

# Curriculum Guide Second Grade History

## History -Unit 1

H2.1, H2.2, H2.3, H2.4, H2.5

### Biblical Worldview Essential Questions

**What does it mean for people to fill the earth and rule over the world?**

**Why do sin and suffering exist in the world?**

**Why are the Bible and church needs for Christians and not just wants?**

**How can a Christian get involved in his community?**

**9 weeks**

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p>The students will</p> <ul style="list-style-type: none"> <li>• display a willingness to consider other points of view</li> <li>• demonstrate divergent thinking in problem solving</li> <li>• demonstrate curiosity about history, geography</li> <li>• show and appreciation for their heritage</li> <li>• reflect a knowledge of history in everyday decision making</li> <li>• summarize data</li> <li>• infer relationships</li> <li>• identify sources of information</li> <li>• develop a knowledge of God</li> <li>• work with maps, diagrams, charts, time lines graphs, globes</li> <li>• use cardinal directions</li> <li>• learn to value the rights of citizenship</li> <li>• develop an evangelistic outlook</li> <li>• sequence events</li> <li>• formulate opinions</li> <li>• make predictions</li> </ul>	<ul style="list-style-type: none"> <li>• class readings</li> <li>• lecture</li> <li>• discussion of Biblical concepts</li> <li>• map study</li> <li>• content worksheets</li> <li>• review worksheets</li> <li>• enrichment worksheets</li> <li>• class discussion</li> <li>• class singing</li> </ul>	<ul style="list-style-type: none"> <li>• BJU Second Grade Curriculum</li> <li>• student text Heritage Studies 2</li> <li>• Heritage Studies 2 Notebook</li> <li>• Heritage Studies Listening CD</li> <li>• Maps and More</li> <li>• The History Time Line</li> <li>• Holy Bible</li> <li>• directional compass</li> <li>• construction paper</li> <li>• scissors</li> <li>• colored pencils</li> <li>• toy buckets</li> <li>• overhead projector</li> <li>• blank overhead transparency</li> <li>• large box with lid</li> <li>• key</li> <li>• tote bag</li> <li>• ink pad and rubber stamps</li> <li>• 2 shoe boxes</li> <li>• plastic grocery bag</li> <li>• 3x5 index cards</li> <li>• 3x5 index file box</li> <li>• transparent tape</li> <li>• stapler</li> <li>• toy telephones</li> <li>• antique item an old farm</li> <li>• seed or grain</li> <li>• magazine pictures of crops</li> <li>• brown paper grocery gabs</li> <li>• tape</li> <li>• piece of cotton cloth</li> <li>• piece of wool cloth</li> <li>• CD player</li> <li>• poster board</li> <li>• sentence strips</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of class participation</li> <li>• Class assignments</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Oral responses</li> </ul>

		<ul style="list-style-type: none"><li>• writing paper</li><li>• drawing paper</li><li>• items for trading</li><li>• string</li><li>• pushpins</li><li>• different kinds of knives</li><li>• beads</li><li>• different kinds of tools</li><li>• wrapping paper, ribbon</li><li>• plastic spoons</li><li>• napkins</li><li>• pebbles</li><li>• inflatable globe</li><li>• small clear glass jars with lids</li><li>• white flour</li><li>• cornmeal</li><li>• corn bread</li><li>• wide-mouthed container with plastic lid</li><li>• whipping cream</li><li>• salt</li><li>• long wooden dowel or pointer</li><li>• feather</li><li>• baby pictures of teacher/students</li><li>• photo of DBCS</li><li>• photo of Newport News</li><li>• hole puncher</li><li>• yarn</li><li>• yardstick</li><li>• census questionnaire</li><li>• candy</li><li>• treasure chest</li><li>• spray paint</li><li>• tissue boxes</li><li>• envelopes</li><li>• whistle</li></ul>	
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History -Unit 2

