

## SECOND GRADE CURRICULUM

### RELIGION

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#### CREED

**The student will be able to:**

***Show an understanding of the human need for God based on revelation and faith:***

- Understand that we believe in the Father, Jesus Christ, and the Holy Spirit
- Understand that God is present in each of us, in community, in Scripture, and in the sacraments.

***Recognize the Trinity as God:***

- Understand that God the Father loves us even when we hurt others  
Understand that Jesus brings us God's forgiveness
- Understand that the Holy Spirit helps us make good choices

***Exercise responsible stewardship for the gift of creation:***

- Understand that as Christians we promise to care about God's creation

***Read, understand, and interpret, and apply Scripture to life:***

- Understand that the Bible is made up of the Old Testament and the New Testament

***Illustrate a basic understanding of Catholic doctrine in light of the creed:***

- Understand that Jesus died for us on the cross
- Understand that Jesus rose from the dead on Easter Sunday to give us new life
- Understand that the Holy Spirit was sent by Jesus to be with us always
- Understand that the Catholic Church is a community of Jesus' followers

***Illustrate a basic understanding of Church:***

- Understand that the Catholic church celebrates its faith through the sacraments  
Understand that in Baptism, we become members of the church

***Demonstrate an appreciation for prayer as the primary way we come to know God and the community as the context for sharing faith within and beyond itself:***

- Understand that we belong to a parish family
- Understand that the church gathers at Mass to celebrate the life of Jesus
- Understand that the tabernacle in a Catholic Church is where the Eucharist is kept after the celebration of Mass

#### SACRAMENTS

The importance of sacraments, with an emphasis on the centrality of the Eucharist, in the life of Catholics

**The student will be able to demonstrate an understanding:**

***That sacraments are celebrations and signs of Jesus' love Understand that Baptism gives us new life.***

- Understand that the Eucharist began by Jesus at the Last Supper as a sacrificial meal.
- Understand that in the Eucharist, bread and wine are changed into the body and blood of Christ.
- Understand the importance of regular active participation in the Eucharist.

## **CHRISTIAN LIVING**

The student will be able to:

***Examine a variety of Christian vocation as a response to the baptismal call:***

- Understand that we live lovingly in our family.
- Understand that we respect our parents.

***Acknowledge and affirm the dignity of the human person and community:***

- Understand that we love ourselves as gifts of God
- Understand that we respect all humanity

***Apply Catholic principles to interpersonal relations:***

- Understand that we treat others the way Jesus treated others
- Understand that we share what we have with others

***Know, critique and apply social justice principles to personal and societal situations:***

- Understand that we share what we have with others

***Engage in service to the community in response to the Gospel call:***

- Understand that the Eucharist is a sacrament of love and service
- Understand that we follow Jesus by loving and serving others
- Understand that we cooperate in school, church, and community projects

***Develop a moral conscience informed by Church teaching:***

- Understand that we can choose to do good.
- Understand that we sin when we choose to turn away from God.

## **PRAYER**

The student will be able to:

***Know and participate in the Catholic tradition of prayer:***

- Understand that at Mass, we gather together as God's family
- Understand Liturgy of the Word
- Understand Liturgy of the Eucharist
- Understand Prayer of Sorrow
- Participate in Mass responses

## **READING**

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### **Word Recognition and Word Study**

**The student will be able to:**

#### ***Phonemic Awareness:***

- Shows phonemic awareness by a range of sound manipulation competencies.
- Recognize that words are made up of sounds blended together and that carry meaning.

#### ***Phonics:***

- Understand the alphabetic principle, that the letters of the alphabet expresses are the letters of the alphabet.
- Use structural cues to recognize and decode words with long and short vowels, consonant diagraphs, and irregular vowels in isolation and in context. This includes letter/sounds, onset and rimes, word chunks, word families, long and short vowels, diagraphs, and irregular vowels.

#### ***Word Recognition:***

- Automatically recognize grade two frequently seen words in print whether they are seen in connected text or in isolation.
- Use strategies to identify unknown words and construct meaning:
  - reread a sentence or paragraph when meaning is unclear,
  - use context as a basis for predicting meaning of unfamiliar words,
  - increase bank of known sight words,
  - use sub vocalization to sound out unknown words,
  - use context picture clues.
- Begin to internalize learned skills and strategies previously taught.

