

# Religion

## GRADE 2

I. **GOAL:** To help the child begin to understand the sacramental life of the Church, especially the Sacraments of Penance and the Eucharist.

## II. INSTRUCTIONAL OBJECTIVES:

### REL.2.1 The Profession of Faith - The Creed

- a. A review of the Trinity (CCC 249-267)
  - FATHER: Creator (CCC 198-242)
  - SON: Redeemer (CCC 512-686)
  - HOLY SPIRIT: Sanctifier; Source of Grace (CCC 682-747)
- b. The original plan of creation
  - Adam and Eve (CCC 355-384)
  - Original Sin (CCC 385-421)
- c. God's plan of redemption and forgiveness of sins (CCC 410-421)
  - Old Testament:
    - ❖ Noah, Abraham, Isaac, Moses
  - New Testament:
    - ❖ Mary, Mother of God (Jesus) (CCC 484-511)
    - ❖ Jesus, our Redeemer (CCC 512-586)
      - Study Jesus' life: His teaching and miracles
      - His mission to save us from sin
      - His suffering, death, resurrection
- d. The Church continues Jesus' saving mission (Truth/Grace)
  - Various roles and ministry in the Church:
    - ❖ Pope as the visible head of the Church
    - ❖ Bishops as the successors of the apostles
    - ❖ Priests as the Bishop's representatives in the parish
    - ❖ Deacons as the priests' helpers in the parish
    - ❖ Religious (Sisters, Brothers) who serve the Church
    - ❖ Laity who serve God in the world

### REL.2.2 Celebration of the Christian Mystery - Liturgy and Sacraments

- a. The definition of a Sacrament as an outward sign, instituted by Christ, to give grace (Grace is a share in God's life) (CCC 1210-1212)
- b. A review of the Sacrament of Baptism. (CCC 1213-1284)
- c. A detailed study of the Sacrament of Penance/Reconciliation (1422-1498)
  - The five steps to a good Confession:
    - ❖ FIRST: Think of your sins
      - Sin: Going against God's will
      - Two kinds of sin: Mortal and Venial
    - ❖ Second: Be sorry for your sins

- **Perfect and Imperfect Contrition**
- **Intend not to sin again**  
(With the help of God's Grace)
- ❖ **THIRD: Tell your sins to the priest**
  - **Know that the priest represents Jesus**
  - **Know the formula for confession**
- ❖ **FOURTH: Receive forgiveness (Absolution)**
- ❖ **FIFTH: Do the penance assigned (To begin to make up for sin)**

**d. A detailed study of the sacrament of the Eucharist. (CCC 1322-1419)**

- **Instituted by Jesus at the Last Supper**
- **Real presence of Jesus in the Eucharist**
- **Preparation for the Reception of Communion**
  - ❖ **In the state of grace**
    - **Live a good life**
    - **No Mortal Sin**
  - ❖ **Pay attention/pray during Mass**
  - ❖ **One hour fast**
  - ❖ **Receive with reverence**
    - **(Discuss the two ways of receiving:**
      - ✓ **On the tongue**
      - ✓ **In the hand**
  - ❖ **Make thanksgiving**

**REL.2.3      Life in Christ - Commandments (CCC 2052-2557)**

- a. **The Ten Commandments in detail in preparation for reception of first Penance/Reconciliation**
- b. **The two great commandments of love and the virtues associated with them:**
  - **Love of God: Charity**
  - **Love of Neighbor: Truthfulness, Sincerity**

**REL.2.4      Christian Prayer: (CCC 2558-2865)**

- a. **Review prayer as talking to God:**
  - **Spontaneous and fixed formula**
- b. **Maintain the following prayers:**
  - **The Sign of the Cross**
  - **Our Father**
  - **Hail Mary**
  - **Glory Be**
  - **Grace Before Meals**
  - **Guardian Angel Prayer**
  - **Genuflection (method and meaning)**
- c. **Memorize and know the meaning of the following:**
  - **Act of Contrition**
  - **Morning Offering (some form)**
  - **Simple Acts of Faith, Hope and Love**
- d. **Study the parts of the Mass (CCC 1345-1419)**
  - **Liturgy of Word**
  - **Liturgy of the Eucharist**

- e. **Know the Mass responses**
- f. **Celebrate the following: (CCC 1163-1173)**
  - **Advent (CCC 524-5)**
  - **Christmas (638-58)**
  - **Lent**
  - **Easter (1169)**
  - **Mary's months of October and May (CCC 971, 2678, 2708)**
- g. **Become familiar with the devotions of Benediction and Adoration of the Blessed Sacrament (CCC 1378, 1418)**

**REL.2.5**

**TERMS TO KNOW**

**New to Grade**

**Absolution**  
**Adam and Eve**  
**Adoration**  
**Benediction**  
**Bishop**  
**Blessed Sacrament**  
**Charity**  
**Communion**  
**Confession**  
**Conscience**  
**Contrition**  
**Deacon**  
**Fast**  
**Father**  
**Forgiveness of Sin**  
**Genuflection**  
**Gospel**  
**Hell**  
**Holy Communion**  
**Holy Spirit**  
**Laity**  
**Last Supper**

**Liturgy of the Eucharist**  
**Liturgy of the Word**  
**Mass**  
**Miracle**  
**Mortal Sin**  
**New Testament**  
**Old Testament**  
**Parts of the Mass**  
**Penance**  
**Pope**  
**Priest**  
**Purgatory**  
**Real Presence**  
**Redeemer**  
**Religious Community**  
**Resurrection**  
**Reverence**  
**Sacrament**  
**Sacrifice**  
**Sorrow**  
**State of Grace**  
**Venial Sin**

**Cumulative List**

**Advent  
Alleluia  
Angel  
Baptism  
Bible  
Children of God  
Christmas  
Church  
Commandments  
Creation  
Easter  
Eucharist  
Faith  
God  
God the Father  
God the Holy Spirit  
God the Son  
Grace**

**Guardian Angels  
Heaven  
Hero  
Holy Family  
Jesus  
Lent  
Love of God  
Love of Neighbor  
Mary, Mother of God  
Obedience  
Original Sin  
Parable  
Prayer  
Respect  
Saint/Sainthood  
Sin (Mortal and Venial)  
Trinity  
"Yes to God"**

**REL.2.6**

**PRAYERS TO KNOW**

**New to Grade**

**Guardian Angel Prayer  
Act of Contrition  
Act of Faith (Simple form)  
Act of Hope (Simple form)  
Act of Love (Simple form)  
Morning Offering (Some form)  
Rosary**

**Cumulative List**

**Genuflection (Method and meaning)  
Glory Be  
Grace Before Meals  
Hail Mary  
Our Father (The Lord's Prayer)  
Sign of the Cross**

**Grade 2**

**REL.2.V.1 VIRTUES: SINCERITY/TRUTHFULNESS**

Sincerity and Truthfulness are virtues "which consist in showing oneself true in deeds and truthful in words."<sup>6</sup>

**SCRIPTURE/OTHER READINGS**

Jn 18:37, 1:14, 8:12, 8:32, 16:13; Mt 5:37.

