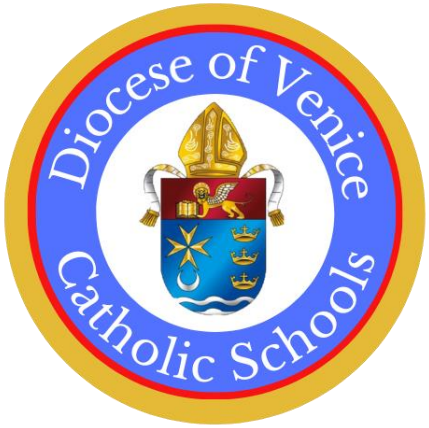
Diocese of Venice
Curricular Standards:
Grade 2

English Language Arts, Mathematics, Science, & Social Studies

Basic Principles underlying All Standards to be used for the Planning of Curriculum for the Diocese of Venice

Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

- All knowledge, in some way, reflects God's Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.



English Language Arts (ELA) Standards

Diocese Of Venice Catholic School Standards For English Language Arts (ELA)

Using writing, speaking, and listening as the communication vehicle for their search for truth, beauty and goodness, students will demonstrate increasing sophistication in all aspects of language usage. Vocabulary, syntax, and the development, organization and presentation of ideas, will reflect the utilization of increasingly arduous content and sources.

The cultural heritage of mankind includes other values apart from the specific ambient of truth. When the Christian teacher helps a pupil to grasp, appreciate and assimilate these values, he is guiding him towards eternal realities. This movement towards the Uncreated Source of all knowledge highlights the importance of teaching for the growth of faith. *The Catholic School, #42*

Reading and literature, as in all truths, are best presented through the perspective of our Catholic faith. These standards are directed toward fostering students' understanding and working knowledge of reading, from the alphabetic principle to comprehension of complex literary and informational text. The aim of these standards "is not merely the attainment of knowledge but the acquisition of values and discovery of truth." - Sacred Congregation for the Catholic Education, (*The Catholic School*, #39)

Literary and artistic works depict the struggles of societies, of families, and of individuals. They spring from the depths of the human heart, revealing its lights and its shadows, its hope and its despair. The Christian perspective goes beyond the merely human, and offers more penetrating criteria for understanding the human struggle and the mysteries of the human spirit. *Religious Dimensions of Education in a Catholic School: Guidelines for Reflection and Renewal, # 61*

The increased attention given to science and technology must not lead to a neglect of the humanities: philosophy, history, literature and art. Since earliest times, each society has developed and handed on its artistic and literary heritage, and our human patrimony is nothing more than the sum total of this cultural wealth… The artistic and literary patrimony of Christianity is vast and gives visible testimony to a faith that has been handed down through centuries. *Religious Dimensions of Education in a Catholic School: Guidelines for Reflection and Renewal, #60*

In a Catholic school, curricular formation….

1. Involves the integral formation of the whole person, body, mind and spirit, in light of his or her ultimate end and the good of society. (1)

2. Promotes human virtues and the dignity of human person, as created in the image and likeness of God and modeled on the person of Jesus Christ. [2]
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.
5. Encourages a synthesis of faith, life, and culture.

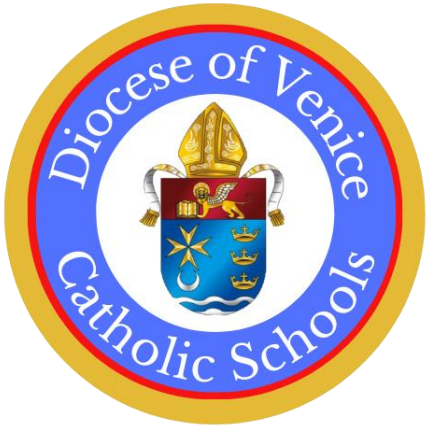
ELA K-8 Catholic Integrated Faith Standards					
LA.K8.IF	Integration of Faith: Kindergarten – Grade 8				
		LA.K8.IF	Catholic Curricular Standards and Dispositions in English Language Arts		
				LA.K8.IF.1	Analyze literature that reflects the Catholic culture and worldview.
				LA.K8.IF.2	Share how literature can contribute to strengthening one's moral character.
				LA.K8.IF.3	Demonstrate how literature is used to develop a religious, moral, and social sense.
				LA.K8.IF.4	Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.
				LA.K8.IF.5	Identify how Christian and Western symbols and symbolism communicate the battle between good and evil.
				LA.K8.IF.6	Identify the causes underlying why people do the things they do.
				LA.K8.IF.7	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.
				LA.K8.IF.8	Use language as a bridge for communication with one's fellow man for the betterment of all involved.
				LA.K8.IF.9	Write in various ways to naturally order thoughts, align them with Truth, and accurately express intent, knowledge, and feelings.
				LA.K8.IF.10	Share how literature cultivates the aesthetic faculties within the human person.
				LA.K8.IF.11	Share how literature ignites the creative imagination.
				LA.K8.IF.12	Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.
				LA.K8.IF.13	Share how the beauty and cadence of poetry impacts human sensibilities and forms the soul.

