difference between fantasy and realistic fiction.
- I can listen to a story for comprehension and enjoyment.

Week 13 (*Merry Mouse Thinks/Thank You Amelia Bedelia*)

- I can recognize and interpret idioms.
- I can predict story events.
- I can listen to a story for comprehension and enjoyment.
- I can re-read the story as a play.
- I can illustrate idioms.

Week 14 (*Paper Bag Book Project/Annie Sullivan*)

- I can enjoy recreational reading.
- I can choose a book based on my reading level.
- I can create a simple paper bag book report.
- I can infer motives and emotions of characters.
- I can identify problems and their solutions.
- I can recognize characteristics of a biography.
- I can identify the setting.

Week 15-16 (*Annie Sullivan/Have You Seen My Dog/Cheerful Chickadee*)

- I can infer motives and emotions of characters.
- I can recall details about characters.
- I can identify problems and their solutions.
- I can predict story events.
- I can identify details about chickadees.
- I can identify and use the features of a glossary.

Week 17 (*A Promise to Remember/The Puppy Who Wanted A Boy*)

- I can identify the setting.
- I can predict story events.
- I can infer motives and emotions of characters.
- I can features and cast of characters in a play.

Week 18 (*God Keeps His Promises/Gold, Frankincense, & Myrrh*)

- I can connect Bible retellings to the theme of creation, fall, and redemption.
- I can infer character qualities from speech and action.
- I can read a timeline.
- I can predict story events.
- I can identify informational texts.
- I can organize knowledge on a word web.

Week 19 (*The Story of the Shell*)

- I can predict story events.
- I can recognize details included by the author.
- I can recognize the gospel of Jesus Christ and the importance of sharing this truth with others.

Week 20 (*Billy Sunday/Wolf Pack/The Piney Ridge Snowstorm*)

- I can infer motives and emotions of characters.
- I can recognize story structure, a story within a story.
- I can listen to a story for comprehension and enjoyment.
- I can identify how the main character shows that he loves God.
- I can identify and use the features of a glossary.
- I can identify what happens at the beginning, middle and end of a story.
- I can recognize elements of an exaggeration within a tall tale.

Week 21 (*This Tooth/The Boy and the Dike/The Farmer and the Donkey*)

- I can identify uses of alliteration in poetry.
- I can listen to a poem for comprehension and enjoyment.
- I can identify problems and solutions in a story.
- I can identify unique features of a play.
- I can identify casting characters in a play.
- I can read orally to portray characters in a play.

Week 22 (*Hill of Fire/A Volcano Erupts*)

- I can recognize facts in historical fiction.
- I can find relationships between pairs of words to complete analogies.
- I can reread part of an article.
- I can use time order words to recognize the sequence of events.

Week 23 (*Betsy Ross/The Flag Goes By/Oh Say, Can You See*)

- I can recognize characteristics of a biography.
- I can distinguish facts from legend.
- I can recognize the important idea of a poem by identifying the repeated words.
- I can interpret the meaning of a poem.
- I can listen to the poem for comprehension and enjoyment.
- I can locate information on a map using a map key.

Week 24 (*Oh Say, Can You See/The Wright Flyer*)

- I can locate information on a map using a map key.
- I can recognize facts and historical fiction.
- I can identify and use the features of a glossary.
- I can identify what happens at the beginning, middle and end of a story.
- I can identify how the main character shows God's love to others.
- I can recognize the Gospel of Jesus Christ and the importance of sharing this truth with others.
- I can ask who, what, where, when questions @ information in an article.
- I can choose the main idea of an article.

Week 25 (*God's Promised Son Brings Hope*)

- I can connect Bible retellings to the theme of Creation, Fall, and Redemption.
- I can infer character qualities from speech and action.

Week 26 (*Sea Island Mystery*)

- I can recognize characteristics of a mystery.
- I can locate information on a map using a map key.

