



ARCHDIOCESE  
*of* MILWAUKEE

CURRICULUM  
*Guide*  
FOR PARENTS

GRADE 2

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# Before you get started...

## What is a Curriculum Guide?

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

## Characteristics of a 2nd Grader

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



## CREED

- Understands Mary is the Mother of God and our mother
- Describes Jesus as the Son of God who shows us God's love
- Understands that the Church models the way Jesus lived
- Knows the Church is built on the person and teaching of Jesus Christ
- Knows that Jesus died to save us from our sins
- Knows the Resurrection is God raising Jesus from the dead
- Knows that God speaks to us through the Bible

## LITURGY AND SACRAMENTS

- Names the seven sacraments as special signs of God's love
- Knows the Sacrament of Reconciliation grants God's healing forgiveness
- Recognizes the connection between the Last Supper and Mass (Mt 26: 17-19, 26-28)
- Recognizes that Eucharist is Christ's body and blood in the bread and wine i.e., the real presence of Christ
- Recognizes Liturgy of the Word and Liturgy of the Eucharist as parts of the Mass

## MORAL LIFE

- Understands that by being loving, kind, forgiving, and helpful, one is modeling Jesus
- Understands that love of God is inseparable from love of neighbor
- Understands that sin harms or breaks our relationship with God
- Describes sin as making deliberate choices not to love God, self, or others and recognizes our free choice to do right or wrong
- Recognizes that avoiding evil and choosing love forms our conscience
- Knows the Ten Commandments are God's laws that teach us to love God and others

## CHRISTIAN PRAYER

- Identifies prayer as raising one's mind and heart to God
- Memorizes the Hail Mary and Act of Contrition
- Recites the Nicene Creed and Apostles Creed as a group
- Identifies the Bible as God's inspired Word and can share stories in it that demonstrate God's love

## FAMILY

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

## FRIENDSHIPS AND RELATIONSHIPS

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

## HUMAN SEXUALITY

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

## MARRIAGE

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

## MORAL DECISION MAKING

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

## RESPECT FOR LIFE

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

## VIRTUES

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

## READING: LITERATURE

- Asks and answers such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
- Recounts stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral
- Describes the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action
- Acknowledges differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud
- Compares and contrasts two or more versions of the same story by different authors or from different cultures

## READING: INFORMATIONAL TEXT

- Asks and answers such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
- Identifies the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text
- Determines the meaning of words and phrases in a text
- Knows and uses various text features to locate key facts or information in a text efficiently
- Identifies the main purpose of a text, including what the author wants to answer, explain, or describe

## READING: FOUNDATIONAL SKILLS

- Knows and applies grade-level phonics and word analysis skills in decoding words
- Reads with sufficient accuracy and fluency to support comprehension

## WRITING

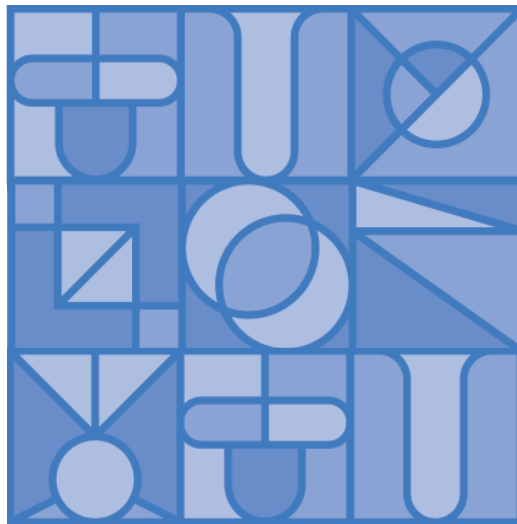
- Writes opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion
- Writes informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
- Writes narratives in which they recount a well-elaborated event or short sequence of events
- Recalls information from experiences or gather information from provided sources to answer a question

## SPEAKING AND LISTENING

- Participates in collaborative conversations with diverse partners with peers and adults in small and larger groups
- Recounts or describes key ideas or details from a text read aloud or information presented orally or through other
- Tells a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences

## LANGUAGE

- Demonstrates command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Determines or clarify the meaning of unknown and multiple-meaning words and phrases



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

## HELP YOUR CHILD LEARN AT HOME

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

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

## NUMBER AND OPERATIONS: BASE 10

- Understands place value of ones, tens, and hundreds
- Counts within 1000; skip-counts by 5s, 10s, and 100s
- Reads, writes, and represents numbers up to 1000
- Fluently adds and subtracts within 100
- Uses place value and models, adds and subtracts within 1000

## OPERATIONS AND ALGEBRAIC THINKING

- Uses addition and subtraction within 100 to solve word problems
- Fluently adds and subtracts whole numbers within 20 using mental strategies
- Uses an array to write an equation to represent the sum

## MEASUREMENT AND DATA

- Measures the length of an object by selecting and using appropriate tools
- Estimates length using appropriate units
- Tells and writes time to the nearest five minutes, including a.m. and p.m.
- Solves word problems using dollars and cents
- Draws and interprets picture and bar graphs

## GEOMETRY

- Recognizes and draws shapes having specified attributes
- Names fractional parts of shapes





- Uses economic reasoning to understand issues.
- Uses geographic tools and ways of thinking to analyze the world.
- Understands how historical patterns change or stay the same over time.
- Identifies and explains democratic principles and ideals.

## CATHOLIC SOCIAL TEACHINGS

**The Dignity of Work and the Rights of the Worker** - "The economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God's creation."

**Rights and Responsibilities** - "The Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met."

**Care for God's Creation** - "We are called to protect people and the planet, living our faith in relationship with all of God's creation."

**Solidarity** - "We are one human family whatever our national, racial, ethnic, economic, and ideological differences."

**Call to Family, Community, & Participation** - "We believe people have a right and a duty to participate in society, seeking together the common good and well-being of all, especially the poor and vulnerable."

Dear Parents:

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

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

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

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

## PHYSICAL SCIENCE

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

## **LIFE SCIENCE**

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

## **EARTH SCIENCE**

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

## **SCIENCE AND ENGINEERING PRACTICES**

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

## **CATHOLIC SOCIAL TEACHINGS**

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

## *Art*

- CREATING: Experiments with various materials and tools to explore personal interests in a work of art or design
- CREATING: Repurposes objects to make something new
- PRESENTING: Distinguishes between different materials or artistic techniques for preparing artwork for presentation
- RESPONDING: Perceives and describes aesthetic characteristics of one's natural world and constructed environments
- CONNECTING: Creates works of art about events in home, school, or community life

## *Physical Education*

- Demonstrates competency in a variety of motor skills and movement patterns
- Applies knowledge of strategies, principles, tactics, and concepts related to movement and performance

## *Music*

- CREATING: Improvise rhythmic and melodic patterns and musical ideas for a specific purpose
- PERFORMING: Perform music for a specific purpose with expression and technical accuracy
- RESPONDING: Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent
- CONNECTING: Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations
- CONNECTING: Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components

## *World Language*

- INTERPERSONAL COMMUNICATION: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions
- INTERPRETIVE COMMUNICATION: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics
- RELATING CULTURAL PRODUCTS TO PERSPECTIVES: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied