

Bob Jones University

Course Outline—**Second-Grade** **Heritage Studies**

Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration
<p>Chapter 1: Communities Old and New The Students Will:</p> <ul style="list-style-type: none"> • list services and businesses in the area (Lesson 1). • answer questions about a map (Lesson 1). • draw a map of the classroom (Lesson 1). • describe the differences between firefighting methods of long ago and those of today (Lesson 2). • draw a picture of some aspect of modern firefighting (Lesson 2). • write thank-you letters to a firefighter (Lesson 2). • complete a diagram of how the U.S. postal system works (Lesson 3). • explain resources and parts of a library (Lesson 4). • tell how to get help for a sick or injured person (Lesson 5). • prepare a chart of important telephone numbers (Lesson 5). 	<p>30 min./ 2 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Worktext Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 2 for Christian Schools</i> Pages 2-14</p> <p><u>Teacher's Edition</u> Pages 3-27</p> <p><u>Student Notebook</u> Pages 1-4</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other materials as specified in the Teacher's Edition</p>	<p>BATs: Bible Action Truths BP: Bible Promise</p> <p>BATs:</p> <ul style="list-style-type: none"> • 1b Repentance and faith • 1c Separation from the world. • 2b Servanthood • 2f Enthusiasm • 4c Honesty • 5b Giving • 5c Evangelism and missions • 5e Friendliness • 6a Bible study • 7d Contentment • 8a Faith in God's promises • 8b Faith in the power of the Word of God • 8c Fight • 8d Courage

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<p>Chapter 2: Farming The Students Will:</p> <ul style="list-style-type: none"> • identify items that are associated with farms (Lesson 6). • distinguish between farm items of the past and of the present (Lesson 6). • recount how farmers of long ago plowed and planted (Lesson 7). • “harvest” a crop (Lesson 8). • complete a picture graph (Lesson 8). • identify the steps in making cloth (Lesson 9). • answer questions by reading a graph (Lesson 10). 	<p>30 min. 10 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher’s Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Worktext Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 2 for Christian Schools</i> Pages 15-30</p> <p><u>Teacher’s Edition</u> Pages 29-57</p> <p><u>Student Notebook</u> Pages 5-10</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other material as specified in the Teacher’s Edition</p>	<p>BATs:</p> <ul style="list-style-type: none"> • 1a Understanding Jesus Christ • 1c Separation from the world • 2e Work • 3a Self-concept • 3b Mind • 4a Sowing and reaping • 4b Purity • 6b Prayer • 6c Spirit-filled • 7b Exaltation of Christ • 7c Praise • 8a Faith in God’s promises • 8d Courage

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<p>Chapter 3: Starting the Colonies The Students Will:</p> <ul style="list-style-type: none"> • sequence events in the founding of Jamestown, Virginia (Lesson 11). • write and illustrate an exciting story about themselves or someone that they know (Supplement). • identify situations where trading is taking place (Lesson 12). • name an item that the settlers might have brought with them to the colonies (Lesson 13). • identify geographic factors that are important to successful settlements (Lesson 14). • match the names of colonies with their special meanings (Lesson 15). • complete a graph (Lesson 16). • write a paragraph telling in which colony they would have liked to live (Lesson 16). 	<p>30 min. 14 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Worktext Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 2 for Christian Schools</i> Pages 32-48; 205; 208-9</p> <p><u>Teacher's Edition</u> Pages 59-97</p> <p><u>Student Notebook</u> Pages 11-16</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other material as specified in the Teacher's Edition</p>	<p>BATs:</p> <ul style="list-style-type: none"> • 1a Understanding Jesus Christ • 1c Separation from the world • 2e Work • 3a Self-concept • 3b Mind • 4a Sowing and reaping • 4b Purity • 6b Prayer • 6c Spirit-filled • 7b Exaltation of Christ • 7c Praise • 8a Faith in God's promises • 8d Courage <p>BP:</p> <ul style="list-style-type: none"> • I - God as Master

