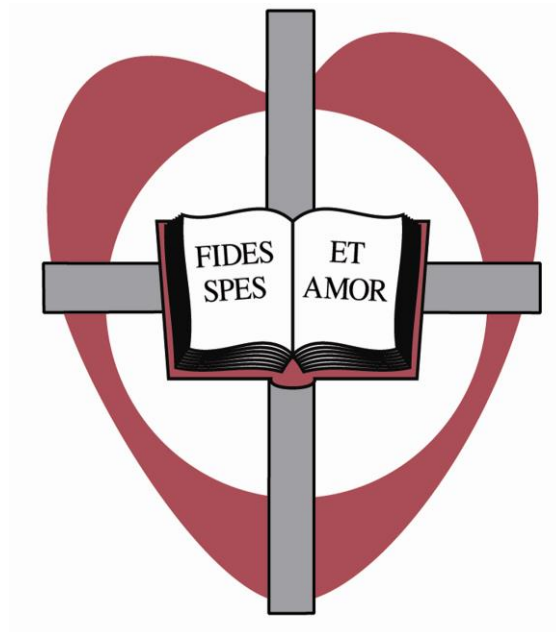


Sharing the Love of the Heart of Christ!

St. Rocco School

A ROMAN CATHOLIC SCHOOL

What Your Child Learns



A Parent's Guide to the *Grade Two Curriculum*

CHRIST is the reason for this school.
~in our minds, on our lips, and always in our hearts~

A Parent's Guide to the
Grade Two Curriculum

At St. Rocco School, we promote a Catholic Education providing a rich spiritual, academic, and social development of each child. We do this through a stimulating environment and a broad based and balanced core standard curriculum with a comprehensive curriculum for each subject area in every grade level. Our curriculum continuously undergoes evaluation and updating.

Please note that these curriculum guides provide only an overview of what your child will be learning and that the actual written curriculum is much more comprehensive.

MISSION STATEMENT

Sharing the Love of the Heart of Christ is the foundation of the St. Rocco School Community.

We are dedicated to creating a safe environment that instills Catholic values and nourishes the development and growth of the whole person.

We are committed to excellence in academic standards that prepare students to reach their full potential and meet the global challenges of the world.

PHILOSOPHY

St. Rocco School is a Catholic elementary school within the Diocese of Providence, Rhode Island. The foundation of the philosophy of St. Rocco School is the person of Jesus Christ. Inspired by Him and sustained by the love of the Sacred Heart, we aim at providing quality education by assisting the child's spiritual, intellectual, physical, moral, and aesthetic development in order that each child acquire a sense of responsibility toward God, himself, and others. The purpose of the school is to expose the students to a Christian way of life based on the Gospels and the democratic principles of freedom, equality, and respect for the rights of the individual.

The educational climate of our school fosters these values by educating our students to search for truth and the development of their total personality by integrating their faith into every area of living. "This integrating of religious truths and values with life distinguishes the Catholic school from other schools..." ("To Teach as Jesus Did"). Our aim is to make clear the message of salvation to all students and to make our school a model of service in the community.

What Your Child Learns

GRADE TWO CURRICULUM

Religion

Students will become aware that God made and loves us. They will appreciate themselves as gifts of God. They will examine what Catholics believe, how Catholics celebrate, live, and pray. As part of the Religion Program, the Circle of Grace component will help students understand safe and unsafe situations. Students will demonstrate how to take action if boundaries are threatened or violated.

A few of the objectives to be covered are:

- ♥ Explain how the Bible is made up of the Old Testament and New Testament.
- ♥ Understand that God the Father loves us even when we hurt others, Jesus brings us God's forgiveness, and the Holy Spirit helps us make good choices.
- ♥ Understand that we belong to a parish family and the Church gathers at Mass to celebrate the life of Jesus.
- ♥ Explain how the Eucharist was begun by Jesus at the Last Supper as a sacrificial meal and that bread and wine were changed into the body and blood of Christ.
- ♥ Show that love is not always easy and families find ways to show their love for one another by sharing and caring.
- ♥ Realize they are one of a kind. God gave them special gifts and they are growing and learning new things about themselves.
- ♥ Know and participate in the Catholic tradition of prayer: Prayer of Sorrow, Mass responses, Morning Offering, Two Great Commandments, Simple Ten Commandments, the Rosary and its prayers.
- ♥ Understand that when a man and woman marry they make important promises and they start a new life and become a new family.
- ♥ Understand that as children of God, we are treasured and filled with Grace. God's presence is within us and around us creating our own Circle of Grace.
- ♥ Recognize when a boundary may be threatened or violated.
- ♥ Identify trusted adults they can turn to for help.
- ♥ Demonstrate a three step action plan.

