

## **2<sup>nd</sup> Grade Language Arts**

**Course Title:** Language Arts- Phonics, Reading, Spelling, Language Grammar, Penmanship and Writing

**Course Type:** Academic

**Grade Level:** Second Grade

**Time on Task:** 3.5 hours per day, 17.5 hours per week

**Course Philosophy:** The nature of language arts reflects the nature and the character of God in both the process and product of communication. In language arts, the student will learn to express themselves clearly and creatively through the skills of reading, grammar, writing, listening, spelling, and penmanship.

**Course Description:** The course attempts to review the phonics sounds learned in Kindergarten and First Grade and the application of rules, concepts and decoding skills. Careful attention is given to the decoding of words in order to build a background for a confident reader. This course also attempts to develop habits of thinking, analyzing and organizing words in order to create more fluency and better comprehension of materials read. Students will also be presented with guidelines to develop the correct use of English grammar in written and oral communication.

### **Spiritual Goals:**

1. Teach the child to read the Scripture for himself. (I Timothy 3:16, 17, II Peter 1:20, 21)
2. Enable the student to evaluate all methods of communication using God's Word as a standard. (Hebrews 5:14, II Peter 1:9, Proverbs 2)
3. Train the student to communicate the gospel of Jesus Christ clearly in the spoken and written word. (I Peter 3:15)

### **Course Scope and Sequence**

#### **Language Grammar**

- **Sentences**
- **Nouns**
- **Action verbs**
- **Study and reference skills**
- **Adjectives**

### ***Biblically Integrated Concepts:***

1. *Students will know language is an organized form of communication reflecting God's character. (I Corinthians 14:40)*
2. *Students will use language correctly and appropriately to be an example of excellence and to bring glory to God. (Colossians 3:17)*

## Course Objectives:

The students will:

1. identify sentences and distinguish between sentences and incomplete thoughts.
2. write complete sentences.
3. use proper punctuation for sentences: capitalization and end marks. **(PASS)**
4. identify the subject and action parts of sentences. **(PASS)**
5. identify and distinguish between 4 types of sentences: telling, command, question, exclamation.
6. use proper end punctuation for the 4 types of sentences.**(PASS)**
7. change fragments into complete sentences.
8. alphabetize words by the first and second letter. **(PASS)**
9. identify nouns. **(PASS)**
10. categorize nouns as common/proper, singular/plural. **(PASS)**
11. write the correct plural forms of nouns.
12. use capitalization rules correctly: beginning of sentence, proper nouns, words in titles, names of God, streets, cities, states, initials, months, days, holidays.**(PASS)**
13. use commas properly: items in a series, dates, cities and states. **(PASS)**
14. identify verbs in sentences.**(PASS)**
15. use correct subject/verb agreement. **(PASS)**
16. distinguish and use tenses of verbs correctly. **(PASS)**
17. recognize and use homophones correctly. **(PASS)**
18. identify the following parts of a book: title page, author, illustrator, publisher. **(PASS)**
19. identify and use guide words on a dictionary page. **(PASS)**
20. distinguish between fiction/nonfiction.
21. choose the correct definition for an entry word in a dictionary. **(PASS)**
22. use abbreviations: days of the week, months of the year, titles for people.
23. identify pronouns as singular/plural/possessive.
24. use apostrophes to write possessive nouns.
25. use pronouns properly in sentences. **(PASS)**
26. identify helping verbs. **(PASS)**
27. distinguish between action verbs and non-action verbs.
28. use *is/are*, *was/were* properly.
29. use contractions properly in sentences.
30. identify negative words and double negatives in writing and speaking.
31. identify and use adjectives. **(PASS)**
32. recognize and use adjectives to compare two items.
33. recognize and use adjectives to compare three or more items.
34. replace uninteresting adjectives with colorful adjectives.
35. combine short sentences using words in a series.
36. divide sentences into subject/action parts. **(PASS)**
37. change fragments to complete sentences.
38. identify the main word in the subject part and predicate part of a sentence.
39. join subjects and predicates with *and* to form new sentences.
40. recognize and correct run-on sentences.

41. combine sentences.

**Resources:** BJU: English 2 for Christian Schools

## Writing

### Course Scope and Sequence

- Steps in writing: topic selection, details, drafts, revision, publishing
- personal stories
- instruction writing
- poetry
- book reports
- friendly letters
- make-believe stories
- descriptive paragraphs
- research reports

### *Biblically Integrated Concepts:*

1. *Written communication is a powerful tool God has given us to influence people and should be done in such a manner that communicates His order. (John 20:30-31, I Corinthians 14:40)*

### Course Objectives:

The student will:

1. use a thesaurus to find exact words for writing. **(PASS)**
2. choose topics for writing. **(PASS)**
3. generate and order details for writing.
4. create drafts, proof, revise, and publish personal stories.
5. write instructions in sequential order. **(PASS)**
6. recognize rhyme.
7. recognize and write couplets.
8. compose a shape poem. **(PASS)**
9. plan, draft, revise, proofread, and publish a book report. **(PASS)**
10. identify good speaking strategies.
11. give an oral book report.
12. distinguish between a return address/ mailing address on a letter.
13. write a return address and mailing address on a letter.
14. identify the parts of a friendly letter.
15. plan and draft a letter. **(PASS)**
16. recognize parts of a story. **(PASS)**
17. identify paragraphs.
18. identify main characters in stories.
19. identify the setting in a story.