The Children's Book of Virtues, by William J. Bennett, "The Indian Cinderella," p. 88, "The Honest Woodman," p.101.

**PRACTICE:**

- Read Scripture each day to find one good deed that Jesus performed for someone else.
- Ask Jesus to help you to always be honest, tell the truth and do good deeds.
- Tell the truth and be honest about daily happenings no matter how difficult this may be. A lie will not make you a better person.
- Be sincere and honest when you ask God's forgiveness in the Sacrament of Reconciliation and when you hurt your neighbor. Although it's hard to say, "I'm sorry," Jesus will help you if you ask Him.
- Pardon others who hurt you as you want God to forgive you. When we forgive others, we strengthen our friendship with God, with others, and with ourself.
- How and where can you be more forgiving?

**REL.2.V.2 VIRTUE: LOVE AND REVERENCE FOR GOD/CHARITY**

"God's Love has been poured into our hearts by the Holy Spirit who has been given to us." <sup>3</sup> Charity is the theological virtue by which we love God above all things for his own sake, and our neighbor as ourselves for the love of God. Jesus says: "As the Father has loved me, so have I loved you, abide in my love." He continues: "This is my commandment, that you love one another as I have loved you." Charity is the greatest of virtues. Jesus asks us to love as he does, even our enemies, to make ourselves the neighbor of those farthest away, and to love children and the poor as Christ Himself.<sup>4</sup>

**SCRIPTURE:**

Mt 25:40-45, 5:44, 22:37-39; Rm 5:5, 8:28; Jn 3:16, 13:34-35; 1 Cor 13:1-13, Lk 10:27-37; Mk 9:37.

**PRACTICE:**

- Daily tell God that you love Him above everyone and everything else.
- Jesus wants us to love our enemies. Pray for anyone who hurts you.
- Spend time and help those who are not as fortunate as you are.
- Jesus talked to and helped people who were not considered important or popular. We should try to

**imitate him. Play with the boy/girl who is alone at play time.**

- God gave you your talents. Use your talents for others. What are they?**
- How can you be more generous with your time and talents?**

<sup>6</sup> ***Catechism of the Catholic Church***

English





## READING LANGUAGE ARTS

### GRADE 2

#### *Overview*

- Second grade students will continue to be taught reading and writing together. Integration of listening, speaking, reading and writing activities occur daily. Students will engage in activities which foster reading and writing fluency.

#### MASTERY OF SKILLS

- Students will be able to respond to questions using two to three complete sentences with proper punctuation
- Students will be able to identify and discuss structure such as main idea, sequence of events and setting
- Students will follow two-step oral directions and listening skills
- Students will recognize first grade Dolch sight words with 80% mastery

#### **Standard 1 – Oral Language & Listening Skills**

##### **R/L.2.1 The student will develop listening skills**

- a. Develop an appreciation for the value of listening
- b. Respond to questions and stories presented orally
- c. Follow and give three and four step directions and develop listening skills

##### **R/L.2.2 The student will use oral communication skills**

- a. Develop articulation skills by speaking clearly, appropriate volume, at an understandable rate
- b. Participate in classroom discussion for a variety of purposes: to inform, to persuade, to entertain, to clarify and respond
- c. Create and participate in oral presentations, for example: poetry reciting, puppet shows, riddle telling, role playing, and choral speaking
- d. Ask questions and paraphrase statements of others to clarify information
- e. Use newly acquired vocabulary and spelling words in discussion
- f. Retell and summarize information shared by others
- g. Speak using increasingly complex sentence structures in oral communication
- h. Display correct use of phonetic spelling strategies in isolation and daily practice
- i. Use conjunctions (e.g., and, but, or, so, because), in oral communications
- j. Participate as a contributor and leader in a group



## **Standard 2 – Reading/Literature**

### **R/L.2.3 The student will use phonetic strategies when reading and spelling**

- a. Read and spell second grade Dolch sight words with 80% mastery
- b. Display knowledge of consonants, consonant blends, and consonant digraphs to decode when spelling words with a focus on: initial, final, and medial consonants, two/three letter consonant blends, consonant digraphs in all positions, inflectional endings, hard and soft *c* and *g*, and silent letters
- c. Use long and short vowel patterns when decoding and spelling words including: vowels influenced by *l*, *w*, and *r*, short and long vowels, and vowel digraphs and diphthongs
- d. Read regular and multisyllabic words by using decoding strategies

### **R/L.2.4 The student will use semantic clues and syntax to expand vocabulary when reading fluently**

- a. Work towards fluent reading by reading and rereading text with fluency and expression and using punctuation as a guide to meaning
- b. Show ability to use context clues to sound out words and determine their meaning
- c. Display correct knowledge of sentence structure while reading
- d. Connect elements of the story to sequence events and display story structure
- e. Connect spelling patterns to sound patterns
- f. Reread and self-correct

### **R/L.2.5 The student will expand vocabulary while reading**

- a. Identify and use homophones, homographs, and homonyms
- b. Recognize and demonstrate knowledge of prefixes and suffixes
- c. Understand and explain use of synonyms and antonyms
- d. Discuss meanings of words and develop vocabulary by listening and reading a variety of texts
- e. Use vocabulary from other content areas

### **R/L.2.6 The student will recognize and utilize structural analysis to decode and use words**

- a. Identify and use plural form of words, compound words, contractions
- b. Use syllabication rules to divide compound words and separate root from affix
- c. Use correct possessive form of words
- d. Use abbreviations



**R/L.2.7 The student will read and demonstrate comprehension of fictional texts**

- a. Read silently for an extended amount of time (determined by individual student reading level, developmentally appropriate)
- b. Make and confirm predictions
- c. Relate previous experiences to the text
- d. Ask and answer questions about what is read
- e. Set a purpose for reading, identify the author's purpose
- f. Describe characters, setting, and important events from a variety of genres
- g. Identify the main idea with supporting details, problem and solution, and cause and effect
- h. Summarize stories and events with the beginning, middle, and end in the correct sequence
- i. Draw conclusions based on the text

