



Learn, Live and Love Through Jesus

SAINT MONICA SCHOOL 2009-2010 SECOND GRADE CURRICULUM GUIDE

Curriculum for Grades 1-5





Learn, Live and Love Through Jesus

RELIGION

At St. Monica, the second grade Religion curriculum includes age-appropriate understanding of the creedal church, understanding of and participation in liturgies and the sacraments of Reconciliation and the Eucharist, Catholic moral life, and Christian prayer.

Creedal Church

- Expresses belief in God as Trinity and can discuss the role of each person in the trinity
- Tells how the church is a community of believers in Jesus Christ
- Talks about ways the Church tries to do the things that Jesus did
- Knows that Baptism is a Sacrament of Initiation into the church
- Knows and celebrates one's own baptism
- Knows that Jesus died on the cross to save us from our sins
- Describes Jesus as the Son of God who shows us God's love
- Learns that God raised Jesus from the dead
- Knows that Mary is the Mother of God and our mother
- Retells the stories of the lives of the saints
- Learns about the saints, heroes, and heroines of the church

Creedal Church, cont.

- Knows that God speaks to us through the Bible, especially in the Liturgy of the Word
- Understands the meaning of the Nativity (Luke 2:1-18)
- Is familiar with the meaning of love of God and others (Matthew 22:37-39)
- Is familiar with the call of the first disciples (Matthew 4:18-22)
- Is familiar with and articulates in a simple way that we are called by God (Isaiah 43:1)
- Knows that God made all things for us to enjoy
- Recognizes that God made all kinds of families
- Understands the role of the pope

Liturgy Sacrament

- Recognizes the sacraments of initiation: Baptism, Confirmation, Eucharist
- Recognizes the real presence of Christ in the Eucharist
- Wants to receive First Communion
- Celebrates the Sacrament of Reconciliation for healing and forgiveness
- Understands the importance of attending Mass to worship and ask God's blessings
- Practices appropriate, reverent behavior in church



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Liturgy Sacrament, cont.

- Recognizes Liturgy of the Word and Liturgy of the Eucharist as parts of the Mass
- Experiences liturgical rituals and gestures as a way of sharing in Jesus' life
- Knows that God forgives sins in Baptism, Eucharist, and Penance
- Recognizes items found in a church worship space
- Knows the requirements for receiving Communion: being free from serious sin and fasting one hour prior to receiving Communion
- Recognizes Jesus' healing presence in the Sacrament of Reconciliation and the Sacrament of the sick
- Recognizes the Sacraments of Service as Holy Orders and Matrimony
- Recognizes and celebrates the liturgical seasons, especially Advent and Lent
- Recognizes Christian signs and symbols and their importance
- Is familiar with and retells the meaning of Christmas (Luke 1 and 2)
- Is familiar with and retells the meaning of the Last Supper (Matthew 26:17-29)
- Is familiar with and retells the meaning of the crucifixion (Matthew 27:33-37)
- Is familiar with and retells the meaning of Easter (John 20:1-20)

Moral Life

- Acts as Jesus would act by being loving, kind, forgiving, and helpful at home, school, in church, and in the community
- Understands sin as making a free choice not to love God, self, or others
- Knows that consequences follow bad decisions
- Acts as a peacemaker
- Recognizes that sin harms or breaks our friendship with God
- Recognizes that the moral law to do good and avoid evil is written in our consciences
- Can examine his/her conscience in preparation for the Sacrament of Reconciliation
- Knows that love of God is inseparable from love of neighbor
- Begins to recognize the implications for living out the commandments
- Shows care for others and creation
- Recognizes the need for outreach and service in the community
- Shows respect for people of all races, languages, and abilities
- Can retell selected Bible stories from the Old Testament, the Gospels, and the Acts of the Apostles
- Demonstrates love for family members
- Recognizes that all people must follow rules for the safety and happiness of the community
- Participates at all levels of the community in the school's anti-bullying program
- Recognizes that all families have both happy and sad times
- Knows that he/she can always talk to someone when not feeling safe
- Understands that it is a Catholic Christian's responsibility to care for the poor