20. map a story.
21. plan, draft, and publish a make-believe story. **(PASS)**
22. recognize, complete and write similes.
23. use sensory words to describe an object.
24. identify and write topic sentences. **(PASS)**
25. plan, draft, revise, and publish a descriptive paragraph. **(PASS)**
26. identify the parts of a research report.
27. differentiate between main ideas and supporting details in a paragraph. **(PASS)**
28. take notes from resources.
29. draft, revise, proofread, and publish a research report.

**Resources:** BJU: English 2 for Christian Schools

## **Reading/Literature**

### **Course Scope and Sequence**

- To increase speed and comprehension
- To increase fluency and expression in reading
- To identify key story elements: plot, characters, setting
- To expand vocabulary through word study
- To make, confirm, and revise predictions during reading
- Determine the meaning of unknown words by using context clues
- Determine the meaning of unknown words by using a glossary or dictionary
- Identify the main idea of a text
- Distinguish between fact and opinion in writing
- Share and discuss books with peers
- To select reading material appropriate for the reading level
- Identify parts of a book
- Use card catalog
- Identify different genre of literature: fantasy, folklore, nonfiction, biography, fable

### ***Biblically Integrated Concepts:***

1. ***God's will is that people should read with understanding. God made sure that His message was written so that people could read it and know His will. (2 Timothy 3:16-17)***
2. ***The student will state that God has given us the ability to read so that He can tell us how we can be saved.***
3. ***The student will memorize verses (John 20: 30-31) that state God's purpose for written language.***
4. ***Using the principles in God's Word, a student can discern values and world views while reading literature. (Hebrews 4:12)***
5. ***The student will discern appropriate literature for a child of God.***

6. *God has gifted individuals to write material for our enjoyment. (I Corinthians 12)*

**Course Objectives:**

**The student will:**

1. adjust the speed of reading according to content.
2. comprehend what is read.
3. demonstrate expression in reading. **(PASS)**
4. identify and describe main characters in a story. **(PASS)**
5. determine the setting of a story. **(PASS)**
6. summarize the plot of a story in a few sentences. **(PASS)**
7. relate the conclusion of a story. **(PASS)**
8. predict outcomes in literature. **(PASS)**
9. distinguish between fact and opinion in writing. **(PASS)**
10. restate the main idea of a paragraph. **(PASS)**
11. summarize a book and share it with the class.
12. use dictionary/glossary to determine unknown words.
13. interpret context for clues to determine unknown words. **(PASS)**
14. identify parts of a book. **(PASS)**
15. classify literature in to genre groups. **(PASS)**
16. demonstrate proper use of the card catalog.
17. use title page, table of contents, glossary, and index to locate information. **(PASS)**
18. identify the purposes of various reference materials such as a dictionary, a thesaurus, and an atlas. **(PASS)**
19. use guide words to locate words in dictionaries and topics in encyclopedias. **(PASS)**

**Literature Selections:**

*A Handbook for Reading*

*Story Tree*

*Treasure Chest*

*Hidden Treasure*

*No Longer a Nobody*

*Paths of Gold*

*Sunshine Meadows*

*Silver Sails*

*All Things, Even Frisky*

*Growing Up Where Jesus Lived*

*All Kinds of Animals*

*Box Car Children Series*-Gertrude Chandler Warner

**Resources:**

Accelerated Reader Program

Star Reading Tests

Library

Various reading comprehension sheets

### **Field Trips:**

Public Library

## **Spelling and Poetry**

### **Course Scope and Sequence**

- Properly identify specified spelling patterns.
- Properly spell at least 80% of the given words each week beginning in the fourth week of school.
- Properly identify and spell sight words (words that do not follow given phonics rules.)
- Properly recite given poems.

### **Course Objectives**

The student will:

1. identify and spell short and long vowel words.
2. identify and spell words ending in *e, y, o*.
3. identify and spell words with the *sh* and *th* sounds.
4. identify and spell words containing *bl, fl, cl gl, and pl*.
5. identify and spell words with “*r*” ending blends.
6. identify and spell words with words containing blends that begin with “*s*”.
7. identify and spell words with *spl, scr, squ, spr, str, and thr*.
8. identify and spell words with the blends *ay, sc, and sk*.
9. identify and spell words with the blends *ar* and *or*.
10. identify and spell words with *ou* and the two sounds of *ow*.
11. identify and spell words containing the “*er*” sounds.
12. identify and spell *oo* words.
13. identify and spell words containing *ite* and *ight*.
14. identify and spell words containing *oy, kn, all, alk, oi*.
15. identify and spell words related to Christmas.
16. identify and spell words containing blends ending in *ng* and *nk*.
17. identify and spell words ending *le* and *y*.
18. identify and spell words containing the suffix *-ed*.
19. identify and spell words containing the blends *wh, ch, tch*.
20. identify and spell words containing the blend *ear* and its different sounds.
21. identify and spell words containing the suffixes *-y, -er, -est, -ly, -en, -es*.
22. identify and spell words containing the blends *mb, ild, ind, old*.
23. identify and spell words containing the blends *ew, au, and aw*.
24. identify and spell words containing the blends *ie* and *ey*.
25. identify and spell words containing the blends *ought, ough, ph, aught, and ch*.
26. identify and spell words containing the *o* in shovel and the *a* in banana.
27. identify and spell words containing the sounds of *ea* and *igh*.
28. identify and spell words containing the special sounds *g* and *c*, and the blend *dge*.
29. identify and spell words containing the prefixes *a-, al-, be-, en-, and un-*.

