

RELIGION

I am the Bread of Life; whoever comes to Me will never hunger. (Jn 6:35)

SECOND GRADE

Overview

Preparation for the Sacraments of Reconciliation and Eucharist – In Reconciliation, we express sorrow for our sins and we celebrate God’s forgiveness. In Eucharist, we are nourished with Jesus’ Body and Blood.

Faith Background

Children this age are nearing the stage when they will be able to reflect on and absorb information. Spontaneous prayer will be an important introduction to prayer as conversation. The second grade student usually views God as a human figure with some of the same physical limitations as humans. Their personal images of God continue to be influenced heavily by parents and other significant adults. Secure, trusting relationships will help children build important foundations for Christian faith.

Creed

2RELIGI-1	God – The student will understand that God loves us and He is always with us.
2RELIGI-1A	Explain how God loves and cares for us, even when we have sinned.
2RELIGI-1B	Understand that God always forgives us when we are sorry.
2RELIGI-1C	Recognize that God gave us the Ten Commandments to help us live good lives.
2RELIGI-2	Jesus – The student will understand that Jesus brings us God’s forgiveness.
2RELIGI-2A	Describe how Jesus is God and human.
2RELIGI-2B	Explain how Jesus teaches us love and forgiveness.
2RELIGI-2C	Explain how and why Jesus suffered for us.
2RELIGI-2D	Describe how Jesus is still present to us.
2RELIGI-3	Holy Spirit – The student will understand that the Holy Spirit helps us to make good choices.
2RELIGI-3A	Understand that the Holy Spirit is God, the Third Person of the Trinity.
2RELIGI-3B	Recognize that the Holy Spirit guides and strengthens us.
2RELIGI-3C	Recognize that the Holy Spirit helps us to choose good instead of evil.
2RELIGI-4	Blessed Virgin Mary – The student will grow in his or her understanding of Mary, the Mother of God.
2RELIGI-4A	Recognize that Mary is the Mother of Christ as well as our Mother.
2RELIGI-4B	Explain how we honor Mary on special days and by praying the Rosary.
2RELIGI-5	Saints – The student will grow in his or her understanding of the saints.
2RELIGI-5A	Recognize that saints live holy lives, loving and serving God and His people.
2RELIGI-5B	Explain that we honor and pray to saints.
2RELIGI-5C	Identify saints as real people who lived lives of virtue.

2RELIGI-6	Sacred Scripture – The student will recognize the Bible as God’s Word to His people.
2RELIGI-6A	Read and listen to Sacred Scripture.
2RELIGI-6B	Understand that God speaks to us when the Bible is read at Mass.
2RELIGI-6C	Retell stories from the Old Testament and the New Testament.
2RELIGI-6D	Retell the story of the Prodigal Son.
2RELIGI-6E	Retell the story of the Last Supper.
2RELIGI-7	Church – The student will pray and sing as a member of God’s family.
2RELIGI-7A	Participate actively in Mass.
2RELIGI-7B	Recognize that the Church gathers at Mass to celebrate the life of Jesus.

Sacraments

2RELIGI-8	Sacramental Preparation – The student will determine that sacraments are signs of Jesus’ love.
2RELIGI-8A	Recognize that the Catholic Church celebrates its faith through sacraments.
2RELIGI-8B	Explain how sacraments are celebrations of our faith and of Christ’s loving presence in His Church.
2RELIGI-8C	Recognize that sacraments give us grace.
2RELIGI-9	Baptism – The student will understand that in Baptism we share new life with Jesus.
2RELIGI-9A	Explain how Baptism enables us to become children of God and members of His Church.
2RELIGI-9B	Describe how water, oil, candles, and white garments are used as symbols.
2RELIGI-10	Reconciliation – The student will determine that Reconciliation is a sacrament that reconciles us with God and with one another.
2RELIGI-10A	Understand that Reconciliation frees us from our sins.
2RELIGI-10B	Explain how the Sacrament of Reconciliation is a celebration of God’s forgiveness.
2RELIGI-11	Eucharist – The student will recognize that the Eucharist is a celebration of our unity in Christ.
2RELIGI-11A	Explain how the Eucharist was begun by Jesus at the Last Supper as a sacrificial meal.
2RELIGI-11B	Understand that in the Eucharist, bread and wine are changed into the Body and Blood of Jesus.
2RELIGI-11C	Recognize that Eucharist is Jesus’ gift of Himself.

Christian Living

2RELIGI-12	Christian Response – The student will work to treat others the way Jesus treated others.
2RELIGI-12A	Be aware that all people are created in God’s image and should respect themselves and others.

2RELIGI-12B	Explain that we care for those in need because we see Jesus in them.
2RELIGI-12C	Participate in service projects.
2RELIGI-12D	Accept and offer forgiveness.
2RELIGI-12E	Describe and act as a peacemaker.
2RELIGI-13	Morality – The student will strive to obey God’s commandments.
2RELIGI-13A	Recognize that we sin when we choose to do something that is against God’s Commandments.
2RELIGI-13B	Express sorrow and ask for forgiveness when a sin has been committed.
2RELIGI-13C	Recognize that good and bad choices affect others.
2RELIGI-14	Human Life – The student will understand that God gives the gift of life.
2RELIGI-14A	Appreciate the different qualities of others.
2RELIGI-14B	Develop good health habits.

Prayer

2RELIGI-15	Prayer – The student will listen and talk to God, alone, and with other members of God’s family.
2RELIGI-15A	Make the sign of the cross reverently.
2RELIGI-15B	Pray together as a class, school community, family and church.
2RELIGI-15C	Pray the Guardian Angel.
2RELIGI-15D	Pray the Lord’s Prayer.
2RELIGI-15E	Pray the Hail Mary.
2RELIGI-15F	Pray the Blessing Before Meals.
2RELIGI-15G	Pray the Glory Be.
2RELIGI-15H	Pray for the forgiveness of sins. Pray the Act of Contrition.
2RELIGI-15I	Offer God thanks and praise.
2RELIGI-15J	Pray for personal needs and the needs of others.
2RELIGI-15K	Pray the Rosary.

