

2nd Grade Curriculum

This is an outline of the standards that your child will learn in Second Grade. Please see the teacher for more detailed information.



Updated June 2015

Standards

The standards contained in this guide were developed by the Diocese of Madison based Common Core Standards, Wisconsin State Standards, and best practices.

This is an evolving work, and standards will be revised to meet the every changing needs of the students as they prepare to be productive citizens in the 21st century.

All standards will be taught and the highlighted standards will be part of your child's report card.

Computer and Information Sciences Standards Highlighted standards appear on the report card

IT.2.A Create original works as a means of personal or group expression.

IT.2.A.1 Create original works using a variety of preselected software, with guidance.

IT.2.B Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

IT.2.B.1 Communicates information and ideas using a variety of media and formats.

IT.2.D Locate, organize, analyze, evaluate, synthesize and cite information from a variety of sources and media.

IT.2.D.1 Uses graphic organizers to explore, depict, and create projects with guidance.

IT.2.D.2 Locate and select information for intended audience with guidance.

IT.2.E Collect and analyze data to identify solutions and/or make informed decisions.

IT.2.E.1 Categorize data to make informed decisions using technology.

IT.2.F Advocate and practice safe, legal and responsible use of information and technology.

IT.2.F.1 Demonstrates the ability to navigate virtual environments safely and responsibly.

Why aren't all standards on the report card?

The concise answer is space. The report card would be very long and difficult to read. The standards selected to be on the report cards are essential learning that takes place within that grade.

IT.2.G Understand and uses technology systems.

IT.2.G.1 Communicate and demonstrate the use of file systems and hardware with guidance.

IT.2.H Select and use applications effectively and productively.

IT.2.H.1 Demonstrate ability to navigate within an application with guidance.

Language Arts Standards

Highlighted standards appear on report card

LA.2.A. Use effective reading strategies to achieve their purposes in reading.

- Hear, say, and manipulate sounds including rhyming and blending.
- Apply a variety of strategies and word recognition skills including vowel sounds, medial sounds, consonant blends and consonant digraphs.
- Uses sound and letter relationships, initial and final consonants, consonant blends, and consonant digraphs, and long and short vowels.
- Use picture clues to help convey meaning.
- Infer the meaning of unfamiliar words in the context of a passage by examining known words.
- Comprehend text by activating prior knowledge, establishing purpose, self-correcting and self-monitoring, rereading, making predictions, finding context clues, developing visual images.
- Read aloud with fluency, accuracy, and expression.
- Identify and use organizational features of texts, such as headings, chapters, table of contents and glossary, to improve understanding.

LA.2.B. Read, interpret, and critically analyze literature.

- Recognize and recall elements and details of story structure, including use of story mapping, sequence of events, character, plot, and setting, in order to reflect on meaning.
- Extend a predictable story pattern.
- Experience a variety of culturally diverse reading materials, and relate reading to prior knowledge and experience.
- Identify cause and effect relationships. Interpreting events and ideas, and connect different works to each other and to real-life experiences.
- Participate in an author/illustrator study.
- Compare and contrast works of literature.

LA.2.C. Read and discuss literary and informational texts to gain understanding.

- Identify and summarize main ideas and key points from literature, informational texts, and other print and non-print sources.
- Distinguish fiction from nonfiction and realistic fiction from fantasy.

LA.2.D. Read to acquire information.

- Seek information by investigating available text resources.
- Read and follow activity directions.

LA.2.E. Create or produce writing to communicate with different audiences for a variety of purposes.

- Write narrative pieces with a distinct beginning, middle and ending.
- Write descriptive pieces.
- Write a detailed response to reading and life experiences.
- Write creative pieces (i.e. poetry, fiction).
- Write in a variety of situations, including journaling and content area writing.
- Write for a specific audience.

LA.2.F. Plan, revise, edit, and publish clear and effective writing.

- **Edit for spelling, punctuation, capitalization and grammar.**
- Use guided strategies for pre-writing (brainstorming, mapping, oral discussion).
- **Answer questions in complete sentences.**
- Complete a writing assignment in a set amount of time.

LA.2.G. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.

- **Identify nouns, verbs, and adjectives.**

- Capitalizes proper nouns and initial words of sentences.
- Punctuate abbreviations.
- Use commas with lists, dates, and places.
- **Spell frequently used words correctly.**
- Use word order and end punctuation marks to distinguish statements and questions.
- **Use correct subject and verb agreement.**

LA.2.H. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.

- Participate in group readings, such as choral, echo, and partner reading.
- Uses eye contact, appropriate volume, tone, rate, and articulation in oral presentations.
- Read aloud effectively.
- Perform dramatic readings and/or recite a simple poem.

