



ARCHDIOCESE
of MILWAUKEE

CURRICULUM
Guide
FOR PARENTS

GRADE 2

To obtain additional information, please contact:

OFFICE FOR SCHOOLS

3501 South Lake Drive • P.O. Box 070912 • Milwaukee, WI 53207

Phone: (414)-758-2256 • Website: www.archmil.org

Before you get started...

What is a Curriculum Guide?

Academic excellence is a hallmark of Catholic schools in the Archdiocese of Milwaukee. To assist schools in maintaining academic excellence, the archdiocese's Office for Schools has developed curriculum guides for grades 4K-8th that identify what we want our students to know and be able to do at the end of each grade based on national, state, and local standards. With these guides as a template, each individual school develops a plan to clearly articulate what is taught, how it is taught, and how student achievement is assessed for each grade. This process of "fine tuning" results in a school specific standards-based curriculum that guides teaching and learning.

Characteristics of a 2nd Grader

- Appreciates family members and recognizes one's uniqueness within the family
- Likes to participate and takes responsibility for his/her own actions as a member of a community
- Experiences family activities and rituals
- Knows that he/she is special
- Experiences forgiveness in daily life
- Recognizes that he/she belongs to the family of God
- Experiences going to church weekly with the family
- Helps others and is open to being helped
- Can focus for longer periods of time
- Like to help with some routine chores
- Enjoys family outings



CREED

- Understands Mary is the Mother of God and our mother
- Describes Jesus as the Son of God who shows us God's love
- Understands the Church models the way Jesus lived
- Knows the Church is built on the person and teaching of Jesus Christ
- Knows that Jesus died to save us from our sins
- Knows the Resurrection is God raising Jesus from the dead
- Retells stories of the lives of relevant saints
- Looks to saints as examples of heroes and heroines
- Knows that the Bible is made up of many books
- Knows that God speaks to us through the Bible
- Is familiar with The Good Shepherd (Jn 10: 1-18); The Great Commandments (Mt 22: 37-39)

LITURGY AND SACRAMENTS

- Names the seven sacraments as special signs of God's love
- Knows the symbols of Baptism (water, candle, oil, white garment)
- Knows that Baptism and Eucharist are two Sacraments of Initiation
- Recalls and learns about one's own Baptism
- Knows the Sacrament of Reconciliation grants God's healing forgiveness
- Is prepared to participate in the Sacrament of Reconciliation
- Recognizes the connection between the Last Supper and Mass (Mt 26: 17-19, 26-28)
- Recognizes that Eucharist is Christ's body and blood in the form of bread and wine; i.e., the real presence of Christ
- Knows the importance of gathering regularly with God's family at Mass to worship and ask for God's blessings
- Recognizes the Liturgy of the Word and the Liturgy of the Eucharist as parts of the Mass
- Knows the practice of fasting one hour prior to receiving communion and the importance of being free from serious sin
- Is prepared to receive Holy Communion with reverence
- Can identify items found in a church worship space (including, but not limited to baptismal font, altar, chalice, tabernacle)
- Knows some elements of celebrating liturgical seasons such as Advent, Christmas, Lent, and Easter (colors, Advent wreath, crib, fasting, almsgiving)
- Connects celebrations of the Liturgical Year with events in Scripture from Christ's life (Christmas, Lk 2: 1-14, Mt 2: 7-12; The Last Supper, Mt 26: 17-19, 26-28, Lk 22: 14-20; the Crucifixion, Lk 23: 33-49; Easter, Jn 20: 1-18, Lk 24: 13-35)