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<p>Chapter 4: People From All Over The Students Will:</p> <ul style="list-style-type: none"> • prepare a family pedigree chart (Lesson 17). • locate a country on a globe (Lesson 17). • identify land claimed by the French, Spanish, and English colonies in North and South America (Supplement). • answer questions about the colonists' homes to complete a crossword puzzle (Lesson 18). • identify things that were not found in the kitchen or on the table of most colonists (Lesson 19). • prepare a timeline of another student (Lesson 20). • identify items the colonists might have brought with them, made, or bought (Lesson 20). • distinguish between activities the colonists did every day and those reserved for special holidays (Lesson 21). • identify things the colonists did on Sunday (Lesson 22). 	<p>30 min. 16 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Worktext Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 2 for Christian Schools</i> Pages 50-64; 206</p> <p><u>Teacher's Edition</u> Pages 99-131</p> <p><u>Student Notebook</u> Pages 17-23</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other material as specified in the Teacher's Edition</p>	<p>BATs:</p> <ul style="list-style-type: none"> • 2c Faithfulness • 2e Work • 2f Enthusiasm • 4d Victory • 5c Evangelism and missions • 6a Bible study • 6b Prayer • 6c Spirit-filled • 6e Forgiveness • 7b Exaltation of Christ • 7c Praise • 7d Contentment • 8b Faith in the power of the Word of God <p>BP:</p> <ul style="list-style-type: none"> • D - Identified in Christ

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<p>Chapter 5: Communities Grow The Students Will:</p> <ul style="list-style-type: none"> • identify classmates' baby pictures (Lesson 23). • answer questions about the town (Lesson 23). • complete a flow chart (Lesson 23). • identify towns from clues (Lesson 24). • make booklets about the town (Lesson 24). • count various items that belong to classmates (Lesson 25). • record their findings from the counting activity on a bar graph (Lesson 25). • follow a map on a treasure hunt (Lesson 26). • add distances of paths on a map (Lesson 26). • identify the shortest path on a map (Lesson 26). • follow directions (Supplement). • make a map of the classroom (Supplement). 	<p>30 min. 8 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Worktext Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 2 for Christian Schools</i> Pages 66-74</p> <p><u>Teacher's Edition</u> Pages 133-64</p> <p><u>Student Notebook</u> Pages 24-30</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other material as specified in the Teacher's Edition</p>	<p>BATs:</p> <ul style="list-style-type: none"> • 3a Self-concept • 2d Goal setting

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<p>Chapter 6: Shopkeeping The Students Will:</p> <ul style="list-style-type: none"> • set 'type' for a headline (Lesson 27). • recount the events of a day in the life of a printer's apprentice (Lesson 27). • identify aspects of a blacksmith's work (Lesson 28). • construct a model shoe (Lesson 29). • match surnames with trades from which they come (Lesson 30). • match items with the craftsmen who produced them (Lesson 30). 	<p>30 min. 11 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 2 for Christian Schools</i> Pages 76-90</p> <p><u>Teacher's Edition</u> Pages 165-99</p> <p><u>Student Notebook</u> Pages 31-40</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other material as specified in the Teacher's Edition</p>	<p>BATs:</p> <ul style="list-style-type: none"> • 2a Authority • 2b Servanthood • 2c Faithfulness • 2d Goal setting • 2e Work • 2f Enthusiasm • 3a Self-concept • 4a Sowing and reaping • 4c Honesty

