

A CURRICULUM GUIDE FOR FAMILIES



GRADE TWO

RELIGION

LANGUAGE ARTS/READING

MATHEMATICS

SCIENCE

SOCIAL STUDIES

FINE ARTS

HEALTH & PHYSICAL EDUCATION

TECHNOLOGY

OFFICE OF CATHOLIC EDUCATION

REVISED 2022

Dear Family,

The purpose of this *Curriculum Guide for Families* is to communicate to parents and guardians the major skills and concepts that will be presented and developed in Grade Two. As a parent or guardian it is important that you are aware of the skills and concepts your child will be learning in the school setting. As the primary teacher, you will want to work with the teacher to reinforce that learning. By working together we, teacher and parent or guardian, can ensure maximum student learning.

You are encouraged to use this Guide as a basis for working with your child. You can use the Guide to support learning in the classroom by following the suggestions of ways you might work with your child. This Guide is a reminder of the key role you play in the education of your child. When home and school work together, student learning and achievement is more readily accomplished.

The *Curriculum Guide for Families* is an overview of the major learning objectives that will be taught in each of the content areas during Grade Two. The classroom teacher, in implementing the complete curriculum, will make decisions about the order in which concepts and skills are taught and the types of learning experiences that will be provided. In making these decisions, the teacher carefully considers:

- the experiences, needs, interests, and skills of each child,
- information shared by parents and guardians about the child, and
- appropriate teaching methods to be used.

In order to ensure that the curriculum is current, the Guide is reviewed every three years and modifications made if necessary. Every six years the curriculum undergoes a complete review and revision.

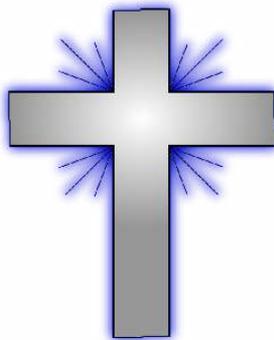
If you have any questions about the progress of your child in the educational program, please contact the teacher and/or principal.

We wish you well in your efforts to work with us to provide a quality Catholic education for your child.

The Office of Catholic Education
Catholic Diocese of Cleveland

MISSION

**The Catholic Schools
of the Diocese of Cleveland
will work together
to provide a faith-centered
Catholic Education
rooted in the Gospel message
and evidenced
in community life,
family life
and
Christian witness
in service to others.**



PROFILE

OF A CATHOLIC SCHOOL GRADUATE

A Catholic School Graduate is a faith-filled disciple of Christ who is

Called by Baptism and nourished by the Eucharist;
Active in the sacramental life of the Church through weekly
participation in the Eucharist and regular participation in Reconciliation;
Centered in Gospel values;
Prayerful.

(As we describe the faith commitment of the Catholic School graduate,
we understand that students of other faiths express these values
in alternate faith commitments.)

A Catholic School Graduate is a Christian leader who is

A decision-maker whose conscience is formed
by the teachings of the Catholic Church;
A witness to the Faith;
A person of integrity;
Respectful;
Committed to justice;
Collaborative;
A community builder;
A steward of the environment;
Active in parish life.

A Catholic School Graduate is a centered, well-rounded person who is

Self-confident;
Self-disciplined;
Open to growth;
Responsible;
An active and productive citizen.

***A Catholic School Graduate is
a loving person who is***

Compassionate;
Kind;
Appreciative of diversity;
Welcoming;
A peace-filled mediator;
Respectful of the talents and abilities of others.

***A Catholic School Graduate is
a life-long learner who is***

Articulate;
Creative;
Technologically literate;
Academically and spiritually competent;
A critical thinker;
A problem-solver.

***A Catholic School Graduate is
a healthy person who is***

Respectful of life;
Practicing good health habits;
Committed to reaching his/her full potential;
A good sport.

CATHOLIC IDENTITY

INTEGRATED THROUGHOUT THE CURRICULUM

The Catholic schools of the Diocese find their true justification in the mission of the Church. Our schools are a means for the local church to evangelize, educate and contribute to the formation of a healthy and morally sound lifestyle among its members. Our schools fulfill this responsibility by ensuring that all aspects of the school are rooted in Catholic education philosophy, which brings faith, culture and life into harmony. (Adapted from: *Guidelines for Ohio Catholic Schools*. 2002)

Our school communities actively promote discipleship of Jesus Christ as integral to their Catholic culture and mission. Our schools offer a curriculum infused with Catholic beliefs and teachings and Gospel values. In particular, our schools provide a curriculum infused with the *Catholic Social Justice Teachings* and guided by the *Rights of Children*. In addition, all curricula are infused with Catholic Standards which are based on the *Catechism of the Catholic Church*. These Catholic Standards fall into the categories of The Profession of Faith, Life in Christ, The Celebration of the Christian Mystery, and Christian Prayer.