LA.2.I. Listen and comprehend oral communications.

- Apply the rules of good listening.
- **Follow three to four-step directions.**
- Identify and summarize key points of a story or discussion.
- Retell stories in proper sequence.
- Follow sequence in plot, predict outcomes, and draw conclusions.
- Recall the content of stories, relate the content to prior knowledge, and answer various types of questions about the stories.
- Distinguish between a statement and a question.
- Distinguish fact from fantasy.

LA.2.J. Participate effectively in discussion.

- **Volunteer relevant information, ask relevant questions, and responds to questions.**
- Use appropriate eye contact and other nonverbal cues.
- Reflect on the ideas and opinions of others and respond thoughtfully.
- Summarize information conveyed through discussion.

LA.2.K. Develop a vocabulary of words, phrases, and idioms as a means of improving communication.

- Use word endings and subsequent changes correctly.
- **Use dictionaries and glossaries, both print and digital to determine or clarify the meaning of words and phrases.**
- **Demonstrate the ability to identify synonyms, antonyms, and homophones for a word that is presented in context.**

LA.2.L. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.

- Learn to communicate thoughts in daily living tasks and situations.

LA.2.M. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.

- Alphabetize beyond the first letter.
- Identify guidewords in a dictionary.
- Use pictures and captions for information.
- Identify a problem and predict various solutions.
- Use table of contents.

Library Standards

Highlighted standards appear on the report card

L.A.2.A Uses effective reading strategies to achieve their purposes in reading.

L.A.2.A.4 Uses picture clues to help convey meaning.

L.A.2.B Read, interpret and critically analyze literature.

L.A.2.B.5 Participate in an author/illustrator study.

L.A.2.C Read and discuss literary and informational texts to gain understanding.

L.A.2.C.2 Distinguish fiction from non-fiction and realistic fiction from fantasy.

L.A.2.I Listen and comprehend oral communications.

L.A.2.I.3 Identify and summarize key points of a story or discussion.

L.A.2.I.4 Retell stories in proper sequence.

L.A.2.I.8 Distinguish fact from fantasy.

Math Standards

Highlighted standards appear on the report card

MA.2.A. - Communicate mathematical ideas in a variety of ways.

MA.2.A.1 - Use pictures or manipulatives to demonstrate a solution process to a grade-appropriate math problem.

MA.2.A.2 - Use graphs to represent and interpret data.

MA.2.A.3 - Identify and construct number sentences.

MA.2.B. - Use appropriate mathematical vocabulary, symbols, and notation with understanding based on prior conceptual work.

MA.2.B.1 - Apply the signs for (+, -, =, \$, cents, <, >) correctly.

MA.2.B.2 - Recognize the signs (x, ?).

MA.2.B.3 - Use the following vocabulary correctly:

MA.2.B.3a - Addition

MA.2.B.3b - Subtraction

MA.2.B.3c - Equal

MA.2.B.3d - Greater than

MA.2.B.3e - Less than

MA.2.B.3f - Dollars

MA.2.B.3g - Cents

MA.2.B.4 - Recognize the following vocabulary:

MA.2.B.4a - Digit

MA.2.B.4b - Multiply

MA.2.B.4c - Divide

MA.2.C. - Use reasoning skills.

MA.2.C.1 - Geometric patterns:

MA.2.C.1a - Recognize

MA.2.C.1b - Describe

MA.2.C.1c - Extend

MA.2.C.1d - Create

MA.2.C.2 - Numerical patterns:

MA.2.C.2a - Recognize

MA.2.C.2b - Describe

MA.2.C.2c - Extend

MA.2.C.2d - Create

MA.2.C.3 - Explain the relationship between addition and subtraction

MA.2.C.4 - Identify basic addition and subtraction fact families through 20.

MA.2.C.5 - Employ problem-solving strategies.

MA.2.D. - Recognize mathematical ideas as they appear in other subject areas.

MA.2.D.1 - Use addition and subtraction to solve real-life grade-appropriate problems.

MA.2.D.2 - Use mathematics as a way to understand other areas of the curriculum.

MA.2.E. - Explain concepts clearly and logically and support solutions with evidence.

MA.2.E.1 - Orally explain solutions to problems.

MA.2.E.2 - Explain in written form solutions to problems.

MA.2.F. - Read, represent, order, and interpret various rational numbers.

MA.2.F.1 - Using physical or pictorial materials:

MA.2.F.10 - Represent and explain fractions with:

MA.2.F.10a - Physical materials.

MA.2.F.10b - Pictorial models

MA.2.F.10c - Verbal descriptions

MA.2.F.11 - Round whole numbers to the nearest ten

MA.2.F.12 - Use rough estimation for numbers up to 100

MA.2.F.13 - Determine when to use dollar and cents sign.

