

COURSE DESCRIPTIONS: SECOND GRADE

ART 2

Instructor: Mrs. Boden, hboden@ahsmail.com

Course Description: The goal of elementary art curriculum is to lay a foundation of the visual arts. God's elements of art and basic art skills will be introduced and applied to student's art production assignments. Students will develop their art skills through persistent effort in the art practices of coloring, cutting, drawing, painting, clay-building, and print-making. Students learn that by partnering with the spirit, they can all become wonderful artists. In this course students will learn

1. The character of God in His Creations through the visual arts.
2. God's Elements of Art and the definition of art.
3. Art "His" Story, the visual record of the Gospel, through study of master artists.
4. Each child's God-given talent to produce visual art for the glory of God.
5. A lifetime habit of good stewardship of time, talent, and tools.
6. Observation and problem-solving skills.
7. A wide variety of art media with an emphasis on the fine arts.
8. And develop fine motor coordination and resourcefulness by creating art work with their own hands.

Key Texts: Individual Artists and their masterpieces include:

1. Giotto (1266-1337)
2. Raphael (1483-1520)
3. Albrecht Durer (1471-1528)
4. Benjamin West (1738-1820)
5. August Renoir (1841-1919)
6. Joan Miro (1893-1983)

Publishable or Significant Projects: Drawing, Painting, Rubbing, Paper-cutting, and Printing.

Memorizations: None.

GEOGRAPHY 2

Instructors: Mrs. Bingham, dbingham@ahsmail.com, Mrs. Carver, lcarver@ahsmail.com, Mrs. Gorrell, dgorrell@ahsmail.com

Course Description: In this course, students will learn about the providential hand of God in the existence and purpose for the earth. Included will be lessons about the solar system, the motion of the earth and the shape and elements, climate and weather, directions, poles, and geographic circles. The students will also study oceans, seas, rivers and lakes of the world, the seven continents, and the mountains, deserts, plains, and islands. During the study of Jamestown, the students will focus on the state of Virginia. The learning will occur primarily through discussions, notebook work, map making, projects, and activities. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through the completion of assignments, maps, projects, and notebook work. The most reliable way to receive specific information about course work, including topics and timing, are the weekly newsletters sent home with your child. For many students, the most challenging part of class is to master the map standard, complete maps, assignments, and notebook work in a timely way as assigned by

the teacher. To support your student, please consider being aware of what work needs to be done and offer encouragement for completion of assignments in Geography. There will be very little homework required.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

HISTORY 2

Instructors: Mrs. Bingham, dbingham@ahsmail.com, Mrs. Carver, lcarver@ahsmail.com, Mrs. Gorrell, dgorrell@ahsmail.com

Course Description: In this course, students will learn the nineteen historical links taught at AHS with emphasis on the following: Old Testament, Bible into English, Jamestown/Pocahontas, Lewis and Clark, North American Indians, and Thomas Jefferson. Students will learn primarily through research, discussions, presentations, group projects, notebook pages, notes, physical activities, and special celebrations. The most reliable way to receive specific information about course work, including topics and timing, is through the weekly newsletter. For many students, the most challenging part of class is to complete the written work in a timely manner and understand the chronological order of events on the timeline. To support your student, please consider checking the weekly newsletter for curriculum topics, and encouraging your child to complete all of his/her work to be included in the notebook.

Key Texts: d'Aulaire, Ingri and Edgar, *Pocahontas*. (ISBN: 0-385-26607-3); d'Aulaire, Ingri and Edgar, *Benjamin Franklin*. (ISBN: 0-9643803-9-0); and selected biography assigned by teacher.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

LANGUAGE 2

Instructors: Mrs. Bingham, dbingham@ahsmail.com, Mrs. Carver, lcarver@ahsmail.com, Mrs. Gorrell, dgorrell@ahsmail.com

Course Description: In this course, students will learn the basic building blocks of the English language including parts of speech and simple sentence diagramming, rules of spelling, plurals and syllabication, the seventy-one Riggs English phonograms, and selected Latin and Greek roots. In addition, elements of good writing are introduced, modeled, and practiced, including emphasis on neat, readable printing and the introduction of cursive handwriting. Daily oral reading is expected and frequent practice and measurement of comprehension is utilized to evaluate progress through practice and assignments in grammar and syntax, spelling, reading and sentence and paragraph writing. These practice activities will be clearly modeled and demonstrated to help the student gain proficiency. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through reviewing the phonograms, preparing for spelling tests, learning to write complete sentences, and daily oral reading at home. Occasionally, there may be an assignment for a written paragraph in conjunction with a literature or history unit. The most reliable way to receive specific information about course work, including topics and timing, is in the weekly newsletters sent home with your child. For many students, the most challenging part of the class is mastering the

phonograms, having acceptable handwriting, and having the knowledge and confidence to organize thoughts into complete sentences and paragraphs. To support your student, please consider checking the spelling notebook daily to determine spelling words that need practicing, reading aloud with your child for fifteen to twenty minutes per day, and reviewing three to five phonograms daily. The occasional extra written homework will also be listed in your child's homework folder.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

LITERATURE 2

Instructors: Mrs. Bingham, dbingham@ahsmail.com, Mrs. Carver, lcarver@ahsmail.com, Mrs. Gorrell, dgorrell@ahsmail.com

Course Description: In this course, students will learn about literature and its components through the study of the following scriptural and classical literature selections: 23rd Psalm, poetry (Dickenson, Carroll, Longfellow, and Field), *Heidi*, *Pocahontas*, *Benjamin West and His Cat Grimalkin*, Benjamin Franklin, and a selected Shakespeare play. They will also learn and demonstrate their understanding through memorization, individual and group reading, teacher read-a-loud, art projects, notebook work, special celebrations, and through music, drama, and art related to the literature. The most reliable way to receive specific information about course work, including topics and timing, is through the weekly newsletters sent home with your child. For many students, the most challenging part of class is to complete notebook work in a timely manner and understanding the underlying themes and/or components of literature in the studied works. To support your student, please consider taking opportunities to discuss themes taught in the literature (e.g. how God answers prayer, the providential role of Pocahontas) with your child. These will be generally identified in the weekly parent letter. Please be sure your student is current with the reading.