Health

The students will study a variety of topics relating to personal and mental health, nutrition and fitness, harmful substances, human growth, disease and injury prevention, the importance of safety and community resources, and strategies for conflict resolution and stress management:

A few of the objectives are listed below:

- ♥ Demonstrate responsibility for personal care.
- ♥ Identify own positive characteristics.
- ♥ Demonstrate respect for the rights and feeling of others.
- ♥ Acknowledge the accomplishments of others.
- ♥ Recognize the value and benefits of being active and physically fit.
- ♥ Identify the sides of the health triangle and food groups in MyPlate
- ♥ Identify healthy foods.
- ♥ Understand that bad substances harm the body.
- ♥ Recognize similarities and differences in humans.
- ♥ Understand the importance of bones and muscles.
- ♥ Identify good personal health habits.
- ♥ Know where to obtain help in unsafe situations to prevent abuse.
- ♥ Know fire drill procedures at home and school.
- ♥ Recall the emergency number 911 upon request.
- ♥ Identify certain behaviors which may signal danger.

- ♥ Describe various ways to resolve conflict.
- ♥ Identify feelings and how feelings affect behavior.
- ♥ Identify stressful situations and the feelings they cause in you and choose healthy outlets to deal with them.

Math

Students will understand numbers and ways of representing numbers. They will demonstrate an understanding of classification, patterning and sequence. Students will recognize ways to measure objects, time, and money. Students will begin to demonstrate an understanding of data collection, display, and interpretation.

A few of the objectives are listed below:

- ♥ Compare and order numbers less than 1,000.
- ♥ Add and subtract 2- and 3-digit numbers with and without regrouping.
- ♥ Memorize addition and subtraction facts through 18.
- ♥ Memorize skip counting by 2s, 5s and 10s.
- ♥ Describe attributes of groups and rules for sorting.
- ♥ Extend and create geometric and numeric sequences.
- ♥ Use patterns to make predictions and solve problems.
- ♥ Identify solid and plane figures.
- ♥ Identify and model congruence and symmetry with concrete materials and drawings.
- ♥ Estimate and measure length using standard and non-standard units of measurement.
- ♥ Make change from \$1.00.
- ♥ Tell time to the nearest hour, half-hour, quarter of the hour and five minutes to the hour with digital and analog clocks.
- ♥ Solve problems with minutes before and after the hour.
- ♥ Read Celsius and Fahrenheit thermometers.
- ♥ Read and interpret graphs and charts (bar, picture and line plots) as sources of information.
- ♥ Display data on charts, picture graphs, Venn Diagrams and bar graphs.

Language Arts

Listening

- ♥ Discriminate likenesses/differences between sounds and words.
- ♥ Listen to and follow multi-step oral directions.
- ♥ Listen to and retell a story in sequence.

Speaking

- ♥ Use appropriate vocabulary.
- ♥ Speak in complete sentences to express a complete idea, using naming, descriptive, action, and sensory words appropriately.
- ♥ Use proper speech mechanics and conventions.
- ♥ Speak freely and audibly in conversation and group discussion.

Reading

Literal Comprehension

- ♥ Recognize and understand story structure in order to be able to identify the categories of content (setting, character, problem, solution) and how this is organized into a plot.
- ♥ Recall, retell and dramatically portray a story in written and oral form to demonstrate story comprehension.
- ♥ Identify explicit main ideas.

Inferential Comprehension

- ♥ Connect personal experience and knowledge of the world with new information being encountered in text in order to assist in comprehension.

- ♥ Determine correct and incorrect predictions.
- ♥ Verify responses with supporting details.

Critical/Evaluative Thinking

- ♥ Make judgments about story characters and events.
- ♥ Interpret characters' motives, feelings and goals.
- ♥ Develop their own informed opinions and responses.
- ♥ Begin to notice whose viewpoints are not included and the effect of the missing viewpoint on the story line.
- ♥ Articulate confusing sections of text and formulate questions.

Fluency

Word Recognition

- ♥ Decode by using all letter sound correspondences within a word.
- ♥ Distinguish rhyming words from non-rhyming words.
- ♥ Use context clues to identify words.

Phonetic Analysis

- ♥ Identify short and long vowels.
- ♥ Use correctly initial/medial/final consonants to decode words.

Structural Analysis

- ♥ Identify comparative and superlative endings (-er, -est, more, most).
- ♥ Understand the use of apostrophe to show possession/contraction form.
- ♥ Use context clues for word identification, pronunciation, and meaning.