Catholic Social Justice Teachings

Life and Dignity of the Human Person

This principle is the foundation for the other six and calls for a reverence of life at all stages. Issues range from poverty to abortion, war, and economic policies and systems.

Call to Family, Community, and Participation

We live life in various communities. Our responsibilities include service to school and parish and involvement in the political system.

The Rights and Responsibilities of Every Person

This call involves both our personal and societal rights and duties.

The Preferential Option for the Poor and Vulnerable

Essential to the Gospel, this challenging theme calls for consideration of the marginalized and most in need in society. Concern for those left out, left alone, or left behind requires action for justice.

The Dignity of Work and the Rights of Workers

The right of the worker is key to making a living. Issues involve just wages and safe and healthy working conditions, as well as opportunities for education and training and societal support for those in situations limiting their ability to work or find work.

Love of Neighbor: Solidarity with All Peoples

The justice principles apply to all racial, ethnic, and religious groups. Respect for cultural and religious differences and valuing the contributions to society by every group is essential.

Care for Creation

Response to this theme encompasses awe and wonder, gratitude and reverence for the beauty, intricacies, and mysteries of creation on micro and macro scales: past, present, and future.

The Rights of Children

ALL CHILDREN HAVE:

- **THE RIGHT TO A CATHOLIC COMMUNITY** that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- **THE RIGHT TO A SAFE ENVIRONMENT** that promotes care, protection, and security.
- **THE RIGHT TO BE RESPECTED AS INDIVIDUALS** with human dignity.
- **THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT** through the development of their gifts and talents.
- **THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION** and challenges its members to critical and reflective thinking in their search for truth.
- **THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS** and to recognize the rights of others to be safe and free from harassment and abuse.
- **THE RIGHT TO LEARN THE SKILL OF SELF-PROTECTION** by identifying safe and unsafe situations.
- **THE RIGHT TO LEARN RESPONSIBILITY** for themselves and their actions.
- **THE RIGHT TO MAKE RESPONSIBLE DECISIONS** founded on religious conviction.
- **THE RIGHT TO GUIDANCE FROM THE CHURCH** in their development as loving people.

RELIGION

The curriculum is organized around the four strands of the *Catechism of the Catholic Church*.

The Profession of Faith

CCC 14. “Those who belong to Christ through faith and Baptism must confess their baptismal faith before men’ (Cf. Mt 10:32, Rom 10:9). First therefore the Catechism expounds revelation, by which God addresses and gives himself to man, and the faith by which man responds to God (Section One). The profession of faith summarizes the gifts that God gives man: as the Author of all that is good; as Redeemer; and as Sanctifier. It develops these in the three chapters on our baptismal faith in the one God: the almighty Father, the Creator; his Son Jesus Christ, our Lord and Savior; and the Holy Spirit, the Sanctifier, in the Holy Church (Section Two).”

The Celebration of Christian Mystery

CCC 15. “The second part of the Catechism explains how God’s salvation, accomplished once for all through Christ Jesus and the Holy Spirit, is made present in the sacred actions of the Church’s liturgy (Section One), especially in the seven sacraments (Section Two).”

Life in Christ

CCC 16. “The third part of the Catechism deals with the final end of man created in the image of God: beatitude, and the ways of reaching it - through right conduct freely chosen, with the help the twofold commandment of charity, specified in God’s Ten Commandments (Section Two).”

Christian Prayer

CCC 17. “The last part of the Catechism deals with the meaning and importance of prayer in the life of believers (Section One). It concludes with a brief commentary on the seven petitions of the Lord’s Prayer (Section Two), for indeed we find in these the sum of all the good things which we must hope for, and which our heavenly Father wants to grant us.”