LANGUAGE ARTS

SECOND GRADE

Overview

Reading continues to be a priority in second grade. Immersing students in a literature-rich environment, filled with classical and contemporary fiction, as well as grade-appropriate non-fiction, will encourage an exploration of various literary forms.

Students in the second grade will be able to speak and listen effectively in classroom discussions, use a combination of strategies when reading, and read with comprehension. Comprehension strategies will be applied in all subjects as students are asked to identify main ideas, to make predictions, and to formulate questions about learning. In addition, the student will write stories, letters, and simple explanations, apply simple grammatical principles to writing, and locate information in reference materials.

Reading

2LAREAD-1	Phonics – The student will use phonics knowledge to decode regular multi-syllable words when reading text.
2LAREAD-1A	Use knowledge of consonants, consonant blends, and common vowel and word patterns to decode unfamiliar words.
2LAREAD-1B	Blend the phonemes (sounds) to make word parts and words.
2LAREAD-1C	Add or delete phonemes (sounds) orally to change syllables or words. Change the beginning, middle, and ending sounds to produce new words.
2LAREAD-1D	Create and use rhyming words orally and written.
2LAREAD-2	Decoding and Word Recognition – The student will demonstrate decoding, word recognition skills, and fluency.
2LAREAD-2A	Identify basic sight words.
2LAREAD-2B	Use basic syllabication rules when decoding.
2LAREAD-2C	Practice reading text aloud fluently and accurately, and with appropriate pacing, intonation, and expression
2LAREAD-3	Comprehension – The student will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.
2LAREAD-3A	Relate previous experiences to the topic.
2LAREAD-3B	Use context clues to understand unfamiliar texts.
2LAREAD-3C	Read and comprehend both narrative and expository text appropriate for second grade.
2LAREAD-3D	Identify main characters, setting, and plot in stories.
2LAREAD-3E	State the purpose in reading. (What information is being sought?)
2LAREAD-3F	Interpret information in text to confirm or reject initial predictions.
2LAREAD-3G	Recall facts and details from text.
2LAREAD-3H	Ask clarifying questions about essential text elements (e.g. why, what, if, how).
2LAREAD-3I	Comprehend the main idea and supporting details in simple expository information.
2LAREAD-3J	Identify simple cause and effect relationships in a text.
2LAREAD-3K	Determine the sequence of events from stories and written text.
2LAREAD-3L	Explain the major elements in the text to form an understanding of stories and other materials (e.g. theme, main idea, problem, solution).

2LAREAD-4	Literary Response and Analysis – The student will demonstrate familiarity with a variety of literature.
2LAREAD-4A	Read and identify the characteristics of a variety of literary works by various authors to include, but not limited to: humor, fantasies, fiction, non-fiction, fairy tales, folk tales, poetry, and plays.
2LAREAD-4B	Read recreational, textual, and functional material (e.g. chapter books, trade books, recipes, newspapers).
2LAREAD-4C	Compare and contrast plots, settings, and characters of stories by different authors.
2LAREAD-4D	Compare and contrast stories that reflect different cultures.
2LAREAD-5	Vocabulary – The student will demonstrate knowledge of words and word meanings.
2LAREAD-5A	Define and use content area vocabulary.
2LAREAD-5B	Understand and explain common antonyms and synonyms.
2LAREAD-5C	Recognize and use basic homonyms and homophones.
2LAREAD-5D	Use knowledge of individual words in unknown compound words to predict their meaning.
2LAREAD-5E	Know the meaning of simple prefixes and suffixes (e.g. over-, un-, -ing, -ly).

Listening and Speaking

2LALIST-1	Listening – The student will listen and respond to oral communication.
2LALIST-1A	Listen actively by facing the speaker and making eye contact.
2LALIST-1B	Recognize how gestures and facial expressions affect communication.
2LALIST-1C	Determine the purpose(s) of listening (e.g. to obtain information, to solve problems, for enjoyment).
2LALIST-1D	Paraphrase information that has been shared orally by others.
2LALIST-1E	Give and follow three- and four- step oral directions.
2LALIST-2	Speaking – The student will speak clearly and coherently.
2LALIST-2A	Use appropriate volume, tone, and rate when speaking.
2LALIST-2B	Speaks clearly in complete and detailed sentences.
2LALIST-2C	Use oral language for different purposes (e.g. information, persuasion, entertainment, stories) with a given audience.
2LALIST-2D	Contributes orally in conversations and group settings.
2LALIST-2E	Make simple introductions and greetings.
2LALIST-2F	Follow rules for conversation (e.g. taking turns, staying on topic).

Grammar and Usage

2LAGRAM-1	Grammar and Usage – The student will develop a command of standard English conventions appropriate to second grade.
2LAGRAM-1A	Identify nouns (singular/plural and common/proper).
2LAGRAM-1B	Identify verbs.
2LAGRAM-1C	Identify simple pronouns.
2LAGRAM-1D	Identify adjectives.
2LAGRAM-1E	Identify articles.
2LAGRAM-2	Capitalization – The student will capitalize correctly.
2LAGRAM-2A	Capitalize the first word in a sentence, months, days of the week, as well as titles, initials of people, proper nouns, and the pronoun “I.”
2LAGRAM-3	Punctuation – The student will use correct punctuation.

2LAGRAM-3A	Use a period, exclamation point, or question mark at the end of sentences.
2LAGRAM-3B	Use commas in dates, addresses, letters, and items in a series.
2LAGRAM-3C	Recognize quotation marks in dialogue.
2LAGRAM-3D	Use apostrophes in contractions and to show possession.
2LAGRAM-3E	Use a period in abbreviations and initials.
2LAGRAM-4	Spelling – The student will develop spelling strategies and skills.
2LAGRAM-4A	Correctly spell basic sight words.
2LAGRAM-4B	Spell frequently used irregular words correctly (e.g. was, were, says, said, who, what, why).
2LAGRAM-4C	Correctly spell words containing spelling patterns. Learn and review spelling rules.
2LAGRAM-4D	Alphabetize words to the second letter.