H2.1, H2.2, H2.3, H2.4, H2.5

**Biblical Worldview Essential Questions**

**How are Native American beliefs similar/different than Christian beliefs?**

**How did God use Columbus' voyage to further His purposes?**

**How do religion and religious beliefs affect a person's behavior?**

9 weeks

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p>The students will</p> <ul style="list-style-type: none"> <li>• display a willingness to consider other points of view</li> <li>• demonstrate divergent thinking in problem solving</li> <li>• demonstrate curiosity about history, geography</li> <li>• show and appreciation for their heritage</li> <li>• reflect a knowledge of history in everyday decision making</li> <li>• develop a Christ-like attitude toward authority</li> <li>• sequence events</li> <li>• summarize data</li> <li>• make predictions</li> <li>• formulate opinions</li> <li>• value the rights of citizenship</li> <li>• display an attitude of servanthood</li> <li>• show respect for heritage</li> <li>• infer relationships</li> <li>• work with graphs, charts, time lines, maps, diagrams, globes</li> <li>• use cardinal directions</li> <li>• identify sources of information</li> <li>• identify key documents</li> </ul>	<ul style="list-style-type: none"> <li>• class readings</li> <li>• lecture</li> <li>• discussion of Biblical concepts</li> <li>• map study</li> <li>• content worksheets</li> <li>• review worksheets</li> <li>• enrichment worksheets</li> <li>• class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• BJU Second Grade Curriculum</li> <li>• student text Heritage Studies 2</li> <li>• Heritage Studies 2 Notebook</li> <li>• Heritage Studies Listening CD</li> <li>• Maps and More</li> <li>• The History Time Line</li> <li>• Holy Bible</li> <li>• construction paper</li> <li>• index cards</li> <li>• tape</li> <li>• styrofoam</li> <li>• knife</li> <li>• newspapers</li> <li>• rolling pin</li> <li>• paint</li> <li>• paintbrush</li> <li>• wire clothes hanger</li> <li>• clothespins</li> <li>• Plasti-Tak</li> <li>• scissors</li> <li>• overhead projector</li> <li>• overhead transparencies</li> <li>• mirror</li> <li>• poster board</li> <li>• hammer</li> <li>• glue gun</li> <li>• hole puncher</li> <li>• yarn</li> <li>• cardboard</li> <li>• felt</li> <li>• crayons</li> <li>• glitter</li> <li>• stapler</li> <li>• apron</li> <li>• hat</li> <li>• toy buckets and shovels</li> <li>• rocks</li> <li>• brooms, rags, toy dishes, trays</li> <li>• lunch box</li> <li>• rubber bands</li> <li>• H volume of an</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of class participation</li> <li>• Class assignments</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Oral responses</li> </ul>

		<ul style="list-style-type: none"><li>encyclopedia set</li><li>• pictures of castles</li><li>• envelope</li><li>• names and addresses of missionaries</li><li>• wide-mouth jar</li><li>• 24" shoelace</li><li>• medium-sized bowl</li><li>• shoebox with lid</li><li>• sun-visor hats</li><li>• one-dollar bill, quarter</li><li>• ink pad</li><li>• rubber stamp</li><li>• piece of linen cloth</li><li>• piece of wool cloth</li><li>• newspaper</li><li>• tablecloth</li><li>• vase with flowers</li><li>• teapot</li><li>• tea bags</li><li>• water</li><li>• hot plate</li><li>• napkins</li><li>• cups, plates, spoons</li><li>• sugar</li><li>• cookies</li><li>• ruler</li><li>• glue</li><li>• straws</li><li>• American flag</li></ul>	
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History -Unit 3

H2.1, H2.2, H2.3, H2.4, H2.5

**Biblical Worldview Essential Questions**

**How would you evaluate the idea of a melting pot culture from a Christian worldview?**

9 weeks

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p>The students will</p> <ul style="list-style-type: none"> <li>• display a willingness to consider other points of view</li> <li>• demonstrate divergent thinking in problem solving</li> <li>• demonstrate curiosity about history, geography</li> <li>• show and appreciation for their heritage</li> <li>• reflect a knowledge of history in everyday decision making</li> <li>• understand more about Jesus Christ</li> <li>• summarize data</li> <li>• make predictions</li> <li>• infer relationships</li> <li>• formulate opinions</li> <li>• identify sources of information</li> <li>• practice contentment</li> <li>• work with charts, maps, diagrams</li> <li>• show respect for heritage</li> <li>• follow directions</li> <li>• value the rights of citizenship</li> <li>• sequence events</li> <li>• identify key documents</li> </ul>	<ul style="list-style-type: none"> <li>• class readings</li> <li>• lecture</li> <li>• discussion of Biblical concepts</li> <li>• map study</li> <li>• content worksheets</li> <li>• review worksheets</li> <li>• enrichment worksheets</li> <li>• class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• BJU Second Grade Curriculum</li> <li>• student text Heritage Studies 2</li> <li>• Heritage Studies 2 Notebook</li> <li>• Heritage Studies Listening CD</li> <li>• Maps and More</li> <li>• The History Time Line</li> <li>• Holy Bible</li> <li>• crayons</li> <li>• overhead projector</li> <li>• blank overhead transparency</li> <li>• piece of velveteen</li> <li>• piece of wool</li> <li>• belts</li> <li>• 24” circle of white cotton cloth for each girl student</li> <li>• 1 yard of ribbon for each girl student</li> <li>• black construction paper</li> <li>• staplers</li> <li>• tape</li> <li>• bell</li> <li>• gold or silver self-adhesive stars</li> <li>• glue</li> <li>• scissors</li> <li>• one-dollar bill</li> </ul>	<ul style="list-style-type: none"> <li>• observation of class participation</li> <li>• class assignments</li> <li>• quizzes</li> <li>• tests</li> <li>• oral responses</li> </ul>