



Second Grade Core Curriculum

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BIBLE CURRICULUM

❖ **Instructional Goals**

It is our purpose to help students learn that God worked in the everyday lives of people in Bible times, and that He will also work in their lives as they respond to Him. We study God's Word for general knowledge and applying its principles. Bible living is stressed throughout the day in obedience, Biblical character qualities, and seeing all knowledge from a Biblical point of view.

❖ **Instructional Objectives**

The students will:

- ◆ Locate various books in the Bible
- ◆ Memorize the books of the Bible
- ◆ Find specific chapter and verse reference in the books
- ◆ Memorize a specific passage of Scripture weekly
- ◆ Memorize other larger portions of Scripture, throughout the year
- ◆ Integrate spiritual principles in daily life
- ◆ Know how to share Bible knowledge and the Gospel message with others
- ◆ Pray naturally and regularly throughout the school day
- ◆ Be aware of, and develop Biblical character qualities

❖ **Units Studied**

- ◆ Review of first grade information
- ◆ God's covenant with Noah and Abraham
- ◆ Moses: God wants His people to be free
- ◆ Israelites: Journey to the Promise Land: God gave us rules to live by
- ◆ The Great Commandment sums up the Ten Commandment: We find our freedom in obeying God
- ◆ Jesus' teachings: Love for God translated into actions

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Scripture reading
- ◆ Memory verse practice activities
- ◆ Group work
- ◆ 60 minutes per week

❖ **Evaluation Techniques**

- ◆ Bible memory verse tests
- ◆ Activity sheets
- ◆ Class discussions

❖ **Text/Resources**



- ◆ The Holy Bible, NIV, International Bible Society, 1984
- ◆ Biblical Choices for a New Generation, Standard Publishing, 2003

WRITING COMPOSITION CURRICULUM

❖ Instructional Goals

Our purpose is to introduce the student to a variety of literature to facilitate their writing. The writing process and writing traits are emphasized. Lessons grow out of the literature and prepare students for the writing they will do.

❖ Instructional Objectives

The students will:

- ◆ Write complete sentences
- ◆ Understand and apply the writing process
- ◆ Brainstorm ideas for their own writing
- ◆ Write a rough draft from their ideas
- ◆ Help edit their own and other's writing
- ◆ Publish their story neatly and completely
- ◆ Journal up to 12 sentences about one subject
- ◆ Implement the traits of good writing: ideas, organization, word choice, voice, sentence fluency, conventions, and presentation
- ◆ Find and record simple research information

❖ Units Studied

- ◆ The Writing Process
- ◆ 6+1 Traits of Writing
- ◆ How to journal
- ◆ Researching information and giving a speech
- ◆ Writing fiction and nonfiction pieces

❖ Instructional Methods

- ◆ Direct instruction
- ◆ Individual work
- ◆ Group work
- ◆ Editing other student's work
- ◆ 120 minutes per week

❖ Evaluation Techniques



- ◆ Assess creative writing stories
- ◆ Assess journals
- ◆ Assess research papers/speeches

❖ **Text/Resources**

- ◆ Trait-Based Writing Graphic Organizers and Mini Lesson Grade 2-4, Scholastic, 2008
- ◆ The Trait Crate, Scholastic
- ◆ Reproducible Forms for the Writing Traits Classroom: Grade K-2, Scholastic, 2006
- ◆ Traits of Good Writing Grade 1-2, Teacher Created Resources, 2006
- ◆ Daily 6- Trait Writing Grade 2, Evan-Moor EMS 6022, 2008
- ◆ How to Report on Book Grade 1-2, Evan-Moor EMC 6008, 2006
- ◆ 6 + 1 Traits of Writing: The Complete Guide for the Primary Grades, Scholastic, 2005
- ◆ Teacher Resources

GRAMMAR CURRICULUM

❖ **Instructional Goals**

Our purpose is to introduce grammar skills in order to help the students in the writing process.