Writing

2LAWRIT-1	Handwriting – The student will develop handwriting skills.
2LAWRIT-1A	Use correct manuscript letter and number formation.
2LAWRIT-1B	Practice correct cursive letter formation.
2LAWRIT-1C	Use correct spacing, shape, alignment, slant, and height.
2LAWRIT-1D	Demonstrate clear and legible handwriting.
2LAWRIT-2	Composition – The student will develop writing skills.
2LAWRIT-2A	Distinguish between complete and incomplete sentences.
2LAWRIT-2B	Use prewriting activities such as brainstorming, webbing, and discussion.
2LAWRIT-2C	Use the writing process to develop various types of writing (e.g. personal narratives, stories, descriptions, friendly letters, book reports).
2LAWRIT-2D	Use the appropriate format in friendly letters.
2LAWRIT-2E	Compose a short paragraph with a clearly identified beginning, middle, and end, containing a main idea and supporting details.
2LAWRIT-2F	Edit for grammatical and spelling errors and for clarity.
2LAWRIT-2G	Use technology, when available, to share writing with others.

Information and Research

3LAINFO-1	Reference – The student will locate and become familiar with reference sources (digital and/or print).
3LAINFO-1A	Understand the purposes of various reference materials (e.g. dictionary, encyclopedia).
3LAINFO-1B	Use the dictionary for spelling and meaning.
3LAINFO-1C	Determine if a given word is on a dictionary page when guidewords are supplied.
3LAINFO-1D	Given a book, identify the author, illustrator, and title.
3LAINFO-1E	Use the table of contents and glossary.
3LAINFO-1F	Use and interpret charts, maps, graphs, schedules, and directions.

MATHEMATICS

SECOND GRADE

Overview

In Grade 2, instructional time should focus on six critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) developing a foundation for understanding fractions and multiplication; (4) using standard units of measure; (5) collecting and analyzing data; and (6) describing and analyzing shapes and numbers.

While learning mathematics, students should be actively engaged and using concrete materials. Students should also be encouraged to correctly use the concepts, skills, symbols, and vocabulary associated with mathematics.

Number Sense and Operations

2MATHMA-1	Number Sense: The students will understand and use whole numbers up to 1000.
2MATHMA-1A	Count, read, and write and determine place value in whole numbers up to 1000.
2MATHMA-1B	Use words, models, and expanded forms to represent numbers up to 1000.
2MATHMA-1C	Use counting strategies such as skip counting by 2's, 5's, 10's and 100's to 1000.
2MATHMA-1D	Order and compare whole numbers between 0 and 1000 using symbols (<, >, or =).
2MATHMA-2	Numbers and Operations: The student will demonstrate an understanding of addition and subtraction by using operations to solve problems.
2MATHMA-2A	Memorize addition/subtraction facts to 20.
2MATHMA-2B	Solve one- and two-step word problems. Explain strategies used to arrive at a solution.
2MATHMA-2C	Identify missing addends for addition facts to 20.
2MATHMA-2D	Use addition/subtraction strategies to solve problems with inverse relationship.
2MATHMA-2E	Use addition/subtraction strategies to solve problems with doubles.
2MATHMA-2F	Use addition/subtraction strategies to solve problems with doubles plus one.
2MATHMA-2G	Use addition/subtraction strategies to solve problems with sums of ten.
2MATHMA-2H	Round whole numbers to the nearest 10.
2MATHMA-2I	Solve two- and three-digit addition and subtraction problems with and without regrouping (carrying/borrowing).
2MATHMA-2J	Find the sum of up to four two-digit numbers.
2MATHMA-2K	Demonstrate an understanding of 10 more than, 10 less than, 100 more than, and 100 less than a given number.
2MATHMA-3	Operations: The student will solve simple multiplication and division problems.
2MATHMA-3A	Solve multiplication problems by counting by multiples.
2MATHMA-3B	Model repeated addition (multiplication) and sharing equally (division).

2MATHMA-4	Number Sense: The student will use fractions to identify parts of a set and parts of a whole.
2MATHMA-4A	Divide regions, or sets, into halves, thirds, and fourths. Record in fractional form.
2MATHMA-4B	Recognize that when all fractional parts are included, such as three-thirds, the result is equal to one whole.

Patterns and Algebra

2MATHMA-5	Patterns and Algebra: The student will demonstrate an understanding of pattern, seriation, and number relationship.
2MATHMA-5A	Identify and continue sequences (numeric, color, shape).
2MATHMA-5B	Use the commutative and associative properties.
2MATHMA-5C	Determine number relationships when solving addition and subtraction problems.

Geometry

3MATHMA-6	Geometry: The student will identify common geometric figures and their attributes.
3MATHMA-6A	Identify, describe, and classify plane figures (two-dimensional) according to the number of sides and angles.
3MATHMA-6B	Identify, describe, classify solid figures (three-dimensional) according to the number and shape of faces, edges and vertices.
3MATHMA-6C	Identify and create congruent figures.
3MATHMA-6D	Identify symmetry in two-dimensional shapes.
3MATHMA-7	Geometry: The student will describe the relative position of objects.
3MATHMA-7A	Recognize that shapes have been rotated (turned), reflected (flipped), translated (slid), or enlarged using concrete models.

Measurement

2MATHMA-8	Measurement: The student will select an appropriate standard or nonstandard unit to measure objects and solve problems.
2MATHMA-8A	Estimate, measure, and compare objects by size, weight, volume, quantity, perimeter and area.
2MATHMA-8B	Measure using standard (customary) and metric units.
2MATHMA-8C	Use different units to measure the same object. Predict whether the measurement will be greater or smaller when a different unit is used.
2MATHMA-9	Measurement: The student will use measurement in real world applications.
2MATHMA-9A	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
2MATHMA-9B	Relate elapsed time to daily activities.
2MATHMA-9C	Read, compare, and record various temperatures.
2MATHMA-9D	Count, compare, and make change using coins and one-dollar bills.
2MATHMA-9E	Use \$ and ¢ symbols appropriately.

