

*Curriculum Guide Second Grade History*

History -Unit 1

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

**Biblical Worldview Essential Questions**

**As a Christian how can I fulfill my responsibilities?**

**What motivates me to fulfill my responsibilities?**

**Am I willing to give up my rights for the good of others?**

**5 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>• state the Creation Mandate</li> <li>• explain the meaning of the Creation Mandate</li> <li>• relate the Creation Mandate to the development of communities</li> <li>• distinguish fact and fiction in an American legend</li> <li>• identify sources about communities of the past</li> <li>• describe how people lived in the past, including their values and beliefs</li> <li>• describe how communities looked in the past</li> <li>• compare communities of the past with communities of today</li> <li>• identify who Norman Rockwell was</li> <li>• describe what Norman Rockwell did</li> <li>• assess the impact Norman Rockwell had on American communities</li> <li>• explain why people of similar cultures stay together</li> <li>• compare the reasons families moved in the past with the reasons families move now</li> <li>• research sources to make a family tree</li> <li>• create a family tree using a graphic organizer</li> <li>• research changes in the local community</li> <li>• compare changes of the</li> </ul>	<ul style="list-style-type: none"> <li>• class readings</li> <li>• lecture</li> <li>• discussion of Biblical concepts</li> <li>• content worksheets</li> <li>• review worksheets</li> <li>• class discussion</li> <li>• videos</li> <li>• project on researching community in the past</li> </ul>	<ul style="list-style-type: none"> <li>• BJU Second Grade Curriculum</li> <li>• student text Communities and Government 2</li> <li>• Communities and Government 2 Workbook</li> <li>• BJU online teacher resources</li> <li>• Holy Bible</li> <li>• apple cider</li> <li>• black and white photo</li> <li>• video – Rosa Parks</li> <li>• video – New York City in the past</li> <li>• video – San Francisco Streetcars</li> <li>• glue</li> <li>• Instructional Aid 1.1</li> <li>• current event articles</li> <li>• whiteboard</li> <li>• dry erase marker</li> <li>• projector</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of class participation</li> <li>• Class assignments</li> <li>• Projects</li> <li>• Tests</li> <li>• Oral responses</li> </ul>

<p>past with changes today</p> <ul style="list-style-type: none"><li>• explain how values, technology, and resources change communities</li><li>• compare points of view on change</li><li>• research the history of the local community</li><li>• create a timeline of important events in the community's past</li><li>• list ways the community's past affects the community today</li><li>• identify who Jonathan Edwards was</li><li>• describe why Jonathan Edwards was involved in communities</li><li>• explain how communities were changed by the ministry of Jonathan Edwards</li><li>• propose how the student can get involved in the local community</li></ul>			
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History -Unit 2

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

**Biblical Worldview Essential Questions**

**What is the biblical role of government?**

**What are some ways societies violate people's rights?**

**How can I promote justice?**

5 weeks

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• state the purpose of a law</li> <li>• define bill</li> <li>• trace the steps in the process of a bill becoming a law</li> <li>• describe what society would be like without government</li> <li>• state the Biblical role of government</li> <li>• identify basic functions of government</li> <li>• explain the rights and civil duties that every government should protect and enforce</li> <li>• explain the purpose of the Constitution</li> <li>• list the three branches of national government as outlined in the Constitution</li> <li>• summarize the history of the Constitution</li> <li>• relate the Bill of Rights to the Biblical purpose of the government</li> <li>• explain the purpose of the Bill of Rights</li> <li>• identify who John Adams was</li> <li>• describe what John Adams did</li> <li>• explain John Adams's impact on the government of the United States</li> <li>• summarize the functions of the legislative branch</li> <li>• summarize the functions of the executive branch</li> <li>• summarize the functions of the judicial branch</li> <li>• name current officials of the national government</li> <li>• identify key buildings and monuments in</li> </ul>	<ul style="list-style-type: none"> <li>• class readings</li> <li>• lecture</li> <li>• discussion of Biblical concepts</li> <li>• content worksheets</li> <li>• review worksheets</li> <li>• class discussion</li> <li>• videos</li> <li>• project – making a bill</li> </ul>	<ul style="list-style-type: none"> <li>• BJU Second Grade Curriculum</li> <li>• student text Community and Government 2</li> <li>• Community and Government 2 Workbook</li> <li>• BJU online teacher resources</li> <li>• Holy Bible</li> <li>• pictures of national parks</li> <li>• video – Old Faithful Webcam</li> <li>• receipts</li> <li>• Instructional Aid 2.1 – The Great Compromise</li> <li>• video – School House Rock How a Bill Becomes a Law</li> <li>• video – virtual tour of Washington, DC</li> <li>• pictures of landmarks from Washington, DC</li> <li>• Instructional Aid 2.2 – State and Local Leaders</li> <li>• photos of current state and local leaders</li> <li>• Instructional Aid 2.3 – Neglecting Rights and Responsibilities</li> <li>• jacket</li> <li>• notebook</li> <li>• plastic water bottle</li> <li>• video – clip of Olympic Games</li> <li>• whiteboard</li> <li>• dry erase marker</li> <li>• projector</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of class participation</li> <li>• Class assignments</li> <li>• Tests</li> <li>• Oral responses</li> </ul>