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Christian Prayer

- Prays the sign of the cross, the Our Father, Hail Mary, Glory Be, the children's version of the Nicene Creed, the Act of Contrition, and prayers before and after meals
- Prays regularly, expressing child-like trust in God
- Is aware of at least three kinds of prayer: praise, petition, thanksgiving
- Celebrates rituals, devotions, and activities, such as the Advent calendar
- Learns the importance of praying as a family
- Understands prayer as raising one's mind and heart to God and talking to God
- Prays with the help of the Holy Spirit and understands that grace is the Holy spirit in us
- Uses the different gestures and postures in prayer
- Reverences the Bible as God's special book
- Is familiar with the meaning of the Lord's Prayer (Luke 11:1-4)
- Can tell how the Bible stories demonstrate God's love
- Is familiar with liturgical music and progression of the Mass

READING/LITERATURE

Pre-reading

- Activate prior knowledge to build background through posters, maps, diagrams, questions, webbing, and poetry, related stories read by the teacher, or through information and pictures in encyclopedias and nonfiction books
- Predict and infer through use of illustrations, title, picture walking, and prior knowledge of subject
- Learn high frequency words and vocabulary and know the meaning of these words and utilize these words
- Set a purpose for reading by previewing the story pictures and asking questions
- Use decoding strategies to pronounce unfamiliar words
- Identify differences between fact and fantasy, fiction and nonfiction, poetry and prose
- Apply knowledge of letter-sound relationship to decode words; identify common vowels, compound words, word chunks/patterns, consonants, blends and diagraphs





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During Reading

- Demonstrate automaticity of grade level sight words
- Read orally with age appropriate fluency, expression, and understanding
- Read silently at age appropriate level for 20 minutes
- Comprehend selection by using context clues (pictorial and written)
- Make predictions, self-monitor, and ask questions during reading for comprehension.
- Draw conclusions about the selection
- Understand story structure by identifying characters, setting, problems, events, and solution
- Apply decoding strategies that include phonemic awareness, phonics skills, spelling patterns, base words, prefixes, suffixes, other word endings, context clues, and illustrations
- Phonics skills reviewed and strengthened include initial, medial and final consonant sounds, short and long vowel sounds, two-letter "s" blends, "r" blends, "l" blends and "tw", final consonant blends ch, sh, th, ck, ng, nk, tch, adding s, ed, and ing to verbs, contractions with (using) not, is, will, am, and are
- Phonic skills learned and applied include: variant sounds of c, g, and s, sounds of wr, kn, le, vowel digraphs ea, ie, oo, ui, ue, ew, u-e, au, aw, al, all; diphthongs oy, oi, ow, ou r-controlled vowels, plurals, with s, es, and ies, singular possessives, inflectional endings with er, est, and y, final consonant blends mp, nd, nt, sk, sp, and st, three-letter "s" blends, suffixes y, ous, ly, ful, ness, less, tion, and ment, prefixes re, un, dis, synonyms, antonyms, homonyms, contractions with "have"
- Comprehends main idea and supporting details
- Use a variety of reading materials
- Demonstrate fluency through rereading of familiar text

Post Reading

- Summarize a selection showing comprehension
- Retell a story in correct sequence
- Identify main idea of a story and recall details
- Integrate new information, with prior knowledge
- Self-select reading materials for enjoyment and learning
- Identify author's purpose, the lesson of a story, or the theme
- Identify cause and effect relationships and draw conclusions based on the story
- Compare and contrast two characters, two story parts, or two stories
- Show comprehension by answering oral or written questions with or without look-backs
- Identify feelings about characters and the story itself
- Ask questions and connect to own life
- Read longer selections and develop an appreciation for reading different types of material
- Write draw, or discuss in response to selection
- Identify the difference between fact and opinion, fiction vs. nonfiction, prose and poetry
- Discuss Catholic moral values found in reading materials
- Identify and read a variety of genre
- Read and report on a biography
- Read to confirm or change predictions
- Read to locate information and answer questions





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At-Home Activities

- Students should read daily (silently and out loud to family)
- Parents should read to their child
- Before reading, make predictions with your child
- During reading talk about characters, story line, personal opinions
- After reading, ask your child to retell the story, guide with a learning question: Who, what, when, where, why
- Journal about various books or to express ideas
- Visit bookstores and libraries
- Model reading

Reading Support

Saint Monica School places a high priority on acquisition of reading skills in the primary grades. The ability to read fluently is seen as an essential foundation not only for the students' school years, but also as a skill that will provide enrichment and opportunity throughout their lives beyond education.

