

BJU Press
Course Outline Second Grade
Science (2nd Edition)

Unit Content and Objectives	Time	Methods, Activities and Evaluation	Books and Materials	Biblical Integration
<p>Unit 1: How Long Do Plants Live? The Students Will:</p> <ul style="list-style-type: none"> • demonstrate that plants can be divided into three groups according to their life spans. • plan a site by designing a park. • plan a flower bed by arranging the flowers by height and choosing pleasing color combinations. • identify important information on a seed packet. • identify various ways a gardener cares for his plants. 	30 min 3 days per week	Read and discuss material in text Use interactive and hands-on activities outlined in the Teacher's Edition. Conduct Finding Out activities with students as a class, in small groups, and individually Evaluation Techniques: Notebook pages Classroom discussion and review Individual and group projects Tests and quizzes	<u>Science 2 for Christian Schools</u> <u>Teacher's Edition</u> Pages 3-25 <u>Student Text</u> Pages 2-12 <u>Notebook</u> Pages 1-9 Various instructional material as listed and specified in the Teacher's Edition	<p>BAT: Bible Action Truth BP: Bible Promise ROG: Reflections of God</p> <p>BAT:</p> <ul style="list-style-type: none"> • 8b Faith in the power of the Word of God • 2d Goal setting • 2e Work • 4a Sowing and reaping • 8a Faith in God's promises Faith in God's promises <p>BP:</p> <p>ROG:</p> <ul style="list-style-type: none"> • God is unchanging • God sustains

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<p>Unit 2: The History of Earth The Students Will:</p> <ul style="list-style-type: none"> • discriminate between things that can and cannot be observed. • list the differences between evolution and creation. • define <i>fossil</i>. • discriminate between a fossil and a nonfossil. • identify five kinds of fossils and how they are preserved. • describe how fossils and fossil groups formed. • choose which theory —evolution or creation—is right for a person who believes the Bible. 	<p>30 min 3 days per week</p>	<p>Read and discuss material in text Use interactive and hands-on activities outlined in the Teacher's Edition. Conduct Finding Out activities with students as a class, in small groups, and individually</p> <p>Evaluation Techniques: Notebook pages Classroom discussion and review Individual and group projects Tests and quizzes</p>	<p><u>Science 2 for Christian Schools</u> <u>Teacher's Edition</u> Pages 29-48</p> <p><u>Student Text</u> Pages 14-28</p> <p><u>Notebook</u> Pages 10-12</p> <p>Various instructional material as listed and specified in the Teacher's Edition</p>	<p>BAT:</p> <ul style="list-style-type: none"> • 8b Faith in the power of the Word of God <p>BP:</p> <ul style="list-style-type: none"> • I - God as Master <p>ROG:</p> <ul style="list-style-type: none"> • God creates • God sustains • God judges 	

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<p>Unit 3: Forces: The Students Will:</p> <ul style="list-style-type: none"> • identify gravity as the force that pulls things down to the earth. • measure the amount of gravity on objects by weighing them. • identify magnetic force as the force that magnets exert. • differentiate among objects by how they react to magnetic force. • name things being moved by mechanical force. • name things being stopped by mechanical force. • identify negative effects of friction. • tell ways to decrease friction. • identify positive effects of friction. • tell ways to increase friction. • identify the three kinds of friction. 	<p>30 min 3 days per week</p>	<p>Read and discuss material in text Use interactive and hands-on activities outlined in the Teacher's Edition. Conduct Finding Out activities with students as a class, in small groups, and individually</p> <p>Evaluation Techniques: Notebook pages Classroom discussion and review Individual and group projects Tests and quizzes</p>	<p><u>Science 2 for Christian Schools</u> <u>Teacher's Edition</u> Pages 51-66</p> <p><u>Student Text</u> Pages 30-42</p> <p><u>Notebook</u> Pages 13-14</p> <p>Various instructional material as listed and specified in the Teacher's Edition</p>	<p>BAT: • 2a Authority</p> <p>BP: • I - God as Master</p> <p>ROG: • God creates</p>	

