

St. Matthew School
GRADE TWO
Grade Level Expectations

These are the core grade level expectations based on the McRel standards and benchmarks that should be taught during second grade and represent what a student will learn. They are written from the student point of view. These grade level expectations are aligned with McRel standards and the standards-based progress report. The number listed is in reference to McRel 3rd edition; the number listed for Religion standard is in reference to *By Their Fruits You Shall Know Them*, Lorraine Ozar. Not all standards are addressed at every grade level which is appropriate considering a student's development.

RELIGION

1. Reads, interprets, and applies Scripture to life.
 - Recalls Bible stories
 - Knows the Bible is made up of two parts: The Old Testament and The New Testament
 - Participates in discussion*
 - Understands that Jesus uses parables to tell about God and how to live
3. Illustrates basic understanding of Catholic dogma and doctrine in light of the "Catechism for the Catholic Church."
 - Further develops the realization that God's creation is full of signs of God's goodness and loving care
 - Understands Mary's role in God's plan of salvation
 - Knows that the Church is the people of God and body of Christ
 - Knows that the Son of God became human so that everyone could know God's love.
4. Demonstrates the importance of sacraments, with an emphasis on the centrality of the Eucharist in the life of Catholics.
 - Forms one's conscience according to God's laws of love and the teaching of the Church
 - Knows and recites the Ten Commandments
 - Experiences God's forgiveness of sins as the source of peace and joy
 - Recognizes that Jesus is present in the Eucharist and demonstrates reverence in receiving the Eucharist
 - Understands the communion fast
 - Recognizes and appreciates the gift of human life and the life of grace received in Baptism
 - Knows that Jesus lived and died for the sins of everyone
 - Understands that sin is a word, thought or deed that harms or weakens one's relationship with God and others
5. Makes moral decisions consistent with Church teachings.
 - Realizes that God's plan is that people be good in order to live with God forever in heaven
 - Recognizes that God gives us rules for living a life of love

7. Acknowledges and affirms the diverse cultural expressions of Catholicism.
 - Recognizes the many gifts, talents and abilities that God has provided each of us and uses them to serve God and others
8. Applies Catholic principles to interpersonal relations (e.g., family, peers, work, society, Church, etc.)
 - Practices Christian action toward others*
 - Is willing to help*
10. Uses effective community building skills in relating with others.
 - Applies skills to concrete life situations - is considerate of others and their feelings*
 - Understands that family relationships and friendships need to include listening, sharing, forgiveness, and trust
11. Critiques societal structures in light of Catholic social justice principles and apply to social and personal situations.
 - Practices Christian action toward others*
12. Engages in service to the community (e.g., family, parish, local, national and global) in response to the Gospel call.
 - Practices Christian action toward others*
 - Participates in parish and community service projects
 - Is made aware of various roles and ministries in the Church
13. Exercises responsible stewardship for the gift of creation.
 - Practices Christian action toward others*
 - Responds joyfully to God's call to give of one's self in love to God and others (stewardship)
 - Understands that following good health and safety rules helps provide for wellness of body and Spirit
14. Examines the variety of Christian life styles as ways to respond to the baptismal call to a life of service.
16. Uses appropriate resources to plan and participate in liturgy and other prayer experiences.
 - Takes part in planning liturgies and para-liturgies
 - Knows that the two main parts of the mass are the Liturgy of the Word and the Liturgy of the Eucharist
17. Uses a variety of prayer forms (e.g., traditional, spontaneous, devotional, multicultural) to enrich and express personal and communal spirituality.
 - Experiences prayer forms and other types of devotions
 - Can recite and use the designated prayers and gestures; Sign of the Cross, Our Father, Hail Mary and Grace before/after meals, Morning Prayer, Doxology (Glory Be), Act of Contrition, Rosary* and other prayers of cultural/liturgical significance as designated.
19. Demonstrates an understanding of liturgical seasons and feasts.
 - Increases knowledge of Church's liturgical seasons of Advent, Christmas, Lent and Easter
 - Knows that the Church celebrates the life, death, and resurrection of Jesus throughout the Church year and at every Mass