#### ***Vocabulary:***

- Use syntactic and semantic cues: reading context, picture clues (prefixes re-, un-; suffixes -s, -ed, -ing) to figure out the meaning of grade level appropriate texts.
- Establish the meaning of words and phrases (objects, actions, concepts, content, and vocabulary) in context using strategies and resources.
- Use context clues, mental pictures, and questioning in order to evaluate a text.

#### ***Fluency:***

- Read aloud using appropriate pauses and emphasis. Use punctuation cues (periods and question marks).
- Read aloud unfamiliar text in appropriate grade two leveled books independently.
- Recognize identified grade two high frequency words and sight words.

#### ***Narrative Text:***

- Explain the similarities of plot and character in quality literature and other texts from around the world that have been recognized for their literary merit.

- Identify and discuss the basic elements a variety of narrative genre including: poetry, fantasy, legends, and drama.
- Identify and discuss character's actions and motivations, setting (time and place), problem/solution, sequence of events.
- Identify and explain how authors/illustrators use literary devices: illustrations to tell about major story events, title, comparisons, (metaphor/simile) to show characters' thoughts and actions.
- Respond to a variety of texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.

***Informational Text:***

- Describe a variety of informational genre: simple how-to books, personal correspondence, science and social studies magazines.
- Identify and discuss informational text patterns: descriptive, sequential, and enumerative.
- Explain how authors/illustrators use text features, (boldface type, graphs, maps, diagrams, charts) to enhance the understanding of key and supporting ideas.
- Respond to multiple and individual texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, to demonstrate understanding of text.

***Comprehension:***

- Make text connections by drawing from prior knowledge experiences.
- Through verbal or written responses, show personal knowledge, experience, and understanding of others ideas in text.
- Retell, in sequential order, the major idea and details of a narrative and/or informational text.
- Make text-to-self and text-to-text connections and comparisons of a grade two level text.
- Compare and contrast relationships among characters, events, and key ideas within and across texts to create deeper understanding by mapping story elements across texts, illustrating key ideas and details, and asking questions as they read.
- Identify and apply important knowledge from what has been read in grade two science, social studies, math, and religion texts.

***Metacognition:***

- Self-monitor comprehension when reading grade level appropriate text and to apply strategies learned to increase comprehension.
- When meaning has broken down, make credible predictions using context clues to regain comprehension in reading and listening.
- Use appropriate strategies to evaluate reading such as forming mental images, asking questions, inferring, determining importance, synthesizing, summarizing, and using character analysis in text.
- Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning.
- Using context for predicting or decode the meaning of unfamiliar words.

- Self monitor comprehension by incorporating strategies such as: compare and contrast using Venn diagrams, and using paragraphs to indicate a sequence of ideas.
- Evaluating text by discussing most important ideas and themes in a text.
- Self-monitor by determining the resources had appropriate information for the intended task using teacher criteria/rubrics.

***Reading Attitude:***

- Continue to be enthusiastic about reading, and becoming more proficient in reading.
- Do substantial reading and writing independently during free time in school, and at home.

## **WRITING**

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**The student will be able to demonstrate an understanding of:**

***Writing Genres:***

- Write realistic fiction, fantasy, and/or a personal narrative that: identifies major story events, uses illustrations to match mood, and contains setting, problem/solution, and sequenced events.
- Gain an appreciation of poetry based on reading a wide variety of grade level appropriate published poetry.
- Use the writing process to present a research project, locate and gather information from resources (electronic and/or print), organize information using key ideas and /or teacher-generated rubric, to present final project.

***Writing Process:***

- Be able to choose an audience and purpose for writing.
- Construct a plan for writing piece that may include graphic organizers (webs) that represent a specific organizational pattern: problem/solution, sequence, description, compare and contrast.
- Write a paragraph, each containing a main idea and some supporting details.
- Write in first and third person dependent on genre type and purpose.
- Narrow a broad story idea and focus on only one aspect of the total idea.
- Write a meaningful short paragraph/story using appropriate grammar, usage, mechanics, and temporary spelling.
- Constructively and specifically respond orally to the writing of others.
- Identify parts of their own writing that needs to be edited/revised using reorganization, additions, deletions, and appropriate use of transitions.
- Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience.
- Individually attempt to proofread and edit their writing using appropriate resources including dictionaries and a class-developed checklist/rubrics.

***Personal Style:***

- Develop personal voice/style in oral, written, and visual messages.

### ***Grammar and Usage:***

- Correctly use complete and compound sentences, nouns and verbs, commas, contractions, colons to denote time, capitalization, adjectives, adverbs, pronouns, participles and conjunctions.
- Correctly use sentence punctuations (periods, question marks, exclamation marks, quotation marks) and capitals within writing.
- Have basic understanding of the format of friendly letter writing.

