



CATHEDRAL SCHOOL

Classic Catholic Education Since 1864

CURRICULUM GUIDES

A Work in Progress

GRADE TWO

Rev. 2008

Overview

The curriculum guides for Cathedral School are modeled after a report distributed by the State Board of Education entitled, Learning Results. The Learning Results were developed from a task force comprised of citizens, educators and business representatives who came together to identify what Maine students should know and be able to do by the time they leave school. Input was gained through various public process methods, such as public hearings, surveys, student meeting, etc.

The Learning Results are essential for all Maine Students because the demands of contemporary life and work require us to know and be able to do a great deal. These demands ask us to be:

- *Clear and Effective Communicators*
- *Self-Directed and Life-Long Learners*
- *Creative and Practical Problem Solvers*
- *Responsible and Involved Citizens*
- *Collaborative and Quality Workers*
- *Integrative and Informed Thinkers*

These specific areas of knowledge and skills are called the **Guiding Principles**.

Learning Results have been developed in each of these subject areas:

- *Career Preparation*
- *English Language Arts*
- *Foreign Languages*
- *Health & Physical Education*
- *Mathematics*
- *Science*
- *Social Studies*
- *Visual & Performing Arts*

At Cathedral School, we have the unique opportunity and responsibility to teach *Religion* as a primary subject and to offer our students to experience the traditions and sacramental life of the Catholic Church.

As you explore our new presentation for curriculum guides for each grade, please keep in mind that this is a *work in progress* and we are still fine-tuning the details. Enjoy, and please feel free to ask our Principal or your child's teacher any questions related to our curriculum or the Learning Results report.

Methodology

Our second grade classroom environment is based upon a learning community encouraging personal and cooperative growth. Christian values provide the foundation for mutual respect and discipline within the parameters of the second grade curriculum.

The education of Cathedral School Second Graders is facilitated by the commitment of parent-child-teacher communication and interaction to strive for academic excellence and faith formation. Preparation for and reception of the Sacraments of Reconciliation, Eucharist and Confirmation are highlights of our second grade program!

1. RELIGION

- Understands and receives three sacraments in the Catholic Church: First Reconciliation and First Eucharist, and Confirmation.
- Receives daily lessons in the Catholic Church teachings and Christian morality.
- Shares their religion with their families in weekly assignments, prayer memorization, sacramental preparation activities and parent/child workshops.
- Understands the Mass, Church vocabulary, traditions and celebrations.
- Discusses the Sacrament of Baptism, including personal experiences and family traditions.
- Studies the stories of several Saint's lives and their influences on us today.
- Understands the teachings of Jesus, especially concerning the sacraments of Eucharist, Confirmation and Reconciliation sacraments.
- Learns the Lenten practices including Stations of the Cross, sacrifices and Jesus' personal story.
- Follows church's seasons: Advent, Christmas, Ordinary Time, Lent, Easter
- Applies concepts of Beatitudes, Ten Commandments, Works of Mercy, Sacraments
- Attends Mass and Prayer Services
- Learns Prayers: Our Father, Hail Mary, Grace, Glory Be, Act of Contrition.

2. READING/ LANGUAGE ARTS

Text: Scott Foresman Reading
Scott Foresman Company
Spelling, Laidlaw
Handwriting 2c, Zaner Bloser

Knows how language and literature contribute to understanding the human experience.

- Identifies and shares perceived differences and similarities in story elements in works from a variety of cultures. (Compares folk tales by using a Venn diagram)
- Uses illustration, media, or oral presentations to articulate a personal connection to the story read.
- Uses a variety of visual and oral strategies to connect the main ideas in stories.

Uses a wide variety of strategies to present information and ideas in a format appropriate to purpose and audience.

- Produces a coherent piece of writing on a self-chosen topic, which uses appropriate language, has voice and demonstrates control of mechanics in simple constructions. (Given guidelines for a written piece, a story is created for classroom student-created collection)
- Self and peer edits/corrects written and spoken language, addressing mechanics, spelling and other language conventions appropriately. (Orally edits and corrects a

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teacher created daily message for spelling, punctuation and mechanics)