MA.2.F.1a - Display addition of whole number sentences through 100.

MA.2.F.1b - Display subtraction of whole number sentences through 100.

MA.2.F.1c - Write and solve whole number sentences to 100.

MA.2.F.1d - Write and solve whole number sentences to 100 using a number line.

MA.2.F.1e - Write and solve whole number sentences to 100 using pictorial representation.

MA.2.F.2 - Identify objects divided into:

MA.2.F.2a - halves

MA.2.F.2b - thirds

MA.2.F.2c - fourths

MA.2.F.3 - Use verbal descriptions to represent and explain whole numbers with:

MA.2.F.3a - Place-value concepts up to 3 digits

MA.2.F.4 - Read numerals to 999

MA.2.F.5 - Write numerals to 999

MA.2.F.6 - Use a number line.

MA.2.F.7 - 2-digit numbers:

MA.2.F.7a - Compare

MA.2.F.7b - Order

MA.2.F.8 - 3-digit numbers

MA.2.F.8a - Compare

MA.2.F.8b - Order

MA.2.F.9 - Compare whole numbers up to 999

MA.2.G. - Perform and explain operations using rational numbers.

MA.2.G.1 - Count through 999 by:

MA.2.G.1a - 1's

MA.2.G.1b - 2's

MA.2.G.1c - 5's

MA.2.G.1d - 10's

MA.2.G.1e - 25's

MA.2.G.1f - 100's

MA.2.G.2 - Memorize basic addition facts 0-18

MA.2.G.3 - Memorize basic subtraction facts 0-18

MA.2.G.4 - 2-digit numbers:

MA.2.G.4a - add

MA.2.G.4a1 - without regrouping

MA.2.G.4a2 - with regrouping

MA.2.G.4b - subtract

MA.2.G.4b1 - without regrouping

MA.2.G.4b2 - with regrouping

MA.2.G.5 - 3-digit numbers

MA.2.G.5a - add

MA.2.G.5a1 - without regrouping

MA.2.G.5a2 - with regrouping

MA.2.G.5b - subtract

MA.2.G.5b1 - without regrouping

MA.2.G.5b2 - with regrouping

MA.2.H. - In problem-solving situations select and use appropriate procedures using rational numbers.

MA.2.H.1 - Employ the problem-solving strategies of acting out, using manipulatives, and drawing pictures.

MA.2.H.2 - Memorize basic facts of addition to 18.

MA.2.H.3 - Memorize basic facts of subtraction to 18.

MA.2.H.4 - Combine and arrange sets of coins less than \$5.00

MA.2.H.5 - Show multiple ways of making specific cents/dollar amounts less than \$5.00.

MA.2.H.6 - Select algorithms for:

MA.2.H.6a - addition

MA.2.H.6b - subtraction

MA.2.H.7 - Use a calculator to assist and check solutions to problems.

MA.2.I. - Describe geometric figures.

MA.2.I.1 - Describe two and three-dimensional figures by:

MA.2.I.1a - Naming

MA.2.I.1b - Comparing

MA.2.I.1c - Sorting

MA.2.I.1d - Classifying

MA.2.I.1e - Identifying figures with same shape and size

MA.2.I.1f - Drawing and constructing physical models to specifications for two-dimensional figures.

MA.2.I.1g - Identifying properties

MA.2.L. - Identify and use relationships among figures.

MA.2.L.1 - Use physical materials to identify properties and relationships:

MA.2.L.1a - symmetry

MA.2.L.1b - congruence

MA.2.M. - Recognize and describe measurable attributes/units of measure.

MA.2.M.1 - Identify and model appropriate tools to measure:

MA.2.M.1a - Length

MA.2.M.1b - Time

MA.2.M.1c - Liquid capacity

MA.2.M.1d - Temperature

MA.2.M.1e - Weight

MA.2.M.1f - Monetary value

MA.2.N. - Understand and demonstrate basic facts, principles, and techniques of measurement.

MA.2.N.1 - Demonstrate appropriate use of nonstandard and standard units metric and US Customary.

MA.2.N.2 - List days of the week in order.

MA.2.N.3 - Determine measurements directly by using standard tools.

MA.2.N.3a - Length to the nearest inch

MA.2.N.3b - Length to the nearest foot

MA.2.N.3c - Length to the nearest centimeter

MA.2.N.3d - Time to the nearest 5-minute interval

MA.2.N.3e - Monetary value of dollars and coins to a total of \$5.00

MA.2.P. - Collect, organize and display data.