30. identify and spell words containing the blends *ould, u, ou, -ful*.
31. identify and spell words containing the blends *wr, wa, war, or, and ar*.
32. identify and spell words containing the special sounds *are, air, ire, arr, and err*.

**Resources:**

**Abeka:** Spelling and Poetry 2<sup>nd</sup> grade

**Phonics**

**Course Scope and Sequence**

- Use and recite all phonics charts 1-13.
- Identify short and long vowels, consonants, blends, beginning sounds and ending sounds.
- Identify the one-vowel and two-vowel rules. Use of *u* with *q*.
- Determine when to use the *k* or *c* before a vowel.
- Identify rhyming words.
- Identify that the suffix *-s* can mean more than one.
- Determine when to use *ck* or *ke* at the end of a word.
- Identify that sentences begin with a capital letter and end with a punctuation mark, either period, question mark, or exclamation mark.
- Use of *ll, ff, or ss* at the end of a word.
- Recognize and reproduce compound words.
- Recognize and match opposites
- Identify and the number of syllables in a word (word parts).
- Identify root words, suffixes, and prefixes.
- Recall word division rules when suffixes and prefixes are added to root words.
- Recall rules for adding suffixes and prefixes to root words.
- List words in alphabetical order when using the first to the third letter in a word.
- Identify and match contractions.
- Identify sight words
- Using 's to show ownership.
- Proper use of accent marks.

***Biblically Integrated Concepts:***

1. *Students will know language is an organized form of communication reflecting God's character. (I Corinthians 14:40)*
2. *Students will use language correctly and appropriately to be an example of excellence to bring glory to God. (Colossians 3:17)*

**Course Objectives:**

The student will:

1. pronounce and apply all the sounds listed on the A Beka phonics charts 1-13 (see attached).
2. identify short and long vowels in words and mark the words using the short and long vowel symbols. **(PASS)**

3. identify that when there is one vowel in a word or syllable it usually says its short sound. **(PASS)**
4. identify that when there are two vowels in a word or syllable the first one says its long sound and the second is usually silent. **(PASS)**
5. recognize that *u* usually follows *q* in words.
6. identify and create rhyming words.
7. identify that the suffix *-s* means more than one and that it can be pronounced “s” or “z”. **(PASS)**
8. identify that sentences begin with a capital letter and end with a period, question mark, or exclamation mark.
9. recall that when *ll*, *ff*, or *ss* are at the end of a word they only say one sound.
10. identify and create compound words. **(PASS)**
11. identify and match words that are opposite. **(PASS)**
12. distinguish how many syllables (word parts) are in a given word. **(PASS)**
13. identify the root word, suffixes, and prefixes in given words. **(PASS)**
14. combine prefixes or suffixes to a given word to create a new word.
15. identify where to divide words using the word division rules: between double consonants, between root words and suffixes, between a vowel and a consonant, between two consonants that are not alike, and between prefixes and root words. **(PASS)**
16. recall that *a* usually says “*u*” at the beginning of a word.
17. recall when to properly double a final consonant before adding a suffix that begins with a vowel.
18. identify when to drop the silent “*e*” before adding a suffix that begins with a vowel.

**Resources:**

**Abeka:** Writing With Phonics (Manuscript Version)

**Abeka:** Letters and Sounds 2

**Abeka:** Letters and Sounds 2 Test Booklet

## **Penmanship**

### **Course Scope and Sequence**

- Demonstrate proper posture
- Demonstrate proper grip of pencil and placement of paper
- Demonstrate correct formation of manuscript letters
- Demonstrate correct formation of cursive letters
- Demonstrate correct spacing between words

### **Course Objectives**

The students will:

1. exhibit correct posture when writing.

2. demonstrate the correct grasp of the pencil and proper placement of paper on the desk
3. demonstrate accurate formation of manuscript letters.
4. demonstrate accurate formation of cursive letters.
5. show proper use of two-finger and one-finger spacing between words. **(PASS)**
6. consistently exhibit the “5 S’s of Cursive”: size, slant, shape, spacing, and smooth.
7. show the proper way to place letters on the lines without going over or under.**(PASS)**
8. exhibit neatness in work

**Resources:**

**Abeka:** Writing With Phonics 2 (Manuscript Version)

## 2<sup>nd</sup> Grade Mathematics

**Course Title:** Math 3

**Course Type:** Academic

**Grade Level:** 3<sup>rd</sup> grade level is used by 2<sup>nd</sup> grade

**Time on Task:** 1 hour per day, 5 hours per week

**Course Philosophy:** God is a rational, orderly God and mathematics demonstrates God's order even in an abstract world. Exactness, preciseness, and completeness can be discovered in Mathematics, just as it is in God's world. Just as the Bible says "precept upon precept, line upon line..." (Isaiah 28:10), students of Mathematics must build concept upon concept in mathematics.

