



Diocese of Jackson Office of Education

2nd Grade
Teacher Guide

The following are the specific standards and objects for second grade in each subject. The completed curriculum documents should be consulted for explanation of use and implementation of these standards and to ensure vertical planning and alignment between grades. Please note this is **not** a complete curriculum document; it is only meant to be used as a supplemental resource for individual teachers.

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2nd Grade- Mathematics

Operations & Algebraic Thinking
<p>1. The student will be able to represent and solve problems involving addition and subtraction. Students will demonstrate mastery by:</p> <p>1.1. Using addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., by using drawings and equations with a symbol for an unknown number to represent the problem)</p> <p>2. The student will be able to add and subtract within 20. Students will demonstrate mastery by:</p> <p>2.1. Fluently adding and subtracting within 20 using mental strategies (by the end of grade 2, know from memory all sums of two one-digit numbers)</p> <p>3. The student will be able to work with equal groups of objects to gain foundations for multiplication. Students will demonstrate mastery by:</p> <p>3.1. Determining whether a group of objects has an odd or even number of members (e.g., by pairing objects or counting by 2s; writing an equation to express an even number as a sum of two equal addends)</p> <p>3.2. Using addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; writing an equation to express the total as a sum of equal addends</p> <p>3.3. Adding multiplication facts 0's, 1's, 2's, 5's, 10's</p>
Numbers & Operations in Base Ten
<p>1. The student will be able to understand place value on a level appropriate for second grade. Students will demonstrate mastery by:</p> <p>1.1. Understanding that the three digits of a three-digit number represent amounts of hundred, tens and ones</p> <p>1.2. Understanding that 100 can be thought of as a bundle of ten tens</p> <p>1.3. Understanding that the numbers 100,200,300,400,500,600,700,800,900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds</p> <p>1.4. Counting within 1000; skip counting by 5s starting at any number ending in 5 or 0 and by 10s and 100s starting at any number</p> <p>1.5. Reading and writing numbers to 1000 using base-ten numerals, numbers names, and expanded form</p> <p>1.6. Comparing two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $<$, $>$, $=$ symbols to record the results of comparisons</p>

2. The student will be able to use their understanding of place value and properties to add or subtract.

Students will demonstrate mastery by:

- 2.1. Adding and subtracting within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method
- 2.2. Understanding that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; sometimes it is necessary to compose or decompose tens or hundreds
- 2.3. Fluently adding and subtracting within 100 using strategies based on place value, properties of operations, and/or the relationships between addition and subtraction
- 2.4. Adding up to four two-digit numbers using strategies based on place value and properties of operations
- 2.5. Mentally adding 10 or 100 to a given number 100-900, and mentally subtracting 10 to 100 from a given number 100-900
- 2.6. Explaining why addition and subtraction strategies work, using place value and the properties of operations

Measurement & Data

1. The student will be able to measure and estimate lengths in standard units.

Students will demonstrate mastery by:

- 1.1. Measuring the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes
- 1.2. Measuring the length of an object twice, using length units of different lengths for the two measurements; describing how the two measurements relate to the size of the unit chosen
- 1.3. Estimating lengths using units of inches, feet, centimeters, and meters
- 1.4. Measuring to determine how much longer one object is than another, expressing the length difference in terms of a standard-length unit

Geometry

1. The student will be able to reason with shapes and their attributes.

Students will demonstrate mastery by:

- 1.1. Recognizing, identifying, and drawing shapes having specified attributes, such as a given number of angles or a given number of equal faces
- 1.2. Partitioning a rectangle into rows and columns of same-size squares and count to find the total number of them
- 1.3. Partitioning circles and rectangles into two, three, or four equal shares, describing the shares using the words halves, thirds, half of, a third of, etc., and describing the whole as two halves, three thirds, four fourths

1.4. Recognizing that equal shares of identical wholes need not have the same shape

1.5. Recognizing basic shape transformations (e.g., flip, turn, slide)

Catholic Identity Integration in Mathematics 2nd Grade

Core Values of Classroom Behavior and Culture
<ol style="list-style-type: none"> 1. Sharing manipulatives 2. Provide a safe environment 3. Giving generously
Integration of Scripture and Church Teaching
<ol style="list-style-type: none"> 1. Communitive property referenced in Luke 12:52 2. Peter breaking the net (John 21:11)- place value 3. Being good stewards with our money for God's Kingdom 4. Psalm 90:12
Historic Church Figures and Events
<ol style="list-style-type: none"> 1. Johannes Widmann- came up with the + and – sign (1460-1498) 2. Francois Viete- father of modern algebra 3. Leonardo Pisano Bigollo (1170-1250)- “Fiboacci” numeral system