Key Texts: Psalm 23; Longfellow, Henry Wadsworth, *Hiawatha*. (ISBN: 0-14-055882-9); Spyri, Johanna, *Heidi*. Helen B. Dole trans. (ISBN: 0-448-40563-6); Selected poems from Emily Dickenson, Lewis Carroll, and Eugene Field; Henry, Marguerite, *Benjamin West and His Cat Grimalkin*. (ISBN: 0-9705618-0-6); and current play by William Shakespeare.

Publishable or Significant Projects: Freedom Festival Essay—Students write about the topic of freedom, family, God and country and submit it to the yearly essay contest; Write a Psalm—Students will write their own personal Psalm using the language patterned after David in the Bible; Write a poem—Students will create their own poem patterned after one of the following poetry forms: Senses poem, triante, acrostic, or free verse; and Poems can be submitted to the Queen Elizabeth Shakespeare contest.

Memorizations: 2 Nephi 32:3; “Creation Poem”; Psalm 23; Longfellow, Henry Wadsworth, *Hiawatha*; Stephens, Laurie, “Christopher Columbus”; Joshua 24:15; I Samuel 16:7; and “Prayer”.

MATH 2 (SAXON)

Instructors: Mrs. Bingham, dbingham@ahsmail.com, Mrs. Carver, lcarver@ahsmail.com, Mrs. Gorrell, dgorrell@ahsmail.com

Course Description: In this course, students will learn fundamental math skills including addition and subtraction math fact mastery for numbers 1-10; adding and subtracting of up to three-digit numbers (including carrying/borrowing); beginning multiplication/division facts; telling time, fractions; counting money; making change; identifying and manipulating geometric shapes; using and understanding patterns; solving story problems; reading, interpreting, and making charts, diagrams, and thermometers; measurement (linear-fractional, inch, foot; and liquid-cup, pint, half gallon, gallon); and calendar skills (days of the week, months). Students learn these through daily instruction, practice, and homework. When appropriate, manipulatives and other hands-on work are utilized. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through an eighty percent (80%) or better score on the math assessments given after every ten lessons. In addition, they will be able to correctly demonstrate knowledge during the periodic oral assessments. The most reliable way to receive specific information about course work, including topics and timing, is through the weekly newsletters sent home with your child. For many students, the most challenging part of class is to complete assignments regularly and in a timely way and occasionally to have challenges with a specific math concept. To support your student, please consider overseeing the completion of daily homework, practicing math facts with cards or other methods to ensure mastery, and explaining math concepts that your student is struggling with or notifying the teacher of the difficulty.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

MUSIC 2

Instructor: Mrs. Otteson, dotteson@ahsmail.com

Course Description: In this course, students will learn building on the skills and repertoire from first grade, echoing short melodic patterns, written rhythmic dictation and adding to understanding of basic note notation through recognizing and conducting four beat meter, recognizing half notes (two-oo) and sixteenth notes (tikitiki), learning G, A, E and adding solfege notation of do-re. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through beat books, devotionals, and demonstrations of hand signals, reading the music, using felt staffs, and completing other musical handouts. The most reliable way to receive specific information about course work, including topics and timing, is through occasional notes home and email or phone calls. For many students, the most challenging part of class is to master “in-tune” singing, conducting, and to demonstrate mastery of skills. To support your student, please consider coming anytime to visit the classroom, especially when invited. Ask students to demonstrate musical skills or songs they have learned.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

PHYSICAL EDUCATION 2

Instructor: Ms. Patch, chrisann.patch@gmail.com

Course Description: In this course, students will learn fundamental skills (using beanbags, playground balls, hoops, basketballs, jump ropes, scooters, and the parachute), enjoy rhythmic movement, play games, and experience quiet time. The children will learn primarily through play. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through performing in a school-wide dance festival and participating in the Presidential Fitness program. Fitness tests will be administered at the beginning and end of the year. Children are encouraged to improve their test scores by practicing daily at home. To support your student, please consider enjoying recreational activities as a family such as swimming, biking, and playing sports or practicing push-ups or doing exercises each day after family prayer or after Family Home Evening. You could run a marathon with your child or take walks, rake leaves, or do other work projects together. Keeping a record of work done outside of class is optional. Enrolling them in a sports program such as soccer, basketball, football, or swimming is also a great way to help them be active.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

SCIENCE 2

Instructor: Mrs. Willis, nwillis@ahsmaail.com

Course Description: In this course, students will learn about astronomy, oceanography, and geology through open discussions; study of Copernicus, Galileo, Newton, and Maury; and labs (wave bottles, ocean floor model, star constellation drawing, breaking of geodes, growing of crystals, rock collection, and observation of the movement of the earth). In addition to being able to discuss these topics, students will demonstrate their understanding through completing models (everything labeled), participating in all classroom labs, drawings, handouts, tests, classroom discussions, a rock collection, and completing observation sheets. The most reliable way for parents to receive ongoing information about specific coursework, including topics and timing, is through the “Science Weekly” newsletter that is posted on Edline every week. To support your student, please consider reviewing the “Science Weekly” newsletter three times per week with your child for ten minutes per day.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.