**Course Description:** Second grade mathematics continues to reinforce basic number skills such as place value, counting, and number reading. Continued drill on basic addition and subtraction facts are a major component of second grade mathematics. The concepts of multiplication and division are introduced. Money, time, measures, geometry and fractions are studied. There is also an emphasis on problem solving.

### **Spiritual Goals:**

1. To help students develop an awareness that God has given reasoning abilities to man as a gift to be used daily. (Philippians 4:9, Job 32:8, James 1:17, I Corinthians 2: 16, Genesis 1:26)
2. To help students gain attitudes and habits of good stewardship. (Proverbs 19:15, Hebrews 6:12, Matthew 25:14-30)
3. To help students recognize God's exactness, preciseness, and completeness through the study of mathematics. (Colossians 1:16-19, Psalm 8:3-9)

### **Course Scope and Sequence**

- **Number and Operation**-number sense and numeration, concepts of Whole number operations, whole number computation-addition/ subtraction/ multiplication/division, fractions and decimals, money
- **Patterns, Algebra, and Functions**-patterns, algebra and functions
- **Geometry**-shapes and spatial relationships
- **Measurement**-time and calendar, temperature, linear measure, weight (mass), capacity (volume), perimeter, area, and volume
- **Data Analysis, Statistics, and Probability**-data analysis and statistics, probability
- **Problem Solving**-developing skills for problem solving, strategies for problem solving

### **Course Objectives**

#### **Number sense and numeration**

The student will:

1. count by 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 10s, 12s, 100s,  $\frac{1}{2}$  s,  $\frac{1}{4}$  s.

2. count backwards.
3. read, write, and compare whole numbers from 1-10,000.
4. recognize and identify numbers on a hundred number chart.
5. understand and identify place value in numbers to 100,000,000. **(PASS)**
6. write numbers in expanded notation.
7. count and group numbers in tens and ones.
8. estimate and count large collections of concrete objects.
9. read and write money amounts to \$999,999.99.
10. represent three- and four-digit numbers using concrete objects and pictures.
11. rename numbers using regrouping.
12. represent equivalent forms of the same number.
13. identify ordinal position.
14. identify even and odd numbers.
15. identify dozen and half dozen.
16. write numbers using words.
17. identify factors of a number.
18. identify prime numbers.
19. identify rational numbers from pictures and draws pictures to show rational numbers.
20. locate rational numbers on a number line.
21. squares numbers.
22. find square roots of perfect squares.
23. read and write Roman numerals.

### **Concepts of Whole Number Operations**

1. act out, draw pictures, and write number sentences to show addition and subtraction situations.
2. show the meaning of addition. **(PASS)**
3. show the meaning of subtraction. **(PASS)**
4. identify addends and sums.
5. write addition and subtraction fact families.
6. act out, draw pictures, and write number sentences to show multiplication situations.
7. show the meaning of multiplication.
8. make, label, and write number sentences for an array.
9. identify factors and products.
10. identify and use the commutative and associative properties. **(PASS)**
11. identify the special properties of 0 and 1 in multiplication and division.
12. write multiplication and division fact families.
13. act out, draw pictures, and write number sentences to show division situations.
14. show the meaning of division.
15. identify quotients, dividends, and/or divisors.
16. write division problems in three ways.

## **Addition**

The student will:

1. master addition facts to 18. **(PASS)**
2. identify ten more than a number.
3. identify missing addends. **(PASS)**
4. identify a missing digit in an addition problem.
5. use rounding and place value to estimate a sum.
6. add using mental computation.
7. add three or more single-digit numbers.
8. add two- and three-digit numbers, with and without regrouping. **(PASS)**
9. use estimation to check the reasonableness of calculated results. **(PASS)**
10. add money amounts (decimals) to \$99,999.99.
11. solve story problems involving addition.
12. write story problems for addition number sentences.

## **Subtraction**

The student will:

1. master subtraction facts to 18. **(PASS)**
2. identify ten less than a number.
3. estimate a difference. **(PASS)**
4. subtract using mental computation.
5. subtract two- and three-digit numbers.
6. subtract money amounts (decimals).
7. check differences using addition. **(PASS)**
8. solve story problems involving subtraction.
9. write story problems for subtraction number sentences.

## **Multiplication**

The student will:

1. master multiplication facts.
2. make and use a multiplication facts.
3. multiply by 10, 100, 1000.
4. multiply using mental computation.
5. multiply using the multiplication algorithm.
6. solve story problems involving multiplication.
7. multiply a two- or three-digit number by a one-digit number.

## **Division**

The student will:

1. master division facts.
2. divide by 10.
3. divide using mental computation.
4. divide a two- or three-digit multiple of 10 by a one-digit number.
5. divide a two-, three-, or four—digit number by a one-digit number.
6. use the inverse relationship between multiplication and division to check answers.
7. solve story problems involving division.

## **Fractions and Decimals**

The student will:

1. identify fractional parts of a whole. **(PASS)**
2. write fractions to show parts of a whole.
3. identify fractional parts of a set. **(PASS)**
4. compare fractions
5. order fractions.
6. identify fractions equivalent to  $\frac{1}{2}$ .
7. find half of a set of objects.
8. represent and write mixed numbers.
9. write tenths using common and decimal fractions.
10. write hundredths using common and decimal fractions.
11. write fraction number sentences that equal 1.
12. add and subtract fractions.
13. add and subtract money amounts (decimals).