MORAL LIFE

- Expresses care for others and creation
- Chooses ways to share with others
- Models respect for various cultures, races, languages, and abilities
- Recognizes the need for outreach and service within the community
- Identifies the lives of saints as examples of how to live like Jesus
- Demonstrates basic peacemaking skills
- Understands that by being loving, kind, forgiving, and helpful, one is modeling Jesus
- Understands that love of God is inseparable from love of neighbor
- Distinguishes the difference between accident, mistake, and sin
- Understands that sin harms or breaks our relationship with God
- Describes sin as making deliberate choices not to love God, self, or others and recognizes our free choice to do right or wrong
- Recognizes that avoiding evil and choosing love forms our conscience
- Practices examining his/her conscience in preparation for Reconciliation
- Knows the Ten Commandments are God's laws that teach us to love God and others
- Is familiar with and articulates in a simple way the meaning of the Prodigal Son (Lk 15: 11-24); the Parable of the Lost Sheep (Mt 18: 12-14, Lk 15: 3-7); Washing of the Feet (Jn 13: 1-17); the Ten Commandments (Ex 20: 1-17)

CHRISTIAN PRAYER

- Identifies prayer as raising one's mind and heart to God
- Is introduced to the presence of the Holy Spirit inspiring us in prayer
- Understands prayer as a daily practice
- Recognizes the importance of praying as a family
- Memorizes the Hail Mary and Act of Contrition
- Prays the Nicene Creed and Apostles Creed as a group
- Celebrates rituals, devotions, and activities; e.g., the Advent calendar, Jesse Tree, Easter symbols
- Identifies the Bible as God's special book and can share stories in it that demonstrate God's love

FAMILY

- Remembers that God is present with us in our families
- Understands that families celebrate sacraments together
- Understands that families have rules
- Recognizes that there are many kinds of families, and that they all have happy times and sad times, but continue to love each other

FRIENDSHIPS AND RELATIONSHIPS

- Demonstrates God's desire for us to treat each other as friends

HUMAN SEXUALITY

- Knows that, as male or female, we are created in the image and likeness of God
- Understands that new life is a gift from God

MARRIAGE

- Understands that marriage is one of the seven sacraments of the Church
- Identifies the symbols of marriage
- Understands that the love of God is inseparable from the love of neighbor

MORAL DECISION MAKING

- Understands that God gives us rules to help us with living and God helps us make good decisions
- Demonstrates good decision making
- Understands prayer helps us to be in friendship with God

RESPECT FOR LIFE

- Knows that we are created in the image and likeness of God
- Demonstrates respect for human life in all its forms

VIRTUES

- Understands and demonstrates Obedience, Caring, Fairness, and Love

LANGUAGE STANDARDS

- Identify collective nouns
- Recognize irregular plural nouns
- Recognize reflexive pronouns
- Know past tense forms or irregular verbs
- Identify adjectives and adverbs
- Use collective nouns when writing
- Form irregular plural nouns when writing
- Use reflexive pronouns when writing
- Use past tense of irregular verbs when writing
- Choose between adjectives and adverbs when writing
- Rearrange complete simple and compound sentences when writing
- Use collective nouns when speaking
- Form and use regular and irregular plural nouns when speaking
- When speaking, use adjectives and adverbs, and choose between them depending on what is to be modified
- Produce, expand, and rearrange complete, simple and compound sentences
- Apply correct capitalization
- Apply correct punctuation
- Apply correct spelling
- Capitalize holidays
- Capitalize product names
- Capitalize geographic names
- Use commas in greetings
- Use commas in the closing of letters
- Use an apostrophe to form contractions
- Use an apostrophe to form frequently occurring possessions
- Use spelling rules and patterns
- Use reference materials, including beginning dictionaries, as needed to check and correct spelling
- Recognize language conventions for writing
- Recognize language conventions for speaking

- Recognize language conventions for reading
- Recognize language conventions for listening
- Identify conventions of language for formal use of English
- Identify conventions of language for informal use of English
- Apply language knowledge when writing
- Apply language knowledge when reading
- Apply language knowledge when listening
- Apply knowledge of language conventions when writing
- Apply knowledge of language conventions when reading
- Apply knowledge of language conventions when listening
- Compare formal and informal use of English
- Use knowledge of language when speaking
- Use knowledge of language conventions when speaking
- Identify context clues within sentences and know how to use them to construct meaning of unknown or multiple meaning of words
- Identify meaning of common grade appropriate prefixes and new words formed with (e.g., happy/unhappy, tell/retell)
- Identify grade appropriate root words and their meanings
- Identify compound words
- Identify and define individual words within the compound word
- Use print glossaries and beginning dictionaries to determine or clarify meaning of words or phrases
- Use digital glossaries and beginning dictionaries to determine or clarify the meaning of words or phrases
- Use print and digital glossaries and dictionaries to determine or clarify meanings of key words and phrases
- Apply ABC order to appropriate resources
- Apply knowledge of common root words to problem solve novel words with same root (e.g., addition, additional)
- Predict the meaning of compound words by using meaning of individual parts
- Choose to use a glossary or dictionary to determine or clarify meaning of an unknown word
- Determine or clarify meaning of unknown or multiple meaning words and phrases
- Choose flexibly from an array of vocabulary strategies
- Identify verbs
- Identify adjectives
- Identify real life connections between words and their use
- Distinguish meaning between closely related verbs
- Distinguish meaning between closely related adjectives

- Demonstrate understanding of word relationships
- Demonstrate understanding nuances in word meanings
- Identify and use adjectives
- Identify and use adverbs
- Use word and phrases, including adjectives and adverbs, acquired through conversations
- Use words and phrases, including adjectives and adverbs, acquired through reading
- Use words and phrases, including adjectives and adverbs, acquired through being read to
- Use words and phrases, including adjectives and adverbs, acquired through responding to texts
- Use words and phrases acquired through conversations
- Use words and phrases acquired through reading
- Use words and phrases acquired through being read to
- Use words and phrases acquired through responding to texts

READING STANDARDS FOR FOUNDATIONAL SKILLS

- Know and apply grade level phonics and word analysis skills in decoding words
- Recognize the rules for short and long vowel sounds
- Distinguish long vowel and short vowel sounds in one syllable words
- Identify long and short sounds made by vowel teams
- Know the rules for long vowels in two syllable words
- Read two syllable words with long vowel sounds
- Recognize a prefix and a suffix in words
- Read common prefixes and suffixes
- Read words with common prefixes and suffixes
- Recognize that some words have inconsistent spelling sound correspondence (e.g., cow, row, bow, or pint, mint)
- Apply grade level phonics and word analysis in decoding words
- Recognize and read grade appropriate irregularly spelled words
- Identify and understand foundational reading skills
- Identify textual purpose and understanding
- Identify oral readings with accuracy, appropriate rate, and expression on successive readings
- Identify rereading as a strategy when confirming or self-correcting words
- Understand how context can help to confirm or self-correct using context
- Determine the purpose for reading on-level text
- Apply reading strategies for accuracy, rate, and expression
- Confirm or self-correct word recognition

- Confirm or self-correct word understanding
- Read on-level text fluently and accurately
- Reread with fluency as necessary
- Read with accuracy
- Read at the appropriate rate
- Read with expression

READING STANDARDS FOR INFORMATIONAL TEXT

- Identify key details in an informational text
- Describe key details in an informational text using the questions who, what, where, when, why, and how
- Determine the answers to questions about informational text using the questions who, what, where, when, why, and how
- Identify the main topic of a multi-paragraph informational text
- Identify the focus of specific paragraphs that support the main topic of a text
- Identify the historical events that occurred in a text
- Identify scientific ideas or concepts that occur in a text
- Identify the steps in a procedure
- Describe the connection between a series of historical events
- Describe the connection between a series of scientific ideas or concepts
- Describe the connection between a series of steps from a procedure
- Identify words and phrases in a text relevant to a grade 2 topic or subject area
- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area
- Determine how readers use different text features
- Identify various text features
- Use various text features (captions, bold print, subheadings, glossaries, indexes, etc.) to locate key facts or information in a text
- Identify characters
- Identify traits of each character
- Define point of view
- Recognize dialogue to determine who is speaking
- Analyze characters to know what type of voice to use when speaking the part
- Determine differences in each character's point of view
- Read the dialogue in text using appropriate voices for different characters
- Identify images in an informational text
- Understand the terms explain, contribute, and clarify
- Explain how specific images add to and clarify informational text

- Identify the key points in a text
- Identify details that support key points
- Describe how reasons support the author's specific points
- Identify the important points presented in two informational texts on the same topic
- Compare the important points in two informational texts on the same topic
- Contrast the important points in two informational texts on the same topic
- Identify and understand key ideas and details
- Identify and understand craft and structure
- Identify and understand integration of knowledge
- Comprehend independently in an informational text key ideas and details
- Comprehend independently in an informational text craft and structure
- Comprehend independently in an informational text integration of knowledge

READING STANDARDS FOR LITERATURE

- Identify key details in text
- Describe details of the text using who, what, where, when, why, and how
- Demonstrates the knowledge of finding the answers of informational text using who, what, where, when, why, and how
- Identify fables and folktales from diverse cultures
- Define diverse cultures
- Recall details from stories (e.g., fables and folktales)
- Recount details of a story (e.g., fables and folktales)
- Define character
- Define major events
- Identify major events or challenges of story
- Describe how characters respond to major events and challenges
- Identify literal and nonliteral words and phrases
- Identify rhyming words
- Identify alliteration and other types of figurative language
- Recognize regular beats and repeated lines in a story, poem, or song
- Recognize rhythm within a story, poem, or song
- Describe how words and phrases supply rhythm or impact meaning in a story, poem, or song
- Identify the structure of the story
- Describe how the beginning introduces the story
- Describe the action that takes place in the middle of the story

- Describe how the ending concludes the action
- Recognize own point of view
- Identify the characters
- Identify traits of each character
- Define point of view
- Recognize dialogue to determine who is speaking
- Analyze characters to know what type of voice to use when speaking the part
- Determine differences in each character's point of view
- Read the dialogue in text using appropriate voices for different characters
- Identify plot
- Recognize digital text
- Obtain information from illustrations and words in various types of text
- Explain characters based on illustrations and words in print
- Explain setting based on illustrations and words in print
- Explain plot based on illustrations and words in print
- Understand characters from illustrations and words in digital text
- Understand setting from illustrations and words in digital text
- Understand plot from illustrations and words in digital text
- Recall details and events from two or more versions of the same story written by different authors
- Identify characters of two or more versions of the same story written by different authors
- Compare/contrast two or more versions of the same story told from different cultures
- Identify/understand key ideas
- Identify/understand literature, stories, poetry, etc.
- Identify/understand integration of knowledge
- Comprehend key ideas and details
- Comprehend literature, stories, poetry, etc.
- Comprehend integration of knowledge

SPEAKING AND LISTENING STANDARDS

- Identify key ideas from second grade topics and texts
- Identify agreed upon rules for discussion
- Recognize how others listen
- Recognize how others ask questions on topics
- Recognize how others move conversations along
- Formulate comments and questions appropriate to the topic of discussion
- Determine if agreed upon discussion rules are being followed
- Participate in conversations about grade 2 topics and texts
- Follow agreed upon rules for discussion
- Connect comments to the comments of others
- Ask questions to better understand topics and text
- Recount key ideas and/or details from a text read aloud
- Recount key ideas and/or details from information presented orally
- Recount key ideas and/or details through other media
- Describe key ideas or details from a text read aloud
- Describe key ideas or details from information presented orally
- Describe key ideas or details through other media
- Identify a speaker's topic or issue
- Identify situations where information is needed about what a speaker says
- Identify situations where understanding could be deepened
- Identify situations where comprehension needs to be clarified
- Formulate appropriate questions about a speaker's statements to clarify comprehension
- Formulate appropriate questions about a speaker's statements to gather additional information
- Formulate appropriate questions about a speaker's statements to deepen understanding of a topic or issue
- Formulate answers to questions about what a speaker says to clarify comprehension
- Formulate answers to questions about what a speaker says to provide additional information
- Formulate answers to questions about what a speaker says to deepen understanding of a topic or issue
- Ask and answer questions about what a speaker says to clarify comprehension
- Ask and answer questions about what a speaker says to gather additional information
- Ask and answer questions about what a speaker says to deepen understanding of a topic or issue
- Identify appropriate facts
- Identify relevant, descriptive details
- Identify and recall an experience
- Recognize what constitutes a coherent sentence
- Recognize what constitutes an adequate audible volume

