

2nd Grade

Curriculum

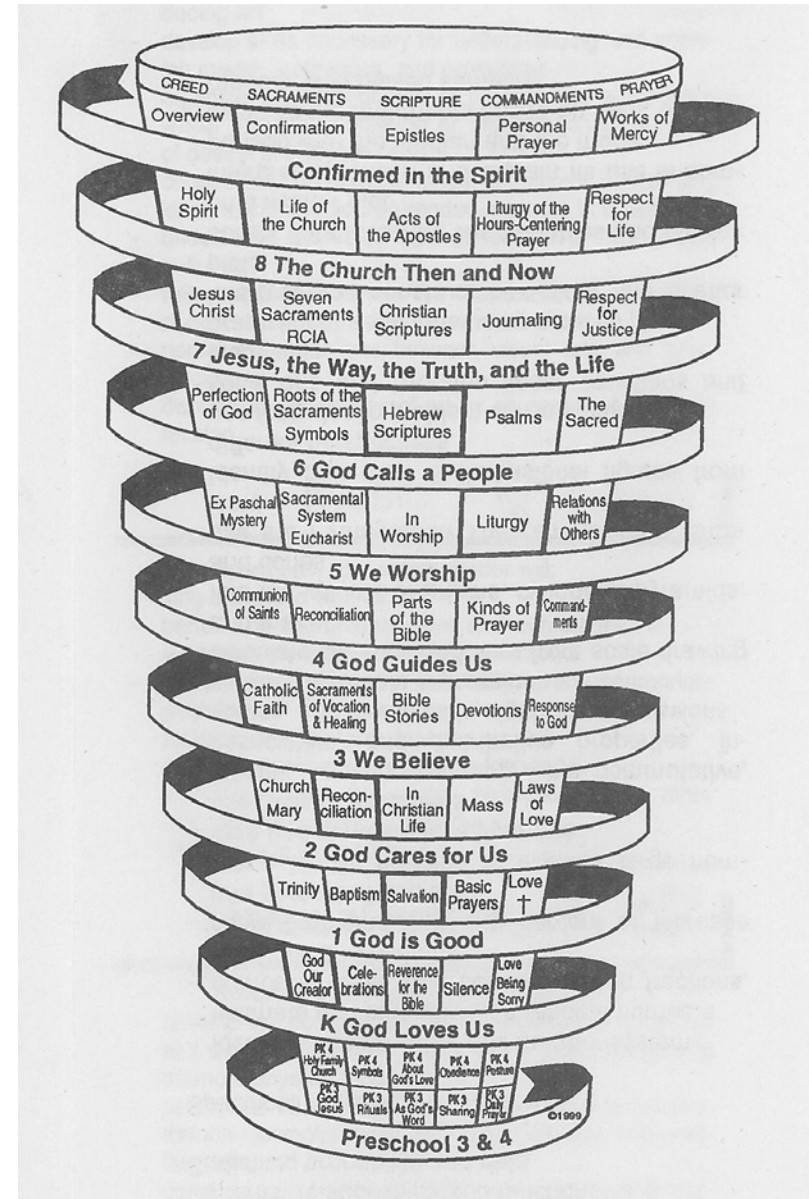
Religion

The **General Catechetical Directory** states that catechesis “must take diligent care faithfully to present the entire treasure of the Christian message” (#38). All its essential elements are to be presented as a whole, even in the initial stages of Religious Education. In the beginning this presentation will be simple, adapted to the limited capacity and experience of young children. Then it is to be progressively deepened and broadened in accordance with the level of the children’s development.

To achieve this balance in content, and to ensure consistent progress and development, our studies employ the spiral curriculum. The program for each grade level builds upon previous ones following a pattern of continuous growth in depth and in scope.

The content presented in the program falls under these headings:

- Creed (Doctrine)** – *Our Proclamation of our Faith*
- Sacraments** – *God’s Signs of Love*
- Scripture** – *God’s Word*
- Commandments** – *God’s Laws*
- Liturgy and Prayer** – *Our Response to God*



Language Arts

Goal 1: The learner will develop and apply enabling strategies and skills to read and write.

- 1.01 Use phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text.
- 1.02 Read most high frequency and many irregularly spelled words accurately in text.
- 1.03 Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.
- 1.04 Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently.
- 1.05 Use a variety of strategies and skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student's independent reading level.

Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

- 2.01 Read and comprehend text (fiction, nonfiction, poetry, and drama) appropriate for grade two
- 2.02 Use text for a variety of functions, including literary, informational, and practical.
- 2.03 Read expository materials for answers to specific questions.
- 2.04 Pose possible how, why, and what if questions to understand and/or interpret text.
- 2.05 Self-monitor own difficulties in comprehending independently using several strategies.
- 2.06 Recall main idea, facts and details from a text.
- 2.07 Discuss similarities and differences in events, characters and concepts within and across texts.
- 2.08 Interpret information from diagrams, charts, and maps.

Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.

- 3.01 Use personal experiences and knowledge to interpret written and oral messages.
- 3.02 Connect and compare information within and across selections (fiction, nonfiction, poetry, and drama) to experience and knowledge.
- 3.03 Explain and describe new concepts and information in own words (e.g., plot, setting, major events, characters, author's message, connections, topic, key vocabulary, key concepts, text features).
- 3.04 Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard. (e.g., read aloud by teacher, literature circles, interest groups, book clubs).
- 3.05 Locate and discuss examples of an author's use of kinds of sentences, capitalization, punctuation, use of paragraphs, genre(s) and specific word choice(s).
- 3.06 Discuss the effect of an author's choices for nouns, verbs, modifiers and specific vocabulary which help the reader comprehend a narrative or expository text.

Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

- 4.01 Begin to use formal language and/or literary language in place of oral language patterns, as appropriate.
- 4.02 Use expanded vocabulary to generate synonyms for commonly over used words to increase clarity of written and oral communication.
- 4.03 Read aloud with fluency and expression any text appropriate for early independent readers.
- 4.04 Use oral communication to identify, organize, and analyze information.
- 4.05 Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.
- 4.06 Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories and/or experiences).
- 4.07 Compose first drafts using an appropriate writing process:
- 4.08 Write structured, informative presentations and narratives when given help with organization.
- 4.09 Use media and technology to enhance the presentation of information to an audience for a specific purpose.

Goal 5: The learner will apply grammar and language conventions to communicate effectively.

- 5.01 Spell correctly
- 5.02 Attend to spelling, mechanics, and format for final products in one's own writing.
- 5.03 Use capitalization, punctuation, and paragraphs in own writing.
- 5.04 Use the following parts of the sentence: subject, predicate, modifier
- 5.05 Use editing to check and confirm correct use of conventions: complete sentences, correct word order in sentences
- 5.06 Use correctly in written products: letter formation, lines, and spaces to create readable documents; plural forms of commonly used nouns; common age-appropriate contractions.
- 5.07 Use legible manuscript handwriting.

Social Studies

Goal 1: The learner will identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments.

- 1.01 Identify and describe attributes of responsible citizenship.
- 1.02 Demonstrate responsible citizenship in the school, community, and other social environments.
- 1.03 Analyze and evaluate the effects of responsible citizenship in the school, community, and other social environments.
- 1.04 Identify responsible courses of action in given situations and assess the consequences of irresponsible behavior.

Goal 2: The learner will evaluate relationships between people and their governments.

- 2.01 Identify and explain the functions of local governmental bodies and elected officials.
- 2.02 Recognize and demonstrate examples of the elective process.
- 2.03 Describe the interdependence among individuals, families, and the community.
- 2.04 Evaluate rules and laws and suggest appropriate consequences for noncompliance.
- 2.05 Identify examples of responsible citizen participation in society and social environments.

Goal 3: The learner will analyze how individuals, families, and communities are alike and different.

- 3.01 Compare similarities and differences between oneself and others.
- 3.02 Describe similarities and differences among families in different communities.
- 3.03 Compare similarities and differences among cultures in various communities.
- 3.04 Identify multiple roles performed by individuals in their families and communities.
- 3.05 Identify historical figures and events associated with various cultural traditions and holidays celebrated around the world.
- 3.06 Identify individuals of diverse cultures and describe on their contributions to society.

Goal 4: The learner will exhibit an understanding of change in communities over time.

- 4.01 Analyze the effects of change in communities and predict future changes.
- 4.02 Analyze environmental issues, past and present, and determine their impact on different cultures.
- 4.03 Describe human movement in the establishment of settlement patterns such as rural, urban, and suburban.

Goal 5: The learner will understand the relationship between people and geography in various communities.

- 5.01 Define geography and use geographic terms to describe landforms, bodies of water, weather, and climate.
- 5.02 Describe the role of a geographer and apply geographic tools, such as maps, globes, compasses and photographs, in the understanding of locations and characteristics of places and regions.
- 5.03 Compare and contrast the physical features of communities and regions.
- 5.04 Identify the absolute and relative location of communities.
- 5.05 Interpret maps, charts, and pictures of locations.
- 5.06 Identify and describe the people, vegetation, and animal life specific to certain regions and describe their interdependence.

Goal 6: The learner will analyze how people depend on the physical environment and use natural resources to meet basic needs.

- 6.01 Identify natural resources and cite ways people conserve and replenish natural resources.
- 6.02 Cite ways people modify the physical environment to meet their needs and explain the consequences.
- 6.03 Identify means and methods of human movement as they relate to the physical environment.

