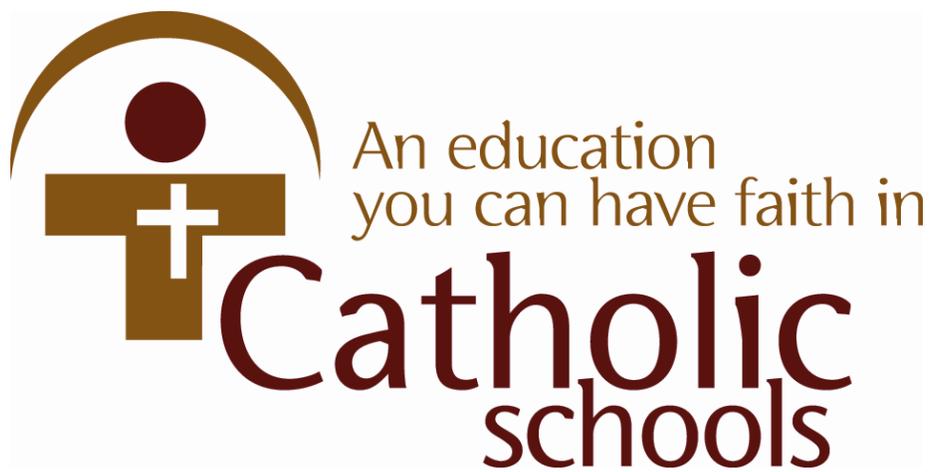


*Archdiocese of Milwaukee  
Office for Schools*



# Curriculum Guide

## Grade 2

## **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-8<sup>th</sup> 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

# RELIGION

## Creedal Church:

- Expresses belief in God as Trinity and can discuss the role of each person in the Trinity
- Tells how the Church is a community of believers in Jesus Christ
- Talks about ways the Church tries to do the things Jesus did
- Knows that Baptism is a sacrament of initiation into the Church
- Knows and celebrates one's own Baptism
- Knows that Jesus saves us from our sins because he died for our sins
- Describes Jesus as the Son of God who shows us God's love
- Learns that God raised Jesus from the dead
- Knows that Mary is the Mother of God and our mother
- Retells the stories of lives of saints
- Learns about the saints, heroes and heroines of the Church
  - Knows that God speaks to us through the Bible, especially in the Liturgy of the Word
  - Is familiar with and articulates in a simple way the meaning of the Nativity (Luke 2:1-18)
  - Is familiar with and articulates in a simple way the meaning of love of God and others (Matthew 22:37,39)
  - Is familiar with and articulates the meaning of the call of the first disciples (Matthew 4:18-22)
  - Is familiar with and articulates in a simple way that we are called by God (Isaiah 43:1)
- Knows that God made all things for us to enjoy
- Recognizes that God made all kinds of families

## Liturgy/Sacrament:

- Recognizes the Sacraments of Initiation: Baptism-Confirmation-Eucharist
- Recognizes the real presence of Christ in the Eucharist
- Wants to receive First Communion
- Celebrates the Sacrament of Reconciliation as healing forgiveness
- Knows importance of gathering regularly with God's family at Mass to worship and ask God's blessings
- Recognizes Liturgy of the Word and Liturgy of Eucharist as parts of the Mass
- Experiences liturgical rituals and gestures (for example bow, genuflect) as a way of sharing in Jesus' life
- Knows that God forgives sins in Baptism, Eucharist and Penance
- Recognizes the items found in a Church worship space
- Knows the requirements for receiving Communion: being free from serious sin and fasting one hour prior to receiving communion
- Recognizes Jesus' healing presence in the Sacrament of Penance and the Sacrament of the Sick
- Recognizes the Sacraments of Service as Holy Orders and Matrimony
- Recognizes and celebrates the liturgical seasons such as Advent and Lent
- Recognizes Christian signs and symbols and their importance in Liturgy and Sacraments
  - Is familiar with and articulates in a simple way the meaning of Christmas (Luke 1-2, Matthew 1:18-25, 2:1-15)
  - Is familiar with and articulates in a simple way the meaning of The Last Supper (Matthew 26:17-29, John 17:1-26, Luke 22:7-20)
  - Is familiar with and articulates in a simple way the meaning of the Crucifixion (Matthew 27:33-37)
  - Is familiar with and articulates in a simple way the meaning of Easter (John 20:1-20, Luke 24:13-35)

## Moral Life:

- Acts as Jesus would act by being loving, kind, forgiving and helpful at home, school, church and in the community and can give examples of these
- Describes sin as making deliberate choices not to love God, self or others and recognizes our free choice to do good or bad things
- Explains consequences for making wrong choices
- Acts as a peacemaker
- Recognizes that sin harms or breaks our friendship with God

- Recognizes that the moral law to do good and avoid evil is written in our consciences
- Is able to examine his/her conscience in preparation for Sacrament of Penance
- Knows that love of God is inseparable from love of neighbor
- Begins to recognize the implications for living out the commandments
- Shows care for others and creation
- Recognizes saints as people who follow Jesus and act accordingly
- Recognizes the need for outreach and service within the community
- Shows respect for people of all races, languages and abilities
  - Is familiar with and articulates in a simple way the meaning of the Prodigal Son (Luke 15:11-32)
  - Is familiar with and articulates in a simple way the meaning of the Loaves and Fishes (John 6:1-13)
  - Is familiar with and articulates in a simple way the meaning of Washing of the Feet (John 13:1-17)
  - Is familiar with and articulates in a simple way the meaning of the Ten Commandments (Exodus 20:1-17)
- Demonstrates love for family members
- Recognizes that all families have rules and that rules keep people safe
- Recognizes that all families have happy and sad times
- Knows that he/she can talk to someone when not feeling safe
- Identifies “private and special” body parts and touches which can make a person feel uncomfortable