2nd Grade- ELA**Reading- Literature**

Key Ideas and Details (KID)
<p>1. The student will be able to recount the elements of a story. Students will demonstrate mastery of this standard by:</p> <p>1.1. Asking and answering questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text</p> <p>1.2. Recounting stories, including fables and folktales from diverse cultures, and determining their central message, lesson or moral</p> <p>1.3. Describing how characters in a story respond to major events and challenges</p>
Craft and Structure (CS)
<p>1. The student will be able to identify the craft and structure of a variety of texts. Students will demonstrate mastery of this standard by:</p> <p>1.1. Describing how words and phrases (e.g. regular beats, alliterations, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song</p> <p>1.2. Describing the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action</p> <p>1.3. Acknowledging differences in the points of view of characters</p>
Integration of Knowledge and Ideas (IKI)
<p>1. The student will be able to identify story elements and compare and contrast narrative texts. Students will demonstrate mastery of this standard by:</p> <p>1.1. Using information gained from illustrations and words in a print or digital text to demonstrate an understanding of its characters, setting and plot</p> <p>1.2. Comparing and contrasting two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures</p>
Range of Reading and Level of Text Complexity (RRTC)
<p>1. The student will be able to read and comprehend age-appropriate text. Students will demonstrate mastery of this standard by:</p> <p>1.1. Reading and comprehending literature, including stories and poetry, in the grades 1-3 text complexity band proficiently, with scaffolding as needed at the high end of the range</p>

Reading-Informational Text

Key Ideas and Details (KID-I)
<p>1. The students will be able to read and comprehend non-fiction text. Students will demonstrate mastery of this standard by:</p> <p>1.1. Asking and answering questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text</p> <p>1.2. Identifying the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text</p> <p>1.3. Describing the connection between a series of historical events, scientific concepts or steps in technical procedures in a text</p>
Craft and Structure (CS-I)
<p>1. The student will be able to explain the craft and structure of non-fiction text. Students will demonstrate mastery of this standard by:</p> <p>1.1. Determining the meaning of words and phrases in an age-appropriate texts</p> <p>1.2. Knowing and using various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently</p> <p>1.3. Identifying the main purpose of a text, including what the author wants to answer, explain or describe</p>
Integration of Knowledge and Ideas (IKI-I)
<p>1. The student will be able to explain how specific images contribute to and clarify a text. Students will demonstrate mastery of this standard by:</p> <p>1.1. Explaining how specific images contribute to and clarify a text (e.g. a diagram showing how a machine works)</p> <p>1.2. Describing how details support specific points the author makes in a text</p> <p>1.3. Comparing and contrasting the most important points presented by two texts on the same topic</p>
Range of Reading and Level of Text Complexity (RRTC-I)
<p>1. The student will be able to read and comprehend grade appropriate text. Students will demonstrate mastery of this standard by:</p> <p>1.1. Reading and comprehending informational texts, including history/social studies, science, and technical texts, in the grade 1-3 text complexity band proficiently, with scaffolding as needed at the high end of the range</p>

Reading Foundational Skills

Word Recognition and Vocabulary (WRV)

1. The student will be able to apply phonics and word recognition skills when reading.

Students will demonstrate mastery of this standard by:

- 1.1. Distinguishing long and short vowels when reading regularly spelled one-syllable words
- 1.2. Knowing spelling-sound correspondences for additional common vowel teams
- 1.3. Decoding regularly spelled two-syllable words with long vowels
- 1.4. Decoding words with common prefixes and suffixes
- 1.5. Identifying words with inconsistent but common spelling-sound correspondences
- 1.6. Recognizing and reading grade-level appropriate irregularly spelled words

Fluency (F)

1. The student will be able to read grade-level appropriate texts fluently.

Students will demonstrate mastery of this standard by:

- 1.1. Reading grade-level texts with purpose and understanding
- 1.2. Reading grade-level texts orally with accuracy, appropriate rate, and expression on successive readings
- 1.3. Using context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing

Text Types & Purposes (TTP)
<p>1. The student will be able to write opinion pieces, informative/explanatory texts, and narratives.</p> <p>Students will demonstrate mastery of this standard by:</p> <p>1.1. Writing opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement</p> <p>1.2. Writing informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement</p> <p>1.3. Writing narratives in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure</p>
Production & Distribution of Writing (PDW)
<p>1. The student will be able to edit, revise and publish their writing.</p> <p>Students will demonstrate mastery of the standard by:</p> <p>1.1. Focusing on a topic and strengthening writing as needed by revising and editing with support</p> <p>1.2. Using a variety of digital tools to produce and publish writing, including in collaboration with peers</p>
Research to Build & Present Knowledge (RBPK)
<p>1. The student will be able to participate in research.</p> <p>Students will demonstrate mastery of the standard by:</p> <p>1.1. Participating in shared research and writing projects (e.g. read several books on a single topic to produce a report; record science observations)</p> <p>1.2. Recalling information from experiences or gathering information from provided sources to respond to a prompt</p>

Speaking & Listening

Comprehension & Collaboration (CC)

1. The student will be able to actively participate in discussions.

Students will demonstrate mastery of this standard by:

- 1.1. Following agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
- 1.2. Building on conversations by linking their comments to the remarks of others
- 1.3. Asking for clarification and further explanation as needed about the topics and texts under discussion
- 1.4. Recounting or describing key ideas or details from a text read aloud or information presented orally or through other media
- 1.5. Asking and answering questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue

Presentation of Knowledge & Ideas (PKI)

1. The student will be able to present their knowledge to their peers, teachers, and other appropriate audiences.

Students will demonstrate mastery of the standard by:

- 1.1. Telling a story or recounting an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences
- 1.2. Creating audio recordings of stories or poems; adding visual displays to stories when appropriate to clarify ideas, thoughts, and feelings
- 1.3. Producing complete sentences when appropriate in order to provide requested detail or clarification

Language

Conventions of Standard English (CSE)

1. The student will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

Students will demonstrate mastery of the standard by:

- 1.1. Using collective nouns
- 1.2. Forming and using frequently occurring irregular plural nouns
- 1.3. Using reflexive pronouns
- 1.4. Forming and using the past tense of frequently occurring irregular verbs
- 1.5. Using adjectives and adverbs and choosing between them depending on what is being modified
- 1.6. Producing, expanding, and rearranging complete sentences

2. The student will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

Students will demonstrate mastery of the standard by:

- 2.1. Capitalizing holidays, product names, and geographic names
- 2.2. Using commas in greetings and closings of letters
- 2.3. Using an apostrophe to form contractions and frequently occurring possessives
- 2.4. Generalizing learned spelling patterns when writing words
- 2.5. Consulting reference materials, as needed to check and correct spellings

Vocabulary Acquisition and Use (VAU)

1. The student will determine or clarify meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content.

Students will demonstrate mastery of the standard by:

- 1.1. Determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing from an array of strategies
- 1.2. Using sentence-level context as a clue to the meaning of a word or phrase
- 1.3. Determining the meaning of the new word formed when a known prefix is added to a known word
- 1.4. Using a known root word as a clue to the meaning of an unknown word with the same root
- 1.5. Using knowledge of the meaning of individual words to predict the meaning of compound words
- 1.6. Using glossaries and dictionaries, both print and digital, to determine or clarify the meanings of words and phrases

2. The student will demonstrate understanding of word relationships and nuances in word meanings.

Students will demonstrate mastery of the standard by:

- 2.1. Identifying real-life connections between words and their use
- 2.2. Distinguishing shades of meaning among closely related verbs and closely related adjectives

2.3. Using words and phrases acquired through conversations, read-alouds and independent reading and responding to texts, including using adjectives and adverbs to describe

Catholic Identity Integration in English Language Arts 2nd Grade

Core Values of Classroom Behavior and Culture
1. The student will be able to discuss the Ten Commandments as God's Law and make connections to classroom rules.
Integration of Scripture and Church Teaching
1. The student will be able to learn the responses/prayers for the Sacrament of Reconciliation. 2. The student will be able to recite prayers (Act of Contrition, responses at Mass, Rosary, Sign of the Cross, Our Father, Hail Mary, Glory Be, Guardian Angel Prayer, and Meal Time Prayer).
Historic Church Figures and Events
1. The student will be able to listen to and read stories about the saints, especially saints that reflect the love for Eucharist and their patron saint.