Data Analysis, Statistics, and Probability

2MATHMA-10	Data Analysis and Statistics: The student will collect, represent and interpret data.
2MATHMA-10A	Collect, record, organize, and interpret information in various ways, (charts and picture, bar, and pie graphs).
2MATHMA-10B	Ask and answer simple questions related to data representations.
2MATHMA-10C	Solve addition and subtraction problems using data from simple charts, picture graphs, and number sentences.
2MATHMA-11	Probability: The student will explore probability.
2MATHMA-11A	Predict possible outcomes of probability experiments.
2MATHMA-11B	Complete simple probability experiments and record results.

SCIENCE

SECOND GRADE

Overview

Science education in second grade extends the foundation that began in kindergarten and first grade. At the second grade level, investigations include slightly more detailed procedures. The focus of student investigations will be matter, ecosystems, life cycles and effects of weather on the Earth.

Nature of Science: K-2nd Grade

2NATSCI	Science Skills 1: The student will understand the nature of scientific knowledge associated with practices.
2NATSCI-1	Scientific Investigations
2NATSCI-1A	Science investigations begin with a question.
2NATSCI-1B	Scientists use different ways to study the world.
2NATSCI-1C	Scientists look for patterns and order when making observations about the world.
2NATSCI-2	Scientific Revision
2NATSCI-2A	Science knowledge can change when new information is found.
2NATSCI-3	Science Models, Laws, Mechanisms, and Theories
2NATSCI-3A	Scientists use drawings, sketches, and models as a way to communicate ideas.
2NATSCI-3B	Scientists search for cause and effect relationships to explain natural events.
2NATSCI	Science Skills 2: The student will understand the nature of scientific knowledge associated with crosscutting concepts.
2NATSCI-4	Science is a Way of Knowing
2NATSCI-4A	Science knowledge helps us know about the world.
2NATSCI-4B	Scientists study the natural and material world.
2NATSCI-5	Scientific Knowledge Assumes an Order and Consistency in Natural Systems
2NATSCI-5A	Science assumes natural events happen today as they happened in the past.
2NATSCI-5B	Many events are repeated.
2NATSCI-6	Science is a Human Endeavor
2NATSCI-6A	People practiced science for a long time.
2NATSCI-6B	Men and women of diverse backgrounds are scientists and engineers.

Reading Standards for Informational Text: 2nd Grade

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

2SCILIT-1	Key Ideas and Details
2SCILIT-1A	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2SCILIT-1B	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
2SCILIT-1C	Describe the connection between a series of scientific ideas or concepts or sequence of steps in a text.
2SCILIT-2	Craft and Structure
2SCILIT-2A	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
2SCILIT-2B	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
2SCILIT-2C	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
2SCILIT-3	Integration of Knowledge and Ideas
2SCILIT-3A	Use specific images (e.g., a diagram showing how a machine works) to clarify a text.
2SCILIT-3B	Describe specific points the author makes in a text.
2SCILIT-3C	Compare and contrast the most important points presented by two texts on the same topic.
2SCILIT-4	Range of Reading and Level of Text Complexity
2SCILIT-4A	Read and comprehend informational texts, including science.

Science Processes and Inquiry

2SCIENC-1	The student will engage in investigations that lead to the discovery of science concepts.
2SCIENC-1A	Practice safety procedures in all scientific investigations.
2SCIENC-1B	Make predictions based on patterns of observation rather than random guessing.
2SCIENC-1C	Measure length, weight, temperature, and liquid volume with appropriate tools and express measurements in standard and non-standard units.
2SCIENC-1D	Compare and sort common objects based on two or more physical attributes (including color, shape, texture, size, weight).
2SCIENC-1E	Use models to describe a scientific principle.
2SCIENC-1F	Write or draw a sequence of steps, events, or observations.
2SCIENC-1G	Construct and appropriately label a bar graph to record data.
2SCIENC-1H	Use magnifiers or microscopes to extend the senses.

Physical Science

2PHYSICI-1	Matter -- The student will demonstrate understanding of matter by investigating analyzing data, making observations, and constructing an argument.
2PHYSICI-1A	Identify different kinds of matter that can be either solid or liquid, depending on temperature.
2PHYSICI-1B	Describe and classify matter by its observable properties.
2PHYSICI-1C	Explain how properties are suited to different purposes.
2PHYSICI-1D	Understand every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.
2PHYSICI-1E	Observe that heating or cooling a substance may cause changes.
2PHYSICI-1F	Explain that some changes in matter are reversible and others are not.

Life Science

2LIFSCI-1	Ecosystems -- The student will demonstrate an understanding of ecosystems and life cycles.
2LIFSCI-1A	Identify plants' dependency on water and light to grow.
2LIFSCI-1B	Conduct an investigation to determine if plants need sunlight and water to grow.
2LIFSCI-1C	Demonstrate how plants depend on animals for pollination or to move their seeds around by using simple models, diagrams, or pictures.
2LIFSCI-1D	Make observations of plants and animals to compare the diversity of life in different habitats.
2LIFSCI-1E	Analyze the life cycle of various types of animals and plants.
2LIFSCI-1F	Observe that many characteristics of an animal are inherited from its parents.
2LIFSCI-1G	Explain how fossils provide evidence about the plants and animals that lived long ago.

Earth Science

2EARSICI-1	Earth's Changes -- The student will demonstrate an understanding that Earth events can occur quickly or slowly.
2EARSICI-1A	Describe ways that wind and water can change the shape of the land.
2EARSICI-1B	Obtain information to identify where water is found on Earth and that it can be solid or liquid.
2EARSICI-1C	Develop a model to represent the shapes and kind of land and bodies of water in an area.
2EARSICI-1D	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
2EARSICI-2	Weather – The student will describe how weather follows a pattern.
2EARSICI-2A	Identify the elements of the water cycle.
2EARSICI-2B	Describe weather changes related to wind, water, and temperature.
2EARSICI-2C	Discuss how to stay safe in severe weather.

SOCIAL STUDIES

SECOND GRADE

Overview

Students in the second grade will study the features of neighborhoods and the community in more detail. Students will also explore the lives of extraordinary people from history whose achievements have affected them directly or indirectly and, in addition, students will continue their map skills, which will include an interpretation of charts and timelines. Civics standards will consist of distinguishing the basic functions of the government. Finally, second grade students will enhance their understanding of basic economic concepts.