ELA 2nd Grade					
LA.2.LA	Language Arts: Grade 2: Language				
		LA.2.LA.1	Conventions of Standard English		
				LA.2.LA.1.1	Demonstrate command of the conventions of standard English grammar when writing or speaking, especially; Collective nouns (e.g., group); Frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish); Reflexive pronouns (e.g., myself, ourselves); Past tense of frequently occurring irregular verbs (e.g., sat, hid, told); Adjectives and adverbs; Complete simple and compound sentences
				LA.2.LA.1.2	Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing;Capitalize holidays, product names, and geographic names. Use commas in greeting and closing of letters; Use an apostrophe to form contractions and frequently occurring possessives; Generalize learned spelling patterns when writing words (e.g., cage/badge; boy/boil); Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
		LA.2.LA.2	Knowledge of Language		
				LA.2.LA.2.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening; compare formal and informal uses of English.
		LA.2.LA.3	Vocabulary		
				LA.2.LA.3.1	Determine or clarify the meaning of unknown and multiple meaning words and phrases and content, choosing appropriate strategies:Use sentence level context as a clue to the meaning of word or a phrase; Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell); Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional); Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook); Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
				LA.2.LA.3.2	Demonstrate understanding of word relationships and nuances in word meanings; Identify connections between words and their use; Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl).
				LA.2.LA.3.3	Use words and phrases acquired through conversations, reading, and responding to texts, including using adjectives and adverbs to describe.
LA.2.W	Language Arts: Grade 2: Writing				

		LA.2.W.1	Text Types and Purposes		
				LA.2.W.1.1	Write opinion pieces introducing a topic or book, stating an opinion, supplying reasons that support the opinion, using linking words to connect opinion and reasons, and providing a concluding statement or section.
				LA.2.W.1.2	Write informative/explanatory text introducing a topic, using facts and definitions to develop points, and providing a concluding statement or section.
				LA.2.W.1.3	Write narratives recounting 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.
		LA.2.W.2	Production and Distribution of Writing		
				LA.2.W.2.1	Focus on a topic and strengthen writing as needed by revising and editing with guidance and support.
				LA.2.W.2.2	Use a variety of digital tools to produce and publish writing, including in collaboration from peers.
				LA.2.W.2.3	Participate in shared research and writing projects; read a number of books on a single topic to produce a report, record science observations, etc.
				LA.2.W.2.4	Recall information from experiences or gather information from provided sources to answer a question.
		LA.2.W.3	Responding to Literature		
				LA.2.W.3.1	Create and present a poem, narrative, play, artwork or personal response to a particular author or theme studied in class.
LA.2.SL	Language Arts: Grade 2: Speaking and Listening				
		LA.2.SL.1	Comprehension and Collaboration		
				LA.2.SL.1.1	Participate in collaborative conversations with peers and adults in small and larger groups; Follow agreed upon rules of discussion; Build on other's ideas in conversations by responding to comments of others through multiple exchanges; Ask questions to clear up any confusion about the topic and texts under discussion; Seek to understand and communicate with individuals from different cultural backgrounds.
				LA.2.SL.1.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
				LA.2.SL.1.3	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.

		LA.2.SL.2	Presentation of Knowledge and Ideas		
				LA.2.SL.2.1	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
				LA.2.SL.2.2	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.
				LA.2.SL.2.3	Produce complete sentences appropriate to tasks and situations in order to provide requested details or clarification.
LA.2.L	Language Arts: Grade 2: Literature				
		LA.2.L.1	Key Ideas and Details		
				LA.2.L.1.1	Ask and answer such questions to demonstrate understanding of key details in a text.
				LA.2.L.1.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
				LA.2.L.1.3	Describe how characters in a story respond to major events and challenges.
		LA.2.L.2	Craft and Structure		
				LA.2.L.2.1	Describe how words and phrases supply rhythm and meaning in a story, poem, or song (e.g., regular beats, alliteration, rhymes, repeated lines).
				LA.2.L.2.2	Describe the overall structure of the story, including how the beginning introduces the story and ending concludes the action.
				LA.2.L.2.3	Acknowledge differences in the points of view of characters.
				LA.2.L.2.4	Identify the causes underlying the character's actions.
		LA.2.L.3	Integration of Knowledge and Ideas		
				LA.2.L.3.1	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
				LA.2.L.3.2	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
		LA.2.L.4	Range of Reading		
				LA.2.L.4.1	Read and comprehend literature at a 2nd grade level or above, including stories, poetry and plays.
		LA.2.L.5	Responding to Literature		
				LA.2.L.5.1	Make connections between self, text, and the world.

