

Mrs. Carver-Core Class

Grade Level 2

“...the Messiah cometh...that he may redeem the children of men from the fall....They have become free forever, knowing good from evil; to act for themselves and not be acted upon, save it be by the punishment of the law...which God hath given. ...They are free to choose liberty and eternal life, through the great Mediator of all men, or to choose captivity and death, according to the captivity and power of the devil; for he seeketh that all men might be miserable like unto himself.” 2 Nephi 2:26-27

Course Descriptions

GEOGRAPHY 2

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 continents of Asia, Europe and N. America; mountains, deserts, plains, and islands; map skills. 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, is the weekly newsletter 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: Map Champ Atlas by Nystrom (ISBN: 0-7825-0637-2)

HISTORY 2

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 work, 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).

Publishable or Significant Projects: Selected Indian tribe report/project

Memorizations: 2 Nephi 32:3; Creation Poem; Stephens Laurie, "Christopher Columbus"; Joshua 24:15; I Samuel 16:7; Preamble to the Constitution; Ether 2:12; Proverbs 1:7; Amos 3:7; Joshua 1:9; Job 19:25; Proverbs 16:32

LANGUAGE 2

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 students, 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: McCall/Crabbs Comprehension tests (ISBN: 0-8077-5540-0)/Various leveled readers from the AHS leveled reading library

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 poem--Students will create their own poem patterned after one of the following poetry forms: Senses poem, triante, acrostic, cinquain or free verse; and poems can be submitted to the Queen Elizabeth Shakespeare contest

LITERATURE 2

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 (Dickinson, Carroll, Longfellow, and Field), *Heidi*, *Pocahontas*, *Benjamin Franklin*, *Benjamin West and*

His Cat Grimalkin and a selected Shakespeare play. They will also learn and demonstrate their understanding through memorization, individual and group reading, teacher read-aloud, 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 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 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*. F.A.C.E. pub. (ISBN: 978-0-912498-77-5); Selected Poems from Emily Dickinson, Lewis Carroll, and Eugene Field; Henry Marguerite, *Benjamin West and His Cat Grimalkin*. (ISBN: 0-970-5618-0-6); d'Aulaire, Ingri and Edgar, *Benjamin Franklin*. (ISBN: 0-9643803-9-0); d'Aulaire, *Ingri and Edgar*, Pocahontas. (ISBN: 0-385-26607-3)

Publishable or Significant Projects: Write a Psalm—Students will write their own personal Psalm using the language patterned after David in the Bible; Read a selected biography and do an oral report and project

Memorizations: Psalm 23; Longfellow, Henry Wadsworth, *Hiawatha (excerpt)*; Carroll, Lewis “How Doth the Little Crocodile”; Dickinson, Emily, “I Never Saw a Moor”; Field, Eugene, “Little Boy Blue”; “Prayer”

Math 2

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); square roots and squares; roman numerals. Students learn these through daily instruction practice, and homework pages. 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 (85%) or better score on the math assessments given after every 5 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 the math facts in a specific time, to complete and turn in the daily homework and occasionally have a challenge 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: Saxon Math 2 and 3

Course Objectives

Scholars will demonstrate their mastery of the curriculum through the following tasks:

1. Students will research the principle of Self-Government and apply it through their actions and begin to understand the causes and effects of choices.
2. Students will begin to write cursive using the Palmer method.
3. Students will write complete thoughts, organize their thoughts into a paragraph and present their ideas.
4. Students will compare and contrast important characters from history and literature.
5. Students will become familiar with the scriptures by locating references, marking and reading scriptures orally and silently.
6. Students will summarize what they have learned in history and literature orally and in writing.
7. Students will memorize assigned scriptures and poems.
8. Students will record their learning in a notebook.
9. Students will relate lessons learned to their own lives orally and in writing.
10. Students will testify and share what they know with others.

