



# All About Grade 2

## Religion:

Text: Dynamic Catholic: **BLESSED** Series

### Creedal Church:

#### Holy Trinity:

- Expresses belief in God as Trinity
- Can discuss the role of each person in the Trinity

#### • Jesus, Son of God:

- Tells how the Church is a community of believers in Jesus Christ
- Talks about ways the Church tries to do the things as Jesus did
- 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

#### • Baptism:

- Knows that Baptism is a sacrament of initiation into the Church
  - Knows and celebrates one's own Baptism

#### • Saints:

- Learns about the saints, heroes and heroines of the Church
  - Retells the stories of lives of saints

#### • Mary Mother of God:

- Knows that Mary is the Mother of God and our mother

+ 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 2:8-18)

+ 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)
- **Family Life/Safeguarding: Textbook: Benzinger Series 'Family Life'**
  - Knows that God made all things for us to enjoy\*
  - Recognizes that God made all kinds of families\*

## **Liturgy and Sacraments:**

- **Sacraments:**
  - Recognizes the Sacraments of Initiation: Baptism-Confirmation-Eucharist
- 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
    - Knows that God forgives sins in Baptism, Eucharist and Penance
- **First Eucharist:**
  - Recognizes the real presence of Christ in the Eucharist
    - Wants to receive First Communion
- Knows the requirements for receiving Communion: being free from serious sin and fasting one hour prior to receiving communion
  - **Reconciliation:**
    - Experiences Reconciliation as healing forgiveness
  - **Liturgy/Worship:**
    - 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
      - Recognizes the items found in a Church worship space
- Recognizes Christian signs and symbols and their importance in Liturgy and Sacraments
  - **Liturgical Feast Days:**
    - Recognizes and celebrates the liturgical seasons such as Advent and Lent
    - Is familiar with and articulates in a simple way the meaning of Christmas (Luke 1-2, Matthew 1:18-25, 2:1-23)
      - + Is familiar with and articulates in a simple way the meaning of The Last Supper (Matthew 26:17-26, John 17:1-26, Luke 22:13-20)
    - + 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:**

- **Moral Conscience:**
  - Acts as Jesus would act by being loving, kind, forgiving and helpful at home, school, church and in the community
- **Sin/Reconciliation:**
  - **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 friendships 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 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
      - **Saints:**
        - Recognizes saints as people who follow Jesus and act accordingly
      - **Service:**
        - Recognizes the need for outreach and service within the community
        - Shows respect for people of all races, languages and abilities
          - Shows care for others and creation
- **Bible Stories:**
  - + Is familiar with and articulates in a simple way the meaning of the: Prodigal Son (Luke 15:11-24)
    - Loaves and Fishes (John 6:1-13)
    - Washing of the Feet (John 13:1-17)
    - Commandments (Exodus 20:1-17)
- **Family Life/Safeguarding:**
  - 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 Life:**

- **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 childlike trust in God
      - **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
- **Liturgical Feast Days:**
  - Celebrates rituals, devotions and activities, e.g., the Advent calendar, Easter symbols
- **Bible:**
  - +Reverence 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

## **Reading Workshop:**

**Text: Lucy Calkins Unit of Study**

Themes:

Unit 1: Second Grade Reading Growth Spurt

Unit 2: Becoming Experts: Reading Nonfiction

Unit 3: Bigger Books Mean Amping Up Reading Power

Unit 4: Series Book Clubs

Link to Power Standards:

<https://docs.google.com/spreadsheets/d/1-6l5rubA4yhYcxAUxxAGXSXD4TAZSD6bacdcxduofEM>

Students engage with their learning across content areas through Workshop as an instructional approach.

In **Reader's Workshop**, students are actively engaged in literacy, view themselves as readers, set goals for their learning, and reflect upon their own literacy growth.

Explicit instruction is given to the class through a mini-lesson which is directly tied to the current curricular unit of study.

Teachers model for students how to engage in deep, critical thinking utilizing many instructional methods.

In Reader's Workshop, students practice the instruction independently as they read, by constructing an in-depth and cohesive written response to text, and by meeting with a small group of peers for targeted instruction based on the students' individual needs.