- Knows that the Church honors Mary and the saints throughout the church year

LANGUAGE ARTS

Writing

1. Uses general skills and strategies in the writing process
 - Writes a complete sentence using capitalization and ending punctuation*
 - Applies letter sounds*
 - Writes for a variety of purposes
 - Revises story after discussion*
 - Handwriting
 - Forms letters correctly when printing and when using cursive*
 - Uses proper spacing*
 - Completes work neatly*
2. Uses stylistic and rhetorical techniques in written composition
 - Dictates or writes stories with a sequence of events that make sense
 - Writes a story with a beginning, middle and end*
 - Writes composition to convey basic ideas
 - Spells and writes high frequency words correctly*
3. Uses grammatical and mechanical conventions in written composition
 - Writes a complete sentence using capitalization and ending punctuation correctly.*
 - Writes four or more related sentences using correct punctuation
 - Demonstrates proper use of nouns, verbs and adjectives
 - Alphabetizes by second letter
4. Gathers and uses information for research purposes
 - Formulates questions about family or background that would require consulting family artifacts, or occupation, or other research project of a similar nature
 - Reading
5. Uses general skills and strategies of the reading process*
 - Demonstrates more than one strategy when approaching unknown words*
 - Understands and uses new vocabulary correctly
 - Sequences events and identifies main idea of story
 - Distinguishes reality and fantasy
 - Recognizes short and long vowels*
 - Knows consonants*
 - Applies phonetic skills when decoding words*
 - Can identify sight words*
 - Identifies cause and effect (problem and solution)
 - Demonstrates the ability to follow oral directions involving two or three steps
 - Reads simple stories independently and reads on a daily basis
 - Uses library/media center on regular basis
 - 6/7. Uses reading skills and strategies to understand and interpret a variety of literary works and information texts
 - Reads simple stories independently and comprehends main idea

- Comprehends what is read either through retelling, predicting, or drawing conclusions
- Identifies the plot, author's message or lesson to be learned, problem and solution, cause and effect, characters, inferences, and setting of stories read

Listening and Speaking

8. Uses listening and speaking strategies for different purposes; listens actively*
 - Shares ideas and personal experiences orally
 - Listens, speaks, reads, and writes in all content areas
 - Speaks audibly and clearly to listeners.
 - Viewing
9. Uses viewing skills and strategies to understand and interpret visual media
 - Understands the main idea or message in visual media, e.g., pictures, cartoons, weather reports, etc.
 - Knows different elements from films, videos, television, and other visual media that appeal to him or her, e.g., scary parts, action segments, particular characters, color, sound effects, etc.
 - Understands similarities and differences between real life and life depicted in visual media

Media

10. Understands the characteristics and components of the media
 - Knows the various types of media
 - Understands that there are common conventions used in the media
 - Understands that media messages and products are created by people and represent real and imaginary experiences

MATH

1. Problem solving - Uses a variety of strategies in the problem-solving process
 - Creates and solves a number sentence to represent a story problem*
 - Identifies key vocabulary for problem-solving
 - Draws a picture to represent a problem*
 - Verbalizes process used to solve a problem*
2. Concept of Numbers - Understands and applies basic and advanced properties of the concept of numbers
 - Reads, writes and orders numbers through 100
 - Writes and counts by 2's, 5's, 10's to 100*
 - Counts backwards from 20*
 - Knows addition and subtraction facts through 18*
 - Identifies place value of 100's
 - Adds and subtracts two-digit numbers with and without regrouping*
 - Writes, illustrates and solves addition and subtraction story problems*
 - Identifies equal parts as fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$
 - Understand and uses $<$ $>$ and $=$ to compare numbers through 99
 - Communicates mathematical concepts through writing and speaking*
 - Writes a number sentence to represent a problem*
 - Uses estimation strategies*

3. Computation - Uses basic and advanced procedures while performing the process of computation

- Identifies pennies, nickels, dimes and quarters*
- Can count and write the value of a collection of coins*
- Adds and subtracts money amounts
- Gives the value of a group of coins: pennies, nickels, dimes, and quarters to \$1.99*

4. Measurement - Understands and applies basic and advanced properties of the concept of measurement

- Writes and tells time to minute, quarter hour, half hour on a clock*
- Measures objects to the nearest inch and centimeter
- Reads a Fahrenheit thermometer

5. Geometry - Understands and applies basic and advanced properties of the concepts of geometry

- Identifies the number of sides and corners of plane shapes: rectangle, triangle and square
- Determines line of symmetry by folding plane shapes
- Identifies geometric solids: sphere, cube, cylinder, and rectangular prism
- Recognizes congruent shapes
- Understands the meaning of perimeter