- I can use a compass rose for finding directions.
- I can ask who, what, when, and where questions @ information in a story.

Week 27 (Until I Saw the Sea/Tide Pools)

- I can identify uses of imaginary and rhyme in poetry.
- I can participate in choral reading.
- I can listen to a poem for comprehension and enjoyment.
- I can use text features to locate information: captions and headings.
- I can identify facts @ tide pools.
- I can explain how a diagram helps clarify the text.

Week 28 (Secret Place/Let Me Sing/Captain Stripe's Gold)

- I can explain the meaning of imagery.
- I can compare and contrast the two settings of a story.
- I can listen to a story for comprehension and enjoyment.
- I can read stanzas of a song.
- I can identify how the main character shows that she loves God.
- I can identify how the main character shows God's love towards others.
- I can recognize characteristics of a biography.
- I can infer the motives and emotions of characters.
- I can identify and use the features of a glossary.

Week 29 (Captain Stripe's Gold/Jonathan's Treasure)

- I can infer the motives and emotions of characters.
- I can identify and use the features of a glossary.
- I can read a timeline.
- I can identify how the main character shows that he loves God.

Week 30 (Jonathan's Treasure/Jonathan Goforth: Missionary to China/Little Twigs:Act 1)

- I can identify what happens at the beginning, middle, and end of a story.
- I can recognize the Gospel of Jesus Christ and the importance of sharing this truth with others.
- I can recognize characteristics of a biography.
- I can identify features of a play.
- I can identify the cast and characters in a play.
- I can read orally to portray characters in a play.
- I can recognize the moral of a fable.

Week 31 (Little Twigs:Act 2/What Is Brown?/Granny Nell's Dulcimer)

- I can identify features of a play.
- I can identify the cast and characters in a play.
- I can read orally to portray characters in a play.
- I can recognize the moral of a fable.
- I can identify uses of imagery in poetry.
- I can listen to a poem for comprehension and enjoyment.
- I can infer the emotions of characters.
- I can draw conclusions based on clues.
- I can identify and use the features of a glossary.

Week 32 (Granny Nell's Dulcimer/Dulcimers)

- I can infer the emotions of characters.
- I can draw conclusions based on clues.
- I can identify and use the features of a glossary.
- I can locate information using text features.
- I can recognize the main idea of an article.
- I can recall details using a word web.
- I can read a diagram.

Week 33 (Psalms 33:1-3/God's Promise For The Future)

- I can listen to a poem for comprehension and enjoyment.
- I can participate in reading a Psalm as a choral reading.
- I can connect Bible retellings to the theme of Creation, Fall, and Redemption.
- I can infer character qualities from speech and action.
- I can recall and retell some of God's promises from the Bible
- I can recognize the Gospel of Jesus Christ and the importance of sharing His truth with others.

Week 34-39

- Iowa Testing
- Pull novels/A Beka Readers

- **Areas to be Evaluated:**
- Class work assignments
- Homework assignments
- Comprehension activities
- Class participation
- Listening activities
- Running Records

Course Description

Second Grade

Science

Philosophy Statement: Science for the Christian is the study of God's creation. The exploration of the creation should yield a direct appreciation for the creative work of God. All that can be known of God we know through the creation and science is the study of that work. Students will continually be called on to see the divine order of creation, its implications for other subjects and be stirred to think about the work of an infinitely loving, good God who has prepared a place for us to live temporally and eternally.

Course Objective: The students' interest will be stimulated through a study of the wonders of creation. Students will enjoy learning about life science, physical science, earth science, and the human body. Through the students natural curiosity they will discover the wonder in God's creation

Textbook: *Purposeful Design Science, Level 2*

Materials:

- Student workbook
- Enrichment worksheets
- Lab materials

Time Allotment: 20 minutes per day, 4 days per week, alternates with History

Biblical Integration: It seeks to honor the Creator by training a generation of students to understand and embrace God's design of His creation. "In the beginning, God created the heavens and the earth." Genesis 1:1

Course Content:

Life Science

Weeks 1-2

Chapter 1: Plants

- I can associate plants with their various uses.
- I can examine the parts of a seed, order the stages in a plant's life cycle, and describe methods of seed dispersal.
- I can identify the things a plant needs for growth and for the process of photosynthesis.
- I can label 3 parts of a plant- roots, stem, and leaves.
- I can compare and contrast flowering plants and conifers.
- I can classify edible plant parts as roots, leaves, flowers, fruit, or seeds.