As a parent or guardian at home, you can help your child in religion by:

- reminding your child that when he/she takes care of pets, plants, soil; water, or air that he/she is taking care of creation;
- helping your child find the place in the prayer book in order to answer the prayers and sing along at Sunday Mass;
- reviewing the parts of the Mass;
- reading the story of Christmas and other stories to your child from the Bible;
- reminding your child that choices have consequences but mistakes can always be forgiven;
- letting your child share his/her experiences of church-going;
- asking your child to tell you about Bible stories, saints, holy days, etc.;
- inviting your child to lead prayer at the table or at special family gatherings;
- taking a nature walk and talking about creation;
- talking with your child about how Jesus loves us;
- talking about Baptism and its meaning for your children;
- comparing family meals to the Eucharist;
- taking your child to Sunday Mass;
- helping your child say his/her prayers, especially the *Our Father* and *Hail Mary*;
- helping your child learn the *Glory to God* prayer from the Mass;
- helping your child make good choices;
- sharing the importance of preparing to receive Jesus in the Eucharist;
- reviewing the Ten Commandments and the Beatitudes;
- reflecting on the importance of forgiveness with your child.

LANGUAGE ARTS

The Language Arts Curriculum is aligned to Ohio's New Learning Standards and develops the skills of communication in Reading: Literature, Informational Text, and Foundational Skills; Writing; Listening and Speaking; and Language. The new standards have brought about three shifts in language arts:

Informational Text: In addition to literature, students will be reading more non-fiction pieces from across all content areas.

Evidence from Texts: Students will also have to read more carefully to understand the message the author is trying to convey. Writing will focus more on opinion rather than narration.

Complex Text and Academic Language: The standards create a staircase of complexity, so all students will be exposed to complex text for their reading level and given strategies for understanding this text in order to be prepared for success in college or the career of their choosing in future years.

Capacities of the Literate Individual

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

Reading: Literature

Key Ideas and Details

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Describe how characters in a story respond to major events and challenges.

Craft and Structure

- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

- By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

Key Ideas and Details

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

- By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

Print Concepts

- Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b. Know spelling-sound correspondences for additional common vowel teams.
 - c. Decode regularly spelled two-syllable words with long vowels.
 - d. Decode words with common prefixes and suffixes.
 - e. Identify words with inconsistent but common spelling-sound correspondences.
 - f. Recognize and read grade-appropriate irregularly spelled words.

Fluency

- Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

Text Types and Purposes

- Write 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 or section.

- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - a. Follow 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).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Ask and answer 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 and Ideas

- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use collective nouns (e.g., group).
 - b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - c. Use reflexive pronouns (e.g., myself, ourselves).
 - d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize holidays, product names, and geographic names.
 - b. Use commas in greetings and closings of letters.
 - c. Use an apostrophe to form contractions and frequently occurring possessives.
 - d. Generalize learned spelling patterns when writing words (e.g., cage, badge; boy, boil).
 - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
 - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

- Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

As a parent or guardian at home, you can help your child in language arts by:

- choosing a TV program to watch together, and during the commercial break ask your child to predict the ending;
- having your child print days of the week on cards and arrange them in order;
- encouraging your child to retell experiences or events in order;
- asking your child to retell a story of a book or movie;
- having your child identify the beginning, middle, and end of an experience or story;
- keeping a reading log or journal with favorite poems/books;
- having your child differentiate fiction and nonfiction;
- reciting the 12 months of the year with your child;
- helping your child practice concentrated listening;
- listening to your child discuss what has been read and forming an opinion;
- visiting the library and helping your child search for age-appropriate books.



MATHEMATICS

The Mathematics Curriculum is built upon Ohio's New Learning Standards for Mathematical Practice and Mathematical Content. Developing a solid mathematical foundation means nurturing the confidence of students and increasing their successes. In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

Three important shifts have occurred in mathematics as a result of the new standards:

Focus: Each year, teachers will spend more time teaching important areas in mathematics. By focusing deeply on specific content, students will gain a strong foundation and a solid understanding of the concepts.

Coherence: The standards logically progress from grade to grade. The majority of standards at each grade level are not new topics, but extensions of what students have learned in previous years.

Rigor: Students are expected to have conceptual understanding of certain topics, fluency and skill in procedural calculations, and the ability to apply what they have learned in the classroom in everyday situations.

Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

- Use 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 the unknown number to represent the problem.

Add and subtract within 20.

- Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication.

- Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
- Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Numbers and Operations in Base Ten

Understand place value.

- Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
 - a. 100 can be thought of as a bundle of ten tens — called a “hundred.”
 - b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
- Count within 1000; skip-count by 5s, 10s, and 100s.
- Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Use place value understanding and properties of operations to add and subtract.

- Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Add up to four two-digit numbers using strategies based on place value and properties of operations.
- Add and subtract 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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

- Explain why addition and subtraction strategies work, using place value and the properties of operations.

Measurement and Data

Measure and estimate lengths in standard units.

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

Relate addition and subtraction to length.

- Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, . . . and represent whole-number sums and differences within 100 on a number line diagram.

Work with time and money.

- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

Represent and interpret data.

- Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
- Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Geometry

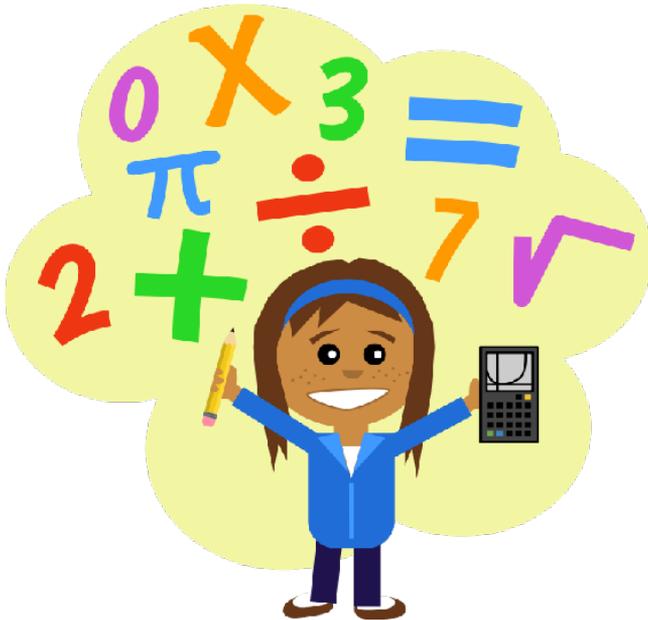
Reason with shapes and their attributes.

- Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

- Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

As a parent or guardian at home, you can help your child in mathematics by:

- having your child tell time in quarter hours;
- using manipulatives to construct equal sets or groups;
- listening to your child count forward and backward;
- challenging your child to recognize and extend patterns of numbers and shapes;
- encouraging drawing and building, comparing and contrasting, and reading and writing about shapes;
- playing games requiring visual or spatial memory or visualization;
- asking your child to estimate lapsed time by minutes or hours;
- relating math to nature, experiences, and household activities;
- having your child make change using coins and a dollar bill;
- practicing measuring things using tools around the house;
- asking your child to draw a timeline that puts the events of his or her day in order;
- cutting out pictures from magazines of whole pieces of food such as whole sandwiches, pies, and pizzas and then asking your child to cut the pictures to show halves, thirds, and fourths.



SCIENCE

The Science Curriculum is designed to give learners a greater awareness of how science is integrated in their daily lives and its importance for survival. It is our hope that students will learn to apply science concepts to their world. But most importantly, the science curriculum is a foundation for greater understanding of science in relation to our Catholic beliefs and a deeper appreciation of our Creator. Teaching students to respect God, themselves, others, and our world is vitally important. We are guests of God in creation and have a responsibility to care for the earth.

Science Inquiry and Application

Theme: Observations of the Environment. This theme focuses on helping students develop the skills for systematic discovery to understand the science of the physical world around them in greater depth by using scientific inquiry. During the years of PreK-4 all students must use the following scientific processes to construct their knowledge and understanding in all science content areas:

- Observe and ask questions about the natural environment;
- Plan and conduct simple investigations;
- Employ simple equipment and tools to gather data and extend the senses;
- Use appropriate mathematics with data to construct reasonable explanations;
- Communicate about observations, investigations and explanations;
- Review and ask questions about the observations and explanations of others.

Earth and Space Science (ESS)

Topic: The Atmosphere

- The atmosphere is made up of air.
- Water is present in the air.
- Long-and short-term weather changes occur due to changes in energy.

Physical Science (PS)

Topic: Changes in Motion

- Forces change the motion of an object.

Life Science (LS)

Topic: Interactions with Habitats

- Living things cause changes on Earth.
- Some kinds of individuals that once lived on Earth have completely disappeared, although they were something like others that are alive today.