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<p>Chapter 7: Kings and Queens The Students Will:</p> <ul style="list-style-type: none"> • make a crown (Lesson 31). • find directions on a map by using a compass rose (Lesson 31). • differentiate laws made by bad rulers and laws made by good rulers (Lesson 31). • act out the role of a noble or a serf (Supplement). • complete a paragraph about their experiences of being either nobles or serfs (Supplement). • write Roman numerals, I through XV (Lesson 32). • Identify fifteen true statements about Louis XV (Lesson 32). • Make a flute (Lesson 33). • distinguish events that took place before Frederick was king from events that took place after Frederick became king (Lesson 33). • sing a song using Maria Theresa's full name (Lesson 34). • identify key words in a question (Lesson 34). • select the correct encyclopedia volume to find information about the key word (Lesson 34). • identify the correct set of guide words that encompass the key word on an encyclopedia page (Lesson 34). • identify characteristics of Catherine II as a youth (Lesson 35). • identify characteristics of Catherine II as a ruler (Lesson 35). • write a letter (Lesson 35). 	<p>30 min. 11 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 2 for Christian Schools</i> Pages 92-108; 212-13</p> <p><u>Teacher's Edition</u> Pages 201-25</p> <p><u>Student Notebook</u> Pages 41-44</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other material as specified in the Teacher's Edition</p>	<p>BATs:</p> <ul style="list-style-type: none"> • 1c Separation from the world • 2a Authority • 2c Faithfulness • 2d Goal setting • 2e Work • 2f Enthusiasm • 4a Sowing and reaping • 4b Purity • 4c Honesty • 4d Victory • 5a Love • 5b Giving • 5c Evangelism and missions • 7b Exaltation of Christ • 7d Contentment • 7e Humility • 8a Faith in God's promises • 8b Faith in the power of the Word of God

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<p>Chapter 8: Kings Make Rules The Students Will:</p> <ul style="list-style-type: none"> • identify whether a phrase relates to France or England (Lesson 36). • sing a French song (Lesson 37). • find words and phrases in a word-search puzzle (Lesson 37). • make a money pouch (Lesson 38). • answer questions about the French and Indian Wars (Lesson 38). • answer statements about the last battle of the French and Indian Wars as either true or false. • sing a song about Daniel Boone (Lesson 40). • identify true and false statements about Daniel Boone and the French and Indian Wars (Lesson 40). 	<p>30 min. 7 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher’s Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 2 for Christian Schools</i> Pages 110-22</p> <p><u>Teacher’s Edition</u> Pages 227-51</p> <p><u>Student Notebook</u> Pages 45-50</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other material as specified in the Teacher’s Edition</p>	<p>BATs:</p> <ul style="list-style-type: none"> • 2a Authority • 2b Servanthood • 4c Honesty • 5a Love • 5b Giving • 5c Evangelism • 6a Bible Study • 6d Clear conscience • 8a Faith in God’s promises • 8c Fight • 8d Courage

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<p>Chapter 9: This Means War! The Students Will:</p> <ul style="list-style-type: none"> discriminate between things that would and things that would not be taxed under the Stamp act (Lesson 41). make a personal time line for a week (Lesson 42). give reasons that the English soldiers should not have been sent to Boston (Lesson 43). complete a “letter to the editor,” giving a reason that the English soldiers should be sent home (Lesson 44). recognize and recall the sequence of events from the passing of the tea tax to the colonists’ gathering weapons for war against England (Lesson 45). 	<p>30 min. 13 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher’s Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 2 for Christian Schools</i> Pages 124-40; 208-9</p> <p><u>Teacher’s Edition</u> Pages 353-280</p> <p><u>Student Notebook</u> Pages 51-57</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other material as specified in the Teacher’s Edition</p>	<p>BATs:</p> <ul style="list-style-type: none"> 2e Work 2f Enthusiasm 3a Self-concept 3c Emotional control 3d Body as a temple 6b Prayer <p>BP:</p> <ul style="list-style-type: none"> C - Basis for Prayer