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<p>Unit 4: Your Bones The Students Will:</p> <ul style="list-style-type: none"> • locate areas of bone or cartilage in the body. • conclude that certain minerals in bone make it hard. • identify the four shapes of bones. • sort bones into groups by shape. • match a particular group of joints to the type of movement it allows. • indicate which groups of joints the elbow, neck, and shoulder belong to. • identify pictures illustrating the jobs of the skeleton. • match the brain, heart, lungs, and spinal cord to the parts of the skeleton that protect them. 	<p>30 min 3 days per week</p>	<p>Read and discuss material in text Use interactive and hands-on activities outlined in the Teacher's Edition. Conduct Finding Out activities with students as a class, in small groups, and individually</p> <p>Evaluation Techniques: Notebook pages Classroom discussion and review Individual and group projects Tests and quizzes</p>	<p><u>Science 2 for Christian Schools</u> <u>Teacher's Edition</u> Pages 69-86</p> <p><u>Student Text</u> Pages 44-54</p> <p><u>Notebook</u> Pages 15-18</p> <p>Various instructional material as listed and specified in the Teacher's Edition</p>	<p>BAT:</p> <ul style="list-style-type: none"> • 3d Body as Temple • 3 Uniqueness • 7c Praise <p>BP:</p> <ul style="list-style-type: none"> • I - God as Master <p>ROG:</p> <ul style="list-style-type: none"> • God creates 	

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<p>Unit 5: A Round Earth The Students Will:</p> <ul style="list-style-type: none"> • identify the partial, close-up view of earth as flat. • identify the whole, distant view of earth as round like a ball. • trace the route on a globe from the country where they live to the country where another person lives. • identify the directions "up" and "down" as they apply above the earth. • define <i>above-the-ground down</i> as "toward the earth." • define <i>above-the-ground up</i> as "away from the earth." • identify <i>below-the-ground down</i> as "to the center of the ball-shaped earth." • 	<p>30 min 3 days per week</p>	<p>Read and discuss material in text Use interactive and hands-on activities outlined in the Teacher's Edition. Conduct Finding Out activities with students as a class, in small groups, and individually</p> <p>Evaluation Techniques: Notebook pages Classroom discussion and review Individual and group projects Tests and quizzes</p>	<p><u>Science 2 for Christian Schools</u> <u>Teacher's Edition</u> Pages 89-104</p> <p><u>Student Text</u> Pages 56-66</p> <p><u>Notebook</u> Pages 19-20</p> <p>Various instructional material as listed and specified in the Teacher's Edition</p>	<p>BAT:</p> <ul style="list-style-type: none"> • 8a Faith in God's promises Faith in God's promises • 5c Evangelism and missions <p>BP:</p> <p>ROG:</p> <ul style="list-style-type: none"> • God creates • God is all powerful • God sustains

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<p>Unit 6: Light and Shadows The Students Will:</p> <ul style="list-style-type: none"> • identify several sources of light. • state that glowing objects are the source of light. • recognize that we see objects when they reflect light to our eyes. • demonstrate that light goes out from glowing objects in straight lines. • identify things that light goes through. • identify things that partially block light. • identify things that completely block light. • differentiate among faint, medium, and dark shadows. • demonstrate that the size of a shadow changes with the position of the light source. • demonstrate that the size of a shadow changes with the position of the object causing the shadow. • demonstrate how a shadow moves when the source of light moves. • demonstrate how a shadow moves when the object causing the shadow moves. 	<p>30 min 3 days per week</p>	<p>Read and discuss material in text Use interactive and hands-on activities outlined in the Teacher's Edition. Conduct Finding Out activities with students as a class, in small groups, and individually</p> <p>Evaluation Techniques: Notebook pages Classroom discussion and review Individual and group projects Tests and quizzes</p>	<p><u>Science 2 for Christian Schools</u> <u>Teacher's Edition</u> Pages 107-125</p> <p><u>Student Text</u> Pages 68-78</p> <p><u>Notebook</u> Pages 21-22</p> <p>Various instructional material as listed and specified in the Teacher's Edition</p>	<p>BAT:</p> <ul style="list-style-type: none"> • 5c Evangelism and missions • 7b Exaltation of Christ • 1a Understanding of Jesus Christ <p>BP:</p> <p>ROG:</p> <ul style="list-style-type: none"> • God is unchanging • God loves 	

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<p>Unit 7: Living and Not Living Things The Students Will:</p> <ul style="list-style-type: none"> • distinguish between living and nonliving things. • conclude that animals are living things that are able to move on their own. • conclude that plants are living things that are unable to move on their own. • identify three needs of living things. • keep a record of the growth of cucumber seeds. • identify various ways animals obtain food. • identify four characteristics of living things. • identify the four stages of a butterfly's life cycle. • properly sequence the four stages of a butterfly's life cycle. 	<p>30 min. 5 days</p>	<p>Read and discuss material in text Use interactive and hands-on activities outlined in the Teacher's Edition. Conduct Finding Out activities with students as a class, in small groups, and individually</p> <p>Evaluation Techniques: Notebook pages Classroom discussion and review Individual and group projects Tests and quizzes</p>	<p><u>Science 2 for Christian Schools</u> <u>Teacher's Edition</u> Pages 129-155</p> <p><u>Student Text</u> Pages 80-92</p> <p><u>Notebook</u> Pages 23-30</p> <p>Various instructional material as listed and specified in the Teacher's Edition</p>	<p>BAT:</p> <ul style="list-style-type: none"> • 1a Understanding of Jesus Christ • 1b Repentance and faith • 5e Friendliness • 5c Evangelism and missions <p>BP:</p> <ul style="list-style-type: none"> • H -God as Father <p>ROG:</p> <ul style="list-style-type: none"> • God creates • God loves 	