Word Meaning

- ♥ Use the context to determine word meaning.
- ♥ Recognize the multiple meanings of words.

Study/Organizational Skills

- ♥ Begin to skim materials for specific purposes.
- ♥ Begin to record and organize information.
- ♥ Read and follow simple written directions independently.
- ♥ Record or dictate questions for investigating.

Writing

Prewriting

- ♥ Choose topic idea.
- ♥ Respond to many kinds of writing prompts.
- ♥ Use graphic organizers to structure writing.

Drafting

- ♥ Use newly acquired vocabulary in writing.
- ♥ Use appropriate spacing between words.
- ♥ Begin to understand and produce a simple paragraph.
- ♥ Write an original story using different beginnings/leads.

Revising

- ♥ Use descriptive words to develop detailed sentences.
- ♥ Elaborate ideas as a result of conferencing with the teacher.
- ♥ Recognize complete sentences /sentence fragments and run-on sentences.

Editing/Mechanics

- ♥ Use appropriate indentation and capitalization of first word and title
- ♥ Begin to develop correct use of verb tense for consistency.
- ♥ Develop proofreading skills.

Publishing

- ♥ Publish written work in a variety of forms (book, drama, puppet show, greeting card, class newspaper, oral report, web page).
- ♥ Illustrate writing.
- ♥ Correct illegible handwriting.

Social Studies

The concept of Neighborhood/Community, guide the study of relationships beyond the family, in the neighborhood, and in small community groups. This focus includes economic and civics, concepts relating to neighborhood life today and long ago, exposure to neighborhood life in rural, urban, and suburban areas, as well as neighborhoods/communities in other countries and/or cultures.

Science

Students will understand and use the scientific method of asking questions, observing, and recording their findings. Students will interpret data to formulate questions for higher level thinking skills. Students will build upon prior knowledge to develop age appropriate skills in the development of scientific technique.

Specific areas to be covered

Life Science

- Animals
- Living things and Ecology
- Responsibility to society and the environment

Earth Science

- Air
- Water and oceanography
- Weather
- Sun, Moon, and constellations
- Geology

Physical Science

- Heat and Light
- Magnets

Technology

The students will be able to run programs from the desktop and perform simple mechanical operations. They will be introduced to network login procedures using a username, as well as be able to respond to simple questions using the keyboard in the classroom as well as in the Technology Learning Center. Technology is integrated into daily activities through the use of iPads and interactive instruction with the use of the “whiteboard” (Mimio).

Instructional Software Use: not limited to ~ *Brain Pop, Kidspiration, etc.*

Art

Each student will be provided with an introduction to artists (their works, their techniques, their mediums, their struggles, and their perseverance) in an environment that encourages self-discovery and self-expression through artistic experimentation.

THEME: Art of the World -- New faces and places where art is found

Focus of Lessons:

- ♥ Artistic representations of wind and weather
- ♥ Life and light in the rainforest
- ♥ Mask-making traditions
- ♥ Wearable art
- ♥ Mementos of far away places
- ♥ Patterning and measurement in op art
- ♥ Island living, cooperative composing
- ♥ Making marks that express words and pictures
- ♥ Plotting the courses to your imaginary treasure
- ♥ Seasonal projects/art work

Music

All students in Grades 1 through 8 have general music once each week. The general music program introduces students to the following basic musical concepts: rhythm, melody, harmony, tone color, form, and expression. Students experience these concepts through singing, moving, and listening and apply them through performing and creating, both in the classroom and in liturgical settings throughout the school year.

Students explore various styles of music and recognize music from different historical periods. Music instruction is complemented by music learning software for Kindergarten through Grade Eight.

Our adopted music curriculum is *Making Music*, published by Silver-Burdett/Ginn, supplemented by *Music Alive*, a monthly magazine published by Cherry Lane for the Middle School.

Physical Education

All students at St. Rocco School have a balanced Physical Education program that gives them opportunities for vigorous activity, teaches skills, and stresses the importance of life-long fitness. Our Physical Education program reinforces our Christian values and social skills by providing opportunities for collaboration and good sportsmanship. Second grade students have the opportunity throughout the year to work in both large and small group activities as well as individually and with a partner. Some of the units the students participate in are movement exploration, locomotor and non-locomotor skills, manipulative activities, stunts and tumbling, races and relays, tag and simple games, and rhythm and dance. The students also participate in the President's Challenge Physical Fitness Test each spring. The emphasis at this level is on cooperation and participation.