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<p>Chapter 10: Freedom The Students Will:</p> <ul style="list-style-type: none"> • match captions with the corresponding pictures (Lesson 46). • state in a complete sentence the main idea of a picture (Lesson 47). • write about a freedom for which they are thankful (Lesson 48). • complete a graph of redcoat and American battle victories (Lesson 49). • define the words <i>hero</i> and <i>traitor</i> (Lesson 49). • compare and contrast different American flags (Supplement). • correctly color a picture of an American flag (Supplement). • write a journal entry form a “soldier” at Valley Forge (Lesson 50). • read a play (Lesson 51). • sequence pictures representing the events of the story of Molly Pitcher (Lesson 51). • write words to fit the tune of “Yankee Doodle” (Lesson 52). • fill in a bar graph to indicate the number of American soldiers and redcoats were at the Battle of Yorktown (Lesson 52). 	<p>30 min. 15 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher’s Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 2 for Christian Schools</i> Pages 142-60; 200-2; 204; 207; 210-11</p> <p><u>Teacher’s Edition</u> Pages 281-319</p> <p><u>Student Notebook</u> Pages 58-74</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other material as specified in the Teacher’s Edition</p>	<p>BATs:</p> <ul style="list-style-type: none"> • 2a Authority • 2c Faithfulness • 2d Goal setting • 2e Work • 3c Emotional control • 4c Honesty • 6a Bible study • 6d prayer • 7d Contentment • 7e Humility • 8b Faith in the power of the Word of God • 8c Fight • 3d Courage <p>BP:</p> <ul style="list-style-type: none"> • I - God as Master • G - Christ as Friend

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<p>Chapter 11: What People Wore The Students Will:</p> <ul style="list-style-type: none"> • record the colors of Separatist clothing shown in drawings (Lesson 53). • color drawings appropriately (Lesson 53). • identify clothes that would or would not be worn in Plymouth Plantation (Lesson 54). • distinguish working-class Colonial clothes from other clothes (Lesson 55). • make up a story about two Colonial children (Lesson 55). • identify American colonial and British soldiers by their uniforms (Lesson 56). • make and wear a costume hat or cap (Lesson 57). • tell about a wig maker's work (Lesson 57). • draw a picture of themselves (Lesson 58). • tell what their clothes say about them (Lesson 58). 	<p>30 min. 13 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 2 for Christian Schools</i> Pages 162-78</p> <p><u>Teacher's Edition</u> Pages 321-51</p> <p><u>Student Notebook</u> Pages 75-85</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other material as specified in the Teacher's Edition</p>	<p>BATs:</p> <ul style="list-style-type: none"> • 1a Understanding Jesus Christ • 1b Repentance and faith • 2a Authority • 2b Servanthood • 2d Goal setting • 2e Work • 4d Victory • 6a Bible study • 6c Spirit filled • 7b Exaltation of Christ • 7d Contentment • 7e Humility • 8a Faith in God's promises • 8b Faith in the power of the Word of God • 8c Fight • 8d Courage

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<p>Chapter 12: Starting A Country The Students Will:</p> <ul style="list-style-type: none"> • identify true or false statements about the lesson content (Lesson 59). • participate in constructing a graph (Lesson 59). • write what they have learned about the Liberty Bell (Supplement). • color a political map according to its key (Lesson 60). • answer questions based on a political map (Lesson 60). • distinguish between appropriate and inappropriate playground activities (Lesson 61). • make up a playground rule (Lesson 61). • construct a simple version of the Great Seal (Lesson 62). • recall, in context, terms discussed in the lesson (Lesson 62). 	<p>30 min. 10 days</p>	<p>Read and discuss material in text. Use interactive and hands-on activities outlined in Teacher's Edition. Assign worktext pages to provide practice.</p> <p>Evaluation Techniques Workbook Pages Group Projects Individual Projects Class Participation Class Discussions</p>	<p><i>Heritage Studies 2 for Christian Schools</i> Pages 180-94; 196-97; 203</p> <p><u>Teacher's Edition</u> Pages 353-84</p> <p><u>Student Notebook</u> Pages 86-94</p> <p><i>History TimeLine</i></p> <p><i>Maps and More</i></p> <p>Other material as specified in the Teacher's Edition</p>	<p>BATs:</p> <ul style="list-style-type: none"> • 2a Authority • 3c Emotional control • 4b Purity • 4c Honesty • 5d Communication • 8d Courage