2nd Grade- Science

Hierarchical Organization
<p>1. Students will be able to demonstrate an understanding of the classification of animals based on physical characteristics. Students will demonstrate their understanding by:</p> <ul style="list-style-type: none"> 1.1. Comparing and sorting groups of animals with backbones (vertebrates) from groups of animals without backbones (invertebrates) 1.2. Classifying vertebrates (mammals, fish, birds, amphibians, and reptiles) based on their physical characteristics 1.3. Comparing and contrasting physical characteristics that distinguish classes of vertebrates (e.g., reptiles compared to amphibians) 1.4. Constructing a scientific argument for classifying vertebrates that have unusual characteristics, such as bats, penguins, snakes, salamanders, dolphins, and duck-billed platypuses (I.e., bats have wings; yet they are mammals)
Reproduction & Heredity
<p>1. Students will be able to demonstrate an understanding of how living things change in form as the general stages of a life cycle. Students will demonstrate their understanding by:</p> <ul style="list-style-type: none"> 1.1. Using observations through informational texts and other media to observe the different stages of the life cycle of trees (e.g., pines, oaks) to construct explanations and compare how trees change and grow over time 1.2. Constructing explanations using first-hand observations or other media to describe the life cycle of an amphibian (birth, growth/development, reproduction, and death) and communicating their findings
Ecology & Interdependence
<p>1. Students will be able to demonstrate an understanding of the interdependence of living things and the environment in which they live. Students will demonstrate their understanding by:</p> <ul style="list-style-type: none"> 1.1. Evaluating and communicating findings from informational text or other media to describe how animals change and respond to rapid or slow changes in their environment (fire, pollution, changes in tide, availability of food/water) 1.2. Constructing scientific arguments to explain how animals can make major changes (e.g., beaver dams obstruct streams, or large deer populations destroying crops) and minor changes to their environments (e.g., ant hills, crawfish burrows, mole tunnels) and communicating their findings

2. Students will demonstrate an understanding of the interdependence of living things.

Students will demonstrate their understanding by:

- 2.1. Evaluating and communicating findings from informational text or other media to describe and to compare how animals interact with other animals and plants in the environment (i.e., predator-prey relationships, herbivore, carnivore, omnivore)
- 2.2. Conducting an investigation to find evidence where plants and animals compete or cooperate with other plants and animals for food or space and presenting their findings (e.g., using technology or models)

Adaptations & Diversity

1. Students will demonstrate an understanding of the ways animals adapt to their environment in order to survive.

Students will demonstrate their understanding by:

- 1.1. Evaluating and communicating findings from informational text or other media to describe how plants and animals use adaptations to survive (e.g., ducks use webbed feet to swim in lakes and ponds, cacti have waxy coatings and spines to grow in the desert) in distinct environments (e.g., polar lands, saltwater and freshwater, desert, rainforest, woodlands)
- 1.2. Creating a solution exemplified by animal adaptations to solve a human problem in a specific environment (e.g., snowshoes are like hare's feet or flippers are like duck's feet) using the engineering design process to define the problem, design, construct, evaluate, and improve the solution

Organization of Matter & Chemical Interactions

1. Students will demonstrate an understanding of the properties of matter. Students will demonstrate their understanding by:

- 1.1. Conducting a structured investigation to collect, represent, and analyze categorical data to classify matter as a solid, liquid, or gas and report findings
- 1.2. Describing a variety of materials according to observable physical properties (e.g., size, color, texture, opacity, solubility)
- 1.3. Comparing and measuring the length of solid objects using technology and mathematical representations and analyzing and communicating their findings
- 1.4. Comparing the weight of solid objects and the volume of liquid objects and analyzing and communicating their findings
- 1.5. Constructing scientific arguments to support claims that some changes to matter caused by heating can be reversed, and some changes cannot be reversed

Motions, Forces, & Energy

1. Students will demonstrate an understanding of how the motion of objects is affected by pushes, pulls, and friction on an object.