### ***Spelling:***

- Correctly spell the second grade list words (spelling list words), as well as personally meaningful words.
- For less frequently used words, students will use structural cues and environmental sources (word wall, list words, and possibly the dictionary).

### ***Handwriting:***

- Fluently and legibly write upper and lower case manuscript letters and begin to write the alphabet in cursive.

### ***Writing Attitude:***

- Show enthusiasm towards writing and the ability to write.

## **SPEAKING**

### ***Conventions:***

- During conversations, use more complex conjunctions (although, instead of, so that). Use nominative and objective case pronouns.
- Use common grammatical structures – subject/verb agreement, pronoun/noun agreement in conversations.
- Explore and use language to communicate effectively with a variety of audiences and for different purposes: questions and answers, discussions, social interactions.
- Use appropriate tone of voice and intonation patterns when giving informational and narrative presentations.
- Be conscious that language is to be used in appropriate and respectful ways

### ***Spoken Discourse:***

- Contribute to meaningful conversations: remaining focused on subject matter, with discussions building on prior responses, in the context of book discussions, peer conferencing, or other interactions.
- Tell/retell stories of various genre, and use appropriate story elements while maintaining appropriate intonation and tone of voice.
- Respond to a variety of text types by reflecting, making connections, taking a position, and sharing understanding.
- Plan and deliver presentations or reports: using an informational organizational pattern; with appropriate text features, pictures, and illustrations; an appropriate prop; and providing several facts and details to make their point while maintaining appropriate posture and eye contact.

- Engage in daily prayers while keeping correct posture and eye contact.

## **LISTENING AND VIEWING**

### ***Conventions:***

- Understand, retell, and follow three- and four-step directions.
- Ask and respond to appropriate questions during a presentation or report.
- Understand that who says a message affect a person's response (student/student, student/teacher, student/parent).
- Listen to the comments of a classmate and respond on topic and add a meaningful idea.
- Use polite listening and viewing behaviors (appropriate social skills) in large and small group settings.
- Begin to become aware of their role in choosing appropriate viewing habits that are appropriate to our Catholic school teaching.
- Distinguish between expository text and opinion text.

### ***Response:***

- To be able to have meaningful discussions to written text in a variety of genre.
- Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and share understanding.

## **MATHEMATICS**

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### **Numbers and Operations**

- Count, read, and write numbers starting from any number sequence.
- Compare and order to ninety-nine using  $<$ ,  $>$ .
- Understanding the place-value of numbers to 1,000 and demonstrate understanding by using place value manipulatives.
- Solve two digit addition problems with and without regrouping
- Solve two digit subtraction problems with and without regrouping.
- Estimate the sum of two digit numbers by using “rounding” techniques.
- Develop strategies to solve story problems using a variety of contextual clues such as pictures, manipulatives, and/or symbols.
- Find the missing values within open number sentences using the relationship between addition and subtraction (fact families).
- Recognizing the meaning of multiplication and division.
- Understanding that multiplication is counting the total number of objects in equal sets.
- Explain multiplication using array models.
- Understanding the relationship between multiplication and division (fact families).
- Identify and write unit fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{2}{3}$ ,  $\frac{1}{4}$ , and  $\frac{3}{4}$ .
- Identify and write non-unit fractions.
- Compare a limited amount of unit fractions with denominators 12 or less.

## Measurement

- Using abbreviations (cm, m, in, ft, yds) approximately measure length in meters centimeters, inches, feet and yards to the nearest whole unit.
- Find the area of a square or rectangle using whole number side lengths by changing into unit squares and counting.
- Writing and telling time by using both A.M. and P.M., and using 5-minute intervals. Tell and write time by using digital clocks to the minute. Reading and writing time using words as well as numbers: 1:15 as one-fifteen and quarter after one.
- Understanding the concept of elapsed time (duration of time) eg., what time will it be one hour from 1:15.
- Record, read, add and subtract money using decimal (\$5.25).
- Read temperature using the scale on a thermometer in Celsius and Fahrenheit degrees.
- Solve simple measurement story problem using length and money.
- Identify the perimeters of rectangles, squares, and triangles by adding the lengths of the sides.