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<p>Unit 8: How Long Is It? The Students Will:</p> <ul style="list-style-type: none"> • use units to measure. • measure things with a foot ruler. • measure things with a centimeter ruler. • classify rocks by measuring them. • identify animal prints by measuring. 	<p>30 min 3 days per week</p>	<p>Read and discuss material in text Use interactive and hands-on activities outlined in the Teacher's Edition. Conduct Finding Out activities with students as a class, in small groups, and individually</p> <p>Evaluation Techniques: Notebook pages Classroom discussion and review Individual and group projects Tests and quizzes</p>	<p><u>Science 2 for Christian Schools</u> <u>Teacher's Edition</u> Pages 159-175</p> <p><u>Student Text</u> Pages 94-104</p> <p><u>Notebook</u> Pages 31-35</p> <p>Various instructional material as listed and specified in the Teacher's Edition</p>	<p>BAT:</p> <p>BP:</p> <p>ROG:</p> <ul style="list-style-type: none"> • God is unchanging • God is all-knowing 	

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<p>Unit 9: How Earth Moves The Students Will:</p> <ul style="list-style-type: none"> • demonstrate that the rotation of the earth causes night and day. • demonstrate the time differences across the United States. • demonstrate revolving and rotating. • mark the parts of the earth where the sun shines during various stages of the earth's rotation. • identify each cycle of weather changes as a year. 	<p>30 min 3 days per week</p>	<p>Read and discuss material in text Use interactive and hands-on activities outlined in the Teacher's Edition. Conduct Finding Out activities with students as a class, in small groups, and individually</p> <p>Evaluation Techniques: Notebook pages Classroom discussion and review Individual and group projects Tests and quizzes</p>	<p><u>Science 2 for Christian Schools</u> <u>Teacher's Edition</u> Pages 179-192</p> <p><u>Student Text</u> Pages 106-114</p> <p><u>Notebook</u> Pages 36-38</p> <p>Various instructional material as listed and specified in the Teacher's Edition</p>	<p>BAT:</p> <p>BP:</p> <ul style="list-style-type: none"> • I - God as Master <p>ROG:</p> <ul style="list-style-type: none"> • God creates • God sustains • God is all-powerful • God is unchanging 	

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<p>Unit 10: Your Muscles The Students Will:</p> <ul style="list-style-type: none"> • differentiate between voluntary and involuntary muscles. • recognize the three kinds of muscles. • observe muscle fiber under a magnifying glass. • state the function of muscles in relation to the skeleton. • identify at least one pair of muscles and describe how those muscles work together through contraction and relaxation. • state what happens when muscles are not exercised properly. • identify the parts of the digestive system and their functions. • differentiate between arteries and veins. • locate their pulse. • use exercise to change their heart rate. 	<p>30 min 3 days per week</p>	<p>Read and discuss material in text Use interactive and hands-on activities outlined in the Teacher's Edition. Conduct Finding Out activities with students as a class, in small groups, and individually</p> <p>Evaluation Techniques: Notebook pages Classroom discussion and review Individual and group projects Tests and quizzes</p>	<p><u>Science 2 for Christian Schools</u> <u>Teacher's Edition</u> Pages 195-212</p> <p><u>Student Text</u> Pages 116-124</p> <p><u>Notebook</u> Pages 39-40</p> <p>Various instructional material as listed and specified in the Teacher's Edition</p>	<p>BAT:</p> <ul style="list-style-type: none"> • 1b Repentance and faith <p>BP:</p> <p>ROG:</p> <ul style="list-style-type: none"> • God creates • God sustains • God loves 	