Students will demonstrate their understanding by:

- 1.1. Conducting a structured investigation to collect, represent, and analyze data from observations and measurements to demonstrate the effects of pushes and pulls with different strengths and directions
- 1.2. Generating and answering questions about the relationship between friction and the motion of objects and friction and the production of heat
- 1.3. Developing a plan to change the force (push or pull) of friction to solve a human problem (e.g., improve the ride on a playground slide or make a toy car or truck go faster) using the engineering design process to define the problem, design, construct, evaluate, and improve the plan

Earth's Resources

1. Students will demonstrate an understanding of how humans use Earth's resources.

Students will demonstrate mastery of this standard by:

- 1.1. Using informational text, other media, and first-hand observations to investigate, analyze and compare the properties of Earth materials (including rocks, soils, sand, and water)
- 1.2. Conducting an investigation to identify and classify everyday objects that are resources from the Earth (e.g., drinking water, granite countertops, clay dishes, wood furniture, or gas grill)
- 1.3. Using informational text and other media to summarize and communicate how Earth materials are used (e.g., soil and water to grow plants; rocks to make roads, walls or building; or sand to make glass)
- 1.4. Using informational text, other media, and first-hand observations to investigate and communicate the process and consequences of soil erosion
- 1.5. Investigating possible solutions to prevent or repair soil erosion with teacher guidance

Earth & the Universe

1. Students will demonstrate an understanding of the appearance, movements, and patterns of the sun, moon, and stars.

Students will demonstrate their understanding by:

- 1.1. Recognizing that there are many stars that can be observed in the night sky and the Sun is the Earth's closest star
- 1.2. Observing, describing, and predicting the seasonal patterns of sunrise and sunset
- 1.3. Collecting, representing, and interpreting data from internet sources to communicate findings related to seasonal patterns of sunrise and sunset
- 1.4. Observing and comparing the details in images of the moon and planets using perspective of the naked eye, telescopes, and data from space exploration
- 1.5. Gaining an understanding that scientists are humans who use observations and experiments to learn about space
- 1.6. Obtaining information from informational text or other media about scientists who have made important discoveries about objects in space (e.g., Galileo Galilei, Johannes Kepler, George Ellery Hale, Jill Tarter) or the development of technologies (e.g., various telescopes and detection devices, computer modeling, and space exploration)
- 1.7. Using informational text and other media to observe, describe and predict the visual patterns of motion of the sun (sunrise, sunset) and Moon (phases)
- 1.8. Creating a model that will demonstrate the observable pattern of motion of the Sun or Moon. Use the engineering design process to define the problem, design, construct, evaluate, and improve the model

Catholic Identity Integration in Science

2nd Grade

Core Values of Classroom Behavior and Culture
<ol style="list-style-type: none"> 1. Students will continue to develop an awareness of being special and unique persons created by God. 2. Students will understand that diversity is a good thing because it is part of God's plan, and no one plant, animal, or human can totally reflect God's goodness alone.
Integration of Scripture and Church Teaching
<ol style="list-style-type: none"> 1. Students will describe the relationships, elements, underlying order, harmony, and meaning in God's creation. 2. Students will relate the liturgical calendar to scientific seasons (i.e. Spring and Easter are both associated with new life; Christmas comes shortly after the darkest days of the year and shows that Baby Jesus was the light coming back to the world). 3. Students will understand that natural processes occur according to God's timing and wisdom. 4. Students will describe God's relationship with humans and nature. 5. Students will make a connection between water taking on different forms in the water cycle, and God taking on different forms within the Blessed Trinity.
Historic Church Figures and Events
<ol style="list-style-type: none"> 1. Students will study saints within the Church who were scientists or experts in the areas of science that they are studying.

2nd Grade- Social Studies

Theme: Citizenship at School & in the Community

Civics
<p>1. The student will be able to demonstrate knowledge of how to be a good citizen in the local community. The student will demonstrate mastery by:</p> <ul style="list-style-type: none"> 1.1. Identifying rights and responsibilities of citizens in the community 1.2. Comparing and contrasting rights and responsibilities of community members 1.3. Recognizing significant values such as common good, liberty, justice, equality, and individual dignity <p>2. The student will be able to examine how individuals play different roles and exercise good citizenship in the local community. The student will demonstrate mastery by:</p> <ul style="list-style-type: none"> 2.1. Identifying different community members and the roles they play 2.2. Distinguishing behaviors of different individuals in the community that exhibit good citizenship <p>3. The student will be able to demonstrate knowledge of authority figures in the local community. The student will demonstrate mastery by:</p> <ul style="list-style-type: none"> 3.1. Identifying authority figures in the community 3.2. Comparing the rights and responsibilities of individuals and authority figures in the community 3.3. Investigating the difference between rules and laws 3.4. Comparing the role of consequences when rules and laws are not followed
Economics
<p>1. The student will be able to differentiate between the needs and wants of individuals. The student will demonstrate mastery by:</p> <ul style="list-style-type: none"> 1.1. Defining and identifying needs and wants 1.2. Classifying items as wants or needs. <p>2. The student will be able to explain how individuals' wants and needs impact the production of goods and services. The student will demonstrate mastery by:</p> <ul style="list-style-type: none"> 2.1. Identifying consumers and producers 2.2. Explaining how individuals' choices determine what goods and services are produced <p>3. The student will be able to explain the effects of supply and demand on the price of goods and services. The student will demonstrate mastery by:</p> <ul style="list-style-type: none"> 3.1. Defining scarcity and how it relates to goods and services

