



Course Lead Sheets

	Course Title <h2 align="center">2nd Grade Science</h2>	
	Theme / Master Question Mammals, Reptiles, and Amphibians	Homework: 5–10 minutes per day
Course Description: This course continues the grammar school science program, emphasizing the skill of observation and developing a sense of wonder about God’s creation. Students will study various areas of life science, including invertebrates, vertebrates, mammals, reptiles, and amphibians.		
Time / Schedule: T / Th each week or 110 min. / week	Primary Teaching Goals The student will be able to: <ol style="list-style-type: none"> 1. understand the basic principles of science. 2. describe a greater knowledge of God’s creation. 3. apply understanding of the order and variety in God’s creation. 4. name the levels of classification of living things. 5. classify mammals, reptiles, and amphibians. 6. recite a working knowledge of class Mammalia, class Reptilia, and class Amphibia. 7. draw and label what is observed. 	
Aim: 50% Large-Group Instruction 20% Discussion 30% Reading/Classwork	Primary Teaching Methods Class should be conducted around the following parameters: <ol style="list-style-type: none"> 1. teaching is primarily lecture and discussion, during which the instructor introduces or reviews concepts from student readings and students respond; 2. class begins each day with a brief activity or questions to consider, and chants designed to focus the class discussion and prepare students for the lesson; 3. curriculum-related, appropriate grade-level literature; 4. drawings and models (integration with art); 5. oral reports; 6. guest speakers and field trips; 7. movies / films. 	
Key Teacher Resources: Teacher-generated binder See Course Scope and Sequence for a complete list.	Primary Measures and Assessments Student work should be evaluated according to the following guidelines: <ol style="list-style-type: none"> 1. tests, quizzes, worksheets, observation and field reports, oral reports, drawings, models; 2. a major assessment at the end of each unit and a minimum of three per quarter or five times per semester; 3. daily homework problems with at least one minor assessment per week or at least 8–10 per quarter; 4. availability of the teacher for at least one hour per day for students to seek additional tutoring / help. 	
Key Student Texts: Ambrose-developed worksheets Chants / Songs: Ambrose-developed chants See Course Scope and Sequence for a complete list.	Curriculum Guide: Vision Statement Curriculum Roadmap Course Lead Sheet Course Scope and Sequence Course Syllabus Gold Sheet Source Docs. Lesson Plans Rubric	

Course Scope and Sequence

	<h1 style="margin: 0;">2nd Grade Science</h1>			
Master Skills, Ideas, or Knowledge Taught	<ul style="list-style-type: none"> <input type="checkbox"/> Build observation skills <input type="checkbox"/> Build note-taking skills <input type="checkbox"/> Learn fundamentals of various animals in detail <input type="checkbox"/> Draw and label the observed world 			
Complete Texts and Materials List	<ul style="list-style-type: none"> <input type="checkbox"/> Various materials from lab covering mammals, reptiles, amphibians <input type="checkbox"/> Teacher-created materials, flashcards, and pictures <p>Chants/Songs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> “Vertebrates” (sung to the tune of “Mary Had a Little Lamb”) <input type="checkbox"/> “Invertebrates” (also sung to the tune of “Mary Had a Little Lamb”) <input type="checkbox"/> “Levels of Classification” (kingdom, phylum, class, order, family, genus, species) <input type="checkbox"/> “Mammals” (this states the characteristics of a mammal, sung to “Twinkle, Twinkle, Little Star”) <input type="checkbox"/> “Mammal orders” (sung to the tune of “Oh, My Darlin’ Clementine”) <input type="checkbox"/> “Reptiles” (this states the different types of reptiles and their characteristics, sung to “Frere Jacques”) <input type="checkbox"/> “Reptile Classification” (chant) <input type="checkbox"/> “The Turtle Shell” (this song teaches about the parts of a turtle shell) <input type="checkbox"/> “Amphibians” (this song teaches the characteristics of amphibians and is sung to the tune of “Ten Little Speckled Frogs”) <input type="checkbox"/> “Amphibians Four” (this teaches the different types of amphibians) <input type="checkbox"/> “Amphibian Classification” (chant) <input type="checkbox"/> “The Stages of Metamorphosis for a Frog or Toad” (chant) 			
Suggested Quarterly Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Lesson 1: Vertebrates and Invertebrates Lesson 2: Animal Classification Lesson 3: Mammal Characteristics. Lesson 4: Mammal Classification Lesson 5: Mammal Classification	Lesson 6: Monotremes Lesson 7: Marsupials Lesson 8: Rodents Lesson 9: Bats Lesson 10: Artiodactyla Lesson 11: Perissodactyla Lesson 12: Pinnipeds	Lesson 13: Introduction to Reptiles Lesson 14: Reptile Classification Lesson 15: Snakes Lesson 16: Read an article about snakes in a wildlife magazine or newsletter, such as <i>Wildlife Express</i> Lesson 17: Lizards Lesson 18: Comparing Snakes and Lizards Lesson 19: Turtles Lesson 20: The Turtle Shell/Turtle Anatomy Lesson 21: Alligators and Crocodiles Lesson 22: Tuatara	Lesson 23: Introduction to Amphibians Lesson 24: Amphibian Classification Lesson 25: Metamorphosis Lesson 26: Hibernation and Estivation Lesson 27: Frogs Lesson 28: Toads Lesson 29: What Frogs and Toads Like to Eat Lesson 30: Comparing Frogs and Toads Lesson 31: Salamanders Lesson 32: Caecilians Lesson 33: Amphibians of Idaho
Suggested Sample Week / Unit at a Glance	Sample Reptile Unit			

Curriculum Guide:

Vision Statement

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Curriculum Roadmap

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Course Lead Sheet

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Course Scope and Sequence

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Course Syllabus

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Gold Sheet Source Docs.

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Lesson Plans

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Socratic Discussion Rubric

Week 1

Day 1: Lesson 15, Learn about snakes, complete guide sheet

Day 2: Lesson 16, Read *Wildlife Express*: "Snake, Rattle & Roll"

Week 2

Day 3: Lesson 17, Learn about lizards and complete worksheet

Day 4: Lesson 18, Compare snakes and lizards, complete worksheet, hand out study guide for quiz on snakes and lizards

Week 3

Day 5: Review snakes and lizards, make comparisons, complete scavenger hunt activity

Day 6: Take snakes and lizards quiz, hand out reptile book report form