- I can examine George Washington Carver's life of service.

Weeks 3-4

Chapter 2: Vertebrates

- I can learn that a vertebrate is an animal with a backbone.
- I can classify various vertebrates as mammals, reptiles, or amphibians.
- I can classify dogs, cats, and guinea pigs as mammals.
- I can identify features of a camel.
- I can review five distinguishing characteristics of reptiles.
- I can compare and contrast reptiles and amphibians.
- I can read @ the naturalist John James Audubon.

Weeks 4-5

Chapter 3: Invertebrates:

- I can classify animals as vertebrates or invertebrates.
- I can differentiate between arachnids and insects.
- I can construct a model to show the parts of an ant.
- I can label an image showing body parts and other characteristics of a land snail.
- I can associate animals with specific habitats.

Weeks 6-7

Chapter 4: Habitats:

- I can associate animals with specific habitats.
- I can state characteristics of forest animals and will sequence a simple food chain.
- I can state the characteristic layers of a tropical rainforest and relate the animals to their habitat.
- I can learn @ the different types of water habitats.
- I can learn @ the desert and identify animals that live in it.
- I can analyze the characteristics of two polar regions and will analyze characteristics that allow two specific animals to survive and thrive in a polar habitat.
- I can examine effects of pollution, indicate ways to conserve resources, and associate reasons for endangerment with specific animals.

Physical Science: Energy, Light, and Heat

Weeks 8-9

Chapter 5: Energy:

- I can define the term energy and indicate that 3 forms of energy are heat, light, and sound
- I can distinguish between objects that show the energy of motion and those that do not.
- I can associate physical and chemical forms of stored energy of motion that results when the stored energy is released.
- I can observe the effects that height has on the amount of energy stored in suspended objects and will conclude that the greater the height, the greater the stored energy.
- I can sequence steps on an energy chain to show how energy moves from one form to another.
- I can distinguish energy sources that will name ways electricity is produced from the sun, wind, and water.
- I can identify three fossil fuels and describe the origin of them.

Weeks 13-14

Chapter 6: Heat:

- I can indicate that molecules move faster when heat energy increases, and temperature is a measure of heat energy.
- I can illustrate how heat energy is transferred through radiation.
- I can associate dark colors with heat absorption and light colors with heat reflection.
- I can identify the means by which heat energy moves through solid objects as conduction.
- I can determine if a material is a good insulator or conductor of heat energy.
- I can recognize that heat transfer through liquids and gasses is called convection.
- I can associate the three states of water with water vapor, liquid water, and ice.

Weeks 15-16

Chapter 7: Light

- I can distinguish between light that is emitted and light that is reflected.
- I can observe shadows and illustrate shadows to show how light travels in straight lines.
- I can investigate ways in which light is either reflected or absorbed.
- I can differentiate among materials that are transparent, translucent, and opaque.
- I can define refraction and recognize that lenses bend.
- I can recognize various ancient and modern sources of artificial light.
- I can order the colors of the visible spectrum.

Earth Science: Weather and Ocean

Weeks 25-26

Chapter 8: Weather

- I can recognize God's purposeful design of the weather and will highlight 4 factors involved: sun, land, water, and air.
- I can use Fahrenheit and Celsius scales to read and record temperatures.
- I can describe evaporation and condensation.
- I can describe how condensation of water vapor causes dew and fog.
- I can use the words evaporation, condensation, and rain, snow, or ice to label components of the water cycle.
- I can distinguish among 3 main types of clouds- cirrus, cumulus, and stratus.
- I can delineate characteristics of thunderstorms, tornadoes, hurricanes, and blizzards.