<p>3.2. Evaluating the impact of resources availability on the price of goods</p> <p>4. The student will be able to identify the role of financial institutions within the community.</p> <p>The student will demonstrate mastery by:</p> <p>4.1. Identifying various types of financial institutions and their role in the community</p> <p>4.2. Identifying service provided by the various financial institutions in the community</p>
<p>Civil Rights</p>
<p>1. The student will be able to illustrate the role of unity and diversity within the community.</p> <p>The student will demonstrate mastery by:</p> <p>1.1. Defining unity and diversity</p> <p>1.2. Describing the role that unity and diversity play within the community</p> <p>2. The student will be able to describe and explain how traditions and customs contribute to unity and diversity.</p> <p>The student will demonstrate mastery by:</p> <p>2.1. Evaluating the qualities that build unity among diverse populations</p> <p>2.2. Recognizing the cultural contributions of various groups within our community</p> <p>3. The student will be able to explain the role of cooperation and compromise within a community.</p> <p>The student will demonstrate mastery by:</p> <p>3.1. Defining tolerance</p> <p>3.2. Explaining the role of tolerance in problem-solving within the community</p> <p>3.3. Identifying cultural diversity within the community</p>
<p>Geography</p>
<p>1. The student will be able to differentiate between different types of maps.</p> <p>The student will demonstrate mastery by:</p> <p>1.1. Utilizing vocabulary related to map skills</p> <p>1.2. Recognizing characteristics of a local region including natural resources</p> <p>2. The student will be able to investigate physical features of the local region.</p> <p>The student will demonstrate mastery by:</p> <p>2.1. Distinguishing how physical features affect human settlement</p> <p>2.2. Distinguishing between urban, rural, suburban, etc.</p> <p>2.3. Investigating different types of landforms and their characteristics</p> <p>3. The student will be able to recognize maps, graphs, and other representations of the earth.</p> <p>The student will demonstrate mastery by:</p> <p>3.1. Identifying representations of the earth using technology, maps, and a globe</p>

- 3.2. Identifying cardinal and intermediate directions (north, northeast, northwest, etc.)
- 3.3. Locating Mississippi and the United States using maps and a globe

History

- 1. The student will be able to evaluate how people and events have shaped the local community, state, and nation through primary sources.**
The student will demonstrate mastery by:
 - 1.1. Identifying various primary sources
 - 1.2. Using primary sources to investigate significant people and events of the past
 - 1.3. Identifying vocabulary to express measurements of time
 - 1.4. Comparing and contrasting historical perspectives of primary sources
- 2. The student will be able to utilize oral traditions that contributed to the cultural diversity of the community, state, and nation.**
The student will demonstrate mastery by:
 - 2.1. Exploring stories, songs, and other expressions of oral traditions
 - 2.2. Interpreting how oral traditions helped to express important cultural and historical characteristics

2nd Grade Catholic Identity Integration in Social Studies		
Core Values of Classroom Behavior and Culture	Integration of Scripture and Church Teaching	Historic Church Figures and Events
<ul style="list-style-type: none"> • The student will recognize the importance of rules and laws as way to build character. • The student will be able to show compassion and empathy. • The student will be accepting of diversity in the classroom as well as in the world. 	<ul style="list-style-type: none"> • The student will identify that the community of God includes their family, class, church, and outside community. • The student will demonstrate understanding that God created the world along with the physical features and locations while referencing the Creation Story. • The student will look at goods and services in Biblical times (occupations of people in Biblical times and what their wants and needs were and how they are different now). 	<ul style="list-style-type: none"> • The student will recognize a priest as a community helper and authority figure. • The student will reference Biblical stories when discussing unity and tolerance in the classroom and the community. • The student will make the connection between holidays and significant religious, historical events. Examples: Christmas, Easter, etc. • The student will use the Catechist Companion from the Catholic Church as an example of a primary source. • The student will use the Bible as a historical perspective to compare and contrast.