As a parent or guardian at home, you can help your child in science by:

- helping your child plant and care for a small garden;
- making up games involving following directions in a sequence;
- calling the attention of your child to cause/effect relationships;
- having your child notice the environment and geographical features of the surrounding community;
- finding a spider or insect with your child and examining all parts of the living thing;
- letting your child see a snowflake on a piece of dark paper and noting that all snowflakes have six points;
- having your child identify the sun, moon, and stars at various times of the day;
- observing the moon together over several weeks and noting changes;
- recording weather changes over the year and noting changes in the seasons;
- talking about the basic requirements for survival and how all living things achieve those requirements;
- making musical instruments from odds and ends around the house;
- helping your child develop language and observation skills by using animals to discuss what they have in common and what characteristics are different.

SOCIAL STUDIES

Social Studies is a multifaceted discipline, integrating the study of social sciences and humanities. The purpose of the Social Studies Curriculum is to promote civic competence and responsible behaviors that enable students to actively participate in our democratic society. Our approach in the teaching of Social Studies integrates our Christian values with the development of civic attitudes and responsibilities. We consciously connect responsible citizenry with the Social Justice Teachings of the Catholic Church, establishing real-world applications for Social Justice in the study of historical events and figures, economic conditions, cultural influences and appreciation, political issues, and the participation of civilizations in society.

History

Theme: People Working Together

Topic: Historical Thinking and Skills

- Time can be shown graphically on calendars and timelines.
- Change over time can be shown with artifacts, maps, and photographs.

Topic: Heritage

- Science and technology have changed daily life.
- Biographies can show how peoples' actions have shaped the world in which we live.

Geography

Theme: People Working Together

Topic: Spatial Thinking and Skills

- Maps and their symbols can be interpreted to answer questions about location of places.

Topic: Places and Regions

- The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.

Topic: Human Systems

- Human activities alter the physical environment, both positively and negatively.
- Cultures develop in unique ways, in part through the influence of the physical environment.
- Interactions among cultures lead to sharing ways of life.

Government

Theme: People Working Together

Topic: Civic Participation and Skills

- Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.
- Groups are accountable for choices they make and actions they take.

Topic: Rules and Laws

- There are different rules that govern behavior in different settings.

Economics

Theme: People Working Together

Topic: Economic Decision Making and Skills

- Information displayed on bar graphs can be used to compare quantities.

Topic: Scarcity

- Resources can be used in various ways.

Topic: Production and Consumption

- Most people around the world work in jobs in which they produce specific goods and services.

Topic: Markets

- People use money to buy and sell goods and services.

Topic: Financial Literacy

- People earn income by working.

As a parent or guardian at home, you can help your child in social studies by:

- having your child identify from the newspaper the Mayor, the President, and other political figures;
- using maps, graphs, and globe to identify countries, streets, etc.;
- asking your child to give directions to places they have been;
- taking your child to visit a museum or collection of art and crafts of a cultural group;
- teaching your child where things come from, for example, bread from grain planted on farms;
- telling your child about family history and heritage;
- explaining the meaning of national holidays and religious celebrations;
- pointing out cause and effect;
- giving your child background on events in the news he or she mentions;
- introducing songs and dance of your family heritage to your child;
- watching the television news together;

- watching programs about famous people or events together;
- using family photos to create a timeline that puts events in chronological order;
- encouraging your child to read stories about other parts of the world;
- asking your child to identify landforms, oceans, and continents on a globe;
- discussing your job and those of friends and pointing out the products and services that are produced.



FINE ARTS

ART AND MUSIC

The Fine Arts play a major role in developing the Christian call to Message, Worship, Community, and Service. Stained glass windows have told biblical stories as cathedrals have told stories of faith in stone. Music, whether Gregorian chant or polyphonic pieces, has bound faith communities together in faith and worship. The arts have enhanced ritual and religious drama from Medieval mystery, morality, and miracle plays to vestments, incense, and bells. The arts depict symbols and have often been a means of breaking down barriers, developing understanding, and bonding people together in peace. Art and music are a part of every culture. They are the vehicle for expressing inner thoughts and emotions. Art and music expand the world view and appreciation for diverse nationalities in an individual.

ART

Perceiving/Knowing (PE)

- Notice and point out details and respond to expressive features in artworks.
- Distinguish the subject matter and artistic style of two or more visual artists.
- Compare the form, materials and techniques in selected works of art using descriptive language.
- Identify and compare the purposes for creating art objects from various cultures.
- Identify and describe cultural symbols, image and contexts of works of art.
- Identify and share the uses of visual art outside the classroom and provide examples.
- Generate artmaking ideas from their daily experiences and the environment.