Weeks 27-28

Chapter 9: Ocean

- I can label the 5 oceans on a map.
- I can predict, observe, collect data, and summarize the effect that the salinity of water has on a carrot's buoyancy.
- I can order the steps in the formation of an ocean wave.
- I can label landforms on the ocean floor.
- I can classify 3 categories of ocean animals and indicate some animals' general location in the ocean.
- I can discuss how coral reefs form and how the habitat provides for aquatic animals.
- I can recognize 3 types of technology used in undersea exploration.

Human Body: Sound and Hearing, Sight and Touch, & Taste and Smell

Weeks 29-30

Chapter 10: Sound and Hearing

- I can review the 5 senses. They will associate sound with hearing.
- I can identify how pitch is related to the speed of vibrations.
- I can label the parts of the ear.
- I can order the steps of hearing and recognize that each part of the ear has a function in the hearing process.
- I can identify ways technology can help people who are deaf or hard of hearing.
- I can identify ways of keeping their ears healthy and preventing hearing loss.

Weeks 33-34

Chapter 11: Sight and Touch

- I can label the structure of the eye and identify the pathway light takes through the eye.
- I can discuss vision dysfunctions and how eyeglasses can help people see more clearly.
- I can explore devices that an eye doctor uses in the course of an eye exam and state the importance of taking proper care of eyeglasses.

- I can read about Helen Keller and learn that braille letters enable blind people to read.
- I can state how I am able to experience the sense of touch.
- I can identify various components of the skin.
- I can discuss good health habits for maintaining the health of the eyes and skin.

Weeks 35-36

Chapter 12: Taste and Smell

- I can read about the sense of taste and distinguish between flavors.
- I can describe characteristics of the tongue and observe their taste buds.
- I can use my nose to distinguish various scents.
- I can identify some parts and functions of the nose.
- I can acknowledge that germs spread through the air and by contact.
- I can observe that things that smell good do not always taste good.

Areas to Be Evaluated:

- Class participation
- Chapter Tests
- Projects
- Experiments

Additional Activities:

- School-wide Science Enrichment Week
- Marbles Museum/Imax

COURSE DESCRIPTION

SECOND GRADE

HISTORY

Philosophy Statement: History is really “His story.” From Creation to the Fall, to the Flood, to the dispersion throughout the earth, to the selection of Abraham and his descendents from which Christ came into the world, God has orchestrated His plan with a singular purpose: “Look unto me, and be saved, all the ends of the earth: for I am God, and there is none else” (Isaiah 45:22). Mankind is fulfilling the creative mandates of establishing dominion and inhabiting the earth and reflects the characteristics of God as he seeks to gain knowledge and live within a social system.

Course Objective: The students will survey American history in a Christian perspective through the study of historical time periods and American symbols. The emphasis is on patriotism and the different groups of people that contributed to make America what it is today. The students will also learn basic map skills and the location of the 50 states.

Textbook: Our America (A Beka)

Materials

- Student textbooks
- Maps
- US notebooks
- Teacher made materials

Time Allotment: 25 minutes per day, 5 days per week for 1 semester

Biblical Integration: “It is He who changes the times and the epochs; He removes kings; He gives wisdom to wise men and knowledge to men of understanding.” Daniel 2:21

Course Content:

Week 10

America’s Flag

- I can learn about America’s freedoms.
- I can learn that the Native Americans were the first people to live in our country.
- I can learn how to locate and name the corner state.

Week 10-11

America’s Patriotic Holidays

America's Songs

- I can learn where the song "Yankee Doodle" originated from.
- I can learn about the flag and what the pledge of allegiance means.
- I can learn about growing America.
- I can learn why the song "My Country Tis of Thee" was written.