Saxon Phonics is used to instruct children in phonemic awareness, phonics, vocabulary and comprehension. This is a multi-sensory experience that is incremental in its progression and spiral in its daily review. Students daily see, hear, speak and write the letter/sound correlations. Whole body movements, songs, and chants are included whenever appropriate in the attempt to reach all learning styles.

Reading Support, cont.

Comprehension and vocabulary skills are taught using mainly decodable text, following the expectations set by the Archdiocese of Milwaukee for each grade level. Using decodable text increases application of phonics concepts and allows confidence-building for early readers.

When students are ready, weekly fluency checks on familiar, practiced material occur one-on-one with the teacher. Quarterly fluency assessments on unfamiliar text monitor progress throughout the year and across the grades.

The Reading Support teacher works in a self-contained classroom, with groups of children smaller than the normal classroom size. The Reading Support teacher is available to provide resource ideas to classroom teachers and parents. A monthly webpage is devoted to assisting parents help their students develop "Good Reader Behaviors."





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MATH

Second grade students are taught basic math concepts relating to other curricular areas and real life experiences. Math lessons focus on numbers and operations, measurement, patterns, data, geometry, and a variety of strategies in problem solving.

Numbers and Operations

- Connect number words and numerals to the quantities they represent using various physical models and representations, such as number lines, hundreds charts, and manipulatives
- Estimate and compare whole numbers using appropriate symbols(<,>=)
- Read, write, and order whole numbers and sets of numbers from smallest to greatest and greatest to smallest from 0 to 999
- Use ordinal numbers through 20th to describe the position of objects in a series
- Using numbers 0-100, develop and use counting strategies(counting on, counting up, counting to, counting back)
- Skip count by 2's, 5's, 10's, and 100's using even and odd numbers
- Demonstrate and identify place value to three digits
- Recall sums through 20 and related subtraction facts
- Identify and use the relationship between addition and subtraction to solve problems
- Explore and use the relationship between multiplication and division in situations that involve these two operations
- Estimate and compute 2 and 3 digit addition and subtraction problems with and without regrouping

Numbers and Operations, cont.

- Use manipulatives to compute 2 and 3 digit addition and subtraction problems
- Use the commutative and associate properties of addition ($3+6=6+3$)
- Identify and represent fractions using concrete models
- Identify, count, and apply representations for the values of coins, including correct money signs
- Make change up to \$1.00

Measurement

- Describe, compare, and order objects by length, weight/mass, or capacity/volume
- Estimate and measure length to the nearest whole unit in both standard and metric units
- Measure length in standard and metric units using a ruler
- Estimate and measure weight in standard and metric units
- Estimate and measure capacity in standard and metric units
- Explore perimeter and area using metric and standard measure
- Use digital and analog clocks to read and write the time by minutes
- Compare and apply time duration and elapsed time on clocks and calendars
- Interpret and describe patterns using a monthly calendar



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Patterns, Functions and Algebra

- Describe, analyze, and extend a pattern
- Develop number sentences for real life situations
- Identify and apply an addition or subtraction rule to a group of numbers

Geometry

- Recognize, name, sort, and compare 2-dimensional figures
- Recognize, name, sort, and compare 3-dimensional figures
- Identify and create lines of symmetry in 2-dimensional figures
- Identify the movement of a shape as a slide, flip, or turn using manipulatives
- Recognize geometric representations in the real world

Data, Probability and Statistics

- Formulate a question that leads to data collection and analysis
- Tally, organize, and display data using table, graphs, pictographs, and line plot graphs
- Draw logical conclusions based on data
- Explore the many uses of graphs in our daily lives
- Predict possible outcomes
- Identify events related to experiences as certain, probable, unlikely, or impossible

Problem Solving

- Solve problems by using objects, looking for a pattern, making pictures, guessing and checking, working backwards, using logical reasoning, or making a table
- Use the language of math to communicate mathematical thinking through visual representations and oral and written responses

Children use problem solving, critical thinking, and logical reasoning to facilitate and enhance the learning of these skills. In keeping with St. Monica's standards and mission statement, children work cooperatively and collaboratively with each other.