**R/L.2.8 The student will read and demonstrate comprehension of nonfiction texts**

- a. Complete a "book walk" preview before reading, using title, pictures, author and text features
- b. Generate predictions about main idea and identify details to support the main idea
- c. Make connections to text using prior knowledge to prepare for new learning
- d. Set a purpose for reading
- e. Ask and answer questions about what is read
- f. Locate information in the text to answer questions
- g. Identify the main idea and supporting details

**Standard 3 – Writing/Grammar**

**R/L.2.9 The student will write, revise, and edit in a variety of forms**

- a. Generate ideas before writing using graphic organizers
- b. Choose and narrow topic
- c. Organize writing to include a beginning, middle, and end for narrative and expository writing
- d. Edit/Revise writing to include details
- e. Revise for clarity
- f. Compose a two paragraph (3-5 sentences per paragraph) piece
- g. Publish one written work each trimester

**R/L.2.10 The student will apply grammatical rules when writing focusing on correct grammar, capitalization, punctuation, and spelling**



- a. Identify and write in complete sentences
- b. Write using a variety of sentences (declarative, interrogative, exclamatory)
- c. Capitalize all proper nouns and the word *I*
- d. Identify and generate singular plural nouns and pronouns
- e. Display correct use of apostrophe in contractions and possessives
- f. Use commas properly in salutation
- g. Use verbs and adjectives correctly in sentences

**R/L.2.11 The student will use correct spelling**

- a. Spell words using a multi-sensory approach
- b. Spell words following phonetic rules
- c. Spell words following structural principles
- d. Spell words that are used in content areas

**R/L.2.12 The student will maintain legible printing and begin to make the transition to cursive**

- a. Write with correct form, alignment and spacing
- b. Present work neatly done
- c. Use cursive writing (second trimester)

**Standard 4 – Research**

**R/L.2.13 The student will demonstrate comprehension of information in reference materials**

- a. Alphabetize words to the third letter
- b. Locate words in a primary dictionary by alphabetical order and using guide words
- c. Use parts of books: use table of contents, glossary, indices
- d. Examine and interpret pictures, charts, maps, and graphs
- e. Use newspapers and magazines
- f. Use reference materials to support ideas and/or findings



## **Standard 5 – Technology**

- R/L.2.14      The student will explore the uses of available technology in the Reading Language Arts program**
- a.      Use available technology for reading
  - b.      Use available technology to share writing with others
  - c.      Use technology to locate, evaluate, gather, and organize information and data
  - d.      Use a variety of technologies for learning and collaboration
  - e.      Understand how technology can enhance learning
  - f.      Understand how technology encourages collaboration

# Math



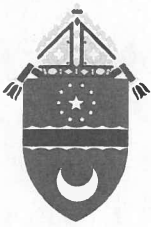
## MATHEMATICS

### Second Grade

#### *Overview*

Emphasis is placed on the following skills:

- Extending the study of number and spatial sense to include three-digit numbers and three dimensional figures;
- Continuing to learn, use, and gain proficiency in the basic addition facts through 20 and the corresponding subtraction facts;
- Using standard U.S. customary and metric units of measurement;
- Predicting and using simple probability;
- Creating and interpreting picture and bar graphs;
- Working with a variety of patterns;
- Developing knowledge of equality by identifying missing numbers in addition and subtraction facts.



## MATHEMATICS

### Application of skills

#### Standard 1 – Number Sense and Estimation

- M.2.1 Apply the following strategies to solve real-life problems:
- Trial and error;
  - List or tables;
  - Diagrams;
  - Patterns;
  - Role playing;
  - Guess and test;
  - Use manipulatives;
  - Simplify the problem;
  - Write an equation.
- M.2.2 Explain and justify answers.
- M.2.3 Use technology for appropriate activities.
- M.2.4 Problem solve in each math area as well as in other curriculum areas.
- M.2.5 Create his/her own problems from every-day situations.
- M.2.6 Express mathematical ideas orally and in writing, using proper vocabulary terms.
- M.2.7 Relate every-day language to mathematical language and symbols.
- M.2.8 Read, write, and understand the magnitude of numbers through 1,000.
- M.2.9 Skip count by 2s, 3s, 4s, 5s, and 10s up to 100.
- M.2.10 Read and understand the meaning of ordinal numbers to 50
- M.2.11 Compare two whole numbers using symbols (“>”, “<”, “=”), and words (“greater than”, “less than”, or “equal to”).
- M.2.12 Identify part of a set and/or region that represents  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{8}$ ,  $\frac{1}{10}$  and write the corresponding fraction. divide shapes into fractional parts ( $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{8}$ ,  $\frac{1}{10}$ ).
- M.2.13 Identify the place value of each digit in a 3-digit numeral, using a numeration system.
- M.2.14 Recognize odd and even numbers.
- M.2.15 Estimate the sum or difference of two whole numbers, each 999 or less.





## MATHEMATICS

### Standard 2 - Computation and Fluency

- M.2.16 Master basic addition facts, sums to 20 or less, and the corresponding subtraction facts.
- M.2.17 Add and subtract multiples of 100.
- M.2.18 Solve addition and subtraction problems using data from simple charts and picture graphs. Problems will require a one-step solution.
- M.2.19 Be given a simple addition or subtraction fact, recognize and describe the inverse relationship between addition and subtraction (e.g.:  $3 + \_ = 7$ ;  $\_ + 3 = 7$ ;  $7 - 3 = \_$ ;  $7 - \_ = 3$ ) through the use of fact families.
- M.2.20 Solve addition equations up to three two digit numbers.
- M.2.21 Find the sum and difference of two whole numbers, each 999 or less, using various methods of calculation (mental computation, concrete materials, and paper and pencil). Problems involve both regrouping and no regrouping.
- M.2.22 Understand and apply zero property of addition.
- M.2.23 Show multiplication by joining equivalent sets.
- M.2.24 Relate addition to multiplication, and subtraction to division.
- M.2.25 Multiply by 2, 3, 4, and 5, products to 25.
- M.2.26 Complete a sequence of ten or fewer consecutive whole numbers, 0 through 999 counting both forwards and backwards
- M.2.27 Solve problems by completing a numerical sentence involving the basic facts for addition and subtraction. Examples include:  $3 + \_ = 7$ ; or  $9 - \_ = 2$ . Students will create story problems using the numerical sentences.