Weeks 11-12

The Separatists

- I can locate England/Holland on a map
- I can learn why the Separatists left England
- I can learn about the Separatists' struggle to leave Holland.
- I can learn the reasons why the Separatists decided to leave Holland and go to America
- I can recall the Separatists' story in chronological order
- I can differentiate Separatists from "Strangers" by the reasons they traveled to America
- I can recall the Separatists and "Strangers" who sailed on the Mayflower were called Pilgrims
- I can discuss the Pilgrim's trip across the Atlantic Ocean; landing at Plymouth in 1620
- I can discuss the Pilgrims' character and courage
- I can compare the Israelites leaving Egypt/traveling through the wilderness with the Pilgrims leaving England/traveling to America
- I can discuss God's care for the Pilgrims
- I can discuss modern conveniences that we have that the Pilgrims didn't have

Weeks 17-18

The American Indians

- I can name the four cardinal directions
- I can use the compass rose to navigate to locations on a map
- I can locate the following places: Eastern and Western Hemispheres, North and South America on a globe/map
- I can define the New World as the continents/land in the Western Hemisphere
- I can explain secondary directions: northeast, northwest, southeast, southwest regions
- I can locate basic regions on a map of the US
- I can explain the term Native American
- I can compare homes/way of life of Native Americans who live in the Northeast, Southeast, Northwest, and Southwest
- I can discuss Squanto's friendship with the Pilgrims
- I can list the ways the Native Americans helped the Pilgrims
- I can demonstrate the planting process
- I can discover the origin of our Thanksgiving Day holiday

Weeks 19-20

The Colonist

- I can locate/name the first 13 colonies
- I can define colony and recall that 13 English colonies began what is now the United States of America
- I can discuss colonial life
- I can identify types of houses found in different colonies
- I can compare/contrast mealtimes in colonial times with modern times
- I can discuss craft shops found in colonial towns—silversmith, blacksmith, joiner, cobbler
- I can discuss other craft shops found in colonial towns—apothecary, cooper, whitesmith
- I can explain the system of bartering
- I can discuss maple syrup as a sweetener
- I can discuss the importance of learning during colonial times
- I can compare colonial schools with modern-day schools
- I can explain the purpose of a hornbook/New England Primer

Weeks 21-22

A Free America

- I can learn about George Washington
- I can explain the reasons for the French and Indian War
- I can discuss the reasons the colonists declared their freedom from England
- I can discuss the Declaration of Independence and recall Independence Day as America's birthday
- I can discuss the history of the Statue of Liberty
- I can identify Washington, D.C./capital of our country on a map
- I can discuss the War of Independence/beginning of our country
- I can discuss the Liberty Bell
- I can explain George Washington's role in the founding of the United States
- I can discuss the Washington Monument and Washington's birthday
- I can discuss Flag Day and flag etiquette
- I can explain the meaning of the Pledge of Allegiance

Weeks 23-24

A Growing America

- I can discuss the War of 1812
- I can identify Francis Scott Key/"the Star Spangled Banner", identifying it as our national anthem
- I can discuss the story behind the writing of our national anthem
- I can identify and define simple land forms
- I can discuss the story behind the writing of 'My Country 'Tis of Thee"
- I can discuss reasons people wanted to move west
- I can discuss slavery and recognize the leaders of the Underground Railroad
- I can discuss the argument between Northern and Southern States of America before the Civil War
- I can discuss Abraham Lincoln/his importance in US history and the Civil War
- I can recognize the Lincoln Memorial
- I can discuss the significance of Memorial Day and Veterans Day