## **Money**

The student will:

1. count money. **(PASS)**
2. compare the values of sets of coins. **(PASS)**
3. write money amounts using dollar and cent symbols. **(PASS)**
4. select coins for a given amount.
5. determine unit cost.
6. make change from \$1.00, \$5.00, and \$10.00.
7. write checks.

## **Patterns**

The student will:

1. identify and extend whole-number and geometric patterns to make predictions and solve problems. **(PASS)**
2. identify the missing number in a sequence. **(PASS)**
3. identify the missing shape or design in a repeating pattern. **(PASS)**
4. identify the missing shape or number in a matrix. **(PASS)**

## **Algebra and Functions**

1. find the length of a side of a square given the area.
2. represent an unknown using a symbol.
3. construct a number line and locate points on a number line.
4. show addition, subtraction, and multiplication on a number line.
5. Add positive and negative numbers.
6. identify and write a function rule.
7. simplify expressions containing parentheses.
8. use the order of operations to simplify expressions containing addition, subtraction, multiplication, and division.
9. use comparison symbols ( $<$ ,  $>$ , and  $=$ ).

10. locate and graph points on a coordinate graph.
11. use a function rule to complete a table.
12. create problems for addition and subtraction number sentences.
13. write and solve number sentences for problems involving multiplication or division.

### **Shapes and Spatial Relationships**

The student will:

1. identify, describe, sort, and classify two-dimensional geometric figures by attribute. **(PASS)**
2. identify, describe, sort, and classify three-dimensional geometric figures by attribute.
3. identify faces, vertices, and edges of geometric solids.
4. construct geometric solids.
5. identify and create congruent shapes and line segments.
6. name line segments.
7. identify horizontal, vertical, and oblique line segments.
8. identify parallel lines and line segments.
9. identify intersecting lines.
10. identify perpendicular lines and line segments.
11. identify right, acute, and obtuse angles.
12. name triangles by angle size.
13. identify and make scalene, isosceles, and equilateral triangles.
14. identify and draw lines of symmetry.
15. identify and show transformations: translations, rotations, and reflections

### **Time and Calendar**

The student will:

1. identify dates on a calendar.
2. estimate time to the nearest half hour. **(PASS)**
3. tell and show time to the hour, half hour, quarter hour, 5 minutes, and minute. **(PASS)**
4. identify yesterday, today, and tomorrow.
5. identify morning, afternoon, evening, and night.
6. identify days of the week and months of the year.
7. write the date using digits.
8. identify equivalent units of time.
9. solve problems using a calendar.

### **Temperature**

The student will:

1. estimate temperature.
2. read a Fahrenheit or Celsius thermometer.
3. identify common temperatures.

### **Linear Measure**

The student will:

1. estimate length and distance.
2. compare the length or height of objects.

3. measure length using nonstandard units.
4. measure length and draw line segments using customary units(nearest inch, half-inch, and quarter inch).
5. measure length using metric units (nearest meter, centimeter, and millimeter).
6. identify equivalent units of linear measure.
7. use scale to find distance on a map.

### **Weight**

The student will:

1. identify units of mass (customary or metric)
2. estimate mass.
3. weigh objects using customary or metric units.
4. compare and order objects by weight (mass).

### **Capacity**

The student will:

1. identify customary or metric units of capacity.
2. estimate capacity.
3. measure capacity using conventional units (measuring cups).
4. order containers by capacity.
5. identify equivalent units of capacity.
6. measure to follow a recipe.

### **Perimeter, Area, and Volume**

The student will:

1. estimate area.
2. find area using nonstandard units.
3. find area of a rectangle.
4. find perimeter of a polygon.
5. find volume of a rectangular prism (volume of a cube).
6. compare and order objects by size.

### **Data Analysis and Statistics**

The student will:

1. conduct a survey. **(PASS)**
2. tally. **(PASS)**
3. graph data on a bar graph. **(PASS)**
4. draw and read a bar graph. **(PASS)**
5. draw and read a bar graph with a scale of 10.
6. draw and read a line graph.
7. draw and read a pictograph.
8. identify most, fewest, and same on a graph. **(PASS)**
9. write observations about a graph. **(PASS)**
10. identify the mode, range, and median of a set of data.

## **Probability**

The student will:

1. describe the likelihood of an event.
2. predict the outcome of a probability experiment.
3. determine the fairness of a game.
4. conduct a probability experiment.

## **Problem Solving and Strategies for Problem Solving**

The student will:

1. classify and categorize information. **(PASS)**
2. identify important/unimportant information.
3. make predictions. **(PASS)**
4. act out or model a problem.
5. draw a picture.
6. guess, check, and revise.
7. make an organized list.
8. look for a pattern. **(PASS)**
9. make a table or chart.
10. use logical reasoning.
11. work backward to solve a problem.
12. write a number sentence. **(PASS)**
13. simplify problems.