❖ **Instructional Objectives**

The students will:

- ◆ Identify and write complete sentences
- ◆ Correctly use capitalization and punctuation
- ◆ Correctly use nouns, verbs and adjectives in their writing
- ◆ Identify: nouns, pronouns, verbs, adjective, and adverbs

❖ **Units Studied**

- ◆ Complete Sentences
- ◆ Nouns
- ◆ Pronouns
- ◆ Adjectives
- ◆ Verbs
- ◆ Adverbs
- ◆ Capitalization and Punctuation

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Small groups



- ◆ Seatwork
- ◆ Homework
- ◆ 100 minutes per week

❖ **Evaluation Techniques**

- ◆ Daily Work
- ◆ Assessments
- ◆ Writing Samples

❖ **Text/Resources**

- ◆ Evan-Moor: Language Fundamentals: Grade 2, Evan-Moor EMC 2752
- ◆ Evan-Moor: Daily Language Review: Grade 2, Evan-Moor EMC 580
- ◆ Evan-Moor: Daily Paragraph Editing: Grade 2, Evan-Moor EMC 2725

MATHEMATICS CURRICULUM

❖ **Instructional Goals**

Our goal is to review and drill skills introduced in first grade and to investigate some theory behind common math skills like regrouping (borrowing). We will also introduce new skills necessary for the more difficult math processes which will follow in third grade. Children will learn how math skills apply to daily life. They will learn to appreciate God's order in math.

❖ **Instructional Objectives**

The student will cover the following concepts:

- ◆ Counting, skip counting, odd and even numbers
- ◆ Write numbers to 1,000
- ◆ Graph numbers and read graphs
- ◆ Addition and subtraction patterns, concepts, and strategies
- ◆ Understand and write addition and subtraction fact families
- ◆ Place value and patterns to 100
- ◆ Addition and subtraction facts to twenty
- ◆ Distinguish coins in our money system, able to make change and show equivalents
- ◆ Understand minutes, hours, and tell time
- ◆ Understand place value up to 1,000
- ◆ Two and three digit addition and subtraction with regrouping
- ◆ Geometry, solids and shapes, and fractions
- ◆ Measurement: length, width, and capacity
- ◆ Multiplication and division
- ◆ Multiplication facts to times five



❖ **Units studied**

- ◆ Numbers and graphing
- ◆ Speed drills for addition to 20
- ◆ Addition and subtraction: Patterns and concepts
- ◆ Addition and subtraction: facts and strategies
- ◆ Using addition and subtraction
- ◆ Speed drills for subtraction to 20
- ◆ Place Values and Patterns to 100
- ◆ Money
- ◆ Time
- ◆ Speed drills for mixed additions and subtraction
- ◆ Two-digit addition
- ◆ Two-digit subtraction
- ◆ Numbers to 1,000
- ◆ Measurement
- ◆ Geometry and fractions
- ◆ Multiplication and division concepts

❖ **Instructional Methods**

- ◆ Hands on activities
- ◆ Direct instruction
- ◆ Discussion
- ◆ Drill and practice
- ◆ Experimentation
- ◆ Role-play
- ◆ 300 minutes per week

❖ **Evaluation Techniques**

- ◆ Daily work
- ◆ Oral or written tests
- ◆ Active participation
- ◆ Diagnostic tests.

❖ **Texts/Resources**

- ◆ Scott Foresman-Addison Wesley: curriculum books and media, 2001
- ◆ Games
- ◆ Manipulatives
- ◆ Teacher Resource Books



PENMANSHIP CURRICULUM

❖ Instructional Goals

Good handwriting is important because it reflects good communication skills. Our goal is for the students to be introduced to and begin to be proficient at writing cursive.