<p>Washington, DC</p> <ul style="list-style-type: none"><li>• explain the importance of key buildings and monuments in Washington, DC</li><li>• identify who Abigail Adams was</li><li>• describe what Abigail Adams did</li><li>• explain how Abigail Adams served her country</li><li>• identify the three levels of government</li><li>• name officials of your state government</li><li>• describe the functions of a state government</li><li>• name officials of your local government</li><li>• describe the functions of a local government</li><li>• explain the roles of citizens in elections</li><li>• compare election and appointment</li><li>• classify government leaders as elected or appointed</li><li>• identify two ways to become a United States citizen</li><li>• identify American core values of freedom, equality, individualism, and growth</li><li>• describe rights of United States citizens</li><li>• describe responsibilities of United States citizens</li><li>• evaluate problems that arise when citizens violate each other's rights and neglect their civil duties</li><li>• propose solutions to problems that arise when citizens violate each other's rights</li><li>• identify a problem in your classroom or school</li><li>• compare alternative solutions to the problem</li><li>• implement a solution to the problem</li><li>• evaluate the effectiveness of a solution to a problem</li><li>• list reasons countries might work together</li></ul>			
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<ul style="list-style-type: none"><li>• give examples of cooperation among nations</li></ul>			
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## History -Unit 3

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

**Biblical Worldview Essential Questions**  
**Why does God want people to buy and sell?**  
**Why is making money hard work?**  
**How should I use money?**

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>• compare how people used to shop for goods with how people shop for goods now</li> <li>• assess the importance of a strong work ethic in building a business</li> <li>• explain the importance of work</li> <li>• define specialization</li> <li>• list specialized jobs of people in the local community</li> <li>• evaluate work and making money</li> <li>• formulate a Biblical approach to work</li> <li>• define scarcity</li> <li>• explain how scarcity prevents people from having everything they want</li> <li>• define opportunity cost</li> <li>• explain how to make good choices about spending money</li> <li>• compare options to determine how to spend money</li> <li>• write a Biblical response to a case study involving scarcity</li> <li>• explain the purpose of a budget</li> <li>• describe benefits of saving money</li> <li>• explain the importance of saving and given from a Biblical worldview</li> <li>• create a sample budget</li> <li>• research a local business to tell how the goods or services it provides help its community</li> </ul>	<ul style="list-style-type: none"> <li>• class readings</li> <li>• lecture</li> <li>• discussion of Biblical concepts</li> <li>• content worksheets</li> <li>• review worksheets</li> <li>• class discussion</li> <li>• video</li> <li>• game</li> </ul>	<ul style="list-style-type: none"> <li>• BJU Second Grade Curriculum</li> <li>• student text Community and Government 2</li> <li>• Community and Government 2 Workbook</li> <li>• BJU online teacher resources</li> <li>• Holy Bible</li> <li>• prizes</li> <li>• Instructional Aid 3.1 – Businesses in My Community</li> <li>• Instructional Aid 3.2- Products We Use</li> <li>• Game – Who Am I?</li> <li>• Instructional Aid 3.3 – Causes and Effects</li> <li>• cups of lemonade</li> <li>• play money</li> <li>• video – assembly line</li> <li>• Instructional Aid 3.4 – Resources Game</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>• describe goods and services offered in the local community</li> <li>• compare ways of obtaining goods and services</li> <li>• list three types of productive resources</li> <li>• give examples of the three types of productive resources</li> <li>• describe the effects resources can have on the production of goods</li> <li>• formulate a Biblical position on natural resource use</li> <li>• analyze a diagram that identifies steps in the development of a product</li> <li>• identify who George Washington Carver was</li> <li>• describe what George Washington Carver did</li> <li>• explain how George Washington Carver impacted economics</li> <li>• explain how producers and consumers help each other</li> <li>• describe how a person can be both a producer and a consumer</li> <li>• describe the effect of price on the demand for goods</li> <li>• name the product Henry Ford is known for</li> <li>• explain Henry Ford's role in the development of the assembly line</li> <li>• analyze the effects of the assembly line on modern culture</li> <li>• explain why countries trade with each other</li> <li>• give examples of trade between countries</li> <li>• demonstrate benefits of trading</li> </ul>			
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**Biblical Worldview Essential Questions**