Producing/Performing (PR)

- Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.
- Envision what cannot be observed directly and depict it visually.
- Create artworks based on imagination and observation of familiar objects and scenes.
- Demonstrate flexibility in their creative processes and use of art materials.

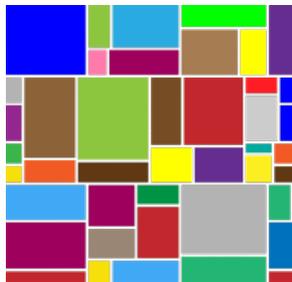
- Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects (e.g., nuances of surface, contour, pattern and tone).
- Use visual art materials to express an idea that reflects their own social or cultural identity.

Responding/Reflecting (RE)

- Use basic self-assessment strategies to improve their artworks.
- Understand the difference between assessing the quality of an artwork and their personal preference for the work.
- Relate the subject matter and ideas in their own artworks to those in the works of others.
- Share their personal interpretations of the meanings conveyed in various works of art.
- Describe how an artist uses the elements and principles of design to create expressive impact in a work of art.
- Identify and articulate important historical and cultural contributions of selected visual artists.
- Recognize and discuss that people have various opinions about art and value art for different reasons.

As a parent or guardian at home, you can help your child in art by:

- suggesting various art activities for leisure time;
- pointing out colors, forms, balance and contrast in nature;
- letting your child use technology to create works of art;
- helping your child with things they are making or constructing and displaying them;
- drawing a picture of your family at a favorite place;
- visiting the Cleveland Museum of Art together;
- looking for natural works of art in the environment;
- helping your child use fine line markers to make a simple cartoon or flip-book.



MUSIC

Perceiving/Knowing/Creating (CE)

- Identify patterns of same and different phrases in simple poems and songs.
- Identify rounds and canons.
- Listen to and identify music of various styles, composers, periods and cultures.
- Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables and solfege).
- Explore selected musical instruments visually and aurally.
- Attend live music performances with emphasis on instrument and voice identification.

Producing/Performing (PR)

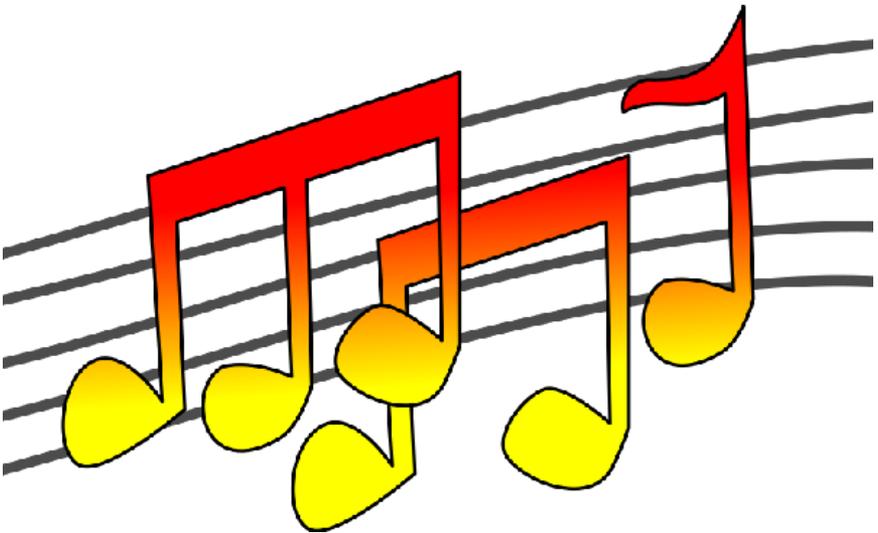
- Demonstrate rounds and canons.
- Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.
- Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.
- Improvise and compose simple rhythmic and melodic phrases.
- Read, write and perform using pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do, and C-do using a system (e.g., solfege, numbers or letters).
- Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.

Responding/Reflecting (RE)

- Explain how music is used for a variety of purposes and occasions.
- Discuss music of various composers, periods, cultures and contrasting styles.
- Discuss how music communicates feelings, moods, images and meaning.
- Interpret music through dance, drama and visual art.
- Respond to patterns of same and different phrases in simple poems and songs.
- Discuss similarities and differences among the arts including connections between music and other curricular subjects.
- Discuss and write about their observations of types of voices and instruments heard in performances.