## MATHEMATICS

### Standard 3 – Measurement, Money, and Time

- M.2.28 Tell time to five minute intervals and the quarter hour using analog and digital clocks.
- M.2.29 Recognize and explain elapsed time.
- M.2.30 Count, compare, and make change, using a collection of coins and one-dollar bills.
- M.2.31 Identify the correct usage of the cent symbol (¢), dollar symbol (\$), and decimal point.
- M.2.32 Determine past and future days of the week and identify specific dates on a calendar.
- M.2.33 Estimate and then use a ruler to make linear measurements to the nearest centimeter, meter, inch, and foot, including the distance around a polygon (determine perimeter).
- M.2.34 Estimate and then determine weight of familiar objects in pounds using a scale and estimate and then determine mass of familiar objects in grams and kilograms, using a balance.
- M.2.35 Estimate and count the number of cubes in a rectangular box (determine volume).
- M.2.36 Use measuring devices to compare metric and U. S. customary units (cups, pints, quarts, gallons, and liters) for measuring liquid volume using the concepts of more, less, and equivalent.
- M.2.37 Measure temperature in degrees Fahrenheit and degrees Celsius.
- M.2.38 Use grid paper to estimate, and then count, the number of square units needed to cover a given surface (determine area).



## MATHEMATICS

### Standard 4 - Geometry

- M.2.39 Relate physical materials, pictures, and diagrams to mathematical ideas.
- M.2.40 Identify and describe a cube, rectangular solid, sphere, cylinder, pyramid, and cone, according to the number and shape of faces, edges, bases and corners by using models and/or geoboards.
- M.2.41 Compare and contrast plane and solid geometric shapes (circle/sphere, square/cube, triangle/pyramid, and rectangle/rectangular solid) by using models and/or geoboards.
- M.2.42 Identify and create symmetrical figures, using various concrete materials.
- M.2.43 Demonstrate, using concrete models, how an object can slide, flip, or turn.



## MATHEMATICS

### Standard 5 - Data Analysis and Probability

- M.2.44 Read, construct, and interpret displays of data (bar graphs, pictographs, line graphs and tables).
- M.2.45 Explore and record concepts of chance using spinners and colored tiles/cubes, and use the data to predict which of two events is more likely to occur if the experiment is repeated.



## MATHEMATICS

### Standard 6 - Patterns, Functions and Algebra

- M.2.46 Recognize number patterns in sequence.
- M. 2.47 Identify, create, and extend a wide variety of patterns, using symbols and objects.

# Science



**SCIENCE**  
**SECOND GRADE**

**Standard 1 – Scientific Investigation, Reasoning and Logic**

- S.2.1** The student will conduct investigations in which
- a) observation and predictions are made and questions are formed
  - b) observations are differentiated from personal interpretation
  - c) observations are repeated to ensure accuracy
  - d) two or more characteristics or properties are used to classify items
  - e) length, volume, mass and temperature measurements are made in metric units (centimeters, meters, liters, degrees Celsius, grams, kilograms) and standard English units (inches, feet, yards, cups, pints, quarts, gallons, degrees Fahrenheit, ounces, pounds)
  - f) conditions that influence a change in an experiment are identified
  - g) data are collected and recorded
  - h) pictures and bar graphs are constructed using numbered axes
  - i) conclusions are drawn and communicated
  - j) simple physical models are constructed

**Standard 2 – Physical Science**

- S.2.2** The student will investigate and understand that objects are made of substances that have physical properties.  
Concepts include:
- a) matter is anything that has mass and takes up space
  - b) matter has properties that can be observed and measured such as: color, shape, density, hardness, size, texture, smell
  - c) objects are made of one or more substances
  - d) substances are composed of parts that are too small to see without magnification
  - e) physical properties remain the same as the substance is reduced in size
- S.2.3** The student will identify and classify the states of matter, and observe the changes from one state to another.  
Concepts include:
- a) identification of distinguishing characteristics of solids, liquids and gases
  - b) state of matter is related to temperature
  - c) evaporation, condensation, melting, boiling, freezing
  - d) matter may expand or contract with change of state (example: water expands when frozen)



- S.2.4** The student will explore, create and separate mixtures, using common materials, methods and tools.  
**Concepts include:**
- interaction of substances with water: food coloring, oil, salt, sugar, sand and gravel
  - substances dissolve better in warm water than in cold water
  - some substances change the way water acts (soap, detergent)
  - mixtures can be separated: gravel and sand or sugar and rice (using a strainer), salt and water (by evaporation), sugar, sand and water (using a filter, then evaporation)
- S.2.5** The student will investigate the properties of light.  
**Concepts include:**
- sight is not possible without light
  - light travels in a straight line until it strikes an object
  - white light can be refracted (bent) into the spectrum by a prism
  - colors of the visible spectrum are red, orange, yellow, green, blue, indigo and violet
  - mirrors reflect light
- S.2.6** The student will explore and discover the properties of magnets.  
**Concepts include:**
- magnets attract some metals (iron and steel) but do not attract non-metals
  - differently shaped magnets (horseshoe, bar, rod, ring)
  - some magnets are stronger than others
  - all magnets have a north and a south pole
  - like poles repel, unlike attract
  - compasses and Earth's magnetic field (application)

### Standard 3 – Earth Science

- S.2.7** The student will investigate and understand the basic types, changes and seasonal patterns of weather.  
**Concepts include:**
- observing and recording daily weather conditions such as sunny, cloudy, windy, rainy or snowy
  - using a thermometer to measure and record daily temperatures (metric and standard English units)
  - observing and describing types of precipitation (rain, snow, sleet and hail)
  - describing how tracking weather data over time helps scientists make future weather predictions





**S.2.8** The student will investigate and understand important natural resources.

Concepts include:

- a) watersheds and water resources
- b) animals and plants
- c) minerals, rocks, ores, energy sources
- d) forests, soil, and land

#### Standard 4 – Life Science

**S.2.9** The student will investigate and understand that animals and plants go through a series of changes in their life cycle.