- Determine appropriate facts
- Determine relevant descriptive details
- Formulate coherent sentences
- Tell a story or recount an experience aloud, with appropriate facts
- Tell a story or recount an experience aloud, with relevant, descriptive details
- Tell a story while speaking audibly in coherent sentences
- Recognize an audio recording
- Recount an experience
- Create an audio recording
- Determine when it is appropriate to clarify ideas with drawings or visually
- Determine when it is appropriate to clarify thoughts with drawings or visually
- Determine when it is appropriate to clarify feelings with drawings or visually
- Clarify ideas, thoughts, and feelings by adding drawings/visual displays
- Create audio recordings of stories or poems
- Add drawings/visual displays to stories
- Add drawings/visual displays to experiences
- Recognize complete sentences in writing and when spoken
- Identify the audience
- Recognize task and situation
- Differentiate when a situation calls for speaking in complete sentences
- Interpret requested detail or clarification
- Formulate a response
- Speak in complete sentences when appropriate to task and situation
- Respond to answer questions or to clarify

WRITING STANDARDS

- Identify a topic or title of a book to write about
- Recognize and define opinions
- Recognize and define concluding sections or statements
- Recognize and define linking words
- Formulate and articulate an opinion about a text or topic
- Generate reasons that support stated opinions
- Organize writing to introduce, support, and conclude
- Use linking words (e.g. because, and, also) in order to connect opinions and reasons
- Write an opinion piece which introduces the topic or book
- Write an opinion piece which supplies at least 2 supporting reasons for the opinion
- Write an opinion piece which uses effective words to link opinions and reasons

- Write an opinion piece which provides a concluding statement or section
- Recognize an informative text
- Recognize explanatory text
- Identify topic sentences
- Identify facts
- Identify definitions
- Identify concluding statements
- Use facts and definitions to develop points
- Determine an appropriate concluding statement or section
- Write informative/explanatory texts that focus on a specific topic
- Write informative/explanatory texts that use facts and definitions to develop the topic
- Write informative/explanatory texts that include a concluding statement or section
- Identify components of narrative including beginning and ending
- Identify sequence of events
- Identify details related to events
- Identify temporal words
- Choose relevant details that correspond to a chosen event
- Reflect on identified event
- Apply appropriate temporal words in order to signal change of events in a narrative
- Create relevant and elaborated details to support events of a narrative
- Write a narrative that recounts a well-elaborated event or short sequence of events
- Write a narrative that includes supporting details, temporal words, and a sense of closure
- Recognize how to focus on a topic
- Recognize how to revise and edit
- Strengthen writing by revising
- Strengthen writing by editing
- Use basic computer skills
- Choose digital tools for producing and publishing writing
- Use technology to produce and publish writing individually and with peers
- Apply sources and tools to conduct shared research on a single topic
- Organize relevant information on a topic
- Participate in shared research and writing projects
- Recall information
- Gather information from sources
- Answer a question recalling information from experiences
- Answer a question using information from a provided source or multiple sources

In 2nd grade, your child will build on last year's work and gain important new skills. One of the most important outcomes for the year is to add and subtract two-digit numbers quickly and accurately (e.g., $77 - 28$). Another important goal in 2nd grade is to understand what the digits mean in a three-digit number such as 463 (namely, 463 is four hundreds, six tens, and three ones). Your child also will build expertise with solving addition and subtraction word problems. Mastering addition and subtraction at the 2nd grade level is important so that your child will not have to review and repeat this material in 3rd grade, when the study of multiplication, division, and fractions will start.

HELP YOUR CHILD LEARN AT HOME

Look for “word problems” in real life. Some 2nd grade examples might include:

- When saving for a purchase, compare the cost of the item to the amount of money you have; then ask your child to determine how much more money he or she needs to buy the item.
- When measuring your child's height, ask how many inches he or she has grown since the very first measurement.
- Play “draw the shape.” For example, ask your child to draw a hexagon with one side longer than the others, or ask him or her to shade in a quarter of a rectangle.