At Home Activities

- Make counting a part of daily life (money, making change, skip counting)
- Create simple story problems, orally
- Practice recall of addition and subtraction facts to 20
- Model and practice telling time using analog and digital clocks
- Practice estimating and measuring objects (cooking and baking)
- Play games that encourage memorization
- Estimate the price of items when shopping
- As with all subject areas, speak fluently, using standard English





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SCIENCE

St. Monica School is currently evaluating a new science program to be implemented in the 2009-2010 school year.

SOCIAL STUDIES

Social Studies at St. Monica School focus on a child's everyday life. Children learn about themselves, others, and our past. The unit's studies are maps and land formations, national observances, economics, communities, citizenship, America's past, America's first people, special Americans, family trees, and government.

ECONOMICS

Production/Consumption/Distribution:

- Identify and explore career choices
- Illustrate the process of production and consumption of a product
- Describe personal finances

HISTORY

Time

- Distinguish between past, present, and future times using timelines

People

- Construct historical timeline for events in U.S. history
- Identify contributions of people in history
- Identify American Indians as the first Americans
- Construct a family tree and relate it to immigration

Events

- Explore important events in history
- Understanding of the Revolutionary War and the Civil War, as well as the times surrounding it
- Develop an awareness of current events
- Read Anthologies that support lesson content and themes taught

GEOGRAPHY

Location

- Identify the oceans and landforms
- Know the difference between city, state, country, and world
- Identify connections between the neighborhood and other places in the world.

Map Skills

- Identify symbols and road signs, read a legend, and find coordinates
- Locate important positions on the Earth's surface
- Measure distance in inches and centimeters
- Construct a basic map with a key and use a scale to measure distance
- Use grid maps

Regions

- Distinguish between neighborhood, city/community, state, country, and continent

Movement

- Identify reasons for the movement of people.

Human Environment Interaction

- List reasons why recycling is important
- Identify sources of pollution





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POLITICAL SCIENCE

Citizenship

- Describe rights and responsibilities of a good citizen
- Identify symbols of the country-flag, eagle, Statue of Liberty, various monuments
- Participate in classroom voting
- Recognizing helping someone else can make a difference
- Learn problem-solving skills that can help resolve group conflicts

Laws

- Recognize need for laws in society
- Identify responsibilities under the law

Government

- Identify mayor, governor, and president as leaders
- Identify examples of democracy (freedom)
- Describe the basic function and parts of our government

BEHAVIORAL SCIENCE

Individual

- Identify the commonalities and differences of families
- Institution:
- Identify groups and clubs to belong to in the community

Society

- Compare and contrast people's lives in different countries through their cultural customs and holiday celebrations
- Complete assignments in a structured cooperative group with assigned responsibilities
- Identify national holidays and religious holidays and their importance

CATHOLIC SOCIAL TEACHINGS

Dignity of the Human Person

- Demonstrates respect and the value of sharing to help others
- Peacemaking skills
- Recognize all life is a gift from God
- Recognizes obligations of Christians to seek justice in the world and learn about leaders who have done this
- Understands basic rights of people

The Poor and the Vulnerable

- Discuss and participate in care for the poor and helping others
- Identifies those who need help in our community
- Express compassion to those in need

Dignity

- Practices good work habits
- Demonstrates good responsible behavior in school
- Shows respect towards others' work and individual difference

Solidarity of the Human Family

- Identifies examples of prejudice today and historically

Care for God's Creation

- Can name negatives in our environment
- Recognizes people can improve the environment
- Identifies God as the creator of everything and we must cherish and care for it





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SOCIAL STUDIES AT-HOME ACTIVITIES

- Discuss current events with your child
- Involve your child in family economics, such as family needs vs. wants, use of an allowance, planning a party
- Visit a store together and discuss sales and prices of goods (math/social studies connection)
- Make neighborhood maps or map out family activities together
- Make a personal time line together
- Discuss cardinal directions as you are taking a walk or driving, in regards to their own neighborhood
- Introduce literature that involves U.S. expansion, slavery, famous Americans or Catholics, The Civil War, The Revolutionary War, or other related pieces of America's past

WRITING AND LANGUAGE

At St. Monica School students will receive balanced literacy instruction, which focuses on the skills of reading, writing, listening, and speaking. Students will write using a variety of formats and edit writing for errors.