## Geometry

- **Identify, describe, and compare simple two and three-dimensional shapes.**
- Predicting and exploring the outcome of putting together and taking apart two and three-dimensional shapes.
- Differentiate between curved lines and straight lines, and curved surfaces and flat surfaces.
- Distinguish the common attributes (size, color, shape) of a variety of shapes of two and three-dimensional shapes (square, rectangle, cube, triangle, prism).
  
- Recognize that shapes that have been turned, flipped, and slid still remain the same shape.
- Exploring shapes includes quadrilaterals and pentagons.
- Exploring congruent and symmetrical figures.
- Calculating and naming the locations using simple coordinate systems such as maps and grids.

## Data and Probability

- Create, interpret, and solve problems by using pictographs, bar graphs and/or tally marks using scale representations. Scales may use factors of 2,3,5 and 10.

# **SCIENCE**

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## **Scientific Process:**

Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating recording and developing solutions to problems.

- Make purposeful observations.
- Generate questions based on observations.
- Manipulate simple tools (ruler, meter stick, measuring cups, hand lens, thermometer, balance)
- Conduct simple scientific investigations.

- Make accurate measurements with appropriate units (inches, feet, yards, meter, centimeters) for the measurement tool.
- Construct simple charts and graphs from data and observations.
- Develop an understanding of Inquiry Analysis and Communication
- Understand that scientific inquiry and investigations require analysis and communication of findings
- Share ideas about science through purposeful conversation.
- Communicate and present finding of observation.
- Develop strategies and skill for informational gathering.

### **Physical Science:**

- Describe objects and substances according to their properties (color, size shape, texture, hardness, liquid or solid, sinking or floating).
- Measure the length of objects using their rulers and meter sticks.
- Measure the volume of liquids using measuring tools.
- Compare the weight of objects using balances
- Describe that states of matter (solid, liquid, and gas).
- Explain matter can be mixed as well as changed from one state to another.

### **Life Science:**

#### *Requirements for all life:*

- Organisms have basic needs
- Animals and plants need air, water, and food.
- Plants need light.
- Plants and animals use food for energy and as a building material for growth and repair.

### **Life Cycles:**

- Plants and animals have life cycles
- Plants and animals begin life and develop into adults, reproduce and die.
- Life cycles are different for various animals.
- Explain and identify the needs of plants
- Describe the life cycle a flowering plant (seed, plant, flower, and fruit).
- Describe the characteristics of a plant (leaf, shape, flower color size).
- Plants and animals share the characteristics of their adult parents.

### **Earth Science**

- Describe and identify landforms of the earth (mountains, hills, valleys, oceans, rivers, and lakes).
- Rocks are made from minerals, and come in various shapes, sizes textures, and colors.
- Identify the characteristics of erosion.
- Volcanic eruptions, landslides, and earthquakes are natural events that change the earth.

### **Weather and Seasons:**

- Understanding the functions of thermometers and anemometers.
- Seasonal changes and their effects on earth, plants and animals.

- Understanding the water cycle.
- Causes of seasons, of day and night, and moon phases.

## **Social Studies**

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Show an understanding of the effects of living in a community.

- Recognize that neighborhoods have similarities and differences.
- Realize that every neighborhood changes over time.
- Realize that neighborhoods may vary in size/structure.
- Explain the importance of transportation in connecting communities.
- Describe how the local community is part of a larger region.
- Use globes and maps to describe the special organization of a community.
- Construct maps that contain symbols, labels, and legends showing human and natural characteristics of the place.

Show an understanding of the effects of working in a community.

- Recognize that people in groups can work, cooperate, and share together.
- Define laws and their function.
- Explaining: majority rules, the voting process, and City Hall as the place where leaders make local laws.

Show an understanding of the American Economy

- Differentiating need and wants.
- Describe the natural, human, and capital resources needed for production of good or services in a community.
- Realizing the importance of trade with others to meet our needs, wants and services.
- Identifying that special Americans have played important roles in shaping history.

Show an understanding of Geography

- Comparing and identifying the physical characteristics of various landforms.
- Identifying earth's features including: continents, poles and equator.
- Understanding our dependence of natural resources from our earth and identifying ways to protect them.
- Locating the United States, its neighbors, and their capitals on a map.
- Describing the unique symbols of Michigan.

Showing an understanding of History

- Explaining the Native American traditions and their influence on America.
- Explaining the Pilgrims hardships, Jamestown settlement, 13 colonies, and the westward move across America.

Showing an Understanding of Government

- Identifying Washington as our nation's capital, its buildings, and monuments.
- Identifying American Heroes
- Identifying the holidays important to the U.S.
- Understanding our nations symbols.