Concepts include:

- a) living things change in an orderly way as they grow
- b) the pattern of change from birth to death is called the life cycle
- c) some animals go through distinct stages in their life cycles while others do not
- d) effects of weather and seasonal changes on the growth and behavior
- e) habitats change over time due to seasonal influences

**S.2.10** The student will investigate and understand that living things are part of a system.

Concepts include:

- a) living organisms are interdependent with their living and nonliving surroundings
- b) an animal's habitat includes adequate food, water, shelter or cover and space
- c) plants provide oxygen, homes and food for many animals

# Social Studies



## SOCIAL STUDIES SECOND GRADE

### *Overview*

The second grade curriculum begins to expand outward, moving from family and neighborhood to local community and North American communities, including early settlers such as Native Americans. The community theme for grade two stresses sociology, civics, and geography and history. The geography skills taught should support the National Standards, *Geography for Life*. A strong emphasis is put on developing basic map skills. Students should be able to make meaningful connections between the physical geography and natural resources of a region and the culture and lifestyles of the peoples who lived there, past and present. The integration of writing skills into the curriculum, as well as making links to other curriculum areas, is important.



## SOCIAL STUDIES APPLICATION OF SKILLS

### Standard 1 – Catholic Identity

- SS.2.1 The student will demonstrate skills that will complement the scope of social studies, including the ability to:
- a) incorporate the Seven Tenets of Catholic Social Teachings and civic responsibilities throughout the curriculum with a special emphasis on:
    1. call to family, community and participation
  - b) employ age-appropriate higher-order thinking skills and decision-making activities with special attention placed on Christian morals and ethics
  - c) incorporate virtues designated for this grade level as outlined in the Religion Guidelines (Love and Reverence for God [Charity], Generosity, and Sincerity/Truthfulness).



## SOCIAL STUDIES

### Standard 2 – Map Skills

- SS.2.2 The student will develop the basic understanding of geography of North America today by emphasizing basic map skills, familiarity with neighborhood maps, maps with charts, and comprehension of keys.
- a) Location:
1. knowing that there are fifty states in the United States
  2. labeling the Atlantic and Pacific Oceans on a map of the United States
  3. locating and labeling the United States
  4. identifying the border lines on a map of North America
  5. locating Virginia on a map of the United States
  6. using a compass rose (cardinal directions only), a map key and map symbols effectively locating designated sites and landforms on a map
  7. distinguishing political boundaries between
    - i. town
    - ii. city
    - iii. state
    - iv. country
    - v. continent
- b) Place:
1. identifying an island, a peninsula, rivers, mountains, lakes and oceans using map symbols
  2. knowing basic differences between these landforms



## SOCIAL STUDIES

### Standard 3 – Types of Communities

SS.2.3

The student will develop understanding of various types of communities by:

- a) Location:
  1. explaining concept of city and town
    - i. locating cities and towns
- b) Place:
  1. distinguishing the resources for each type of community
    - i. natural resources (water, soil, vegetation, etc.)
    - ii. human resources (people at work)
    - iii. capital resources (machines, tools, buildings) for each type of community
- c) Human and Environmental Interactions:
  1. explaining relationship of natural resources to a community and its industries (how do humans interact with environment)
  2. describe what is it like in towns and cities:
    - i. number of people
    - ii. types and patterns of transportation
    - iii. types of jobs
    - iv. types of buildings
    - v. landscape
    - vi. etc.
- d) Movement
  1. describing relationship of transportation to a community and its industries
    - i. how do we move people
    - ii. how do we move goods
    - iii. how do we move services
- e) Regions
  1. comparing different types of communities today:
    - i. rural
    - ii. urban
    - iii. suburban



## SOCIAL STUDIES

### Standard 4 – Comparison of United States Communities of the Past with Today

SS.2.4 The student will compare the lives and contributions of the Native American prior to the 1600's by:

a) Place/Human Characteristics:

1. Native American tribes and their contribution to society, both past and present. Specific focus on:

- i. Eastern Woodland
- ii. Plains
- iii. Southwest
- iv. community
- v. food
- vi. clothing
- vii. shelter
- viii. transportation
- ix. religion
- x. economy [money]
- xi. games
- xii. music
- xiii. changes to culture over time

2. comparing the life of the Pilgrims or other early settlers in the United States (1600-1700) to the student's life today

- i. community
- ii. food
- iii. clothing
- iv. shelter
- v. transportation
- vi. religion
- vii. economy [money]
- viii. games
- ix. music



## SOCIAL STUDIES

### Standard 5 - Canada

SS.2.5

The students will develop an appreciation of communities in Canada by:

a) Location:

1. locating and labeling Canada on a map of North America
2. identifying border lines on a map of North America
3. locating and labeling the Pacific Ocean and the Atlantic Ocean on a map of North America
4. knowing the number of provinces and territories of Canada

b) Place:

1. comparing what it is like in the various provinces and territories, making a connection to the provinces being similar to our states
  - i. climate
  - ii. geography
  - iii. natural resources

c) Human and Environmental Interaction:

1. explaining how the peoples of various provinces interact with their environment (Natural and Human Resources)
2. comparing and contrasting the environment and lifestyles of two different provinces/territories in Canada by describing (in general)
  - i. religion
  - ii. language
  - iii. food
  - iv. clothing
  - v. art
  - vi. music





## SOCIAL STUDIES

### Standard 6 - Mexico

- SS.2.6 The students will develop an appreciation of communities in Mexico by:
- a) Location:
    1. locating and labeling Mexico on a map of North America
    2. identifying border lines on a map of North America
    3. identifying the number of states and regions of Mexico
  - b) Place:
    1. comparing the states of Mexico with the states in the United States
      - i. climate
      - ii. geography
      - iii. natural resources
  - c) Human and Environmental Interaction:
    1. explaining how the peoples of various states and regions interact with their environment (Natural and Human Resources)
    2. comparing and contrasting the environment and lifestyles of two different states/regions (Aztecs and Mayans for example) in Mexico by describing (in general):
      - i. religion
      - ii. language
      - iii. food
      - iv. clothing
      - v. art
      - vi. music



## SOCIAL STUDIES

### Standard 7 – Current Events

- SS.2.7      The student will read and understand about current events in our world through a regular classroom resource such as *Scholastic News*, *Weekly Reader* or *Time for Kids*, completing a report on at least two current events during the year addressing: (Human and Environmental Interactions)
- a.      who
  - b.      what
  - c.      where
  - d.      when
  - e.      why
- SS.2.8      The student will learn more about holidays in North America through the above cultural curriculum as well as through integration with the Liturgical Calendar in Religion. (Place/Human Interactions)



## SOCIAL STUDIES

### Standard 8 - Technology

- SS 2.9 Instructor will plan and implement lessons that integrate technology to meet the diverse needs of learners in a variety of educational settings
- a) Engaging students in exploring real-world issues and solving authentic problems using digital tools and resources

**P.E.**

## Grade Two Grade Level Objectives

(Refer to monitoring sheets for guided breakdown skills.)