Writing

- Use the writing process to complete; friendly letter using appropriate format, pimple report, and narrative and descriptive pieces
- Use a variety of writing formats such as summaries, descriptive pieces, persuasive, poetry, informational and journal entries
- Use prewriting strategies to plan written work using graphic organizers, webs, brainstorming and think alouds
- Utilize the five-step writing process to produce a written piece
- Utilize different graphic organizers to develop writing
- Understand elements of a story map and its use in writing
- Write one (or more) paragraphs
- Write simple stories or other pieces in response to or without a prompt
- Write sequentially, exhibiting understanding of beginning, middle and end
- Begin to write using a topic sentence
- Develop an understanding of using figurative language to enrich one's writing
- Write to give simple directions or instructions
- Write personal opinions in a journal of already read stories
- Participate in a shared writing activity
- Write reflecting Catholic teachings and beliefs
- Begin to use a rubric to self assess
- Edit writing for errors in spelling, capitalization, punctuations, spacing and margins



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Grammar

- Identify the parts of sentences (subject and predicate)
- Write declarative, question, imperative, and exclamatory sentences with proper punctuation
- Recognize noun, verb, adjective, pronoun and adverb
- Use capitalization for sentence beginnings, proper nouns, titles, holidays, abbreviations, dates, and address correctly
- Understand the use of compound words, contractions, time-order words, prefixes, suffixes, base words, other word endings, synonyms, antonyms, homophones, plural forms and irregular verbs
- Students practice daily oral language to continue utilizing these skills daily

Spelling

- Spell correctly one or two syllable words which contain short and long vowels
- Spell words containing vowel diphthongs and consonant digraphs
- Correctly spell frequently used sight words
- Alphabetize short lists of words according to first or second letter
- Utilize personal dictionary notebooks to find words
- Develop proofreading skills
- Recognize meaning of multiple meaning words
- Dictate sentences on spelling tests
- Use dictionary skills

Language

- Use appropriate grade level dictionaries, thesauruses and other resources to find and compare definitions, choose among synonyms, and spell words correctly
- Gain understanding of roots, prefixes, and suffixes to interpret and convey the meaning of words
- Gain familiarity with common figures of speech
- Learn the rules of written and spoken standard English
- Be exposed to various styles and purposes of oral and written language and learn to communicate effectively in commonly occurring situations
- Be exposed to variations in American English that appear in different social, cultural, regional, and professional environments

Oral Language

- Convey idea clearly in discussion, conversations, and when giving directions
- Ask and respond clearly to questions
- Use age appropriate vocabulary when speaking
- Use proper expression for different speaking situations
- Recite familiar stories or poems before a group
- Participate in group readings or plays
- Read aloud accurately from previously read material
- Present autobiographical information
- Distinguish between fact and opinion and provide reasons to support opinions
- Use appropriate eye contact and other nonverbal cues
- Follow basic oral directions
- Identify and summarize the main points of any oral presentation
- Politely focus attention on speaker



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Oral Language, cont.

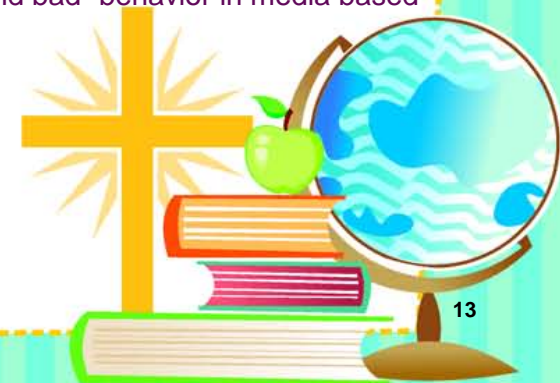
- Stay on topic when listening to and conversing with others
- Take turns listening in order to let others speak
- Understand more complex sentences
- Retell stories or other presentations in proper sequence
- Follow sequence of events in a story and predict outcomes and draw conclusions
- Distinguish fact from fantasy, and fact from opinion
- Understand content or oral stories or presentations, answer factual and interpretive questions about them as well as relating the content to prior knowledge
- Understand a variety of word structures and forms
- Display respect when speaking and listening
- Speak in front of an audience to inform and read writing pieces
- Participate in group discussions