Course Assignments

During the course of this class, students are asked to complete the following assignments:

Leveled Reading

Students check out leveled reading books each week from AHS's leveled reading library. Students are to read the books orally to a parent for 15-20 min. each school day. A record of their reading and the book should return to school each day.

McCall/Crabbs Reading Checks

Each week Students take several 3 minute timed comprehension tests to establish a pattern of reading progress.

Math Homework

Students complete Saxon Math worksheets each day in class. They are to bring the assignments home for parents to check the work and return the following day.

Math Tests

Students take a Saxon Math test every five lessons. Scores are recorded and posted to Edline.

Science Project

In March, students will have the opportunity to enter AHS's school wide annual science fair. Watch for instructions to come.

Spelling

Students will write 6-7 new spelling words, 5X each day, Tuesday-Friday. Each new spelling word will be written in a sentence. Words missed on daily tests should be practiced 5X as well.

Book Report

Students will read a selected biography, give an oral report and create a project.

Indian Report/Project

Students will read about a selected N. American Indian tribe, write and present an oral report, and make a project

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 write a poem patterned after one of the following forms: Senses poem, triante, acrostic, cinquain, or free verse; poems can be submitted to the Queen Elizabeth Shakespeare contest.

Word Studies

Students will do a word study on each of the pieces of the Armor of God. A significant word will be selected for each piece of armor and the 4R method will be used to complete it. (Research, Reason, Relate, and Record)

Notebook Pages

The notebook of each student is not just a well organized compilation of assignments; rather, it is a product of his/her creativity, insights, and progress. It is a permanent record of the researching, reasoning, relating, and recording that causes a student to become an “active producer” rather than a “passive consumer.” The assignments outlined in this course are designed to guide students on this journey.

Grading:

Spelling Tests: A grade will be recorded for each spelling test.(100 Pts. Each)

Math Assessments: A grade will be recorded for written assessments and fact assessments (100 points for written assessments; 25 – 100 points for fact assessments)

Reading: Grading based on completed home reading logs (80% of the grade); weekly assignments (10%); reading progress (20%)

Penmanship: Grade based on progress in the proper formation of the manuscript letters and Palmer cursive; completing assignments

History/Literature/Geography: Grade based on overall efforts, completion and quality given to the notebook work and projects. EP given if student goes beyond what is expected; CP given if meets the basic requirements; SP given if student consistently fails to complete the assignments or completes the assignments with poor quality

Grading: Scale

EP = Excellent (100-90%)

CP = Consistent Progress (89-80%)

SP = Slow Progress (79-70%)

LP = Limited Progress (69-60%)

NP = Not Passing (59-0%)

* = With Special Accommodation

Self-Government Grade

O = Outstanding

- Demonstrates exceptional effort and work ethic; and
- Makes significant or frequent contributions to the class; and
- Completes and submits all in-class and homework assignments on time, unless otherwise excused by the instructor; and
- Does not require more than one warning from faculty or administration to improve specifically identified misbehavior.

G = Good

- Demonstrates good effort and work ethic; and
- Makes occasional contributions to the class; and
- Completes and submits most in-class and homework assignments on time; and
- Generally does not require more than two (but occasionally more) warnings from faculty or administration to improve specifically identified misbehavior.

MS = Minimum Standard

- Demonstrates a minimal level of effort and work ethic; and
- Makes very few contributions to the class; and
- Submits most in-class and homework assignments, but not in a complete or timely way; and
- Requires multiple warnings from faculty or administration to improve specifically identified misbehavior.

BM = Below Minimum Standard

- Demonstrates an unacceptable level of effort and work ethic; or
- Does not contribute to the class; or
- Consistently neglects to submit in-class or homework assignments.

Strategies for Success

- Completing homework and assignments in a timely manner; Recognize areas to improve, set frequent, realistic goals, and put forth your best efforts to achieve them; Respect your self, peers, adults and school property; adhere to AHS's code of conduct