The Social Studies Process and Literacy Skills are to be integrated throughout the Grade 2 content standards and methods of instructional delivery.

Process and Literacy Skills

3SOCLIT-1	The student will develop and demonstrate reading skills as they relate to informational text.
3SOCLIT-1A	Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
3SOCLIT-1B	Identify the main topic of a multi-paragraph text (e.g. primary and secondary sources) as well as the focus of specific paragraphs within the text.
3SOCLIT-1C	Describe the relationship between a series of historic events or social studies concepts.
3SOCLIT-2	Craft and Structure
3SOCLIT-2A	Determine the meaning of words and phrases in a social studies text.
3SOCLIT-2B	Know and use various text features (e.g. maps, graphs, charts, captions, bold print, subheadings, glossaries, indexes, and links to technology) to locate key facts or information in a text efficiently.
3SOCLIT-2C	Identify the author's purpose in primary and secondary informational text.
3SOCLIT-3	Integration of Knowledge and Ideas
3SOCLIT-3A	Use specific images (e.g. diagram, landforms, satellite photos, maps, and charts) to clarify a text.
3SOCLIT-3B	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
3SOCLIT-3C	Compare and contrast the most important points presented by two texts on the same topic.
	Skills Standard 2: The student will develop and demonstrate writing skills.
3SOCLIT-4	Text Types and Purposes
3SOCLIT-4A	Write opinion pieces in which they introduce the topic they are writing about and state an opinion.
3SOCLIT-4B	Write informative/explanatory texts in which they introduce a topic using facts and definitions.
3SOCLIT-4C	Write narratives in which they recount a sequence of historical events.

3SOCLIT-5	Production and Presentation of Writing
3SOCLIT-5A	With guidance and support from adults, use a variety of digital tools to produce and publish writing.
3SOCLIT-6	Research to Build and Present Knowledge
3SOCLIT-6A	Participate in group research and writing projects on a single topic.
3SOCLIT-6B	Recall information from experiences or gather information from provided sources to answer a question.
	Skills Standard 3: The student will develop and demonstrate speaking and listening skills.
3SOCLIT-7	Comprehension and Collaboration
3SOCLIT-7A	Participate in conversations with partners or in small groups about social studies topics.
3SOCLIT-7B	Recount or describe key ideas or details from a social studies text read aloud or information presented orally or through other media.
3SOCLIT-7C	Ask and answer questions in order to clarify comprehension, gather additional information, or deepen understanding of a social studies topic or issue.
3SOCLIT-8	Presentation of Knowledge and Ideas
3SOCLIT-8A	Report on a social studies topic or related story with appropriate facts and relevant, descriptive detail.

Citizenship Literacy

2SOCSTU-1	Citizenship Literacy: The student will recognize why it necessary to have government in a community.
2SOCSTU-1A	State that citizens have rights and liberties protected by the <i>First Amendment</i> to the <i>United States Constitution</i> . (CST 3A, 3B)
2SOCSTU-1B	Understand the difference between laws and rules. Describe how laws and rules help a community function. (CST 2C)
2SOCSTU-1C	Recognize the three branches of the United States government. Describe the functions of each branch.
2SOCSTU-1D	Identify important American symbols and explain their meanings.
2SOCSTU-1E	Participate in patriotic traditions and songs and demonstrate proper flag etiquette and appropriate behavior during both.
2SOCSTU-1F	Identify a community as a group of individuals who work, play, and live together. (CST 2B)
2SOCSTU-1G	Explain ways individuals and groups contribute to changes in a community. (CST 2B, 2C)
2SOCSTU-1H	Compare communities of today with those of the past (e.g. American Indians, local community).
2SOCSTU-1I	Compare rural, urban, and suburban communities.

Economics Literacy

2SOCSTU-2	Economics Literacy: The student will understand basic economic concepts in the American economy.
2SOCSTU-2A	Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services. (CST 5A, 5D)
2SOCSTU-2B	Describe the ways people are paid (e.g. check, cash, goods), as well as ways they pay for goods and services (e.g. check, cash, credit card, barter).

2SOCSTU-2C	Explain how communities provide goods and services through taxes (e.g. police officers, fire fighters, libraries, post offices, schools, and roads).
2SOCSTU-2D	Describe how some goods are made in factories. Explain how various goods are transported from factories to stores.
2SOCSTU-2E	Recognize the differences among human resources (e.g. people at work in the community), natural resources (e.g. wood, water, oil), and capital resources (e.g. machines, tools), as well as ways they are used to produce different goods and services.
2SOCSTU- 2F	Understand how limits on resources affect production and consumption.

Geography Literacy

2SOCSTU-3	The student will explore the geographic relationship between the community and other places.
2SOCSTU-3A	Identify the local community, city, county, and diocese.
2SOCSTU-3B	Compare and contrast the community we live in with others.
2SOCSTU-3C	Recognize map legends, coordinates, scales, and cardinal and intermediate directions (compass rose) on simple maps and grids.
2SOCSTU-3D	Identify the Northern and Southern hemispheres and the equator.
2SOCSTU-3E	Identify and locate basic natural landforms: plains, mountains, valleys, peninsulas, islands, and volcanoes.
2SOCSTU-3F	Identify and locate bodies of water: rivers, lakes, oceans, and gulfs.
2SOCSTU-3G	Identify and label the seven continents.
2SOCSTU-3H	Recognize the ways climate, location, and physical surroundings affect the way people live (e.g. food, clothing, shelter, and recreation).
2SOCSTU-3I	Locate on a map of the United States the state of Oklahoma and the six bordering states, and the major cities of Washington, D.C., New York City, Los Angeles and Chicago.

History Literacy

2SOCSTU-4	History Literacy: The student will understand that history tells the story of people, places, and events of other times.
2SOCSTU-4A	Identify interesting Americans through exposure to biographies of important people of the past who were examples of honesty, courage, patriotism, self-sacrifice, and other admirable character traits.
2SOCSTU-4B	Recognize the significance of historic places including the White House, the United States Capitol, the United States Supreme Court, the Washington Monument, and the Lincoln Memorial.
2SOCSTU-4C	Recognize significant groups who made contributions to American History.
2SOCSTU-4D	Understand chronological sequencing and the connection between historic events and individuals through the creation of timelines.
2SOCSTU-4E	Describe relationships between people and events of the past which are commemorated on national holidays.

TECHNOLOGY

SECOND GRADE

Overview

The second grade student will practice keyboarding and basic operations. The student will expand use of productivity tools and understand the ownership of computer-generated works. Developmentally appropriate activities will provide students with opportunities to utilize technology skills as they accomplish curriculum objectives.

Students will become accustomed to utilizing technology tools when technology is integrated into a variety of learning situations. Students will construct knowledge from information gathered online as well as from other technology resources. Applications will allow students to practice problem solving skills. The Internet will provide broad learning experiences.

Basic Operations and Concepts

2TECHNO-1	The student will recognize the parts of a computer and demonstrate how to operate them.
2TECHNO-1A	Recognize and use the basic features and functions of a computer.
2TECHNO-1B	Use appropriate computer technology.
2TECHNO-1C	Start and exit applications.
2TECHNO-1D	Open and save documents.
2TECHNO-1E	Take proper care of technology equipment.
2TECHNO-2	The student will become familiar with the keyboard.
2TECHNO-2A	Practice correct hand and body position.
2TECHNO-2B	Use the home row as a base and reach for keys with correct fingers.
2TECHNO-2C	Use special keys where applicable.
2TECHNO-2D	Use the mouse to click, double click and press, drag and release.

Ethical, Legal, and Social Media

2TECHNO-3	The student will practice responsible use of technology.
2TECHNO-3A	Discuss the ownership of computer-created work.
2TECHNO-3B	Demonstrate respect for the work of others.
2TECHNO-3C	Discuss Catholic Social Teachings in relation to technology.

Technology as a Tool for Productivity

2TECHNO-4	The student will use technology to produce documents.
2TECHNO-4A	Use basic paint and drawing tools.

2TECHNO-4B	Create a graphic document.
2TECHNO-4C	Save and print with assistance.
2TECHNO-5	The student will identify word processing as a tool for writing.
2TECHNO-5A	Identify and use basic word processing terminology.
2TECHNO-5B	Identify, discuss, and use basic word processing as a tool to enter numbers, words, and phrases.
2TECHNO-6	The student will use technology to process data and report results.
2TECHNO-6A	Understand that graphing is a tool for organizing information.
2TECHNO-6B	Use applications to enter, calculate, and display data.

Technology as a Tool for Communication

2TECHNO-7	The student will recognize that the Internet is used to interact with others.
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Technology as a Tool for Research

2TECHNO-8	The student will utilize the Internet as a research tool.
2TECHNO-8A	Use the Internet as a source of information.
2TECHNO-8B	Participate as a group in locating information online.

VISUAL ART

SECOND GRADE

Overview

Second Grade students will recognize the elements and principles of design as a way to communicate through art. An appreciation for art from a Catholic, historical, and cultural perspective will be developed. The visual arts will provide opportunities for self expression and creative thinking. Students will learn to demonstrate respect for their own artwork and the artwork of others.

Language of Visual Art

2VISART-1	The student will identify and communicate using a variety of visual art terms.
2VISART-1A	Name and describe the elements of art including: line, color, form, shape, texture, value, and space.
2VISART-1B	Name and describe the principles of design including: rhythm, balance, contrast, movement, center of interest (emphasis), and repetition.
2VISART-1C	Recognize how artists use the elements of art and principles of design to creatively express original ideas.
2VISART-1D	Use appropriate art vocabulary to describe art.

Visual Art History and Culture

2VISART-2	The student will recognize the development of visual art from a historical and cultural perspective.
2VISART-2A	Discover and appreciate the art of the Catholic Church and its symbolism.
2VISART-2B	Understand that art reflects the culture of its origin.
2VISART-2C	Identify connections between characteristics of visual art and other art disciplines.
2VISART-2D	Identify specific works of art produced by artists in different cultures, times and places.
2VISART-2E	Use appropriate art terminology to express personal opinions about art.

Visual Art Expression

2VISART-3	The student will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.
2VISART-3A	Recognize that creating art is a prayerful expression of their relationship with God.
2VISART-3B	Experiment with color mixing with various media.
2VISART-3C	Use a variety of subjects, basic media, and techniques in creating visual art (e.g. drawing, painting, weaving, sculpture, ceramics, collage, and mixed media).
2VISART-3D	Demonstrate beginning skills of composition using the elements of art and principles of design.
2VISART-3E	Use art media and tools in a safe and responsible manner to create visual art.

Visual Art Appreciation

2VISART-4	The student will appreciate and utilize art to make interdisciplinary connections and informed aesthetic decisions.
2VISART-4A	Demonstrate appropriate behavior while viewing art and/or attending a visual art exhibition in a museum or art gallery.
2VISART-4B	Demonstrate respect for personal artwork and the artwork of others.
2VISART-4C	Demonstrate thoughtfulness and care in completion of artworks.
2VISART-4D	Identify learning connections between visual art and other disciplines, such as mathematics, science, English language arts, social studies, and media` arts.

GENERAL MUSIC

SECOND GRADE

Overview

In Second Grade, students continue to explore melody and rhythm through singing, creative movement, and playing percussion instruments. Students sing and perform sacred, secular, patriotic and holiday songs. They begin to read melodic patterns and recognize rhythms.