## **Resources:**

SAXON: Saxon Math 3

Manipulatives

## 2<sup>nd</sup> Grade Science

**Course Title:** Science

**Course Type:** Academic

**Level:** 2<sup>nd</sup> Grade

**Time on Task:** Approximately 30 minutes, 3 days per week

**Course Philosophy:** Science reflects the magnificent order and complexity of the things God has placed about us. The student's mind is challenged to understand the invisible force that holds together all concrete things.

**Course Description:** This course will attempt to present the world as the creation of God and lead the student to glorify Him as the controller and sustainer. The course will cover the following areas of science: life, physical, human body and earth science. The scientific method will be presented and students will be encouraged to use this method to gain information about God's creation.

### **Spiritual Goals:**

1. Teach the child to recognize God as the creator of the heavens and the earth and everything in them. (Genesis 1:1, Psalms 95:3-5; Isaiah 45:18, John 1:3)
2. Lead the student to recognize that God created all living things and that these living things are fearfully and wonderfully made. (Psalm 139:14, Isaiah 43:7)
3. Train the student to evaluate the truth of all science by the Bible, since it alone is absolute truth. (Isaiah 8:20, John 1:14)

### **Course Scope and Sequence**

- **Life Science:** plants, vertebrates, invertebrates, habitats
- **Physical Science:** energy, light, heat
- **Human Body:** sound and hearing, sight and touch, taste and smell
- **Earth Science:** weather, ocean

### ***Biblically Integrated Concepts***

1. *The environment that God provided for man was designed with his needs in mind, and for his good. (Gen. 1:10, 12, Gen. 1:29-30)*
2. *The conservation of natural resources is part of men's responsibility to God. God cares about the resources He has provided. (Gen. 2:15, Ex.23:10,11)*
3. *God created man with senses he can use to study, investigate, and discover the laws that govern His creation. (Genesis 1:28, Proverbs 30:18-31, I Kings 4:29-34)*
4. *The power and creativity of the Creator is obvious in the design of the human body. (Psalm 139)*
5. *Because our bodies are the temple of the living God, we should practice stewardship by keeping our bodies healthy. ( I Corinthians 6:19-20)*

6. *When God planned us before we were born, He designed the color of our eyes, skin, and hair, etc....Some things about our body we cannot change, because God created us to be that way---He created us for a special purpose. Some things about us can be changed, however, and they may need changing. We need to learn to keep our body healthy and accept the things we cannot change. (Psalm 139:14, I Corinthians 6:19,20)*
7. *The power and creativity of the Creator is obvious in the design of the human body. (Psalm 139)*
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**Course Objectives:**

**The student will:**

1. observe and measure objects, organisms, and events using appropriate measures. **(PASS)**
2. compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events. **(PASS)**
3. classify a set of simple objects, familiar organisms, and/or observable events by observable properties. **(PASS)**
4. plan and conduct a simple investigation. **(PASS)**
5. use simple equipment and tools such as magnifiers, thermometers, and rulers to gather data. **(PASS)**
6. interpret tables and graphs. **(PASS)**
7. recognize and describe patterns, then make predictions based on patterns. **(PASS)**
8. communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language. **(PASS)**
9. recall and implement the steps of the scientific method. **(PASS)**
10. identify uses of plants.
11. identify the parts of a seed.
12. order the stages in a plant's life cycle. **(PASS)**
13. identify five things plants need for growth.
14. label three parts of a plant and explain their function.
15. classify edible plant parts as roots, stems, leaves, flowers, fruit, or seeds. **(PASS)**
16. classify vertebrates as mammals, reptiles, amphibians, birds, or fish. **(PASS)**
17. identify unique designs of various mammals.
18. list five distinguishing characteristics of reptiles.

19. compare and contrast amphibians and reptiles. **(PASS)**
20. order the stages of an amphibian's life cycle. **(PASS)**
21. identify distinguishing characteristics of birds.
22. classify animals as vertebrates or invertebrates. **(PASS)**
23. make predictions about earthworms, observe their behavior, and record data. **(PASS)**
24. differentiate between spiders and insects. **(PASS)**
25. discuss how ants are uniquely designed to do work.
26. match specific animals to the unique habitat that God designed to meet their needs.
27. draw a food chain.
28. identify the characteristics of a forest and the types of animals that live there.
29. describe the function of animal camouflage.
30. identify animals of a freshwater habitat.
31. identify the characteristics of a wetland and animals that live there.
32. describe the characteristics of a desert habitat and identify animals that live there.
33. identify the characteristics of the two polar regions and animals specific to each.
34. identify the characteristics of the tropical rain forest that distinguish it from other forests.
35. list animals that live in tropical rain forests.
36. examine the causes and effects of air, land, and water pollution.
37. identify animals listed as endangered.
38. distinguish between various forms of energy and identify sources that produce energy.
39. identify sources of stored energy.
40. experiment with stored energy and observe the effects that weight and height have on the amount of energy stored. **(PASS)**
41. trace the path through a hydroelectric dam.
42. create an energy chain to illustrate how energy in the body is derived from the sun's energy. **(PASS)**
43. distinguish between light that is emitted and light that is reflected.
44. describe how light is reflected and absorbed by different colored objects.
45. identify materials as transparent, translucent, or opaque.
46. identify and order the colors of the visible spectrum.
47. correlate heat, temperature, and molecular movement.
48. differentiate between conductors and insulators.
49. compare the heat-absorbing capacities of light-and dark-colored objects.
50. identify the five senses and the body part associated with each.
51. label the parts of the ear.
52. order the steps of hearing.
53. explore ways to keep ears healthy.
54. identify certain parts of the eye.
55. describe the path that light takes through the eye.
56. identify parts and functions of the skin.