As a parent or guardian at home, you can help your child in music by:

- encouraging your child to listen to a variety of musical styles;
- encouraging your child to sing or play along with music;
- letting your child find ordinary items that can make music;
- listening to him/her sing or play an instrument;
- suggesting music activities for leisure time;
- playing singing games with your child;
- learning various types of dances in response to music;
- playing a variety of music;
- attending musical performances by the Cleveland Orchestra or other local music groups;
- participating in liturgical song;
- encouraging your child to sing at Sunday Mass;
- talking about how music is important in your life.



HEALTH

Health is an integral part of all learning. The Health Curriculum contributes to critical thinking and problem solving. It provides a solid foundation for lifetime wellness. Through the curriculum students appreciate the sanctity of life, Christian values and principles and take responsibility to make healthy choices in an ever changing society. The curriculum focuses on nutrition, growth and development, disease prevention and control, safety, abuse prevention and first aid, and health issues and dangerous substances. Each area enables students to understand the importance of a healthy lifestyle.

Health Promotion and Disease Prevention

- Identify that healthy behaviors affect personal health.
- Recognize that there are multiple dimensions of health.
- Describe ways to prevent communicable diseases.
- List ways to prevent common childhood injuries.
- Describe why it is important to seek health care.

Influence of Factors on Health Behaviors

- Identify how the family influences personal health practices and behaviors.
- Identify what the school can do to support personal health practices and behaviors.
- Describe how the media can influence health behaviors.

Valid Information, Products and Services

- Identify trusted adults and professionals who can help promote health.
- Identify ways to locate school and community health helpers.

Interpersonal Communication Skills

- Demonstrate healthy ways to express needs, wants and feelings.
- Demonstrate listening skills to enhance health.
- Demonstrate ways to respond when in an unwanted, threatening or dangerous situation.
- Demonstrate ways to tell a trusted adult if threatened or harmed.

Decision-Making Skills

- Identify situations when a health-related decision is needed.
- Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

Goal-Setting Skills

- Identify a short-term personal health goal and take action toward achieving the goal.
- Identify who can help when assistance is needed to achieve a personal health goal.

Health-Enhancing Behaviors

- Demonstrate healthy practices and behaviors to maintain or improve personal health.
- Demonstrate behaviors that avoid or reduce health risks.

Advocacy

- Make requests to promote personal health.
- Encourage peers to make positive health choices.

As a parent or guardian at home, you can help your child in health by:

- giving your child healthy snacks to develop taste;
- reminding your child to practice all the hygiene and safety practices which they have learned;
- helping your child describe safe practices at home and elsewhere during fire or storm;
- inviting your child to explain the Food Pyramid;
- replacing juice or milk for soda pop when possible;
- taking a short walk down the road facing traffic or along a sidewalk and discussing stop and look signs;
- inviting your child to talk with you about questions and feelings;
- having your child help prepare meals;
- discussing and role playing situations in various environments.

American Cancer Society. *National Health Education Standards: Achieving Excellence, Second Edition*. (Atlanta, GA: American Cancer Society, 2007), 8, cancer.org/bookstore.

PHYSICAL EDUCATION

The Physical Education Curriculum helps our students to acquire knowledge about movement and the development of skills through progressively designed experiences. This knowledge enables them to participate in a variety of movement experiences and fosters the desire for continued participation throughout life. The Physical Education Curriculum encourages thinking and self-discovery for the development of a positive self-concept with regard to the body and physical activities. It fosters qualities of self-confidence, self-discipline, and self-direction. Students learn to make choices related to physical education based on Christian values.

Competency of Motor Skills and Movement Patterns

Demonstrate locomotor and non-locomotor skills in a variety of ways.

- Demonstrate all fundamental locomotor skills (walk, run, slide, gallop, hop, skip, jump, leap) using critical elements.
- Perform combinations of locomotor, non-locomotor, weight transfer and static and dynamic balance skills.
- Perform combinations of non-locomotor and locomotor skills in a movement pattern.
- Demonstrate static and balance skills as part of a movement pattern.
- Perform combinations of rolling and balance skills.
- Perform rhythmic dance steps and sequences.

Demonstrate developing control of fundamental manipulative skills.