Language of Music

2MUSIC2-1	The student will read, notate, and interpret music.
2MUSIC2-1A	Explore the elements of melody (steps and skips, repeated tones, melodic patterns, high and low, up and down, and repeated phrases).
2MUSIC2-1B	Explore the elements of rhythm (steady beat, long and short sounds, meter in 2 and 3, and rhythm patterns in songs and ostinati).
2MUSIC2-1C	Sing accompanied and unaccompanied, sing rounds, and perform ostinati patterns as accompaniment.
2MUSIC2-1D	Explore the elements of form (introduction, coda, repetition/contrast, solo/chorus, and AB).
2MUSIC2-1E	Explore the elements of tone color (classroom percussion instruments and each family of orchestra instruments [strings, woodwinds, brass, and percussion]).
2MUSIC2-1F	Explore the elements of pitch (high and low).
2MUSIC2-1G	Explore the elements of tempo (fast and slow, gradually faster and slower).
2MUSIC2-1H	Explore the elements of dynamics (forte/piano, crescendo/decrescendo).
2MUSIC2-2	The student will identify basic notation.
2MUSIC2-2A	Read quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, and whole rest.
2MUSIC2-2B	Recognize melodic patterns (sol, mi, la, do or 5, 3, 6, 1 and treble clef).
2MUSIC2-3	The student will respond to beat or rhythm patterns.
2MUSIC2-3A	Respond to the beat or rhythm patterns by clapping, walking, running, playing classroom instruments, chanting, etc.
2MUSIC2-4	The student will explore music through movement.
2MUSIC2-4A	While listening to a musical piece, use directional hand movements to follow the melodic contour.
2MUSIC2-4B	Explore music through creative movement.

Music History and Culture

2MUSIC2-5	The student will recognize the development of music from a historical and cultural perspective.
2MUSIC2-5A	Differentiate between sacred and secular music.
2MUSIC2-5B	Sing and perform action songs, chants, rhymes, singing games, and dances from a variety of cultures.
2MUSIC2-5C	Recognize patriotic and holiday songs.
2MUSIC2-5D	Identify music and instruments from different cultures.
2MUSIC2-5E	Recognize and practice appropriate audience and/or performer behavior while demonstrating respect for the context and style of music performed.

Musical Expression

2MUSIC2-6	The student will present an existing work formally or informally with appropriate expressive and technical skills.
2MUSIC2-6A	Participate in music through singing (e.g. echo singing) and/or playing instruments (e.g. body percussion and melodic ostinatos).
2MUSIC2-6B	Match pitches, sing in tune (C-scale range), and use appropriate tone and expression.
2MUSIC2-6C	Play simple rhythmic patterns using sounds and silences.
2MUSIC2-6D	Identify classroom percussion instruments and accompany songs and rhythm activities.
2MUSIC2-6E	Play simple pitch patterns on instruments, such as bells or xylophones.
2MUSIC2-6F	Perform in groups with expression and technical accuracy.

Music Appreciation

2MUSIC2-7	The student will use active listening to interpret various musical selections.
2MUSIC2-7A	Explore mood of music through movements.
2MUSIC2-7B	Recognize basic features of familiar and unfamiliar songs.
2MUSIC2-7C	Experience a representative sample of classical music.

Additional Instructional Opportunities

2MUSIC2-8	Additional Instructional Opportunities
2MUSIC2-8A	Recognize treble clef, staff, and names of lines and spaces.
2MUSIC2-8B	Explore improvisation through singing and/or playing instruments.

PHYSICAL EDUCATION

SECOND GRADE

Overview

Second grade students will develop movement skills utilizing large muscle groups. They will engage in simple organized games. Safety guidelines will be implemented related to specific activities. Students will demonstrate Christ-like behavior through consideration, cooperation, and respect for others. Promotion of fitness components and exercises that are good for one's health will enrich the physical ability given by God.

Motor Skills

2PHYSED-1	The student will develop movement concepts utilizing locomotor skills.
2PHYSED-1A	Demonstrate proficiency of simple movement forms.
2PHYSED-1B	Demonstrate movement patterns which combine bilateral and oppositional movements.
2PHYSED-1C	Engage in beginning strategies for simple group games.
2PHYSED-1D	Demonstrate a variety of manipulative and combination skills while participating in different games and activities.

Responsible Behaviors

2PHYSED-2	The student will develop responsible personal and social behavior. (CST 1A, 1B, 3B)
2PHYSED-2A	Apply safety guidelines related to a specific activity.
2PHYSED-2B	Demonstrate the appropriate use and care of equipment.
2PHYSED-2C	Demonstrate Christ-like behavior through consideration, cooperation, and respect for others. (CST 1A, 1B, 2B, 2C, 6A, 6B)

Health and Fitness

2PHYSED-3	The student will participate in health and fitness activities.
2PHYSED-3A	Discuss that exercise aids the development of the heart, lungs, and muscles.
2PHYSED-3B	Participate in a wide variety of physical activities and exercises that are good for one's health and enrich the physical ability given by God. (CST 1A, 1B, 3B).

WORLD LANGUAGES

KINDERGARTEN THROUGH FOURTH

Overview

The World Languages curriculum focuses on these areas: Catholicity, Communication, Cultural Practices, Connections, Comparisons, and Communities. Although each Diocesan school has a different configuration regarding World Languages scheduling, all students will still cover the main areas of focus, appropriate for their developmental level, regardless of the target language taught or the amount of time spent on learning a language other than English. The exception to this is Latin which is a classical language that is not used for communication or to interact with communities of today.

This curriculum is designed to give students an opportunity to:

- Develop and deepen individual faith through Catholic practices in order to connect with and participate more fully in the Universal Church.
- Communicate effectively in one or more languages in order to function in a variety of situations and for multiple purposes.
- Interact with cultural competence and understanding.
- Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
- Develop insight into the nature of language and culture in order to interact with cultural competence.
- Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Catholicity

K-4WORLAN-1	The student will understand Creed as the faith professed.
K-4WORLAN-1A	Listen and/or read excerpts from a Catholic Bible in the target language.
K-4WORLAN-1B	Translate scripture excerpts from a Catholic Bible in the target language.
K-4WORLAN-1C	Explore various Catholic Church documents in the target language.
K-4WORLAN-2	The student will understand Sacraments as the faith celebrated.
K-4WORLAN-2A	Identify and participate in Catholic customs and traditions of the target language related to the sacraments.
K-4WORLAN-2B	Participate in some aspects of the Liturgy formally or informally in the target language.
K-4WORLAN-2C	Use Catholic scripture in the target language to explore the origins of the sacraments.
K-4WORLAN-3	The student will understand Christian morality as the faith lived.
K-4WORLAN-3A	Identify and explore the target culture in relation to the Catholic Social Teachings.
K-4WORLAN-3B	Use the target language within and beyond the classroom to enhance participation in the Catholic faith.
K-4WORLAN-3C	Identify and explore influential figures from the target culture and their contributions to the Catholic Church.