❖ Instructional Objectives

The students will:

- ◆ Correctly make lowercase cursive letters
- ◆ Correctly make uppercase cursive letters
- ◆ Write words in cursive correctly
- ◆ Write sentences in cursive correctly

❖ Units Studied

- ◆ Lowercase letters A-Z
- ◆ Uppercase letters A-Z
- ◆ Writing words
- ◆ Writing sentences

❖ Instructional Methods

- ◆ Direct instruction
- ◆ Seatwork
- ◆ 60 minutes per week: January-June

❖ Evaluation Techniques

- ◆ Daily Work

❖ Text/Resources

- ◆ McGraw-Hill Contemporary Cursive, Suzanne Lowe Wilke, 1991

READING CURRICULUM

❖ Instructional Goals

Our purpose is to reinforce the basic decoding skills the students learned in first grade and to build their ability to recognize and decode words. We focus on reading fluency and developing good comprehension skills. Also, it is our purpose to introduce the students to some basic literary selections and to help them appreciate the important achievements and ideas of our time and of the



past. We integrate Biblical principles through the discussion of the texts and through written assignments.

❖ **Instructional Objectives**

The students will:

- ◆ Use phonetic skills to decode words
- ◆ Show improvement in sight word recognition skills
- ◆ Explain important facts and ideas they have read about
- ◆ Use comprehension strategies: synthesis, questioning, inferring, visualizing, retelling, predicting, making connections, and finding what's important
- ◆ Demonstrate reading fluency
- ◆ Learn and apply new vocabulary

❖ **Units Studied**

- ◆ Sharing Stories
- ◆ Kindness
- ◆ Look Again
- ◆ Fossils
- ◆ Courage
- ◆ Our Country and It's People
- ◆ Various Literature Books: Velveteen Rabbit, The Littles Go Exploring, Alexander and the Terrible, Horrible, No Good, Very Bad Day, Sarah Plain and Tall, and Helen Keller

❖ **Instructional Methods**

- ◆ Direct Instruction
- ◆ Reading groups
- ◆ Literature units
- ◆ Field trips (i.e., Children's Theater)
- ◆ 300 minutes per week

❖ **Evaluation Techniques**

- ◆ Phonics knowledge assessments
- ◆ Fluency assessments
- ◆ Reading comprehension tests
- ◆ Daily work
- ◆ Special projects

❖ **Text/Resources**

- ◆ SRA: Open Court – curriculum books and materials, 2005
- ◆ Alexander and the Terrible Horrible No Good Very Bad Day, Judith Viorst, Scholastic, 1972
- ◆ Sarah Plain & Tall, Patricia MacLachlan, Haper Trophy, 1985
- ◆ The Velveteen Rabbit, Margery Williams, Avon Books, 1975



- ◆ The Littles Go Exploring, John Peterson, Scholastic, 1978
- ◆ Helen Keller: Crusader for the Blind and Deaf, Stewart & Polly Anne Graff, Yearling, 1991

SCIENCE/HEALTH CURRICULUM

❖ **Instructional Goals**

Our purpose is to expose the student to God's creation by looking at it in a scientific way. The student is encouraged to explore, identify, observe and manipulate scientific data.

❖ **Instructional Objectives**

The students will:

- ◆ Observe using the five senses
- ◆ Classify, describe, and compare
- ◆ Collect information, experiment, and draw conclusions
- ◆ Understand that God is the designer of our world and all that is in it
- ◆ Use simple scientific instruments
- ◆ Understand safety rules and precautions, healthy choices, health

❖ **Units Studied**

- ◆ Interactions of Living Things
- ◆ Light and Color
- ◆ Earth Through Time
- ◆ Solids and Liquids
- ◆ What Makes Me Sick?
- ◆ Bugs

❖ **Instructional Methods**

- ◆ Science projects
- ◆ Hand-on activities
- ◆ Field trips
- ◆ Learning centers
- ◆ Discussions
- ◆ Lab: 30 minutes per week
- ◆ Classroom: 30 minutes per week

❖ **Evaluation Techniques**

- ◆ Based on participation and informal activities



❖ **Text/Resources**

- ◆ Discovery Works, Silver Burdett Ginn, 1999
- ◆ Teacher's Resources
- ◆ National Geographic: Explorer-student magazines, 2011
- ◆ Zoobooks, 2008
- ◆ Science Lab Teacher (See Science Appendix)

SOCIAL STUDIES CURRICULUM

❖ **Instructional Goals**

Our purpose is to teach second grade students to be aware of what America, the world, and communities are like. We incorporate both Biblical principles and truths. We discuss how God is at work in our communities.