### Skilled Movement

- P.2.1 The student will continue to demonstrate correct critical elements (isolated, small parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.
- Demonstrate individually and with a partner the manipulative skills of throwing, catching, kicking, striking, volleying, and dribbling.
  - Demonstrate basic tumbling sequences, including balance, roll, transfer of weight, and flight.
  - Demonstrate moving to a rhythm by combining locomotor and non-locomotor skills to perform basic folk and creative dance sequences.

### Movement Principles and Concepts

- P.2.2 The student will apply the basic movement concepts to change performance of locomotor, non-manipulative, and manipulative skills.
- Use the concept of relationships (e.g., *over*, *under*, *around*, *in front of*, *behind*, and *through*) in dynamic movement situations.
  - Use the concepts of spatial awareness (e.g., location, directions, levels), and effort (time, force, flow) in static and dynamic movement situations.

### Personal Fitness

- P.2.3 The student will identify and participate in physical activities that promote cardiorespiratory, muscular, and flexibility benefits.
- P.2.4 The student will identify changes in the body that occur during moderate-to-vigorous physical activity.

### Responsible Behaviors

- P.2.5 The student will exhibit, in physical activity settings, cooperative, respectful, and safe behaviors.

### Physically Active Lifestyle

- P.2.6 The student will identify opportunities outside of school and participate in regular physical activities.

Health

## Grade two

Students in grade two continue to recognize the dignity and self-worth of the human person as a child of God. They will relate health behaviors and choices to positive and negative consequences. They begin to understand the factors that influence health decisions and the addictive nature of drugs. Focus continues on preventing illness and disease.

### Essential Health Concepts

2.1 The student will identify the major body systems, healthy food and beverage choices, emotions, and social skills, and explain how each is connected to personal health.

- a) Identify structures that form body systems, to include the heart and lungs (cardiorespiratory system), bones (skeletal system), and muscles (muscular system).
- b) Identify foods that come from plants and animals.
- c) Name a variety of healthy foods, and recognize the benefits of eating a healthy breakfast.
- d) Identify characteristics of foods that should be consumed in limited quantities.
- e) Identify foods and beverages that contain sugar and caffeine.
- f) Recognize that germs cause colds and flu and can be spread from person to person (communicable).
- g) Describe the harmful effects of medicine, alcohol, and tobacco, to include poor concentration; impaired balance, vision, and memory; shortness of breath; cancer; lung and heart disease; and changes to the way a person feels, thinks, and acts.
- h) Explain the importance of assuming responsibility for personal safety.
- i) Explain emotions associated with disappointment, loss, and grief.
- j) Explain the difference between teasing and bullying.
- k) Describe situations in which conflict may occur.
- l) Define self-image, and identify that individuals are unique.
- m) Explain how media (e.g., television, movies, Internet) influences behavior.

### Healthy Decisions

2.2 The student will identify personal health decisions and health habits that influence health and wellness throughout life.

- a) Identify possible consequences of not caring for cardiorespiratory, skeletal, and muscular systems.
- b) Describe how food choices, regular physical activity, and getting enough sleep are essential components of a healthy lifestyle.
- c) Explain how regular physical activity and healthy eating habits and food choices keep the cardiorespiratory, skeletal, and muscular systems healthy.
- d) Use a decision-making process to select healthy foods.

- e) Identify ways to increase physical activity.
- f) Explain the need for regular health checkups and screenings.
- g) Explain why parents/guardians keep health records for their children.
- h) Recognize the harmful effects of drugs, alcohol, and tobacco.
- i) Recognize that tobacco smoke is harmful to health and should be avoided.
- j) Describe the use of refusal skills to make good decisions.
- k) Identify why medicines should only be taken under the supervision of an adult.
- l) Explain healthy ways to express the emotions associated with disappointment, loss, and grief. m) Discuss how to express needs and wants appropriately.
- m) Use appropriate strategies to object to teasing and bullying.
- n) Describe the use of nonviolent strategies to resolve conflicts.
- o) Describe characteristics of a trusted friend and a trusted adult.
- p) Describe how to work and play cooperatively.
- q) Describe how self-image influences personal success.

## **Advocacy and Health Promotion**

2.3 The student will describe the influences and factors that impact health and wellness.

- a) Describe how heredity influences health and wellness.
- b) Design a meal with food from each food group.
- c) Explain how different dietary customs and traditions influence health.
- d) Describe how to keep food safe from harmful germs.
- e) Demonstrate techniques for reducing or preventing the spread of germs and communicable diseases.
- f) Explain why it is dangerous to sniff, taste, or swallow unknown substances.
- g) Identify emergency resources, services, and health care professionals in the community that influence health and wellness.
- h) Identify adults who can help with disappointment, loss, and grief.
- i) Develop a plan to use appropriate strategies to object to teasing and bullying.
- j) Demonstrate nonviolent strategies to resolve conflicts and support peers in school and in the community.
- k) Identify and discuss how to show respect for similarities and differences between and among individuals.
- l) Describe how the environment influences health and how to protect the environment.



Spanish

## 2nd Grade Spanish

- \_\_\_\_\_ S. 2.1 Introducing oneself
- \_\_\_\_\_ S. 2. 2 Basic Greetings
- \_\_\_\_\_ S. 2. 3 Colors
- \_\_\_\_\_ S. 2. 4 Shapes
- \_\_\_\_\_ S. 2. 5 Fruit and Beverages
- \_\_\_\_\_ S. 2. 6 Numbers 1-50
- \_\_\_\_\_ S. 2. 7 Weather
- \_\_\_\_\_ S. 2. 8 Seasons
- \_\_\_\_\_ S. 2. 9 Days of the week/months of the year
- \_\_\_\_\_ S. 2. 10 Parts of the body
- \_\_\_\_\_ S. 2. 11 Parts of the Face
- \_\_\_\_\_ S. 2. 12 Family
- \_\_\_\_\_ S. 2. 13 Animals
- \_\_\_\_\_ S. 2. 14 Opposite pairs (grande/pequeño, arriba/abajo, adentro/afuera, limpio/sucio, bueno/malo, alto/bajo)
- \_\_\_\_\_ S. 2. 15 Clothes
- \_\_\_\_\_ S. 2. 16 I like/ I do not like
- \_\_\_\_\_ S. 2. 17 I want (Yo quiero...)
- \_\_\_\_\_ S. 2. 18 Holidays
- \_\_\_\_\_ S. 2. 19 Alphabet
- \_\_\_\_\_ S. 2. 20 Classroom objects
- \_\_\_\_\_ S. 2. 21 Prayers

