

KEY LEARNINGS: SECOND GRADE

2003-2005

BIBLE

Exploring His Power: Through Creation, the Israelites, Jesus and the Early Church

- Identify Bible organization (book, chapters and verses)
- Know that Bible lessons can be used to help in everyday life
- Know that God is everywhere, all-powerful and all-knowing
- Understand that the “God Family” created the world, one way God reveals Himself to humanity
- Understand that Adam and Eve were created to have a perfect relationship with God
- Know the story of Jesus’ birth, death and resurrection
- Realize that salvation is a free gift when accepting Jesus as Savior
- Understand that although sins are forgiven, there are still consequences to choices
- Identify one’s spiritual gifts and acknowledge those given to others
- Understand that a consistent prayer life brings peace, protection and answers
- Know that God wants people to trust Him to provide all needs
- Understand that worship and obedience is a natural response to Christ’s work in one’s life
- Understand the importance of preparing for Christ’s return
- Know that God has forgiven and has the power to resurrect

FINE ARTS

Art - Consult the *NAD Fine Arts Curriculum Guide* for suggested activities to meet these objectives.

- Use different media, techniques and processes to communicate ideas, experiences and stories
- Know the differences among visual characteristics and purposes of art in order to convey ideas
- Select and use subject matter, symbols and ideas to communicate meaning
- Know that the visual arts have both history and specific relationships to various cultures
- Identify specific works of art as belonging to particular cultures, times and places
- Describe how people’s experiences influence the development of specific artworks
- Identify connections between the visual arts and other disciplines in the curriculum

Music

- Write whole, half, dotted half, quarter notes and rests
- Demonstrate correct posture and breathing
- Recognize the ABA pattern
- Recognize sudden or gradual changes in tempo
- Recognize sudden or gradual changes in dynamics
- Identify stringed instruments and their sounds
- Listen to classical music
- Learn to locate hymns by page numbers

LANGUAGE ARTS

Viewing

- State the main idea or message in visual media
- Explain personal thoughts and feelings after viewing media
- Use picture clues to predict content

Listening

- Use appropriate posture facing the speaker
- Provide immediate feedback
- Ask and answer relevant questions briefly and politely
- Determine purpose for listening

Reading

- Apply phonics elements in reading and writing
- Decode words in isolation and in connected text
- Know story elements
- Apply a variety of strategies to learn word meanings
- Use comprehension strategies to improve comprehension
- Increase speed of reading while maintaining accuracy

Speaking

- Convey clear and focused main idea with supporting details
- Ask questions to clarify information

Visually Representing

- Produce visual media to differentiate real and imaginary information
- Create visual media to demonstrate understanding

Writing

- Form letters and words so they can be easily read by others
- Correctly spell high-frequency sight words
- Practice the writing process
- Begin using characteristics of good writing
- Evaluate one's own writing
- Develop paragraphs with one topic and at least four supporting details
- Write for various purposes
- Use basic rules of punctuation

MATH**Number and Operations**

- Count and understand numbers with 3-digits
- Skip count by two, e.g. 23, 25, 27...
- Understand and use ordinals 1-20
- Understand even and odd numbers
- Understand the place value of hundreds, tens, ones
- Given a math fact, construct the other three in the fact family
- Know addition and subtraction facts through 20 by recall
- Add and subtract 2-digit numbers with renaming
- Add and subtract 3-digit numbers with no renaming
- Add a series of three numbers
- Using a number line, explain rounding to the nearest ten
- Write, add and subtract money using appropriate symbols
- Understand situations that entail multiplication and division, i.e. equal groupings of objects and sharing equally

Algebra

- Use patterns to make generalizations and predictions
- Analyze patterns in tables and graphs
- Describe qualitative and quantitative changes involving addition and subtraction
- Understand equivalence concepts using symbols

Geometry

- Investigate and predict results of assembling and disassembling 2- and 3- dimensional shapes
- Find locations using simple coordinates
- Recognize prisms, pyramids, cylinders and cones
- Relate ideas in geometry to number and measurement

Measurement

- Select and use appropriate measuring tools
- Select and use appropriate units of measurement
- Use different units to measure the same thing
- Use nonstandard units to compare weight of real objects and capacity of real containers
- Estimate the weight of an object
- Apply and use measurements in problems and "real life" situations
- Tell time to the nearest minute (digital) and the nearest 5 minutes (analog)
- Use and compare A.M. and P.M. time designations
- Count coins and dollars to \$5.00
- Determine correct change to \$1.00 by counting

- Estimate to the nearest dollar
- Use correct symbols in writing money amounts
- Understand one hour of elapsed time
- Identify days and dates on a calendar and one week before and after a certain date on a calendar

Data Analysis and Probability

- Construct and interpret data using a simple bar graph
- Interpret data as represented in a simple table or chart
- Make predictions, test validity and do a probability study with a 50/50 chance

PHYSICAL EDUCATION

Spiritual Emphasis

- Recognize that God's ideal for quality living includes a healthy lifestyle
- Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God
- Avoid at-risk behaviors
- Apply Christian principles in recreation and sports
- Achieve a balance in work and leisure; balancing physical, mental, social and spiritual activities
- Recognize the interaction of physical, mental and spiritual health with emotional and social well-being