- Demonstrates use of prewriting strategy to write about a self-selected topic, conferences with others by giving and receiving feedback to improve development of ideas and use of conventions.
- Formulates questions, listens to, reads and views various media to organize and share information gathered from the exploration. (Using trade books, an animal and it's habitat is researched and reported on after formulating self-interest questions)
- Provides ample, comprehensive, and frequent review and evaluation.
- Employs practical techniques for using grammar to aid the development of writing skills.
- Collects, listens to and shares information about a self-selected topic. (Working with a partner, a topic is researched, written, illustrated and orally presented to peers)
- Selects, reads, listens and views with comprehension appropriate materials for a specific purpose.
- Distinguishes between reality and fantasy in literature and in real life.
- Identifies and uses formal and informal language variations pertinent to a variety of familiar situations. (After reading a self-selected story, creates a theme "bag" using a variety of materials to express the stories key elements and characters)
- Recognizes and uses reading strategies associated with the development of fluency and comprehension, demonstrating competence in response to material read.

Phonics

- Recognizes and uses letters of the alphabet, consonant sounds, blends, and digraphs, short and long sounds of the vowels, and "Y" as a vowel.
- Recognizes and uses soft G and soft C, vowel + R sounds, regular and irregular double vowels, vowel diphthongs, suffixes, prefixes, synonyms, antonyms and homonyms.

3. FOREIGN LANGUAGE (Beginning FRENCH)

Understands that culture is multi-faceted and includes language, behavioral practices, ideas and perspectives, and products (i.e. Music, foods, literature). All lessons are taught with the assistance of "Pierre, Our Cathedral French Puppet"!

4. MATHEMATICS

Text: Scott Foresman Mathematics,
Scott Foresman

- Constructs number meaning and interprets the multiple uses of whole numbers through real-world experiences and the use of physical materials. (Oral use of a calendar and a developing number line which presents daily number patterns, sequencing and problems with factors)
- Counts, orders, compares, reads, groups and applies place value concepts up to 100 in real-life, problem-solving situations using a variety of manipulatives and strategies. (Uses a place-value chart and cubes to show the regrouping of ones, tens, and hundreds when adding and subtracting)

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- Uses and applies estimation with quantities, measurement, computation and problem solving and determines the reasonableness of results.
- Selects and uses multiple strategies in solving problems involving estimation, addition and subtraction of whole numbers checking for accuracy using manipulatives, technologies and techniques. (Estimates problems weekly at the math center)
- Models and explains addition and subtraction using a variety of materials, strategies and symbols. (Writes word problems, solves them, and exchanges the problems with a partner to find alternate solutions)
- Formulates and solves problems by collecting, arranging and interpreting data. (Asks questions of peers and creates word problems)
- Makes tallies and graphs of information gathered from immediate surroundings.
- Explores concepts of chance to predict outcomes of simple events. (Using small blocks and a bag, students tally the results of probability)
- Investigates and predicts the results of combining, dividing and changing 2D shapes. (Uses geoboards)
- Uses positional words to describe the relationship of two or more objects.
- Estimates and measures length, time, money, temperature, weight and capacity. (Daily use of temperature graph)
- Selects standard and non-standard tools of length, time, temperature, weight and capacity to solve every day problems.
- Recognizes, describes, extends and creates a wide variety of patterns.
- Explores the use of variables and open sentence to describe relationships.
- Represents and describes both geometric and numeric relationships.
- Illustrates problem situations and mathematical expression in which there is an unknown using manipulatives and actions.
- Classifies sets of objects into two or more groups using attributes.
- Uses an organized list to determine possible outcomes or solve problems.
- Describes a simple argument's strengths and weaknesses.
- Distinguishes between "important" and unimportant" information in simple arguments.
- Explores numeral systems from different societies. (Works with Roman Numerals)

5. SCIENCE

Text: McGraw-Hill Science
MacMillan McGraw-Hill

- Categorizes things as living or non-living. (chooses objects found outside)
- Designs and articulates a classification system for objects. (creates charts to classify)