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<p>Unit 11: Layers of The Earth The Students Will:</p> <ul style="list-style-type: none"> • describe what scientists can and cannot observe about the earth. • identify some ways that scientists can learn about the inside of the earth. • name the three layers of the earth. • describe the thickness and temperature of the three layers. • describe features of the earth's crust. • identify scientific truth within fiction. 	<p>30 min 3 days per week</p>	<p>Read and discuss material in text Use interactive and hands-on activities outlined in the Teacher's Edition. Conduct Finding Out activities with students as a class, in small groups, and individually</p> <p>Evaluation Techniques: Notebook pages Classroom discussion and review Individual and group projects Tests and quizzes</p>	<p><u>Science 2 for Christian Schools</u> <u>Teacher's Edition</u> Pages 215-228</p> <p><u>Student Text</u> Pages 126-134</p> <p><u>Notebook</u> Pages 41-42</p> <p>Various instructional material as listed and specified in the Teacher's Edition</p>	<p>BAT:</p> <p>BP:</p> <p>ROG:</p> <ul style="list-style-type: none"> • God is all-knowing • God creates 	

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<p>Unit 12: Where Things Live The Students Will:</p> <ul style="list-style-type: none"> • describe some of the differences in animals' homes. • list four biomes. • describe some of the nonliving parts of environments: soil, water, and sunlight. • tell how wind affects organisms. • detect differences in wind speed and wind direction. • discriminate between a community and a population. 	<p>30 min 3 days per week</p>	<p>Read and discuss material in text Use interactive and hands-on activities outlined in the Teacher's Edition. Conduct Finding Out activities with students as a class, in small groups, and individually</p> <p>Evaluation Techniques: Notebook pages Classroom discussion and review Individual and group projects Tests and quizzes</p>	<p><u>Science 2 for Christian Schools</u> <u>Teacher's Edition</u> Pages 231-246</p> <p><u>Student Text</u> Pages 136-148</p> <p><u>Notebook</u> Pages 43-44</p> <p>Various instructional material as listed and specified in the Teacher's Edition</p>	<p>BAT:</p> <p>BP:</p> <ul style="list-style-type: none"> • I - God as Master <p>ROG:</p> <ul style="list-style-type: none"> • God creates • God is all-knowing • God sustains 	

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<p>Unit 13: Motion The Students Will:</p> <ul style="list-style-type: none"> • tell how long an object moved. • tell how far an object moved. • indicate the fastest and slowest moving objects in a group of pictures. • demonstrate how a passenger reacts to a bus's starting and stopping. • test the force required to move two objects. • identify objects that would require the most force to move. • name the action and the reaction illustrated in a number of photographs. 	<p>30 min 3 days per week</p>	<p>Read and discuss material in text Use interactive and hands-on activities outlined in the Teacher's Edition. Conduct Finding Out activities with students as a class, in small groups, and individually</p> <p>Evaluation Techniques: Notebook pages Classroom discussion and review Individual and group projects Tests and quizzes</p>	<p><u>Science 2 for Christian Schools</u> <u>Teacher's Edition</u> Pages 249-264</p> <p><u>Student Text</u> Pages 150-160</p> <p><u>Notebook</u> Pages 45-46</p> <p>Various instructional material as listed and specified in the Teacher's Edition</p>	<p>BAT:</p> <ul style="list-style-type: none"> • 8a Faith in God's promises Faith in God's promises <p>BP:</p> <p>ROG:</p> <ul style="list-style-type: none"> • God is all-powerful 	

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<p>Unit 14: Ocean Shorelines The Students Will:</p> <ul style="list-style-type: none"> • identify the four types of shorelines. • identify the three types of beaches. • differentiate among beaches. • identify quartz, basalt, and shells in samples of beach sand. • describe beach sand samples by relative amounts of quarts, basalt, and shells. • describe the color and shape of each component in each beach sand sample. • compare the particle size of beach sand with the size of grains on sandpaper swatches. 	<p>30 min 3 days per week</p>	<p>Read and discuss material in text Use interactive and hands-on activities outlined in the Teacher's Edition. Conduct Finding Out activities with students as a class, in small groups, and individually</p> <p>Evaluation Techniques: Notebook pages Classroom discussion and review Individual and group projects Tests and quizzes</p>	<p><u>Science 2 for Christian Schools</u> <u>Teacher's Edition</u> Pages 267-279</p> <p><u>Student Text</u> Pages 162 -170</p> <p><u>Notebook</u> Pages 47-49</p> <p>Various instructional material as listed and specified in the Teacher's Edition</p>	<p>BAT:</p> <ul style="list-style-type: none"> • 4a Sowing and reaping <p>BP:</p> <ul style="list-style-type: none"> • I - God as Master <p>ROG:</p> <ul style="list-style-type: none"> • God loves • God creates • God is all-knowing • God is all-powerful 	