- Throw overhand a variety of objects demonstrating a side orientation.
- Catch objects coming from different directions, heights and speed.
- Strike a variety of objects with the hand or an implement with purpose to control force/direction.
- Kick a rolled or moving ball with the laces for power.
- Dribble a ball with hands and feet using variations in speed, direction, pathway and relationship with objects.
- Roll a ball or object to a moving target.

Knowledge of Movement and Performance

Demonstrate knowledge of movement concepts related to body, space, effort and relationships.

- Apply movement vocabulary of body, space, effort and relationships to complete movement tasks.

- Apply movement concepts to modify performance (e.g., use more body parts, keep the object closer).
- Apply different degrees of effort, force, speed and direction to accomplish a task (e.g., adjust speed).
- Apply concepts of general and personal space to accomplish movement tasks in movement patterns, games and tasks.

Demonstrate knowledge of critical elements of fundamental motor skills.

- Differentiate between locomotor, non-locomotor and manipulative skills.
- Identify critical elements which lead to successful performance of locomotor, non-locomotor and manipulative skills.

Level of Physical Activity and Fitness

Describes current level of physical activity and identifies additional physical activity opportunities.

- Identify opportunities for physical activity at school, home and in the community.
- Track the amount of physical activity within the school day and compare it to the recommendation for daily physical activity.
- Suggest alternatives to unhealthy food and beverage choices related to physical activity.

Understand the principles, components and practices of health-related physical fitness.

- Recall activities that align with each component of health-related fitness.
- Name activities that increase heart rate.
- Identify activities to improve muscular strength.
- Identify ways to stretch muscles in various parts of the body.

Behavior That Respects Self and Others

Know and follow procedures and safe practices.

- Respond positively to reminders of appropriate safety procedures.
- Follow directions and handle equipment safely.
- Complete activities and take responsibility for actions.
- Explain rules related to safety and activity-specific procedures.

Responsible behavior in physical activity settings.

- Follow instructions and class procedures while participating in physical education activities.
- Demonstrate cooperation with others when resolving conflicts.
- Interact positively with others in partner and small group activities without regard to individual differences.
- Take turns using equipment or performing a task.

Value of Physical Activity

Identifies health benefits as reasons to value physical activity.

- Identify specific health benefits from participation in daily physical activity.

Identifies reasons to participate in physical activity.

- Discuss personal reasons (why?) for enjoying physical activity.

As a parent or guardian at home, you can help your child in physical education by:

- having your child move from one side of the room to another in different ways (hopping, skipping, etc.);
- developing gross motor skills by having your child move to music;
- taking walks with your child to observe nature, identify colors, animals and trees during your walk;
- playing catch or hopscotch to develop coordination skills;
- practicing jump rope;
- encouraging physical activities or outdoor games;
- playing games where child jumps up and down, skips, hops, steps backward, and nods head from side to side;
- beginning to work and play cooperatively with your child;
- helping your child tie his/her shoes.



TECHNOLOGY

An integral part of preparing students with core knowledge and skills for the future is the incorporation of technology into educational programs. Technology provides the framework for transforming teaching and learning. Technology is used by both students and teachers as a means of enhancing the teaching/learning environment. It is through exposure and experiences with integrated activities using technology that student achievement improves.

Information and Communications Technology

- Identify and use appropriate digital learning tools and resources to accomplish a defined task.
- Use digital learning tools and resources to locate, evaluate and use information.
- Use digital learning tools and resources to construct knowledge.
- Use digital learning tools and resources to communicate and disseminate information to multiple audiences.

Society and Technology

- Demonstrate an understanding of technology's impact on the advancement of humanity – economically, environmentally and ethically.
- Analyze the impact of communication and collaboration in both digital and physical environments.
- Explain how technology, society, and the individual impact one another.

Design and Technology

- Define and describe technology, including its core concepts of systems, resources, requirements, processes, controls, optimization and trade-offs.
- Identify a problem and use an engineering design process to solve the problem.
- Demonstrate that solutions to complex problems require collaboration, interdisciplinary understanding, and systems thinking.
- Evaluate designs using functional, aesthetic and creative elements.

As a parent or guardian at home, you can help your child in technology by:

- explaining reasons for adhering to Acceptable Use Policies for computers in schools, libraries, home, and other places;
- monitoring use of the computer by your child;
- exploring and using educational sites together;
- encouraging stewardship in the care and use of computers and electronic media.

Notes

Notes



Office of
Catholic Education

Catholic Diocese
of Cleveland