MA.2.P.1 - Use graphs to represent data:

MA.2.P.1a - Bar

MA.2.P.1b - Picture

MA.2.P.2 - Record data using tallies.

MA.2.Q. - Extract, interpret, and analyze information from organized and displayed data.

MA.2.Q.1 - Problem-solve by reading graphs, tables and charts.

MA.2.Q.2 - Draw reasonable conclusions based on data.

MA.2.S. - Use variables to represent an unknown number, quantity, or object.

MA.2.S.1 - Use the following to stand for any number, measured quantity or object:

MA.2.S.1a - Letter

MA.2.S.1b - Box

MA.2.S.1c – Symbol

MA.2.W. - Recognize and use generalized properties and relations.

MA.2.W.1 - Demonstrate the commutative property of addition using whole numbers.

Music Curriculum Standards

Highlighted standards appear on the report card

ME.1 - Singing, alone and with others, a varied repertoire of music

ME.1.A.2 - Echo and sing melodic patterns, including rounds

ME.1.B.2 - Sing songs with more than one interval in major or minor mode

ME.1.C.2 - Identify and sing a range of loud and soft sounds, using appropriate terminology

ME.1.D.2 - Differentiate between legato and staccato

ME.1.E.2 - Recognize appropriate quality of voice

ME.1.F.2 - Sing and recognize music representing various cultures, genres, and styles

ME.2 - Performing on instruments, alone and with others, a varied repertoire of music

ME.2.A.2 - Perform patterns and ostinato on pitched and unpitched instruments with proper technique

ME.2.B.2 - Identify and play harmonies containing one interval

ME.2.C.2 - Identify and play a range of loud and soft sounds, using appropriate terminology

ME.2.D.2 - Echo and play rhythmic patterns with accuracy

ME.2.E.2 - Perform and recognize music representing various cultures, genres, and styles

ME.4 - Composing and arranging music within specified guidelines

ME.4.A.2 - Compose phrases or patterns within specified guidelines

ME.4.B.2 - Understand and use symbols that represent elements of music

ME.4.D.2 - Create simple accompaniments with classroom instruments

ME.5 - Reading and notating music

ME.5.A.2 - Read pitches and/or rhythms in standard notation, including whole, half, quarter, and eighth notes and rests.

ME.5.B.2 - Notate pitches and/or rhythms in standard notation, including whole, half, quarter, and eighth notes and rests

ME.6 - Listening to, analyzing, and describing music

ME.6.A.2 - Respond to selected characteristics of music (e.g., the melodic phrase is the same or different, the tempo is fast or slow, and the volume is loud or soft) through descriptive terminology

ME.6.B.2 - Identify familiar instruments and voice types

ME.6.C.2 - Understand and describe how specified pieces of music can communicate ideas suggesting events, feelings, mood, or images

ME.9 - Understanding music in relation to history and culture

ME.9.A.2 - Know composers and music representative of a variety of cultures, genres, and historical settings

ME.9.B.2 - Understand the influence of daily music experiences in ourselves and others

ME.9.C.2 - Demonstrate appropriate audience behavior for the context of the music performed

Physical Education Standards

Highlighted standards appear on the report card

PE.1 - The physically literate individual will demonstrate competency in a variety of motor skills and movement patterns

PE.1.A.2 - Perform locomotor skills in a mature pattern

PE.1.B.2 - Perform a teacher and/or student-designated rhythmic activity with correct response to simple rhythms

- PE.1.C.2 - Demonstrate control of the body in varying leveled positions
- PE.1.D.2 - Demonstrate ability to strike a moving object with an implement
- PE.1.E.2 - Demonstrate ability to manipulate with a partner by throwing, kicking, catching, rolling, passing, and volleying
- PE.1.F.2 - Demonstrate ability to strike a moving object with an implement

PE.2 - The physically literate individual will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance

- PE.2.A.2 - Demonstrate locomotor skills through shapes, levels, and pathways
- PE.2.B.2 - Vary time and force with gradual increases and decreases

PE.3 - The physically literate individual will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

- PE.3.A.2 - Understand large-motor and/or manipulative physical activities for participation outside physical education class
- PE.3.B.2 - Identify physical activities that contribute to fitness
- PE.3.C.2 - Recognize the balance between nutrition and physical activity

PE.4 - The physically literate individual will exhibit responsible personal and social behavior that respects self and others

- PE.4.A.2 - Practice skills with minimal teacher prompting
- PE.4.B.2 - Accept specific corrective feedback from the teacher
- PE.4.C.2 - Work independently with others in partner environments
- PE.4.D.2 - Recognize the role of rules and etiquette in teacher-designed activities
- PE.4.E.2 - Work independently and safely

PE.5 - The physically literate individual will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

- PE.5.A.2 - Recognize the relationship between nutrition and physical activity
- PE.5.C.2 - Understand that physical activities can bring confidence and challenge
- PE.5.D.2 - Describe positive feelings that result from participating in physical activities

Social Studies Standards

Highlighted standards appear on report card

SS.2.A. Understand and utilize geographic tools.