**What are some ways people misuse creation?**

**How do I take care of God’s creation?**

**How can I help people who suffer from natural disasters?**

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>• trace Daniel Boone’s journey west</li> <li>• explain from a story why people moved west</li> <li>• identify who Sacagawea was</li> <li>• describe what Sacagawea did</li> <li>• recognize contributions Sacagawea made to the exploration of the United States</li> <li>• identify countries, oceans, and the Great Lakes on a map of the North American continent</li> <li>• locate places using a grid map</li> <li>• measure distance on a map using a map scale</li> <li>• define region</li> <li>• locate regions on a map of the United States</li> <li>• relate culture and physical geography in regions of the United States</li> <li>• identify influences that affect where people live</li> <li>• use a population density map to identify which places in the United States have the greatest populations</li> <li>• compare the population density of the student’s region with the population density of another region</li> <li>• analyze the different factors that cause certain regions to have higher</li> </ul>	<ul style="list-style-type: none"> <li>• class readings</li> <li>• lecture</li> <li>• discussion of Biblical concepts</li> <li>• content worksheets</li> <li>• review worksheets</li> <li>• class discussion</li> <li>• video</li> </ul>	<ul style="list-style-type: none"> <li>• BJU Second Grade Curriculum</li> <li>• student text</li> <li>• Community and Government 2</li> <li>• Community and Government 2 Workbook</li> <li>• BJU online teacher resources</li> <li>• Holy Bible</li> <li>• Instructional Aid 4.1 – People Working Together</li> <li>• Ruler</li> <li>• Instructional Aid 4.2- Different Features</li> <li>• Map of the local community</li> <li>• Instructional Aid 4.3 – Different Climates</li> <li>• Disaster kit and items that would go in it</li> <li>•</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>



<p>population densities than others</p> <ul style="list-style-type: none"> <li>• describe the landforms found in the United States</li> <li>• identify landforms in the student’s region and state on a physical map of the United States</li> <li>• identify landforms in the local community</li> <li>• describe bodies of water found in the United States</li> <li>• identify bodies of water in the student’s region and state on a physical map of the United States</li> <li>• identify bodies of water in the local community</li> <li>• define climate</li> <li>• identify climate zones on a map of the United States</li> <li>• identify the climate in the student’s region</li> <li>• define natural disaster</li> <li>• list various natural disasters</li> <li>• explain why natural disasters occur</li> <li>• identify disaster relief groups</li> <li>• assess the impact of disaster relief groups</li> <li>• propose ways to be involved in disaster relief</li> <li>• research how to prepare for a natural disaster</li> <li>• write from research how to prepare for a natural disaster</li> <li>• choose items for a safety kit</li> </ul>			
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**Biblical Worldview Essential Questions**

**How is contributing to culture part of the Creation Mandate?**

**How do people distort core values?**

**What is the right way to practice core values?**

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>• describe the construction of Mount Rushmore</li> <li>• explain the significance of Mount Rushmore</li> <li>• list elements that are part of culture</li> <li>• list forces that influence culture</li> <li>• describe the biblical foundation of culture</li> <li>• explain how the Fall has affected culture</li> <li>• explain the need for Christians to be salt and light in their cultures</li> <li>• list four American core values</li> <li>• describe biblical applications of the core values</li> <li>• describe how sin distorts the core values</li> <li>• distinguish core value applications that are biblical from those that are not</li> <li>• describe the cultures of three Native American tribes</li> <li>• compare the cultures of three Native American tribes</li> <li>• assesses effects of Native American culture on the culture of the United States</li> <li>• identify who Crazy Horse was</li> <li>• describe the importance of the Crazy Horse Memorial</li> <li>• summarize the story of the carving of the Crazy Horse Memorial</li> <li>• describe the impact of</li> </ul>	<ul style="list-style-type: none"> <li>• class readings</li> <li>• lecture</li> <li>• discussion of Biblical concepts</li> <li>• content worksheets</li> <li>• review worksheets</li> <li>• class discussion</li> <li>• video</li> </ul>	<ul style="list-style-type: none"> <li>• BJU Second Grade Curriculum</li> <li>• student text</li> <li>• Community and Government 2</li> <li>• Community and Government 2 Workbook</li> <li>• BJU online teacher resources</li> <li>• Holy Bible</li> <li>• Pictures of national memorials</li> <li>• Instructional Aid 5.1 – Cultural Interview Questions</li> <li>• Instructional Aid 5.2- Comparing Tribes</li> <li>• Cell phone</li> <li>• Instructional Aid 5.4-5.6 – Review Bingo</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>

<p>specific immigrants on the arts in the United States</p> <ul style="list-style-type: none"><li>• analyze the impact of past immigrants on the regional culture in the United States</li><li>• explain how immigration of the past continues to influence American culture today</li><li>• identify who Jackie Robinson was</li><li>• describe what Jackie Robinson did</li><li>• assess Jackie Robinson's impact on American culture</li><li>• identify examples of technology related to communities, transportation, and recreation in the United States</li><li>• analyze the impact of technology on American culture</li><li>• evaluate the impact of technology on American culture</li><li>• identify who Alexander Graham Bell was</li><li>• explain Alexander Graham Bell's role in the development of the telephone</li><li>• analyze the impact of the telephone on modern American society</li><li>• describe the impact of American culture on other countries</li><li>• evaluate the impact of American culture on other countries</li><li>• assess the impact of American culture on sharing the gospel in other countries</li><li>• describe American celebrations</li><li>• analyze American celebrations to see how they unify people</li></ul>			
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