6. Data analysis - Understands and applies basic and advanced concepts of statistics and data analysis

- Reads, collects and interprets data from a graph

7. Probability - Understands and applies basic concepts of probability

- Predicts outcome of events

8. Functions and Algebra - Understands and applies basic concepts of functions and algebra

- Recognizes and extends basic number patterns

SCIENCE/HEALTH - listed by strands

Earth and Space

- Identifies animal groups, animal habitats, and adaptations
- Names the planets in correct order from the sun
- Describes the rotation of the earth to make night and day
- Identifies liquids according to various properties: transparent, translucent, bubbly, foamy, and viscous
- Knows observable properties of liquids, solids and gasses
- Identifies and explains the water cycle
- Explains effects of pollution on our environment and ways to keep it healthy

Life Science

- Identifies and classifies animals and characteristics of each group and their habitats (e.g., mammals, birds, fish, reptiles and insects)
- Explains why bones and muscles are necessary
- Knows there are different body systems

Physical Science

- Makes sensible predictions
- Identifies and applies basic concepts of sound, light, and magnets
- Understands ways energy and matter interact, e.g., sunlight to grow plants, heat to boil water

Nature of Science and Technology

- Examines objects with a hands-on approach; uses senses to gather information
- Explores simple reference materials (books, CD roms, etc.)
- Collects, organizes, and reports data; reports findings in a variety of ways
- Uses tools for investigation (e.g., hand lens)*
- Understands nature of scientific inquiry and uses teamwork to gather data*Health
- Identifies food groups/pyramid and a balanced meal
- Identifies and shares feelings
- Identifies practices that promote good health
- Lists bike safety rules, hand signals, and traffic signals

Health

- Knows community resources
- Uses health care practices that promote good health
- Identifies and shares feelings
- Knows how to recognize and respond to emergencies
- Knows and understands simple safety rules
- Progress report descriptors deal with relevant concepts studied, sharing ideas, handling materials, discovering through observation and exploration*

SOCIAL STUDIES - listed by strands

Civics

- Recognizes the need for rules and laws at school, home, community and nation
- Identifies and describes differences and similarities of people of different cultures
- Recognizes and respects accomplishments of various people to our American culture
- Knows that people in positions of authority can have limits
- Knows that justice and fairness are similar concepts
- Knows concept of privacy; consequences can be both beneficial and costly
- Knows examples of responsibility and the sources of responsibility
- Knows the characteristics of a good leader

Economics

- Understands that people need to make choices
- Knows that goods and services have a price and a role in society

Geography

- Describes how people and places change over time
- Identifies and knows the seven continents and four oceans
- Reads, understands and draws maps which have a map key and a compass
- Demonstrates knowledge of directions
- Understands and identifies ways people care for the earth

- Recognizes how maps and globes are used to locate places
- Knows the basic components of culture

Historical Understanding

- Understands the importance of customs and traditions in families
- Recognizes important landmarks of our country's history
- Recognizes that we have rules that help us
- Progress report descriptors deal with relevant concepts studied, sharing ideas, projects clearly showing what was learned*

MUSIC

1. Sings alone and with others, a varied repertoire of music*
 - Demonstrates ability to echo rhythmic patterns*
 - Participates in group singing*
 - Performs simple songs and ostinatos with appropriate tone, pitch, dynamics, rhythm with or without accompaniment
 - Sings partner songs and rounds in small groups
 - Matches pitch do-re-mi
 - Can sing and identify do-re-mi-fa-so-la
 - Participates and contributes in class activities
2. Performs on instruments alone, with others, a varied repertoire of music
 - Performs on classroom percussion instruments
 - Finds and performs steady beat through singing, speaking, clapping or patting*
 - Distinguishes between beat and rhythm*
 - Uses rhythm instruments appropriately*
 - Demonstrates ability to echo rhythmic patterns.
 - Improvises melodies, variations, and accompaniments
 - Finds and performs a steady beat
 - Demonstrates melody visually, orally and through movement (upward, downward etc.)
3. Improvises melodies, variations, and accompaniments
 - Finds and performs a steady beat orally
4. Composes music within specified guidelines
 - Improvises melody given a simple rhythm and pentatonic melodic instrument (xylophone, met allophone, glockenspiel)
5. Reads and notates music
 - Identifies standard musical symbols
6. Knows and applies criteria to music and musical performances, i.e., swinging and swaying
 - Demonstrates how to respond to characteristic of music (fast/slow and loud/soft) through appropriate movement
 - Understands the role of musicians (i.e., song leader, conductor, composer, and performer) in various musical settings and culture
7. Understands relationships between music and history and culture
 - Knows appropriate audience behavior