Movement and Motor Skills

- Demonstrate mature form in skipping, hopping, galloping and sliding
- Demonstrate mature patterns in simple combinations, e.g. dribbling a ball while running
- Demonstrate smooth transitions between sequential motor skills, e.g. running into a jump
- Exhibit the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations, e.g. tossing a ball to a moving partner, rising and sinking while twisting, using different rhythms
- Demonstrate control in traveling activities (e.g. skipping, hopping, running) and weight bearing and balance activities on a variety of body parts
- Identify the critical element/s (technique/s) of basic movement patterns
- Apply movement concepts to a variety of basic skills
- Use feedback to improve performance

Lifestyle and Fitness

- Experience and express pleasure from participation in physical activity
- Identify at least one activity associated with each component of health-related physical activity, e.g. flexibility, muscular endurance, muscular strength, cardio-vascular endurance and body composition
- Engage in sustained physical activity that causes an increased heart rate and heavy breathing
- Recognize the physiological indicators that accompany moderate to vigorous physical activity, e.g. sweating, increased heart rate, heavy breathing
- Know how to measure heart rate
- Identify the components of health-related physical fitness
- Gain competence which will provide increased enjoyment in movement
- Try new activities
- Express feelings about and during physical activity
- Enjoy interaction with friends through physical activity

Sportsmanship and Appropriate Behaviors

- Apply rules, procedures and safe practices with little or no reinforcement
- Follow directions
- Work cooperatively with others to complete an assigned task
- Play and cooperate with others regardless of personal differences, e.g. gender, ethnicity, disability
- Treat others with respect during play
- Resolve conflicts in socially acceptable ways
- Practice Christ-like principles in interactions with others

SCIENCE

Physical: States and Changes of Matter, Energy Waves: Heat

- Identify the states of matter and their characteristics
- Describe physical changes that occur in matter
- Define heat and describe how it affects matter

Life: Amphibians/Reptiles, Insects, Human Body Systems

- Describe the basic needs of living things
- Recognize characteristics that are similar and different between organisms
- Describe how related plants and animals have similar characteristics
- Describe how animals gather and store food, defend themselves, find shelter and adapt
- Recognize the organization of the body's systems and organs

Earth: Geology (Earth's Structure, Dinosaurs/Fossils); Natural Resources

- Recognize physical differences in Earth materials
- Describe Earth's basic structure and habitats
- Understand God created a perfect Earth for human habitation
- Identify examples of common dinosaurs
- Explain fossils as the remains or evidence of formally living organisms
- Identify Earth's basic natural resources found and the wise use of these resources

Health: Home/Community Safety, Emotions

- Identify common hazards at home
- Observe rules for public safety and recall appropriate precautions that should be taken in special conditions
- Identify emotions and share feelings in appropriate ways
- Know ways to seek assistance if worried, abused or threatened

Scientific Inquiry

- Make observations
- Ask questions or form hypotheses based on these observations
- Plan a simple investigation
- Collect data from the investigation
- Use the data collected from the investigation to explain the results
- Safely use and store tools and equipment

Service and Career Options

- Explore ways to use Physical, Life, Health, and/or Earth Science to serve the community
- Identify careers in areas of science

SOCIAL STUDIES

OVERRIDING STATEMENTS: Civics, geography and economics should be studied within the context of the history for each grade.

INTEGRATION OF FAITH & LEARNING: Although individual religious concepts are not explicitly stated, the idea of God's leading in the affairs of history and human relationships should be embedded in all of the social studies lessons.

History: Neighborhoods (Time, Holidays, Neighborhoods: Past and Present)

- Begin using time lines and time words: now, later, before, then, etc.
- Recognize the significance of cultural holidays
- Understand that God is present in one's neighborhood
- Explore one's neighborhood
- Explore neighborhoods in history e.g. early settlers, Native American
- Recognize the significance of cultural holidays
- Understand how the Adventist church helps in one's neighborhood

Civics: Ideas about Civic Life, Politics and Government

- Understand the purposes of laws and know how they protect individual rights

- Know current local, national and global leaders
- Know the importance of Christian citizenship
- Develop responsibility through good decision making
- Understand individual roles in groups and government

Geography: Geographic Features and Patterns of the Environment

- Classify areas according to climate, vegetation and landform
- Locate where one's family lives on maps of neighborhood, community, state, country and world
- Construct a simple map of one's neighborhood
- Understand the interrelationship between people and the environment
- Know how a neighborhood is part of a community, state and country

Economics

- Understand responsibilities of Christian stewardship
- Know the ways people earn a living in the neighborhood
- Identify the basic needs of individuals, families and communities

TECHNOLOGY

- Demonstrate proper use and care of computers
- Begin learning basic keyboarding and computer terms
- Use computers to express ideas with drawing and word processing software
- Learn about the role of technology in business and the home
- Learn about technology related occupations
- Practice courtesy and sharing of computer time