- Identify the Nation's and Wisconsin's capital on a map.
- **Identify and locate the seven continents.**
- **Label map of the world with the oceans.**
- List the ordinal directions and use them to locate regions on a map.
- **Use the map vocabulary to identify places on a map. (i.e. cardinal directions, scale, hemisphere, equator, latitude, and longitude)**
- Use a map key to identify objects on a map.
- Construct a map of his/her classroom, school, and/or neighborhood. Include a map key.
- Compare and contrast the local community with other places in Wisconsin.
- Recognize the difference between city, state, country, and continent.

SS.2.B Understand how geographic and human characteristics create culture and define regions.

- Give an example of how different people living in the same region maintain different ways of life.
- Distinguish between the concepts of urban, suburban, and rural.
- **Compare and contrast communities around the world with the local community.**

SS.2.C. Understand how human actions and the location of resources affect the development of communities, environments, and the movement of populations.

- Identify and discuss environmental changes caused both by nature and human actions.
- Explain the reasons for the movement of people.

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- Give examples of stewardship of natural resources.
 - Justify why recycling is important.
 - Identify sources of pollution and give examples of how it harms the environment.
- SS.2.D. Understand how and why people create, maintain, or change systems of power, authority, and governance.
- Discuss the purposes of government.
- SS.2.E. Understand how cultures, groups, and individuals influence society and government.
- Summarize and justify the holidays with political significance.
 - Describe why the symbols and locations uniquely identify our nation, state, and communities.
 - Explain the importance of the Pledge of Allegiance.
 - **Name various leaders of the past (i.e. Washington, Lincoln, Martin Luther King) and describe ways they have influenced our culture.**
 - Recognize that there are various Native American tribes in the United States.
- SS.2.G. Understand historical sources in order to interpret events and issues.
- Distinguish between past, present, and future times using timelines.
 - Construct a timeline and use a variety of sources to gather and record information about the past.
 - Describe the lives of ordinary and extraordinary people through the use of biographies, narratives, Bible stories and folk tales.
 - **Identify and use resources to understand the past (i.e. stories, artifacts, maps, and pictures).**
- SS.2.I Understand the roles of innovation on the development and interaction of societies.
- SS.2.I.1 Compare and contrast inventions in the past to the present.
 - SS.2.I.2 Give an example of an inventor and their invention.
- SS.2.J. Understand the rights and responsibilities of each citizen, and demonstrate the value of lifelong civic action.
- Describe rights and responsibility of a good citizen in and outside of the classroom.
 - Explain why communities have rules and why citizens need to respect those rules.
 - Identify and explain the individual's responsibility to family, peers, church, and community. (i.e., the need for civility, respect for diversity, etc.)
 - Identifies significant political documents of the United States in which the rights of our citizens are guaranteed.
- SS.2.K. Understand the concepts of our American system of government.**
- Recognize the purpose of local, state, and national government in American society.
 - Identify mayor, governor, and president as leaders.
 - Name both the current President and Vice President of the United States.
 - Identify examples of democracy (freedom).
 - Identify important services provided by local governments to people (i.e. police and fire protection, parks, and library).
- SS.2.M. Understand the role of the United States and social responsibility in current world affairs.
- Describe a current event.
- SS.2.N. Understand how economic needs and wants influence individual and group decisions.
- Describe various types of economic resources, such as natural resources, human resources, and agricultural resources.
 - Demonstrate exchanging money for goods and services.
- SS.2.O. Understand how economic conditions impact people's lives.
- Identify consumers and where they make purchases in your community.
 - Identify producers in your community.
 - Describe how different jobs affect the community.
 - Distinguish between public and private goods and services.
- SS.2.P. Understand the functions of economic institutions.
- Describe and explain the role of money.

SS.1.S. Understand universal economic concepts.

- Recognize that trade occurs locally, nationally, and globally.
- Describe a trade students have made and explain how each person gained in the exchange.

SS.2.T. Understand the role an individual in group dynamics.

- Give examples of laws, rules, and peer pressure that influence the classroom and school community.
- **Model ways to cooperate and work together to solve problems in the community.**

SS.W.U. Understand the process of how humans develop, learn, and internalize their culture.