Goal 7: The learner will apply basic economic concepts and evaluate the use of economic resources within communities.

- 7.01 Distinguish between producers and consumers and identify ways people are both producers and consumers.
- 7.02 Distinguish between goods produced and services provided in communities.
- 7.03 Describe different types of employment and ways people earn an income.
- 7.04 Identify the sources and use of revenue in the community.
- 7.05 Analyze the changing uses of a community's economic resources and predict future changes.

Goal 8: The learner will recognize how technology is used at home, school, and in the community.

- 8.01 Identify uses of technology in communities.
- 8.02 Explain how technology has affected the world in which we live.
- 8.03 Interpret data on charts and graphs and make predictions.

Mathematics

Goal 1: The learner will read, write, model and compute with whole numbers through 999.

Objectives

- 1.01 Develop number sense for whole numbers through 999
- 1.02 Use area or region models and set models of fractions to explore part-whole relationships in contexts.
- 1.03 Create, model, and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, and fourths (record in fraction form).
- 1.04 Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies.
- 1.05 Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds
- 1.06 Define and recognize odd and even numbers.

Goal 2: The learner will recognize and use standard units of metric and customary measurement.

- 2.01 Estimate and measure using appropriate units.
- 2.02 Tell time at the five-minute intervals.

Goal 3: The learner will perform simple transformations.

- 3.01 Combine simple figures to create a given shape.
- 3.02 Describe the change in attributes as two- and three-dimensional figures are cut and rearranged.
- 3.03 Identify and make: Symmetric figures, Congruent figures.

Goal 4: The learner will understand and use data and simple probability concepts.

- 4.01 Collect, organize, describe and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2's, 5's, and 10's).
- 4.02 Conduct simple probability experiments; describe the results and make predictions.

Goal 5: The learner will recognize and represent patterns and simple mathematical relationships.

- 5.01 Identify, describe, translate, and extend repeating and growing patterns.
- 5.02 Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities.

Science

Goal 1: The learner will conduct investigations and build an understanding of animal life cycles.

- 1.01 Describe the life cycle of animals including: Birth, Developing into an adult,, reproducing, aging and death.
- 1.02 Observe that insects need food, air and space to grow.
- 1.03 Observe the different stages of an insect life cycle.
- 1.04 Compare and contrast life cycles of other animals such as mealworms, ladybugs, crickets, guppies or frogs.

Goal 2: The learner will conduct investigations and use appropriate tools to build an understanding of the changes in weather.

- 2.01 Investigate and describe how moving air interacts with objects.
- 2.02 Observe the force of air pressure pushing on objects.
- 2.03 Describe weather using quantitative measures of: Temperature, wind direction, wind speed, precipitation.
- 2.04 Identify and use common tools to measure weather:
- 2.05 Discuss and determine how energy from the sun warms the land, air and water.
- 2.06 Observe and record weather changes over time and relate to time of day and time of year.

Goal 3: The learner will observe and conduct investigations to build an understanding of changes in properties.

- 3.01 Identify three states of matter: Solid, Liquid, and Gas.
- 3.02 Observe changes in state due to heating and cooling of common materials.
- 3.03 Explain how heat is produced and can move from one material or object to another.
- 3.04 Show that solids, liquids and gases can be characterized by their properties.
- 3.05 Investigate and observe how mixtures can be made by combining solids, liquids or gases and how they can be separated again.
- 3.06 Observe that a new material is made by combining two or more materials with properties different from the original material.

Goal 4: The learner will conduct investigations and use appropriate technology to build an understanding of the concepts of sound.

Objectives

- 4.01 Demonstrate how sound is produced by vibrating objects and vibrating columns of air.
- 4.02 Show how the frequency can be changed by altering the rate of the vibration
- 4.03 Show how the frequency can be changed by altering the size and shape of a variety of instruments.
- 4.04 Show how the human ear detects sound by having a membrane that vibrates when sound reaches it.
- 4.05 Observe and describe how sounds are made by using a variety of instruments and other "sound makers" including the human vocal cords.

Computer

Goal 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.

Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.

Music

GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.

GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.

GOAL 3: The learner will improvise melodies, variations, and accompaniments.

GOAL 4: The learner will compose and arrange music within specified guidelines.

GOAL 5: The learner will read and notate music.

GOAL 6: The learner will listen to, analyze, and describe music.

GOAL 7: The learner will evaluate music and music performances.

GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.

GOAL 9: The learner will understand music in relation to history and culture.

Art

GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes .

GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.

GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.

GOAL 5: The learner will understand the visual arts in relation to history and cultures.

GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.

GOAL 7: The learner will perceive connections between visual arts and other disciplines.

GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Foreign Language

GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.