

# Second Grade

## Grade level Description

Teachers fill in here.

### **Bible**

Theme/Master Question:  
Genesis through Joshua

#### Description:

This class is not a graded course but is intended to build the students' love of Scripture and knowledge of the historical events and context of Genesis through Joshua. Key events of these books are integrated into the history curriculum with emphasis on how events in Egypt and the Bible fit together. For more information, refer to the 2nd-grade History and Geography Lead Sheet.

#### This is done through:

- completion of worksheets and tests from the Bible curriculum;
- chanting and singing the series of events;
- research work by small groups and individuals on specific projects;
- integration with art, geography, history, and music;
- building models, making drawings, writing stories, playing games, and making collections and displays;
- dedicated memory work time during "memory period";
- guest speakers (when applicable);
- teacher-led devotionals.

### **Grammar**

Theme/Master Question:  
God seeks for us to use our writing to bring Him honor and glory.

#### Description:

This course continues the early phase of the grammar school study of formal English grammar as well as the fundamentals of composition. Students learn and apply basic parts of speech, write simple, complete sentences, use proper spelling and punctuation, and begin to put their ideas into words, phrases, and compositions. These fundamentals of expression are essential for all future studies in the school.

#### This is done through:

- primarily large-group instruction in parsing-classifying sentences/grammar;

- review of all basic grammar instruction through repeated chants, songs, and applications;
- individual instruction and editing;
- using imitation of well-written works to teach writing skills;
- integration with other subjects in writing / oral presentations;
- student presentations on composition work and literature questions;
- keeping a commonplacing journal kept from grades 1–4, incorporating quotes, handwriting, or other nongraded exercises to instill a love for commonplacing and prepare students for logic and rhetoric commonplacing.

### **Spelling/Penmanship**

Theme/Master Question:

How do speaking and spelling fit together?

Description:

This course continues the early phase of the grammar school study of spelling and penmanship. Students refine their handwriting skills in printing, master the “special sounds,” and memorize important spelling rules. These fundamentals of expression are essential for all future study in the school.

This is done through:

- primarily large-group instruction involving phonics lessons and phonics worksheets;
- utilizing “say and write” model with spelling lists;
- individual instruction and editing, including worksheets;
- integration of other subjects in writing / oral presentations (e.g., book reports, history, science tests, and Bible verse worksheets);
- incorporation with literature questions.

### **Literature/Reading**

Theme/Master Question:

What makes stories exciting to read and listen to?

Description:

The aim of this course is to help students adequately improve in their reading skills, their understanding of literature, and their application of literary skills. Second-grade literature focuses on works that are thematically related to the history track or push students to more complex reading levels, including chapter books. The first semester is spent solidifying basic reading skills while the second semester moves students into reading great children’s literature.

This is done through:

- small reading groups where students read orally, listen, and follow along with other students;
- individual oral reading to the class, teacher, teacher's aide, or parent volunteer;
- discussion about the book, in large or small groups, and answering oral and written questions;
- using pictures, objects, projects, personal stories, guest speakers, and field trips to increase comprehension and vocabulary, relating as much as possible to the lives of the students;
- providing time for silent reading and teacher or guest reading to students;
- integration with art, Bible, grammar, history, Latin, etc.;
- providing required oversight of independent reading.

## **Math**

Theme/Master Question:

How do numbers show the perfection of God's creation?

Description:

This course continues the grammar school study of arithmetic. Students should demonstrate an increasing understanding that God gave us numbers and mathematical systems to help us in life and to also help us understand His immutable (unchangeable) and logical character.

This is done through:

- teaching is primarily lecture and coaching, presenting new material and reviewing with the class using individual whiteboards at the desk, followed by working with students individually and in small groups to practice problem-solving strategies and conceptual thinking about math;
- emphasis is placed on logical evaluation of how and why math works and rote memorization of math facts; math is connected as often as possible to real-life situations and challenges;
- use of math chalkboard work, drills, games, small-group work and individual instruction, flashcards reviewed at home nightly, individual goals for accuracy/speed, timed tests, and various worksheets for enhancement; demonstration of given objectives with the use of manipulatives, measuring tools for length and volume, money, dice, student clocks, etc.;
- class begins each day with a brief activity, questions to consider, or math drill to prepare for the lesson or review.

## **History/Geography**

Theme Question:

Old Testament, Ancient Mesopotamia, and Egypt

Description:

This course begins the formal grammar school study of history, focusing primarily on Ancient Mesopotamia and Egypt. Students focus on the key

figures and events of the time period and celebrate with an Egyptian Day in the spring. The class also combines the Bible portion of the curriculum since the two subjects overlap closely. The course is intended to build the students' love of scripture and knowledge of historical events and context of the stories in Genesis through Joshua. The course alternates biblical and ancient Egyptian culture, history, and concepts as they dovetail with events in Bible history.

This is done through:

- primarily reading and discussion-oriented classes, based on individual or in-class readings as well as lectures;
- debates, recitations, reading or history card worksheets, and student presentations;
- viewing and discussing pertinent works of art, literature, music, and poetry;
- chanting and singing the series of events;
- beginning class each day with a brief activity, questions to consider, or written response designed to focus the class discussion and prepare students for the lesson;
- research work by small groups and individuals on specific projects;
- building models, making drawings, writing stories, playing games, and making collections and displays.

## **Science**

Theme/Master Question:

Mammals, Reptiles, and Amphibians

Description:

This course continues the grammar school science program, emphasizing the skill of observation and developing a sense of wonder about God's creation. Students will study various areas of life science, including invertebrates, vertebrates, mammals, reptiles, and amphibians.

This is done through:

- teaching is primarily lecture and discussion, during which the instructor introduces or reviews concepts from student readings and students respond;
- class begins each day with a brief activity or questions to consider, and chants designed to focus the class discussion and prepare students for the lesson;
- curriculum-related, appropriate grade-level literature;
- drawings and models (integration with art);
- oral reports;
- guest speakers and field trips;
- movies/films.