# Music



## APPLICATION OF SKILLS: SECOND GRADE

### Standard 1 – Performance

2.1 The student will explore meter.

2.1.1 Demonstrate strong and weak beats

2.1.2 Demonstrate rhythmic groupings of two and three

2.2 The student will sing songs and play instruments.

2.2.1 Sing melodies at least within the range of a sixth

2.2.2 Play single-chord accompaniments on classroom instruments, where available

2.2.3 Identify and play ostinato using body percussion or classroom instruments, where available

2.2.4 Perform music with lyrics from a printed score

2.2.5 Sing liturgical songs and common parts of the Mass

2.3 The student will perform rhythmic patterns by sight and sound.

2.3.1 Review identifying and performing paired eighth notes, quarter notes and quarter rests

2.3.2 Identify and perform half notes and half rests

2.3.3 Identify and perform whole notes and whole rests

2.4 The student will respond to music with movement.

2.4.1 Perform dances and games

2.4.2 Demonstrate locomotor, non-locomotor, fine and gross motor movements

2.4.3 Perform songs with interpretive movement to demonstrate rhythm, meter, or mood

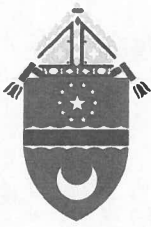


## Standard 2 – Compose & Improvise

- 2.5 The student will create music through variety of music experiences.
  - 2.5.1 Create and perform music using traditional notation including quarter notes, eighth notes, and quarter rests
  - 2.5.2 Create new lyrics to familiar melodies
  - 2.5.3 Create ostinatos
  - 2.5.4 Create musical sounds to enhance songs, stories, and/or poems

## Standard 3 – Music Theory

- 2.6 The student will identify form in music.
  - 2.6.1 Identify like and unlike melodic phrases by sight and sound
  - 2.6.2 Identify and perform music in AB and ABA forms
  - 2.6.3 Identify the beginning and ending of phrases
  - 2.6.4 Utilize movement to illustrate meter and form
- 2.7 The student will identify sudden and gradual changes in musical expression.
  - 2.7.1 Demonstrate and identify changes in dynamics including *mezzo forte (mf)*, *mezzo piano (mp)*, *crescendo*, *decrescendo*
  - 2.7.2 Demonstrate and identify changes in tempo including: *moderato*, *andante*, *accelerando*, and *ritardando*
  - 2.7.3 Use music terminology to describe dynamic and tempo changes
- 2.8 The student will identify melodic patterns.
  - 2.8.1 Identify melodic patterns that move upward, downward and remain the same
  - 2.8.2 Apply music terminology, including staff and *treble clef*
  - 2.8.3 Use the seven letters of the music alphabet or *solfege*
- 2.9 Student will identify bar lines and double bar lines



### **Standard 4 – Analysis and Critique**

2.10 The student will identify the four orchestral families by sight and sound.

### **Standard 5 – Music Culture**

2.11 The student will explore music from non-western folk music.

### **Standard 6 – Cross-Curricular Connection**

2.12 The student will identify the relationship between music and other disciplines.

### **Standard 7 – Citizenship**

2.13 The student will exhibit respect for the contributions of self and others in a music setting.

2.13.1 Contribute to a group effort of making music

2.13.2 Contribute to a group effort of listening to music

2.13.3 Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship

Art

**Examples are given as suggestions and not meant as requirements.**

## **Visual Art – 2<sup>nd</sup> Grade**

The standards for kindergarten, first and second grades serve as building blocks for further visual arts instruction. Students will learn that art is a personal expression, has value, teaches us about other times and places. Skills and concepts can vary among these three grade levels, with all achieved by the end of second grade.

The standards for grade two will focus on the acquisition of ideas for art making. Students will acquire ideas from their own experiences, their school, religious beliefs, the environment and other cultures. Students will express these ideas using and increasing variety of art materials, skill techniques, and processes.

**Emphasis should be placed on the artistic process including idea development, production and reflection to achieve a final piece of art.**

### **Skills**

- A.2.1. Demonstrate safety and stewardship of materials
- A.2.2. Identify the elements of art
  - A.2.2.a. Color – Color wheel, monochromatic
  - A.2.2.b. Form – 3-D forms: cube, cylinder, sphere, pyramid, cone
  - A.2.2.c. Line – Expressive
  - A.2.2.d. Shape – Compare, contrast and identify geometric and organic shapes.
  - A.2.2.e. Space – Foreground, middle ground and background
  - A.2.2.f. Texture – Identify texture in works of art - visual and actual/tactile
  - A.2.2.g. Value – Tint (add white to a color) shade (add black to a color)
- A.2.3. Identify and use the principles of design
  - A.2.3.a. Balance – Introduce balance, bilateral symmetry (*line of symmetry is studied in math at this grade*)
- A.2.4. Paint
  - A.2.4.a. Use tint and shade
- A.2.5. Draw
  - A.2.5.a. 3D forms--Use overlapping to suggest space and depth (*Example: still life with 3D object*)

### **Creative Expression**

**Students should be encouraged to incorporate their own unique style and elements into their artwork to emphasize their individuality and avoid “cookie cutter art work.”**

- A.2.6. Demonstrate self expression by creating a work of art based on:



Library



## LIBRARY

### Second Grade

- L.2.1.A.1 (D) Explain that libraries (school, public, other) are places to store and retrieve ideas and information
- L.2.1.A.2 (I) Explain that libraries can be virtual or physical spaces with both print and digital content
- L.2.1.A.3 (I) Explain that libraries are places to collaborate, create and share information
- L.2.1.B.1 (M) Locate circulation area
- L.2.1.B.2 (D) Identify different sections of the library as grade appropriate (Fic, NF, Ref, Easy, Biography, according to local organization)
- L.2.1.C.1 (D) Replace materials (books, etc.) in proper place when finished
- L.2.1.C.2 (D) Use and care for library materials appropriately
- L.2.1.C.3 (D) Follow local circulation procedures
- L.2.1.D.1 (D) Define and use grade appropriate library/media center terminology (library, librarian, early reader and picture book)
- L.2.1.D.2 (I) Define library operating systems terminology (circulation, checkout, renew, borrow)
- L.2.1.D.4 (D) Identify book components (title, author, illustrator, spine, cover, etc)
- L.2.2.A.1 (I) Explain how books are shelved in the library
- L.2.3.1 (I) Identify and read books of various genres and formats
- L.2.3.3 (I) Identify and explain the significance of appropriate notable awards for children's literature
- L.2.3.4 (I) Use self-assessment tools for selecting books of appropriate reading levels for enjoyment and information
- L.2.3.5 (I) Distinguish between contemporary and classic literature
- L.2.3.6 (D) Discuss how illustrations and other features (ex: endpapers, cover, etc.) tell story and/or extend the text
- L.2.3.7 (D) Explain how artwork expresses mood and tone of the work
- L.2.4.D.5 (I) Create new product based on information gathered
- L.2.5.1 (D) Abide by Acceptable Use Policy guidelines of school and understand the Internet is a global community
- L.2.5.2 (I) Apply Christian values to maintaining a positive digital footprint (respecting privacy, Internet habits, etc.)