In Guided Reading groups, the teacher meets with several students who are working on similar instructional goals. Teachers confer with readers consistently in order to individually coach, instruct, and set goals with the readers in the class on an individual basis.

This entire practice allows the teacher to differentiate to a high degree. At the conclusion of the workshop time, the teacher "rounds up" all of the students to discuss and debrief on the work they have done as readers that day.

Students share insights, reflections, and comments about what they have learned about the text and about themselves as readers.

## **Writers' Workshop:**

**Text: Lucy Calkins Unit of Study**

Themes:

Unit 1: Lessons From the Masters- Improving Personal Narratives

Unit 2: Big Thoughts in Small Packages- Poetry

Unit 3: Lab Reports and Science Books

Unit 4: Writing About Reading - Opinion Writing

Link to Power Standards:

<https://docs.google.com/spreadsheets/d/1-6l5rubA4yhYcxAUxxAGXSXD4TAZSD6bacdcxduofEM>

In **Writer's Workshop**, students are actively engaged in process writing across genre in alignment with Reader's Workshop units of study.

*The primary purpose of Writer's Workshop is for students to view themselves as writers and to view the world as writers do.*

Students set goals for their learning and reflect upon their own growth. Explicit instruction is given to the class through a mini-lesson which is directly tied to the current curricular unit of study.

Teachers model a wide range of writing strategies through the use of mentor texts, writer's notebooks, and examples of student writing. These strategies represent aspects of writing craft that students will use as lifelong writers. Students witness firsthand how writers engage with every aspect of the writing process.

At the culmination of a writing unit, students reflect upon their growth as writers, and set goals for future learning.

In Writer's Workshop, students practice the focus of the mini-lesson independently in their writer's notebook, in a working draft, or a combination of the two. They make purposeful decisions about their own writing as they choose how to develop and refine their writing piece.

Teachers and students confer daily in order to individually coach, instruct, and set goals with the writers in the class on an individual basis. This entire practice allows the teacher to differentiate to a high degree.

At the conclusion of the workshop time, the teacher "rounds up" all of the students to discuss and debrief on the work they have done as writers that day. Students share insights, reflections, and comments about their learning as writers.

## **Phonics Workshop**: Lucy Calkins

<https://drive.google.com/file/d/1VQLkRgxaZGTqtfNUWDcqi7bv3rXDMNdT/view?usp=drivesdk>

Key features include:

- Thoroughly teaches the foundational skills, and significantly supports the reading, writing, and language standards.
  - Presents the following concepts and skills in a cumulative manner
    - Letter formation
    - Phonological and phonemic awareness
      - Sound mastery
    - Phonics, word study, and advanced word study
      - Irregular (trick) word instruction
        - Vocabulary
        - Fluency
    - Written composition (spelling and handwriting)
  - Integrates skill instruction so that a daily lesson teaches and then reinforces corresponding skills.
  - Scaffolds learning while teaching all skills explicitly, sequentially, and systematically.

- *Actively engages students in learning through the use of multisensory techniques, such as when teaching students sounds, their representative letters, and words with spelling options.*
- Provides multiple opportunities for skills practice and application to build mastery.
- Monitors student learning through formative assessment tools built into the program.

## **Math:**

**Text:** Bridges

Link to Power Standards:

[https://docs.google.com/spreadsheets/d/1J6XMXpIKQ\\_JQGA6mlymjfH1vUgrLvlkA7AoNDaPBn](https://docs.google.com/spreadsheets/d/1J6XMXpIKQ_JQGA6mlymjfH1vUgrLvlkA7AoNDaPBn)

**Bridges in Mathematics** is a comprehensive PK–5 curriculum that equips teachers to fully implement the Common Core State Standards for Mathematics in a manner that is *rigorous, coherent, engaging, and accessible to all learners.*

The curriculum focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.

## **Science: Next Generation Science Standards:**

Grade 2: **Mystery Science** is used as a tool to enhance the Science curriculum.

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 workforce.

**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(ren) will experience instruction in the classroom that emphasizes scientific exploration and experimentation.

#### **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.

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- 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.

**Social Studies:**

**Themes:**

U.S.A. Symbols

Christmas and Religious Customs Around the World

Famous Men and Women in History