ART

1. Understands and applies media techniques and processes related to visual arts
 - Demonstrates craftsmanship by coloring neatly, drawing carefully, and cutting paper neatly
 - Uses art materials appropriately*
 - Enjoys using different art media
 - Identifies the primary colors
 - Names primary, secondary, warm and cool colors
 - Mixes primary colors to create secondary colors using a variety of media
2. Knows how to use structures and functions of art
 - Follows simple instructions, but maintains an imagination while creating art
 - Learns to apply the elements and principles of design
 - Recognizes positive and negative space
 - Uses texture in a work of art
 - Expresses creativity through art projects*
 - Creates art based on imagination, personal interpretation and familiar people and places
 - Maintains an imaginative approach while following simple instructions
3. Knows range of subject matter.
 - Uses art symbols to communicate and convey ideas
 - Uses shapes and lines in drawings and paintings
5. Understands the characteristics and merits of one's own artwork and the artwork of others
 - Draws a self portrait of head and shoulders

PHYSICAL EDUCATION

1. Uses variety of basic and advanced movement and forms (i.e., walking, running, skipping, hopping, bending, twisting, and stretching)
 - Demonstrates contrast between slow and fast movement while traveling
2. Uses movement concepts and principles in development of motor skills
 - Maintains balance while bearing weight on a variety of body parts
 - Demonstrates changing direction and force using locomotion patterns
 - Understands a variety of relationships with objects (over/under, behind, through, etc.)
3. Understands benefits and costs associated with participation in physical activity
 - Is aware of basic body function changes during physical activity
4. Understands how to monitor and maintain a healthy enhanced level of physical fitness
 - Participates in vigorous physical activity
 - Accepts own abilities*
 - Develops kinesthetic awareness (balance, base of support, personal space)
 - Develops an understanding of and utilizes body awareness, body parts, shapes, symmetry etc.
 - Identifies the health benefits of participation in physical activity

5. Understands the social and personal responsibility associated with participation in physical activity

- Demonstrates the rules of games and activities*
- Responds appropriately to a variety of teacher signals for attention
- Follows directions the first time given*
- Demonstrates the willingness to join in an activity*
- Demonstrates good sportsmanship*
- Plays and cooperates with others regardless of personal differences

TECHNOLOGY - References McRel with NETS alignment

1. Knows characteristics and computer hardware and operating systems (NETS 1)

- Knows how to power-up computer, monitor, turn on printer, and start a computer program
- Knows and is able to use the computer keyboard
- Uses input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audio tapes, CD Roms and other technologies.

2. Knows characteristics and computer software programs (NETS 2)

- Practices responsible use of technology systems and software
- Knows proper finger placement on home-key rows
- Types on a computer keyboard using correct hand position and body position
- Uses menu options and commands, e.g., printing

3. Understands relationships among science, technology, society, and the individual (NETS 3, 4, 5, 6)

- Works cooperatively and collaboratively with peers, family members, and others when using technology
- Demonstrates positive social and ethical behaviors when using technology.

4. Understands the nature of technological design (NETS 3)

- Knows how to use simple graphics

5. Understands the nature and operation of systems (NETS 1)

- Creates and tests a simple linear system and understands a process

GUIDANCE/HUMAN GROWTH AND DEVELOPMENT - listed by strands

Working with Others

- Contributes to the overall effort of a group
- Uses conflict-resolution techniques
- Works well with diverse individuals and in diverse situations
- Displays effective interpersonal communication skills
- Demonstrates leadership skills

Self-Regulation

- Sets and manages goals
- Performs self-appraisal
- Considers risks
- Maintains a healthy self-concept
- Restrains impulsivity

Human Growth and Development

- Understands that God created all people with likeness and differences
- Recognizes that God loves and respects all people
- Understands tenets of a safe environment

SOCIAL/EMOTIONAL GROWTH*

(All items are referenced on the progress report.)

- Follows directions
- Listens well to others
- Raises hand to speak
- Shares ideas freely
- Accepts responsibility for actions
- Works and plays well with others
- Acts appropriately in group activities
- Works well independently

FINE MOTOR SKILLS*

(All items are referenced on the progress report.)

- Completes work neatly
- Uses scissors with ease
- Uses glue correctly
- Holds pencil and crayon correctly