Weeks 29-30

The American West

- I can describe the American West before settlement
- I can describe a pioneer
- I can discuss Daniel Boone as one of America's great pioneers
- I can describe the Wilderness Road
- I can discuss wagon trains/listing items that pioneers should or should not take with them on the wagon train
- I can discuss what life is like on a wagon train
- I can recognize basic topography of the US, locating Appalachian Mts, Great Lakes, Mississippi River, Great Plains, and Rocky Mts.
- I can explain how the pioneers worked together to help one another
- I can discuss the courage/determination of the pioneers
- I can learn about campfire songs
- I can identify Katherine Lee Bates, the writer of "America the Beautiful"
- I can discuss the story behind writing the song "America the Beautiful"
- I can discuss the building of the first transcontinental railroad
- I can differentiate between the Union Pacific and the Central Pacific Railroads
- I can learn about cattle ranching, cattle branding and cowboy's equipment.
- I can discuss who cowboys were/their job in protecting the herd
- I can identify a cowboy's role in getting beef to the East
- I can identify a cow town, cattle drives, and the job of a wrangler

Weeks 31-32

The New Americans

- I can learn all about New America/immigrants, and where they come from
- I can learn about the life of Irving Berlin
- I can learn about the American free enterprise system
- I can learn about the American work ethic
- I can learn about three important inventors
- I can learn about the Gettysburg Address
- I can learn about rural communities
- I can learn about the leaders of America and their responsibilities

Weeks 28-33

Location of 50 States

- I can learn where Maine, Vermont, New Hampshire, Massachusetts, Connecticut, and Rhode Island are located.
- I can learn where Pennsylvania, New York, Maryland, Delaware, and New Jersey are located.
- I can learn where West Virginia, Virginia, NC, SC, Georgia, Alabama, Mississippi, and Florida are located.
- I can learn where Minnesota, Iowa, Missouri, Arkansas, Louisiana, Tennessee, and Kentucky are located.

Areas to Be Evaluated:

- Tests
- Quizzes
- Student workbook

Additional Activities:

- Unit projects
- Field trip to Old Salem

Course Description

Second Grade

Spelling

Philosophy Statement: Language is a wonderful gift from God. God created Adam and Eve with the ability to think and speak. Language made it possible for them to communicate with God and with each other. God wants us to communicate with Him and with each other. He has given us the great gift of communication which allows us to hear, listen, speak, write, and read. By utilizing the rules of grammar and spelling; and practicing our listening, speaking, and reading skills; we can communicate more effectively.

Course Objective: The students will be tested once a week for their knowledge on current weeks' spelling lists. (incomplete)

Biblical Integration: A Biblical worldview sees spelling as a vital tool in the production of God-honoring written communication.

Materials:

- Words Their Way textbooks and word sorts
- Spelling notebooks
- Teacher-made materials
- Phonics videos (You Tube)

Time Allotment: 20-30 minutes per day, 5 days per week

Weeks 1-5

Laying the Foundation

- I can review spelling sounds learned in 1st grade.
- I can identify and produce rhyming words.
- I can identify syllables in words.
- I can complete a spelling inventory to determine my developmental spelling level
- I can follow classroom rules and organize my classroom supplies.

Weeks 6-9

Spelling Sorts

- I can sort and spell new words each week based on a specific feature; differentiated spelling patterns based on my individual spelling needs.

Weeks 10-20 (use Weeks 10-11 as one whole week for a spelling unit; no spelling Weeks 14, 16, 19, 20)

Spelling Sorts

- I can sort and spell new words each week based on a specific feature; differentiated spelling patterns based on my individual spelling needs.

Weeks 21-28 (no spelling Weeks 22, 26; use Weeks 27-28 as one whole week for a spelling unit)

Spelling Sorts

- I can sort and spell new words each week based on a specific feature; differentiated spelling patterns based on my individual spelling needs.

Weeks 29-39 (no spelling Weeks 33, 35, 39; use Weeks 36-37 as one whole week for a spelling unit)

Spelling Sorts

- I can sort and spell new words each week based on a specific feature; differentiated spelling patterns based on my individual spelling needs.

Areas to be Evaluated:

- Class participation and independent work
- Weekly spelling lists
- Weekly tests
- Periodic spelling inventories