57. classify his/her fingerprints as loop, arch, whorl, or accidental. **(PASS)**
58. identify the function and parts of the tongue.
59. identify the function and parts of the nose.
60. discuss ways to avoid spreading germs.
61. conduct an experiment to determine how taste and smell are related.
62. identify four elements that produce weather: sun, land, water, air.
63. read and record temperatures using the Fahrenheit and Celsius scales. **(PASS)**
64. identify the points of evaporation, condensation, and precipitation on a diagram of the water cycle.
65. label the four types of clouds: cirrus, cumulus, stratus, and nimbus.
66. list ways to stay safe during storms.
67. interpret symbols on a weather map. **(PASS)**
68. identify ways people benefit from the ocean's resources.
69. label the four major oceans on a map.
70. label the parts of the ocean floor.
71. identify animals that live in coral reefs.

**Resources:**

**ACSI:** Purposeful Design Level 2

## **2<sup>nd</sup> Grade Social Studies**

**Course Title:** Social Studies

**Course Type:** Academic

**Grade Level:** Second Grade

**Time on Task:** approximately 1½ hours per week

**Course Philosophy:** History is the written record of God's dealings with men as individuals and as communities or nations. God is sovereign and is actively orchestrating events in the lives of these individuals and nations. God requires submission to those placed in authority. As servants of God, students must be taught their responsibility in serving as salt and light in the community or nation in which God has placed them.

**Course Description:** The core disciplines of civics, geography and history will be covered. To build a foundation for Christian citizenship, students will focus on the reason for school and community rules and our responsibility within our community. Geography will cover such skills as locating specific areas on maps (Oklahoma and United States) and identifying directional indicators such as south, north, east and west. History will introduce students to famous Americans who have influenced our country.

### **Spiritual Goals:**

1. To teach the student that God has organized life in such a way that people live in groups in order to learn from and help one another. (I Corinthians 12, Ephesians 4: 4-14)
2. To teach the student that God has a plan for individuals and nations, and He is carrying this plan to completion. History records the progress of that plan. (Jeremiah 29:11, Deuteronomy 6:1-25)
3. To teach the student that Christian citizens have a responsibility to respect and obey those in authority. Christian citizens also have a responsibility to be actively involved in the community or nation in which God has placed them. (Romans 13:1)

### **Course Scope and Sequence**

- exhibit traits of good citizenship
- demonstrate knowledge of directional indicators on a map
- locate specific places on a map of the United States or Oklahoma
- identify famous Americans and tell how they influenced America
- provide examples of honesty, courage, patriotism, and other admirable character traits seen in United States history
- identify the four oceans on a map
- identify the seven continents on a map



### ***Biblically Integrated Concepts:***

- 1. The student will recognize that God has organized life in such a way that people live in groups in order to learn from and help one another. (Romans 12:4-5)***
- 2. The student will recognize that God commands our submission to those in positions of governmental authority. (Romans 13:1)***
- 3. The student will understand that God has a plan for individuals and countries and will carry that plan to completion. (Jeremiah 29:11)***
- 4. The student will recognize that God is actively involved in the lives of individuals, communities, and nations and sovereignly controls in all circumstances.(Daniel 2:20-23)***

### **Civics**

#### **The student will:**

1. exhibit behavior that demonstrates an understanding of school and classroom guidelines. **(PASS)**
2. recite the pledge to the American flag and explain its meaning.
3. describe the American flag by telling how many stripes, stars, colors, etc.. and explain the significance of each.
4. explain ways to show respect for our flag.
5. name the basic freedoms that Americans enjoy.
6. sing from memory the following patriotic songs: “Yankee Doodle,” “Star-Spangled Banner”, “America”, “America the Beautiful”, “God Bless America.”

### **Geography**

#### **The student will:**

1. identify north, south, east, west, southeast, southwest, northeast, northwest on a map. **(PASS)**
2. locate specific places of interest on a map. **(PASS)**
3. give the number of states in the United States.
4. locate Oklahoma on a map of the state of Oklahoma. **(PASS)**
5. locate Oklahoma City on a map of the United States. **(PASS)**
6. name the four oceans and seven continents. **(PASS)**
7. locate the four oceans and seven continents on a world map. **(PASS)**
8. identify and write the names of their school, city, state, and nation.
9. identify basic landforms and bodies of water. (e.g. plains, mountains, rivers, gulfs) **(PASS)**
10. locate the following on a map of the United States: the Mississippi River, the Great Lakes, the Rocky Mountains, The Appalachian Mountains. **(PASS)**
11. locate the following on a map: Canada, Mexico, the Gulf of Mexico.