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- Demonstrates, with examples, that almost all animals' food can be traced back to plants.
- Recognizes and gives examples of the many different ecological systems on Earth. (Develops a collage to describe the 5 regions of the ocean environment, including plant and animal life)
- Determines that plants and animals need food, water and gases to survive.
- Demonstrates the use of magnifying devices and how they enable individuals to see in more detail.
- Verifies that there are many reasons for diseases and give examples. (Researches effects of an oil spill on animals and birds in the ocean)
- Describes how fossils show past life and extinct species. (Orally makes a scientific prediction for fossilized markings on sea shells and rocks)
- Illustrates the ways that an organism can change over its lifetime, sometimes in predictable ways. (Draws the life cycle of a frog and its' stages)
- Compares and contrasts the ways in which individuals in a species are alike and different. (Compares and contrasts the characteristics of sea mammals)
- Recognizes that large things are made up of smaller pieces (a tower of blocks may be made up many of the same kind of block). (Illustrates the bodies that make up the solar system)
- Describes some physical properties of objects, including color, size, and texture. (Explains in written form, the qualities chosen to distinguish physical qualities of many pieces of sea glass)
- Groups objects based on observable characteristics.
- Describes weather changes that occur. (Constructs a daily temperature graph)
- Analyze the relationship between observable weather patterns and the cycling of the seasons. (Orally describes the differences in winter/summer for the Arctic and our seasons)
- Observes changes that are caused by water, snow and ice.
- Explains how the Earth's rotation causes day and night.
- Describes the cycles of day/night and of seasons.
- Analyze the ways in which shadows of objects change based on where light is coming from. (Experiments using 4 planned intervals to chart their personal shadows with chalk on the playground)
- Describes the sun as one of many stars in the universe and its position relative to Earth.
- Generates examples that show that the sun gives off light and heat energy.
- Describes ways in which living things need energy. (Observes growth patterns in seedlings and the effect of sunlight on tree growth)

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- Describes the motion of objects in a variety of ways. (Shows the difference between the rotation and orbit of a planet)
- Creates a model demonstrating that the motion of an object can be changed.
- Asks clarifying questions about his/her work as well as the work of others.
- Uses calculators, computers and other tools appropriately in science learning.
- Demonstrates scientific inquiry skills such as observing, formulating hypotheses, modeling, predicting, experimenting, analyzing and interpreting data and creating and communicating explanations.
- Orders familiar measurements of length, weight, and time and attaches meaning to the units.
- Analyzes a simple argument's strengths and weaknesses.
- Distinguishes between "important" and "unimportant" information in simple arguments. (Observes through experimentation that certain ingredients have no significance in the experiment)
- Provides an example showing that things are made up of parts and when the parts are put together, the whole can do things the parts can't do by themselves.
- Describes relationships and patterns observed in nature.
- Identifies many groups to which one belongs and describes why each group is different and has its own goals and needs. (Describes the various ways animals adapt and accommodate for winter)
- Provides examples of the resources they use regularly and traces the sources for these resources and where waste products go.

6. SOCIAL STUDIES

Text: McGraw Hill Social Studies,
MacMillan-McGraw Hill

Understands and applies the roles and principles of responsibility, power and participation in society.

- Identifies and practices classroom rights and responsibilities and generalizes them to the larger community.
- Describes the responsibilities of people who have authority.
- Compares the ways individuals and groups make decisions and rules.
- Identifies the positive qualities of past and present leaders.
- Compares and evaluates characteristics of different forms of government.
- Identifies basic democratic ideals as written in key US documents.
- Compares a foreign culture, including how decisions are made, to one's own.
- Uses current event items to discuss issues related to local, state, national, and global

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issues, events and leaders.

- Analyzes and evaluates children's rights, liberties and responsibilities in a variety of cultures.

Analyzes the human experience through time to identify enduring philosophies, themes and turning points of change.

- Places individual and family experience in historical time and place.
- Identifies cause and effect relationships in a simple sequence of events.
- Distinguishes similarities and differences among historical events.
- Illustrates current changes in daily life when compared to a specific historic era.
- Identifies major events in one's personal life.

Understands and analyzes the relationship among people and environments.

- Constructs maps and other visuals that describe location, direction, size and shape.
- Describes the human and physical characteristics of the immediate environment.
- Uses cultural characteristics to compare how children live in different regions.
- Identifies the characteristics of Earth's physical systems, ecosystems, and human systems.
- Documents the impact one person can make on the environment.
- Explains some of the factors which determine how population is distributed across and within regions.

Understands and analyzes elements which compose individual and cultural identities.

- Identifies and explores characteristics of one's own and other cultures.
- Describes one's strengths, accomplishments and areas needing improvement.
- Describes one's relationship to family, school and community.

Understands and applies basic economic concepts of production, distribution and consumption to make decisions as effective participants in a global economy.

- Shows how scarcity affects decisions in satisfying basic wants and needs.
- Describes how individuals, families and communities use money and other resources to satisfy basic wants and needs.
- Identifies institutions, which use money in a community.
- Demonstrates understanding of the basic economic concepts of production, distribution, consumption and needs.