- Compare and contrast the similarities and differences of individuals in the class.
- Describe and illustrate the customs and traditions that are common to the various ethnic groups with which the students identify.
- Recognize that people have different values and beliefs.
- Distinguish characteristics of families based on where they live and how they make a living.

SS.2.V. Understand current social issues and respond to them according to Catholic identity.

- Give examples of how the media may influence opinions, choices, and decisions.
- Identify areas of need within the community (the poor, sick, etc.) and discuss ways in which individual students and the class can help.
- Retell stories from the Bible that highlight what Jesus told his disciples to do for the least of their brothers and sisters.

Religion Standards

Highlighted standards appear on report card

CAT.2.A. Understand revelation as God's action to make Himself known: in creation, in his relationship with Israel, and in the Person of Jesus Christ.

- Know and retell the Story of Salvation History.
- Connect how the goodness of creation reflects the perfect truth, goodness, and beauty of the creator.
- Explain why and give examples of how God speaks to us and tells us about himself. He does this so that we can know and love him.

CAT.2.C.: Understand Sacred Scripture as witness to God's Self-Revelation

- **Retell and explain the Bible stories of:**
 - **- Jesus instituting the sacrament of Baptism**
 - **- Jesus instituting sacrament of Holy Eucharist.**
 - **- Jesus instituting the sacrament of Reconciliation.**
- Give examples of how the Church uses Scriptures to nourish and find strength. "In the sacred books, the Father who is in heaven comes lovingly to meet his children, and talks with them," especially in the Liturgy of the Word.

CAT.2.D: Be familiar with the structure and contents of Sacred Scripture and be able to use it.

- Explain that in the bible "...The Father who is in Heaven comes lovingly to meet his children and talks with them.
- Explain that Sacred Scripture is made up of an Old Testament and a New Testament.

CAT.2.E.: **Know and understand the articles of the Apostles Creed**

- Recognize that God is our beginning and our end.
- Explain that Jesus is the Son of God, one with the Father.
- Recognize that God made all creation good.
- Explain how sin harms or breaks our friendship with God.
- Explain the Son of God became man so that we could know God's love and so that Jesus could save us from our sins.
- Realize that we adore God hidden in the weakness of a newborn child, Jesus, especially at Christmas.
- Articulate and explain the meaning of "Christ died for our sins" and that Jesus' resurrection is at the heart of

our faith.

- Explain the meaning of “God has sent the Spirit of his Son into our hearts, Crying ‘Abba! Father!’”
- State that the Holy Spirit teaches us to pray.
- Describe how the church is the People of God and the Body of Christ.
- Articulate that Mary is the Mother of God and our mother.
- Listen and retell stories of the lives of the saints.
- Explain that God forgives our sins in Baptism and Penance.
- Explain that after Jesus comes back to earth we will all be given glorified bodies.
- Explain how God intends for all of his children to be with Him in Heaven.

CAT.2.F.: Understand and participate in liturgical seasons, feasts and celebrations.

- Recognize that just as Jesus shared his life with the apostles and others during his earthly life, he now shares this very same life with us through his sacraments.
- Explain that sacraments are “powers that come forth” from the Body of Christ; actions of the Holy Spirit at work in his Body, the Church.

CAT. 2.G.: Name, define and describe each of the seven sacraments of the Church and will know how to participate in the celebration of each.(CCC Baptism 1210-84, Confirmation 1285-1321, Eucharist 1322-1419, Reconciliation 1422-98, Anointing of the Sick 1499-1532, Holy Orders 1536-1600, Matrimony 1601-1666)

- Connect Baptism with the forgiveness of sins, original and personal, and new birth in the Holy Spirit.
- Explain that bread and wine are changed into the body and blood of Jesus during the Mass.
- Explain that to receive Holy Communion you must be free from serious sin and fast for one hour from food and drink.
- Explain that our life of grace – our connection to God - can be lost by sin.
- **Explain that Reconciliation is a sacrament of God’s mercy and healing.**
- Show how when we’re sorry for our sins, we tell them to a priest who in the Name of Jesus Christ, forgives our sins with the prayer of absolution.
- Describe how after our sins are forgiven, we do penance, such as a prayer or action which forms good habits of virtue.
- Defend why the priest must keep secret all sins confessed to him.

CAT.2.H.: Understand the Eucharist has a special and central place in the life of the Church and in their own lives because it contains the very act of redemption which Jesus accomplished in His life, death and resurrection (CCC 1322-1419)

- **Describe that the Eucharist unites us with Jesus and nourishes our union with Him; we thus adore him present in us when we receive Holy Communion.**

CAT.2.I.: Understand the dignity of every human person stemming from their creation in the image and likeness of God. (CCC 1691-1876)

- State that Jesus is our model for how to live.
- **Give an example of how sin can be in words, deeds or thoughts against God’s law.**
- Explain the difference between mortal and venial sins.
- Describe how when we confess our sins and turn back to God, he will forgive us.
- Distinguish between sin as a deliberate choice of something we know to be wrong and accidents and ignorance.
- Recognize that we must follow the moral law, which urges us to do what is good and avoid what is evil. This law makes itself heard in our consciences.