### **History:**

#### **The student will:**

1. identify examples of interesting Americans and explain their influence on our country (e.g. George Washington, Abraham Lincoln, Betsy Ross, Francis Scott Key, Daniel Boone, George Washington Carver). **(PASS)**

2. identify patriotic holidays on a calendar and explain the significance of the day (e.g. Lincoln’s birthday, George Washington’s birthday, Memorial Day, Veteran’s Day, Flag Day, Fourth of July).
3. identify the Lincoln Memorial and the Washington Monument.
4. explain the history surrounding the following patriotic songs: “Yankee Doodle,” “Star Spangled Banner”, “America”, “America the Beautiful”, “God Bless America.”
5. explain the differences in lifestyle of the groups of Native Americans that lived in the United States (e.g. homes, foods, travel, dress)
6. compare/contrast the colonial days and the present in terms of homes, food, occupations, school.
7. compare/contrast the pioneer days and the present in terms of transportation, food, hardships, music.
8. give examples of how immigrants have contributed to our country.

**Resources:**

A Beka Books: *Our America*  
Selected Units

## 2<sup>nd</sup> Grade Bible

**Course Title:** Bible

**Course Type:** Academic

**Grade Level:** 2<sup>nd</sup> grade

**Time on Task:** approximately 30 minutes four days a week, 2 hours per week

**Course Philosophy:** The study of God's Word is the heart and core of a Christian school. Knowledge of God's Word is the foundation for being spiritually strong and our mission is to train students to be spiritually strong. Knowledge of the Scriptures will give students a ruler for measuring the accuracy of everything they are taught.

**Course Description:** The course will cover the freeing of God's people from Egyptian slavery, the settling of the promised land and the giving of the ten commandments. The course will focus on how Jesus sets us free to obey the Great Commandment and to serve.

### **Spiritual Goals:**

1. To teach the student to recognize the godly and ungodly choices that various characters of the Bible have made and to learn from those choices. (Hebrews 11, Deuteronomy 11:26-28)
2. To lead the student to discover that God, who manifested Himself in the Old Testament, is eager to manifest Himself today in his/her life. (Hebrews 1:1, Luke 4:16-21)
3. To empower the student to change his/her world for Christ. (Matthew 5:1-16, I Peter 3:15, I Peter 2:9)

### **Course Scope and Sequence**

- **The bondage of the Israelites**
- **The calling of Moses to deliver the Israelites**
- **The exodus of the Israelites**
- **The Ten Commandments**
- **The Great Commandment given by Jesus**
- **The importance of Bible Study**
- **The importance of Prayer**
- **The importance of serving others**

### **Course Objectives**

The student will:

1. review the concepts of covenants and related terms.
2. learn the seriousness of making promises and the importance of faithfulness in carrying out those promises.

3. explain God's covenant with Noah and Abraham.
4. explain how the Israelites became slaves in Egypt.
5. understand the correlation between the slavery of the Israelites in Egypt and the way that sin can enslave him/her.
6. understand that God has a plan for his/her life just as He had a plan for Moses.
7. relate ways that God has protected him/her and his/her family from disaster.
8. discuss ways a job can be used to serve God.
9. discuss the meaning of "God's Call."
10. identify the ten plagues God used to show His power to the Egyptians.
11. discuss how God's power enables us to be free from the power of sin.
12. identify good choices and bad choices that can be made in various situations and the results of these choices.
13. pray for God's power to make good choices.
14. relate the events of the Passover.
15. understand the correlation between the Passover lamb in Exodus and Jesus as our Passover Lamb.
16. retell the story of God parting the waters of the Red Sea for the Israelites.
17. discuss ways that God has delivered him/her in seemingly impossible situations.
18. memorize the Ten Commandments.
19. understand that God gave us rules to keep us from hurting ourselves and each other.
20. identify wrong choices made by the children of Israel while in the wilderness.
21. discuss the consequences of the choices made by the children of Israel while in the wilderness.
22. give examples of God's goodness to the children of Israel.
23. discover the meaning of being "set apart" for God's service.
24. identify ways the children of Israel were "set apart".
25. identify the fears of the Israelites as they journeyed to the promised land.
26. recall God's promises when afraid.
27. list characteristics of a godly leader.
28. display characteristics of a godly leader.
29. discuss the necessity of following directions exactly as they are given.
30. recite the Great Commandment given by Jesus.
31. discuss the correlation of the Ten Commandments with the Great Commandment of Jesus.
32. list attitudes and behaviors associated with worship.
33. discuss how obeying classroom rules applies to the principle of the Great Commandment.
34. reenact the parable of the Good Samaritan.
35. answer the question "who is my neighbor?"
36. learn the meaning of the word "inspiration."
37. memorize the books of the Bible.
38. understand the importance of reading God's Word daily.
39. locate the books of the Bible.
40. memorize the Lord's prayer.
41. relate examples of Jesus praying.

42. discuss the importance of prayer in his/her own life.
43. understand the importance of caring for the needs of others.
44. participate in missions projects to help others.
45. relate the story of Jesus feeding the five thousand.
46. use his/her hands to serve the school in a service project.
47. differentiate between a tithe and an offering.
48. discuss the importance of giving with a cheerful heart.
49. discuss God's requirement of the tithe and its purpose.
50. retell the story of the Prodigal's son.
51. practice forgiveness with classmates.
52. discuss ways they can be salt and light in the world.
53. discuss the importance of being a witness for Christ.
54. discuss the importance of the unity of the believers.
55. demonstrate the ability to make good choices in friendships.

**Resources:**

**Standard Publishing:** Biblical Choices for a New Generation: The God of Freedom