❖ **Instructional Objectives**

The students will cover the following concepts:

- ◆ Reasons why people live in communities
- ◆ Reasons for change in communities
- ◆ Differences and similarities between contrasting communities
- ◆ Services a community provides for the individual
- ◆ Responsibilities an individual has to his community
- ◆ Functions of the map key and symbols
- ◆ Continents, countries, map key, poles, equator, oceans
- ◆ Changes in America over time
- ◆ People who contributed to and built America
- ◆ Meaning of American holidays
- ◆ Ways to contribute to America and our community

❖ **Units Studied**

- ◆ America and Columbus
- ◆ American Colonists and Indians
- ◆ Martin Luther King and Rosa Parks
- ◆ American Presidents
- ◆ Continents/Oceans/Maps
- ◆ Communities
- ◆ New Americans/Immigrants

❖ **Instructional Methods**

- ◆ Map Projects



- ◆ Text Assignments
- ◆ Crafts
- ◆ Writing Assignments
- ◆ 30 minutes per week

❖ **Evaluation Techniques**

- ◆ Project grades
- ◆ Worksheet grades
- ◆ Informal evaluation

❖ **Text/Resources**

- ◆ SRA: Open Court: Collections for Young Authors book 2, 2005
- ◆ Evan-Moor: History Pockets: Life in the Plymouth Colony, Evan-Moor, 2003
- ◆ Evan-Moor: US Facts and Fun, Evan-Moor EMC 6305, 2005
- ◆ National Geographic: Explorer: student magazine, 2011
- ◆ Core Skills: Social Studies: Grade2, Steck-Vaughn, Harcourt Achieve Inc., 2008
- ◆ Scholastic Online Printable, 2010
- ◆ Helen Keller: Crusader for the Blind and Deaf, Stewart & Polly Anne Graff, Yearling, 1991
- ◆ Teacher Resource Books

SPELLING CURRICULUM

❖ **Instructional Goals**

Our goal is to teach the student a variety of spelling strategies. We will focus on teaching students to use correct spelling in writing.

❖ **Instructional Objectives**

The students will cover the following concepts:

- ◆ Sound to letter association (single letter spelling)
- ◆ Short vowels and long vowel patterns
- ◆ Spellings for the schwa sound
- ◆ Sound groups with diphthongs
- ◆ R-controlled vowels
- ◆ Consonant spelling patterns-blends
- ◆ Syllables
- ◆ Word structure
- ◆ Compound words
- ◆ Contractions
- ◆ Plurals
- ◆ Possessives – singular, plural



- ◆ Prefixes – changes meaning of root word slightly
- ◆ Suffixes
- ◆ Changing verb forms: s, ed, ing
- ◆ Spelling rules
- ◆ Silent letters
- ◆ 150 high frequency words (Sitton)
- ◆ Spelling skills (Sitton)
 - Visual skills – proofreading letter by letter
 - Visual skills – copying letter by letter
 - Homophones and homonyms
- ◆ The spelling process

❖ **Strategies and Concepts Studied**

- ◆ Sound to letter association
- ◆ Short vowel patterns
- ◆ Long vowel patterns
- ◆ Spelling for schwa sound
- ◆ Sound groups with diphthongs
- ◆ R-controlled vowels
- ◆ Consonant spelling patterns
- ◆ Types of syllables
- ◆ Syllable patterns
- ◆ Word Structure
- ◆ Spelling rules
- ◆ Silent letters
- ◆ Spelling skills
- ◆ Spelling process

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Class discussions
- ◆ Group studies
- ◆ Individual practice
- ◆ Review games
- ◆ 100 minutes per week

❖ **Evaluation Techniques**

- ◆ Daily work
- ◆ Cloze Word Test
- ◆ Dictation
- ◆ Special projects

❖ **Text/Resources**



- ◆ Rebecca Sitton's Spelling Sourcebook for Second Grade Teachers, Egger Publishing, Inc., 2002
- ◆ SRA: Open Court: Spelling and Vocabulary Skills, 2005