K-4WORLAN-3D	Identify and explore expressions of the Catholic faith within the target culture.
K-4WORLAN-3E	Explore sacred art from the target culture.
K-4WORLAN-4	The student will understand Prayer as the faith prayed.
K-4WORLAN-4A	Read, recite, and/or sing common Catholic prayers and songs in the target language.
K-4WORLAN-4B	Compose original prayers in the target language.

Communication

K-4WORLAN-5	The student will understand, interpret, and analyze spoken and written language on a variety of topics.
K-4WORLAN-5A	Recognize memorized words and phrases when heard.
K-4WORLAN-5B	Understand words, phrases, and simple sentences related to everyday life when heard.
K-4WORLAN-5C	Recognize pieces of information and understand the main topic of what is being said.
K-4WORLAN-5D	Recognize letters and characters.
K-4WORLAN-5E	Understand learned or memorized words and phrases when read.
K-4WORLAN-5F	Understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
K-4WORLAN-5G	Understand the main idea of what is read.
K-4WORLAN-6	The student will engage in conversation, provide and obtain information, share reactions, express feelings, and exchange opinions.
K-4WORLAN-6A	Communicate on very familiar topics using a variety of practiced and memorized words and phrases.
K-4WORLAN-6B	Communicate and exchange information about familiar topics using phrases and simple sentences.
K-4WORLAN-6C	Participate in short social interactions in everyday situations by asking and answering simple questions.
K-4WORLAN-7	The student will present information, concepts, and ideas to listeners or readers on a variety of topics.
K-4WORLAN-7A	Present information about self and some other very familiar topics using single words or memorized phrases.
K-4WORLAN-7B	Present information about self and some other very familiar topics using a variety of words, phrases, and memorized expressions.
K-4WORLAN-7C	Reproduce some familiar words, characters, or phrases.
K-4WORLAN-7D	Write lists and memorized phrases on familiar topics.
K-4WORLAN-7E	Write short messages and notes on familiar topics related to everyday life.

Culture

K-4WORLAN-8	The student will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
K-4WORLAN-8A	Respond to cultural expressions and gestures for greetings and farewells in appropriate social situations.
K-4WORLAN-8B	Initiate and respond to routine courtesy exchanges.
K-4WORLAN-8C	Participate in cultural activities, traditions, and holidays of the target culture.
K-4WORLAN-8D	Participate in children’s games representative of the target culture.
K-4WORLAN-8E	Identify and color flags and a few landmarks of the target culture.
K-4WORLAN-8F	Listen and respond simply to stories, songs, and rhymes of the target culture.
K-4WORLAN-8G	Name and experience foods and eating customs of the target culture.
K-4WORLAN-8H	Identify some beliefs and outlooks of the target culture.
K-4WORLAN-8I	Understand diversity and recognize the impact of stereotyping other cultures.
K-4WORLAN-8J	Recognize differences and similarities between the target culture and their own.
K-4WORLAN-8K	Recognize and write numbers according to cultural custom.
K-4WORLAN-9	The student will demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
K-4WORLAN-9A	Name and identify tangible products of everyday living.
K-4WORLAN-9B	Identify and explore artifacts and symbols commonly used in the target culture.
K-4WORLAN-9C	Identify and explore some major contributions and influential figures, past and current, from the target culture.
K-4WORLAN-9D	Identify and explore the impact of historical and contemporary influences from the target culture that are significant in their own culture.
K-4WORLAN-9E	Identify and investigate products and geographic features from civilizations, countries, regions, and tribes associated with the target language studied.
K-4WORLAN-9F	Recognize samples of the culture’s perspectives from the arts, media, and sports in the target culture.

Connections

K-4WORLAN-10	The student will reinforce and expand their knowledge of other areas of study using a variety of sources in the target language.
K-4WORLAN-10A	Identify and/or apply selected information and skills from other content areas in experiences related to the target language and culture.
K-4WORLAN-10B	Reinforce and/or expand learning in other content areas using authentic target language resources.
K-4WORLAN-10C	Identify eight colors using clothing of children and pictures.
K-4WORLAN-10D	Count from 0 to 15 using the target language.

Comparisons

K-4WORLAN-11	The student will demonstrate an understanding of the nature of language through comparisons of the target language and their own.
K-4WORLAN-11A	Recognize cognates and borrowed words when applicable and be aware of their usefulness in comprehending language.

K-4WORLAN-11B	Identify and compare the sound and writing systems of the target language with their own, including stress, intonation, and punctuation.
K-4WORLAN-11C	Identify basic grammatical structures of the target language and compare these structures such as tense, gender, word order, and agreement to their own language.
K-4WORLAN-11D	Recognize and use identified idiomatic expressions that cannot be directly translated into their own language.
K-4WORLAN-12	The student will demonstrate an understanding of the concept of culture through comparisons of the target culture and their own.
K-4WORLAN-12A	Identify similarities and differences in verbal and nonverbal behavior between cultures.
K-4WORLAN-12B	Recognize cross-cultural similarities and differences in the practices of the target culture.
K-4WORLAN-12C	Identify cross-cultural similarities and differences in the products of the target culture.
K-4WORLAN-12D	Recognize cross-cultural similarities and differences in the perspectives within the target culture.

Communities

K-4WORLAN-13	The student will use the target language both within and beyond the school community for personal enjoyment, enrichment, and active participation.
K-4WORLAN-13A	Produce short presentations for a variety of audiences.
K-4WORLAN-13B	Participate in activities where the ability to communicate in a second language is beneficial.
K-4WORLAN-13C	Take part in language-related activities to benefit the school and/or community.(CST 2B)
K-4WORLAN-13D	Articulate the benefits of being able to communicate in more than one language.
K-4WORLAN-13E	Demonstrate a willingness to interact with native speakers.
K-4WORLAN-13F	Discover and explore a variety of entertainment sources representative of the target culture.
K-4WORLAN-13G	Identify and discuss issues of interest within the target culture.
K-4WORLAN-13H	Discover and explore samples of art, literature, music, and sports representative in the target culture.