CAT.2.J.: Understand that the human person is made for communion, both with God and the human community. (CCC1877-1948)

- Identify and describe Jesus’ new commandment to us: love one another as he has loved us.
- Connect the love and service to God to loving and serving our neighbor.

CAT.2.K.: Understand that wounded by sin, man needs salvation by God who comes to him in Christ who teaches us the law of love and recreates us in his image through the gift of grace. (CCC 1949-2051)

- Retell the story of the Prodigal Son.
- Connect the story of the Prodigal Son to your Reconciliation.

CAT.2.L.: Understand how to judge the morality of acts and how the conscience is properly formed. (CCC 1730-1802)

- Explain that conscience as being that which God puts in us to tell us what is right and wrong.
- Explain why we need to examine our consciences daily, and in preparation for the sacrament of Penance.
- Explain the concept of free will and its role in choosing good or evil.
- Describe how God provides guidance through Scripture, the Holy Spirit, and the teaching of the Church.
- Explain why attending Mass on Sunday is a privilege and duty, and to skip it is a grave sin.
- Explain that good habits are developed by constant practice.

CAT.2.M.: Understand the Ten Commandments (CCC 1454, 2052-2557)

- Relate the Ten Commandments to the examination of conscience.
- Compare and contrast the Ten Commandments – the first three commandments as relating to God and the last seven commandments as to how we treat others.
- Explain how you shall love the Lord your God and have no other gods before Him.
- Discuss how God’s name is holy, and we must respect it and not use it thoughtlessly.
- Explain why attending Mass on Sunday is a privilege and duty, and to skip it is a grave sin.
- Explain that children must obey their parents, guardians and teachers.
- Recognize that parents must regard their children as children of God and respect them as human persons.
- Explain that as Christians, we are called to be peacemakers in our homes, schools and society.
- Recognize that the sacrament of marriage makes holy the promise of a man and a woman to love each other as husband and wife.
- State that stealing is taking the property of another without permission; it is against the seventh commandment.
- State that lying is purposefully saying what is untrue: it is an offense against the eighth commandment.

CAT.2.N.: Understand what prayer is and the revelation of prayer. (CCC 2559-2649)

- **Explain that we pray because God is greater than we are.**
- Articulate a personal prayer of sorrow.

CAT.2.O.: Understand the Catholic Christian tradition of prayer. (CCC 2650-2696)

- Demonstrate Catholic use of *sacramentals* for prayer purposes.

CAT.2.P.: Understand and experience the Catholic Christian life of prayer. (CCC 2697-2758)

- Demonstrate and explain prayer gestures: blessing before Gospel.
- **Recite an Act of Contrition.**
- **Recite Mass responses.**

CAT.2.Q.: Understand the Lord’s prayer as a summary of the whole gospel and its many uses within the Christian life. (CCC 2759-2865)

- Explain that Jesus gave us the “Our Father” when the apostles asked him how to pray.

Science Standards

Highlighted standards appear on report card

SCI.2.A: Scientists, Inventors and Inventions

- Identify a scientist and his/her contribution

SCI.2.B: Current Events

- Discuss current events and their global impact in science

SCI.2.C: Science is ever changing

- Recognize that although science is ever changing, some things remain constant (weather, seasons)
- Predict how science and technology may change in the future

SCI.2.D: Scientific resources, tools and instruments

- Identify science tools used frequently
- Use science tools for exploration

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- Explain how technology has helped people

SCI.2.E: Relationship between science and our faith

- Describe how the stories of the Bible show us God's creation and love for our world.
- Show our love for God through caring for plants, animals and our environment

SCI.2.F: Problem Solving

- **Demonstrate that science involves asking questions and looking for answers**
- Pose problems, make and share observations and clearly record findings

SCI.2.G: Sharing Knowledge with others

- Explain that science is helpful to work with a team and share findings

SCI.2.H: Models, graphs and diagrams

- Use models to demonstrate knowledge
- Sort, graph, draw pictures to compare and share information

SCI.2.I: Interconnectedness of Science

- Explain and demonstrate how an individual's and populations quality of life and ability to survive are affected by environmental factors

SCI.2.J: Careers

- Identify and describe various careers and hobbies involving science

Grade Two: Physical Science: Balance and Motion

SCI.1.L: Forms and Properties of Energy

- **Identify forms of energy as light, sound and heat**

SCI.K.M: How Matter and Energy Connect

- **Demonstrate that vibrations create sound.**
- Investigate the push and pull properties of magnets

SCI.1.M: How Matter and Energy Connect

- Demonstrate how sound vibrations travel through different materials
- **Investigate how magnets attract and repel through a variety of objects**

SCI.2.M: How Matter and Energy Connect

- Create musical instruments to show sound vibrations
- **Apply knowledge to conduct experiments with magnets through a variety of substances**
- Demonstrate how light travels through a prism.