GEOMETRY

- Identify the attributes of triangles, quadrilaterals, pentagons, hexagons, and cubes (e.g., faces, angles, sides, vertices, etc.)
- Identify triangles, quadrilaterals, pentagons, hexagons, and cubes based on the given attributes
- Describe and analyze shapes by examining their sides and angles, not by measuring
- Compare shapes by their attributes (e.g., faces, angles)
- Draw shapes with specified attributes
- Define partition
- Identify a row
- Identify a column
- Determine how to partition a rectangle into same size squares
- Count to find the total number of same-size squares
- Identify two, three, and four equal shares of a whole
- Describe equal shares using vocabulary: halves, thirds, fourths, half of, third of, etc.
- Describe the whole as two halves, three thirds, or four fourths
- Justify why equal shares of identical wholes need not have the same shape

MEASUREMENT AND DATA

- Identify tools that can be used to measure length
- Identify the unit of length for the tool used (inches, centimeters, feet, meters)
- Determine which tool is most appropriate to use to measure the length of an object
- Measure the length of objects, using appropriate tools
- Know how to measure the length of objects with different units
- Compare measurements of an object taken with two different units
- Describe why the measurements of an object taken with two different units are different
- Explain the length of an object in relation to the size of the units used to measure it
- Know strategies for estimating length
- Recognize the size of inches, feet, centimeters, and meters
- Determine if an estimate is reasonable
- Estimate lengths in units of inches, feet, centimeters, and meters
- Name standard length units
- Compare lengths of two objects
- Determine how much longer one object is than another in standard length units
- Add and subtract lengths within 100
- Solve word problems involving lengths that are given in the same units
- Solve word problems involving length that have equations with a symbol for the unknown number
- Represent whole numbers from 0 on a number line with equally spaced points
- Explain length as the distance between 0 and another mark on the number line diagram
- Use a number line to represent the solution of whole number sums and differences related to length within 100
- Look for and make use of structure
- Determine what time is represented by the combination of the number on the clock face and the position of the hands
- Tell time using analog clocks to the nearest 5 minutes
- Tell time using digital clocks to the nearest 5 minutes
- Write time using analog clocks and digital clocks
- Identify the hour and minute hand on an analog clock
- Identify and label when a.m. and p.m. occur
- Identify and recognize the value of dollar bills, quarters, dimes, nickels, and pennies
- Identify the \$ and ¢ symbol
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately

- Read tools of measurement to the nearest unit
- Represent measurement data on a line plot
- Measure lengths of several objects to the nearest whole unit
- Measure lengths of objects by making repeated measurements of the same object
- Create a line plot with a horizontal scale marked in whole numbers using measurements
- Recognize and identify picture graphs and bar graphs
- Identify and label the components of a picture graph and bar graph
- Make comparisons between categories in the graph using more than, less than, etc.
- Solve problems relating to data in graphs by using addition and subtraction
- Draw a single-unit scale picture graph to represent a given set of data with up to four categories
- Draw a single-unit scale bar graph to represent a given set of data with up to four categories

NUMBER AND OPERATIONS IN BASE TEN

- Recall numbers and numerals up to 120
- Represent a number of objects up to 120 with a written numeral
- Count to 120, starting at any number less than 120
- Read and write numerals up to 120
- Explain what each digit of a two-digit number represents
- Define a bundle of 10 ones as “ten”
- Represent numbers 11-19 as composed of a ten and correct number of ones
- Represent the numbers 20, 30, 40, 50, 60, 70, 80, and 90 as composed of the correct number of tens
- Identify the value of each digit represented in a two-digit number
- Know what each symbol represents greater than, less than, and =
- Compare two two-digit numbers based on meanings of the tens and ones digit
- Use greater than, =, and less than symbols to record the results of comparisons
- Identify the value of each digit of a number within 100
- Decompose any number within one hundred into ten(s) and one(s)
- Choose an appropriate strategy for solving an addition problem within 100
- Relate the chosen strategy (using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtractions) to a written method (equation) and explain the reasoning used
- Use composition and decomposition of tens when necessary to add within 100
- Identify the value of each digit in a number within 100
- Explain how to mentally find 10 more or 10 less than a given two-digit number
- Apply knowledge of place value to mentally add or subtract 10 to/from a given two-digit number