RESEARCH AND INQUIRY

- Begin to use book parts such as table of contents, glossaries, and indexes.
- Locate books by looking at spine labels
- Use encyclopedias and dictionaries to introduce guide and entry words to locate information
- Recognize that materials in the library are organized in systematic manner
- Present information in 2-3 complete sentences
- Discuss what we know, what we want to know, and what we have learned
- Recognize that answers to questions can be found in a variety of resources in the library
- Locate the area in the library containing Bible stories
- Read and find Bible passages independently

MEDIA AND TECHNOLOGY

- Operate common computer hardware and software
- Use basic word-processing, graphics, and drawing programs
- Create, store and retrieve electronic files
- Make distinctions between messages presented on radio, television, and in print
- Begins to distinguish “good and bad” behavior in media based on Catholic moral teaching





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TECHNOLOGY

Our second grade technology curriculum focuses on a variety of fun and exciting online sites that encourages listening to directions, reading, navigating and sharing with others the many learning opportunities on a computer. Students will begin learning typing skills and write, create and print documents. We strive to use technology to maximize the student's God-given talents and encourage them to learn, live and love through Jesus.

Students will be able to:

- Recognize technology as a powerful tool for learning
- Identify the physical components of a computer system
- Understand rules on care and safety
- Understand the difference between hardware and software
- Understand use of headsets and speakers
- Research for content area project
- Demonstrate correct finger placement for home row keys
- Understand desktop navigating skills: start-all programs-accessories-paint
- Understand Internet navigating skills: Open and close programs, Back button
- Able to access a word processing program, using spell check and thesaurus, changing font and size, inserting clip art, print preview and printing
- Able to Follow directions for using Internet software: Tux Paint and Starfall
- Capable of putting in CD and ejecting CD
- Awareness of music CDs and "game" CDs
- Awareness of use of Flip video cameras
- Awareness of educational videos on United Streaming
- Awareness of current news on the internet
- Able to find Google Earth on the desktop, type in the school address and "fly" to school, type in own address and "fly" to home etc

ART

The Art classes at St. Monica School, in the 2nd grade level, introduce the students to a variety of materials and techniques. The students also continue to enhance their fine motor skills. Students are in art class to learn and improve their God given talents or to become better artists through practice and giving their best effort.

We are always in the presence of God and His many creations, which I bring to student's attention in all class sessions. Multi Cultural art lessons are an important aspect of learning how we value the art and spiritual gifts from all people.

Historical/Cultural Integration

- Is introduced to master works of art depicting common life experiences
- Views and talks about masterworks of art related to life experience
- Becomes acquainted with works by artists
- Becomes familiar with art forms from a variety of world cultures

Aesthetic/Spiritual Valuing

- Respects own art work and work of others
- Is able to access a quiet place within the school for short periods of imaginative ___visualization and "listening" to "heart messages"
- Gains proficiency in bringing body to quiet for short periods of reflection, imaginative visualization and pretend play
- Appreciates and respects God's creations
- Demonstrates pride in personal creations



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Environmental Integration

- Recognizes, respects and cares for art tools, work areas and materials
- Applies visual awareness/ aesthetic perception skills to experiences in nature and the larger world
- Makes progress slowly in coordination of eye, hand and art media
- Applies skills to other life activities
- Choose appropriate supplies
- Respects and cares for the world of nature
- Demonstrates pride in personal creations

Aesthetic Perception

- Develops greater awareness of the world around him / her through a wide range of multi-sensory experiences
- Draws what is perceived as most important about a subject – may be highly exaggerated
- Places objects haphazardly – little understanding of space
- Uses color to express emotion rather than reality or logical depiction
- Recognizes and responds to common life experiences seen in works of art, nature, events and objects within the total environment
- Uses masses of color for an expressive purpose
- Continues developmental awareness through wide range of multi-sensory experiences
- Draws what is known, not what is seen
- Experiences emerging awareness of the relation of images and ideas; starts picture making
- Uses shapes as a symbol for larger ideas about the image

Aesthetic Perception, cont.