Grade Two: Earth Science: Pebbles, Sand Silt

SCI.2.P: Changes in the Earth

- **Identify the causes of weathering and erosion**

SCI.3.P: Changes in the Earth

- Explain how soil's composition changes due to weathering and erosion

SCI.K.Q: Earth's Structure and Composition

- Investigate the differences between sand, soil and rock samples
- **Recognize land and water formations**

SCI.1.Q: Earth's Structure and Composition

- Illustrate land and water formation

SCI.2.Q: Earth's Structure and Composition

- **Identify the properties of rocks and soils**

SCI.3.Q: Earth's Structure and Composition

- Explain that soil is made up of particles of stone and dead plant and animal material

Grade Two: Life and Environmental Science: Insects and Plants

SCI.2.R: Ecology

- **Recognize that living and non-living things are dependent on each other**
- **Recognize that the needs of plants and animals determine the environment in which they live**
- **Identify different types of habitats and their characteristics**

SCI.2.S: Environmental Science

- Utilize the knowledge of recycling to create a sculpture
- List examples of ways to recycle, reuse and reduce
- Identify and compare renewable and non-renewable resources and their importance to improve life
- Give examples of conservation
- Identify different types of pollution as land, water and air
- Describe how human influences have initiated change in Earth's environment
- Describe how environmental changes such as the weather and seasons influence the life and earth of animals and plants.

SCI.2.T: Diversity of Life

- Describe that organisms alive today may resemble extinct organisms

SCI.2.U: Genetics

- Describe the physical characteristics that we share with family members

SCI.2.V: Human Body

- Identify private and special body parts

SCI.2.W: Plants and Animals

- Compare and classify plant materials
- Compare and contrast how seeds grow in different materials
- Identify how plants are useful for people
- **Illustrate food chains to show how living things depend on each other**

SCI.2.X: Ethics

- Demonstrate how to protect God's creation

World Language

Highlighted standards appear on report card

WL.2.A Students in Wisconsin will engage in conversations, provide and obtain information, express feelings and exchange opinions in a language other than their own.

WL.2.A.3 Students will state personal preferences and feelings

WL.2.A.5 Students will ask for repetition and repeat to ensure understanding.

WL.2.A.7 Students will ask and answer a variety of questions, giving reasons for their answers.

WL.2.A.8 Students will defend personal preferences, feelings and opinions with more complex explanation.

WL.2.A.10 Students will ask for simplification and clarification.

WL.2.A.15 Students will ask for clarification and be able to paraphrase to ensure understanding.

WL.2.A.20 Students will ask for clarification and be able to paraphrase to ensure understanding,

WL.2.B Students in Wisconsin will understand and interpret a language other than their own in its written and spoken form on a variety of subjects.

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- WL.2.B.3** Students will understand written materials on familiar subjects that have strong visual support.
 - WL.2.B.4 Students will comprehend the main idea of selected, short authentic written materials.
 - WL.2.B.5** Students will use previous classroom experience with the language to understand its spoken and written forms.
 - WL.2.B.8 Students will understand selected written materials on topics of personal interest.
 - WL.2.B.9 Students will comprehend the main idea and some supporting ideas of selected authentic written materials.
 - WL.2.B.11 Students will understand spoken language that incorporates more advanced vocabulary and structures.
 - WL.2.B.12** Students will comprehend the main ideas and supporting ideas of oral presentations and selected authentic materials including videos and radio and television broadcasts.

WL.2.C Students in Wisconsin will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.

WL.2.C.2 Students will write and present a short narrative about themselves.

WL.2.D Students in Wisconsin will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

WL.2.D.1 Students will observe and imitate appropriate patterns of behavior (such as greetings or gestures) used with friends and families in the cultures studied.

WL.2.D.2 Students will participate in and learn about age-appropriate cultural activities (such as games, songs, and holiday celebrations).

Art Standards

All listed standards appear on report card

- 2.1 Understands concepts and techniques
- 2.2 Applies basic elements and principles of art
- 2.3 Demonstrates individuality and creativity
- 2.4 Respects efforts and contributions of peers and working artists