**Christian Prayer:**

- Prays the Sign of the Cross, the Our Father, Hail Mary, Glory To the Father (Doxology), Nicene Creed, Act of Contrition and prayers before and after meals
- Has memorized the Sign of the Cross and the Our Father
- Prays on a daily basis, expressing child-like trust in God
- Celebrates rituals, devotions and activities, e.g., the Advent calendar, Easter symbols
- Learns the importance of praying as a family
- Knows that prayer is raising one’s mind and heart to God
- Prays with the help of the Holy Spirit
- Prays using the different gestures and postures of prayer
  - Reverences the Bible as God’s special book and can find the gospel stories in the Bible
  - Is familiar with and articulates in a simple way the meaning of The Lord’s Prayer (Luke 11:1-4, Matthew 6:9-13)
  - Is familiar with and articulates in a simple way the meaning of the birth, death and resurrection of Jesus and some miracle stories
  - Can tell how the Bible stories demonstrate God’s love

# ENGLISH LANGUAGE ARTS

## Language

# Grade 2

- 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 Foundational Skills**

- No standard for this grade level
- No standard for this grade level
- 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 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 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
- Not applicable to literature
- 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**

- 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

- 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

# MATH

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 2<sup>nd</sup> 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**

- Explain the value of each digit in a three-digit number
- Identify a bundle of 10 tens as a “hundred”
- Represent a three-digit number with hundreds, tens, and ones
- Represent 100, 200, 300, 400, 500, 600, 700, 800, 900 with one, two, three, four, five, six, seven, eight, or nine hundreds and 0 tens and 0 ones
- Count within 1000
- Skip-count by 5s to 1000
- Skip-count by 10s to 1000
- Skip-count by 100s to 1000
- Know what expanded form means
- Recognize that the digits in each place represent amounts of thousands, hundreds, tens, or ones
- Read numbers to 1000 using base ten numerals
- Read numbers to 1000 using number names
- Read numbers to 1000 using expanded form
- Write numbers to 1000 using base ten numerals
- Write numbers to 1000 using number names
- Write numbers to 1000 using expanded form
- Know the value of each digit represented in a three-digit number
- Know what  $>$ ,  $<$ , and  $=$  each represent
- Compare two three-digit numbers based on place value of each digit
- Use  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons
- Know strategies for adding and subtracting based on place value

- Know strategies for adding and subtracting based on properties of operations
- Know strategies for adding and subtracting based on the relationship between addition and subtraction
- Choose a strategy (place value, properties of operations, and/or the relationship between addition and subtraction) to fluently add and subtract within 100
- Fluently add and subtract within 100
- Know strategies for adding two-digit numbers based on place value and properties of operations
- Use strategies to add up to four two-digit numbers
- Understand place value within 1000
- Decompose any number within 1000 into hundreds, tens, and ones
- Choose an appropriate strategy for solving an addition or subtraction problem within 1000
- 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 subtraction) to a written method (equation) and explain the reasoning used
- Use composition and decomposition of hundreds and tens when necessary to add and subtract within 1000
- Know place value within 1000
- Apply knowledge of place value to mentally add or subtract 10 or 100 to/from a given number 100-900
- Know addition and subtraction strategies using place value and properties of operations related to addition and subtraction
- Explain why addition and subtraction strategies based on place value and properties of operations work

### **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

# SOCIAL STUDIES

## 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

## BEHAVIORIAL 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

# SCIENCE

## EARTH SCIENCE

### Space:

- Know that gravity is a force that pulls objects toward Earth
- Realize that the Sun is the central and largest body in the solar system
- Know the basic patterns of the movement of the sun and moon
- Know that the stars are unevenly dispersed and of unequal brightness
- Recognize that an astronaut needs to adapt to living and working in space

### Earth's Structure/Composition:

- Identify the layers of the Earth
- Recognize that the Earth's surface is mostly water

## PHYSICAL SCIENCE

### Forces, Motion, and Energy:

- Know that heat can be produced in many ways
- Know that things near the Earth fall to the ground unless something holds them up

### Electricity and Magnetism:

- Know that electricity in circuits can produce heat, light, sound, and magnetic effects

### Sound and Light:

- Explore that light travels in a straight line until it strikes an object
- Discover that white light can be split up into the colors of the rainbow
- Demonstrate that the rainbow, or spectrum is a pattern
- Relate how sounds in our environment can be used to identify objects, to communicate, and obtain information
- Demonstrate that vibrating objects produce sound
- Investigate how properties of objects affect the sounds they make when they vibrate
- Relate how different kinds of vibrations cause different kinds of sounds
- Demonstrate how sounds travel through air and sometimes through solids to reach our ears
- Know that sound may be harmful to our ears

## LIFE SCIENCE

### Animals:

- Cycles
  - Discover that animals need certain conditions to grow and survive
  - Explain that all living things reproduce
- Characteristics
  - Investigate how animal tracks provide clues about animals

### Plants:

- Adaptations
  - Know that plants need certain conditions to grow and survive

### Environment:

- Habitats
  - Explain that different plants live in different habitats

### Human Body:

- Observe that human body parts have functions that are adapted for special tasks
- Identify healthy lifestyle, habits, and proper hygiene