- Shows preference for specific art supplies to convey specific feelings or ideas
- Uses color more emotionally than logically
- Shows emerging awareness of the relation of images and ideas
- Uses the shape and image as symbol for larger ideas about the image
- Shows emerging awareness of items in a drawing as spatially related
- Begins to use color to reflect the colors of nature
- Uses a base and sky line
- Sometimes uses “X-ray” drawings to show inside as well as outside

Creative Communication

- Is proficient in the “Scribble” stage of development and is able to “name” and tell stories about what is drawn
- Makes art on own time
- Names the basic colors and shapes
- Uses a variety of line, color, texture, and shapes
- Develops skill in cutting and gluing
- May use only a small area of paper depending upon the child’s temperament
- Knows the concept of patterning
- Uses line in drawing and paintings
- Uses lines to show movement
- Recognizes and names the primary and secondary colors
- Uses colors to express feelings
- Recognizes that all objects are made up of the basic shapes (square, circle, rectangle, oval, triangle and diamond)
- Uses warm and cool colors to express feelings in art



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GUIDANCE

The Guidance curriculum for each grade level includes classroom guidance, individual/small group counseling (as needed basis), consultation and collaboration with parents, teachers and outside professionals in the counseling field. Students in grades K-2 come to Guidance class once every other week. Those students in Kindergarten come for 15 minutes, while those in grades 1-2 come for 30 minutes.

- Develop an understanding of our school's Anti-Bully Program by identifying characteristics of bullies and consequences of inappropriate behavior
- Gain knowledge of effective study skills by following simple two-step directions, demonstrating good listening skills and asking and answering questions about what is read
- Develop increased self-understanding by identifying feelings and comparing and contrasting positive and negative feelings and attitudes, demonstrating positive attitudes through role playing and identifying interests
- Recognize similarities and differences between self and others and appropriate modes of interacting with others individually and in groups by asking and responding to questions in small group settings, developing a respect for and demonstrating the ability to get along with others and making and keeping friends
- Acquire and apply problem-solving/decision-making, and coping and mastery of skills. The key concepts include making healthy choices, identifying appropriate problem-solving steps, resolving conflicts and making effective decisions
- Become increasingly self-directive and responsible for his/her behavior by taking turns and sharing, taking care of his/her possessions and respecting the property of others, identifying examples of admirable character traits, identifying consequences of breaking rules and stating ways that effective choices lead to positive consequences
- Develop understanding of the need for positive attitudes toward school and learning, the community and society by gaining an understanding of the accepted norms of behavior

MUSIC

All second grade students attend general music class twice a week for forty minutes. They are exposed to a variety of songs that help to increase their sense of pitch, sense of rhythm, and appreciation of music. They study the use of hymnals to increase their participation at school mass. They understand how to use the voice to sing expressively. Second grade students continue to increase their knowledge of musical notation and music concepts. They perform in the all school Christmas concert.

Music Outcomes

- Sing a variety of songs in various keys, meters, and genres, representing different cultures, from memory, alone and with others, with correct posture
- Sing songs with a purpose of prayer and praise to God to be used at school masses
- Sing expressively with appropriate dynamics and phrasing
- Play easy rhythmic patterns accurately on classroom instruments
- Play independent instrumental parts on classroom instruments while other students sing or play contrasting parts
- Improvise using pitches do, sol, mi, and la and quarter note, eighth note, quarter rest, half note, and half rest rhythms
- Create short rhythmic patterns
- Read musical notation for quarter note, quarter rest, eighth note, half note, and half rest rhythms and pitches do, mi, sol, and la
- Read musical notation for loud (forte) and soft (piano)
- Identify the sounds of a variety of instruments, as well as male and female voices
- Identify simple music forms such as AB, ABA, or call and response
- Describe in simple terms how elements of music are used in musical examples from various cultures of the world
- Demonstrate teamwork in working toward a successful performance



Learn, Live and Love Through Jesus

PHYSICAL EDUCATION

The program consists of two formal 40 minute periods per week. The basis for 2nd grade physical education program is to generate an emphasis upon muscular coordination and body control that results in the development of perceptual motor skills. The physical education curriculum is to provide a program of instruction for the development of the whole individual through physical activities by emphasizing the relationship among the physical, intellectual, emotional, and social well being of the individual. The curriculum will provide experiences that will develop positive attitudes toward wellness and contribute to lifelong participation in physical activities. Students at all grade levels are expected to:

- Engage in physical activity and know that it is important
- Participate regularly in activities of their choice outside of physical education class on a regular basis
- Demonstrate safety while participating in physical activity
- Experience enjoyment while participating in physical activity
- Regularly participates in physical activity for the purpose of setting goals to help improve skillful performance and physical fitness levels
- Participate in activities showing sportsmanship and fair play
- Demonstrate knowledge of cooperation, sharing, and consideration
- Demonstrate self-discipline and responsibility while actively participating in class
- Wear proper clothing and footwear to class with limited reminders
- Play and cooperate with others regardless of personal differences (e.g., gender, ethnicity, ability level)

Physical Education Outcomes

- Demonstrates mature skills for: skips, gallops, slides runs, leaps, jumps
- Combines loco-motor/non-loco-motor skills in self space
- Throws and dribbles in a self-space; catches a self-tosses ball; can underhand strike a soft, lightweight ball or balloon in self space; kick a stationary ball toward a target with mature form
- Demonstrates a variety of ways to travel emphasizing changing levels, speeds and supporting body parts
- Understands that transferring weight forward increases distance that an object will travel- knows extending body parts toward intended target will determine direction that object will follow
- Demonstrates a mature form of an overhand throw
- Differentiates between different loco-motor patterns
- Understands feedback and applies it to improve skills
- Associates proper nutrition with feeling good
- Sustains cardiovascular activity for a minimum of 3-5 minutes
- Identifies how to find heart rate or pulse for 6 seconds
- Identifies three components of health-related fitness, cardiovascular endurance, muscular strength, and flexibility
- Participates in activities, which will develop muscular strength and endurance
- Demonstrates two different flexibility stretches
- Transitions easily between groups
- Shows appreciation for skillful performance using objective criteria
- Identifies elements of his/her own movement skill that are improving
- Integrates newly learned skills into activity



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SPANISH

The elementary Spanish curriculum at St. Monica School is developed as an introduction to the foreign language and encompasses the first through third grades. The half hour per week exposure to Spanish instruction is expected to kindle the student's interest and to develop enthusiasm for learning the language. The use of puppets, games and songs encourages the repetition needed to learn the basic sounds of the new language, especially those that differ from English. Useful phrases are performed in simulated settings, and the children are expected to respond appropriately to simple questions. Cultural aspects of the language, such as holidays and songs, are interwoven into the instruction at the appropriate time of the year.

Outcomes: The Elementary Students Will Be Able To...

- Pray the Sign of the Cross, the Doxology, and the Hail Mary in Spanish
- Identify at least 15 of the 30 various alphabet sounds. For example, "a, be, ce, che, de, e, efe, i, ele, o, pe, ere, ese, te, u"
- Address people by the appropriate title: "Senora, Senor, Senorita"
- Be conversant with the terms for the people and objects in their classroom, as well as describe them according to color, hair color, size, and a few major descriptive adjectives
- Verbalize greetings, simple introductions and ask how someone feels, as well as to respond to questions about how they feel
- Know the days of the week, months and how to ask about and describe the weather: "It's sunny, it's cloudy, the weather is nice or bad, it's cold or warm or windy, it's raining or snowing"

Outcomes: The Elementary Students Will Be Able To, cont.

- Count from 0 to 39
- Use the vocabulary for close family members, pets, clothing, ten common foods, and places like school, classroom, office, church and home
- Form the plurals of these nouns
- Identify the gender of several common nouns and begin to use them correctly
- Use verbs orally in set phrases and very short sentences
- Respond appropriately to simple classroom commands: "Stand up, let's pray, sit down, open the door or window, close the door or window, take out your folder and listen"
- Use polite phrases, i.e., "Please, thank you, you are welcome"
- Express simply whether they like or do not like something. This entails the use of "Me gusta..." or "No me gusta..."
- Tell time in a simple way, i.e., on the hour, the half hour and the quarter hour
- Respond with "allí" or "aquí", (there and here), when asked in Spanish where some object is in the classroom
- Choose a Spanish baptismal name for class in the second and third grades and learn how Hispanics celebrate their saint's day more elaborately than their birthday
- Sing songs about the sun, numbers, introductions, months leading up to the feast of San Fermin, the sick donkey, and the cold and hungry little chicks
- Celebrate an annual prayer service that has a Hispanic theme. Themes we have already done are: The Posada for Christmas, The Day of the Dead for All Saints Day, Our Lady of Guadalupe, and the story of Cesar Chavez and the migrant farm workers for Thanksgiving