# Technology



## SECOND GRADE TECHNOLOGY STANDARDS

**Standard 1.0 – Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.**

### **T.2.1.A Demonstrate knowledge of the nature and operation of technology systems**

T.2.1.A.1 Identify the parts of the computer and their functions (Input, Output, Storage, Processing)

T.2.1.A.2 Demonstrate the proper care of the computer hardware and software

T.2.1.A.3 Basic Troubleshooting (no power, logging in, no sound, connection)

### **T.2.1.B Demonstrate proficiency in the use of technology**

T.2.1.B.1 Follow instructions to use application software (such as starting/closing applications; saving/retrieving files; navigating within; and identifying and using functions represented by symbols and icons)

T.2.1.B.2 Know the keyboard layout - Use age appropriate keyboard charts; identify and use special keys (such as backspace, shift, spacebar, control, and arrows)

T.2.1.B.3 Develop good mouse, touchpad and/or touchscreen skills

T.2.1.B.4 Use correct sitting and hand positions when keyboarding

**Standard 2.0 – Digital Citizen: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.**

### **T.2.2.A Technology and Society: Explain how technology affects individuals and institutions (home, school, and community)**

T.2.2.A.1 Recognize that technologies (such as computers, calculators, televisions, cameras, mobile devices, DVDs, and SMART devices) have influenced daily life, in both the past and the present

T.2.2.A.2 Identify examples of how technology has affected the environment, in both the past and the present

T.2.2.A.3 Identify how technology tools have been and are used to meet people's needs

T.2.2.A.4 Discuss how we take the Catholic values that we use in our real world with us into the digital world.

### **T.2.2.B Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information**

T.2.2.B.1 Understand and follow the acceptable use policy

T.2.2.B.2 Recognize the potential harm of intrusive applications (such as viruses, click bait, pop-up windows, etc.)

T.2.2.B.3 Use safe and correct security procedures (such as protecting and updating password and user ID)



### **T.2.2.C Ethical and Legal Issues: Demonstrate an understanding of current standards**

- T.2.2.C.1 Introduce the concept of copyrights by discussing the importance of respecting the rights of others regarding their work (such as appropriate copying and pasting)
- T.2.2.C.2 Practice strategies for avoiding plagiarism (such as copying other's work)

### **T.2.2.D Ethical and Legal Issues: Understand current online safety guidelines**

- T.2.2.D.1 Discuss risks and privacy issues related to using the Internet (strangers with cruel intent, gaming with people you don't know)
- T.2.2.D.2 Use safe and correct security procedures when online (such as not disclosing personal information and protecting passwords)
- T.2.2.D.3 Describe procedures for exiting an inappropriate site (such as clicking the home button, turning off the monitor, notifying an adult)
- T.2.2.D.4 Discuss appropriate measures to take before creating email accounts or other online accounts. Such measures should include asking parents for permission.

## **Standard 3.0 – Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.**

### **T.2.3.A Use technology to locate and collect information for research**

- T.2.3.A.1 Select relevant information from various technology resources (such as websites, online library catalogs, or electronic reference materials)
- T.2.3.A.2 Use basic telecommunications terms and capabilities (website, website address, homepage, link, Internet)

## **Standard 4.0 – Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.**

### **T.2.4.A Creativity and Innovation – Multimedia/Idea Presentation/Editing: Use and understand how technology can be used to express ideas**

- T.2.4.A.1 Multimedia: Use multimedia tools to express original ideas with print, drawings, digital images, existing video, sounds, and/or personal recordings
- T.2.4.A.2 Idea Presentation: Prepare writing and data for display with tools such as visual organizer, word processing or multimedia software either individually or teacher-led group activity
- T.2.4.A.3 Editing: change, edit and revise graphs, graphics, presentations and word processing documents

### **T.2.4.B Learning: Use and understand how technology enhances learning**

- T.2.4.B.1 Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills



T.2.4.B.2 Reflect, as an individual or as part of a larger group, on appropriateness of selected technology for the given task

T.2.4.B.3 Reflect and discuss how technology tools are used to collect information

**Standard 5.0 –Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.**

**T.2.5.A Productivity and Problem Solving: Use and understand how technology increases productivity**

T.2.5.A.1 Describe ways the selected technology tools are being used to support learning goals and accomplish tasks

T.2.5.A.2 Use templates, provided by the teacher, or create new documents to complete learning assignments

T.2.5.A.3 Edit work created using concept mapping or word processing software

T.2.5.A.4 Use various electronic information retrieval sources to obtain information on a topic (such as World Book, Follett Destiny, local library resources)

T.2.5.A.5 Construct a set of statements to be acted out to accomplish a simple task (e.g., turtle instructions)

**Standard 6.0 - Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, and formats and digital media to appropriate their goals.**

**T.2.6.A Communication - Tools: Use and explain how technology is used for communication**

T.2.6.A.1 Identify technology tools that help gather information, share ideas, and respond to questions

T.2.6.A.2 Use a variety of technology tools identified by the teacher to communicate with various audiences

**T.2.6.B Communication - Media Formats: Use and explain the variety of media formats**

T.2.6.B.1 Recognize that various media formats are used to communicate ideas, such as DVD, flash/thumb drive, streaming media, podcasts etc.

**Standard 7.0 - Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.**

**T.2.7.A Collaboration: Use and understand how technology encourages collaboration**

T.2.7.A.1 Explain how selected technology tools are being used to enhance collaboration

T.2.7.A.2 Participate in a class lesson using technology tools to collect, display, and interpret data

T.2.7.A.3 Articulate the advantages of collaboration supported by technology tool