- Identify the value of each digit of a number within 100
- Subtract multiples of 10 in the range of 10-90 from multiples of 10 in the range of 10-90 (positive or zero differences)
- Choose appropriate strategy (concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction) for solving subtraction problems with multiples of 10
- Relate the chosen strategy to a written method (equation) and explain the reasoning used

OPERATIONS AND ALGEBRAIC THINKING

- Identify the unknown in addition or subtraction word problem
- Determine the appropriate operations needed to solve addition and subtraction problems in situations including add to, take from, put together, take apart, and compare
- Use drawings or equations to represent one-and two-step word problems
- Add and subtract within 100 to solve one-step word problems with unknowns in any positions
- Write an addition and subtraction equation with a symbol for the unknown
- Know mental math strategies for addition and subtraction
- Know from memory all sums of two one-digit numbers
- Apply mental strategies to add and subtract fluently within 20
- Fluently add and subtract within 20
- Recognize that in groups of even numbers objects will pair up evenly
- Recognize that in groups of odd numbers objects will not pair up evenly
- Determine whether a group of objects is odd or even, using a variety of strategies
- Generalize the fact that all even numbers can be formed from the addition of 2 equal addends
- Count a group of objects up to 20 by 2s
- Write an equation to express a given even number as a sum of two equal addends
- Generalize the fact that arrays can be written as repeated addition problems
- Solve repeated addition problems to find the number of objects using rectangular arrays
- Write an equation with repeated equal addends from an array

ECONOMICS

Production/Consumption/Distribution:

- Identify and explore career choices
- Illustrate the process of production & consumption of a product

Exchange:

- Describe personal finances (i.e., income, spending, saving)

HISTORY

Time:

- Distinguish between past, present and future times using timelines

People:

- Construct historical timeline for events in U.S. history
- Identify contributions of people in history
- Identify American Indians as the first Americans
- Construct a family tree and relate it to immigration

Events:

- Explore important events in history
- Develop an awareness of current events

GEOGRAPHY

Location:

- Identify the oceans
- Identify landforms
- Know the difference between city, state, country, and world
- Identify connections between the neighborhood and other places in the world

Map Skills:

- Locate important positions on the Earth's surface
- Construct a basic map with a key and use a scale to measure distance

Regions:

- Distinguish between neighborhood, city/community, state, country, and continent

Movement:

- Identify reasons for the movement of people

Human Environment Interaction:

- List reasons why recycling is important
- Identify sources of pollution

POLITICAL SCIENCE

Citizenship:

- Describe rights and responsibilities of a good citizen
- Identify symbols of the country—flag, eagle, and Statue of Liberty
- Participate in classroom voting

Laws:

- Recognize need for laws in society
- Identify responsibilities under the law

Government:

- Identify mayor, governor and president as leaders
- Identify examples of democracy (freedom)
- Describe the basic function and parts of our government

BEHAVIORAL SCIENCE

Individual:

- Identify the commonalities and differences of families

Institution:

- Identify groups and clubs to belong to in the community

Society:

- Compare and contrast people's lives in different countries through their cultural customs and holiday celebrations
- Complete assignments in a structured cooperative group with assigned responsibilities
- Identify national holidays and their importance

CATHOLIC SOCIAL TEACHINGS

Life and Dignity of the Human Person:

- Recognizes all life as a gift from God
- Relates to others with respect
- Demonstrates the value of sharing to help others
- Responds to conflicts in a peaceful way

The Call to Family, Community, and Participation:

- Identifies at a primary level the family as a basic social institution
- Recognizes examples of social responsibility
- Understands the concept of the blended family
- Shares self and material things for the good of others

The Rights and Responsibilities of the Human Person:

- Begins to solve problems in a peaceful way
- Recognizes obligations of Christians to seek justice in the world
- Understands the basic rights of people

Option for the Poor and the Vulnerable:

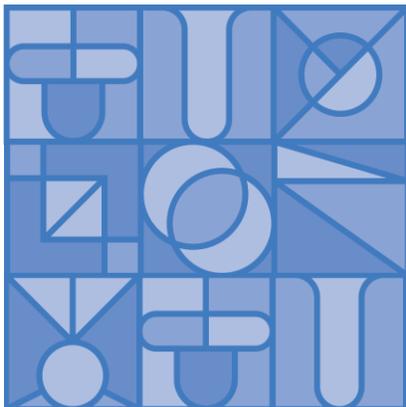
- Can discuss ways to care for the poor
- Identifies vulnerable (those who need help) members of a family, class, and neighborhood
- Expresses and shows compassion to those in need
- Practices behaviors that help others
- Can tell stories about what poor children and children who are not poor have in common

Dignity of Work and the Rights of Workers:

- Practices good work habits and sees them as important
- Demonstrates good responsible behavior in class
- Shows respect for others' work

Solidarity of the Human Family:

- Identifies examples of prejudice
- Displays examples of individual and cultural differences



Dear Parents:

A strong foundation in science, technology, engineering, and mathematics is essential for preparing our students to be well informed citizens as well as prepared for college and the work force. Our traditional science programs have focused on content, facts, and vocabulary, but have lacked the ability for students to engage in the actual application of scientific concepts. The Next Generation Science Standards (NGSS) have refocused K-12 science education to focus on the big ideas through an emphasis on firsthand experiences such as investigation, design, and modeling, to help make more meaningful connections to the concepts that will stay with our children for a lifetime.

The NGSS promote a new way of teaching and learning that allows students to experience science in a meaningful way. This is accomplished by integrating three dimensions of learning as well as technology and engineering principles:

- **Core Disciplinary Concepts:** This is the content that is being covered (ex. Biology).
- **Science and Engineering Practices:** This focuses on the process of how science is conducted in the real world, such as through planning and carrying out investigations.
- **Cross Cutting Concepts:** These are science ideas, like *cause and effect*, that permeate all the sciences.

Your child/children will experience instruction in the classroom that emphasizes scientific exploration and experimentation. Children will be engaged in questioning, exploring and discussing possible solutions, investigating science concepts, using argumentation, and being fully active in the learning process. This approach mirrors real-world science practices and engages students in a more meaningful way. Not only will our students be immersed in investigative experiences, but they will also be developing important critical-thinking skills that will cultivate the great thinkers and innovators of tomorrow.

PHYSICAL SCIENCE

- Classify matter as solid, liquids, and gas
- List and provide examples of the properties of matter
- Make observations comparing the attributes of various materials
- Determine which materials would work best for a stated purpose
- Use data to explain the results of my investigations
- Create a variety of objects using a set amount of pieces (blocks, legos, etc.)
- Measure the dimensions of different structures and compare these measurements with other structures
- Assess the changes in objects when they are heated or cooled and whether these changes can be reversed
- Communicate the results of these investigations

LIFE SCIENCE

- Explain how a plant's growth is affected by the amount of light and water it receives
- Tell the difference between a control and variable in an investigation
- Analyze the variety of ways seeds are spread by animals
- Research habitats to identify the plants and animals found there
- Compare and contrast the different types of living things that are found in different places on land and water

EARTH SCIENCE

- Research how the earth changes suddenly and over time
- Discover that erosion can change rocks and landscapes
- Investigate how different barriers prevent erosion
- Compare how well different barriers prevent erosion
- Explain the differences in landforms
- Differentiate the bodies of water
- Construct a model of landforms and bodies of water
- Infer where Earth's water is in a solid and liquid state
- Infer that Earth's surface is mostly water

SCIENCE AND ENGINEERING PRACTICES

- Ask questions and define a problem
- Obtain, evaluate, and communicate information
- Plan and carry out investigations
- Analyze and interpret data
- Engage in an argument based on evidence
- Use mathematics and computational thinking
- Develop and use models

CATHOLIC SOCIAL TEACHINGS

- Work cooperatively and respectfully with my classmates
- Explain that God made all creation and I can do my part to take care of it