LA.2.IT	Language Arts: Grade 2: Informational and Non-Fiction Text				
		LA.2.IT.1	Key Ideas and Details		
				LA.2.IT.1.1	Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text.
				LA.2.IT.1.2	Identify the main topic of the text as well as the focus of specific paragraphs within the text.
				LA.2.IT.1.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
		LA.2.IT.2	Craft and Structure		
				LA.2.IT.2.1	Determine meaning of words/phrases in a text relevant to 2nd grade topics or subjects.
				LA.2.IT.2.2	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.
				LA.2.IT.2.3	Describe the overall structure of the story, including how the beginning introduces the story and ending concludes the action.
				LA.2.IT.2.4	Identify the main purpose of a text, including what the author wants to answer, explain or describe.
		LA.2.IT.3	Integration of Knowledge and Ideas		
				LA.2.IT.3.1	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
				LA.2.IT.3.2	Describe how the author supports specific points in a text.
				LA.2.IT.3.3	Compare and contrast the most important points the author makes in a text.
		LA.2.IT.4	Range of Reading		
				LA.2.IT.4.1	Read and comprehend texts at a 2nd grade level, including history/social studies, science, and technical texts.



Mathematics Standards

Diocese Of Venice Catholic School Standards For Mathematics

Mathematics is the study of quantity, structure, space, and change. Attention should be paid to the needs of today's society in teaching mathematics by fostering real world application, enabling students to undertake responsibilities in society both locally and globally while witnessing to the faith.

Individual subjects must be taught according to their own particular methods. It would be wrong to consider subjects as mere adjuncts to faith or as a useful means of teaching apologetics. They enable the pupil to assimilate skills, knowledge, intellectual methods and moral and social attitudes, all of which help to develop his personality and lead him to take his place as an active member of the community of man. Their aim is not merely the attainment of knowledge but the acquisition of values and the discovery of truth. *The Catholic School, 39*

In a Catholic school, curricular formation…

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.[i]
2. Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ.[ii]
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.[iii]
5. Encourages a synthesis of faith, life, and culture.[iv]

Mathematics 2nd Grade Catholic Integrated Faith Standards				
MA.2.IF	Catholic Curricular Standards and Dispositions in Mathematics			
	MA.K.IF	2nd Grade Math Integration of Faith		
			MA.2.IF.1	Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made.
			MA.2.IF.2	Display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude.
			MA.2.IF.3	Respond to the beauty, harmony, proportion, radiance, and wholeness present in mathematics.
			MA.2.IF.4	Show interest in the pursuit of understanding for its own sake.
			MA.2.IF.5	Exhibit joy at solving difficult mathematical problems and operations.
			MA.2.IF.6	Show interest in how the mental processes evident within the discipline of mathematics (such as order, perseverance, and logical reasoning) help us with the development of the natural virtues (such as self-discipline and fortitude).

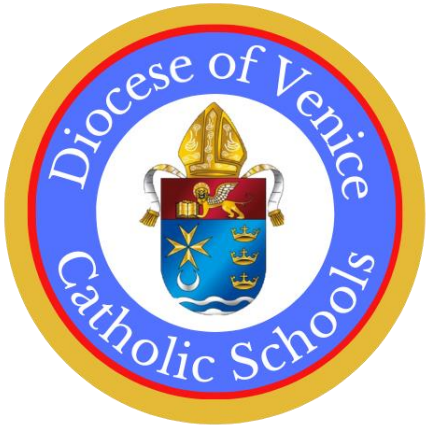
2nd Grade Mathematics					
MA.2.G	Grade 2 Geometry				
		MA.2.G.1	Reason with shapes and their attributes.		
				MA.2.G.1.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
				MA.2.G.1.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
				MA.2.G.1.3	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.
MA.2.MD	Grade 2 Measurement and Data				
		MA.2.MD.1	Measure and estimate lengths in standard units.		
				MA.2.MD.1.1	Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
				MA.2.MD.1.2	Describe the inverse relationship between the size of a unit and number of units needed to measure a given object. Example: Suppose the perimeter of a room is lined with one-foot rulers. Now, suppose

					we want to line it with yardsticks instead of rulers. Will we need more or fewer yardsticks than rulers to do the job? Explain your answer.
				MA.2.MD.1.3	Estimate lengths using units of inches, feet, yards, centimeters, and meters.
				MA.2.MD.1.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
		MA.2.MD.2	Relate addition and subtraction to length.		
				MA.2.MD.2.1	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.
				MA.2.MD.2.2	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.
		MA.2.MD.3	Work with time and money.		
				MA.2.MD.3.1	Tell and write time from analog and digital clocks to the nearest five minutes.
				MA.2.MD.3.2	Solve one- and two-step word problems involving dollar bills (singles, fives, tens, twenties, and hundreds) or coins (quarters, dimes, nickels, and pennies) using $ and ¬¢ symbols appropriately. Word problems may involve addition, subtraction, and equal groups situations1. Example: The cash register shows that the total for your purchase is 59¬¢. You gave the cashier three quarters. How much change should you receive from the cashier?; a. Identify the value of coins and paper currency;

					Compute the value of any combination of coins within one dollar; c. Compute the value of any combinations of dollars (e.g., If you have three ten-dollar bills, one five-dollar bill, and two one-dollar bills, how much money do you have?); d. Relate the value of pennies, nickels, dimes, and quarters to other coins and to the dollar (e.g., There are five nickels in one quarter. There are two nickels in one dime. There are two and a half dimes in one quarter. There are twenty nickels in one dollar).
		MA.2.MD.4	Represent and interpret data.		
				MA.2.MD.4.1	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.
				MA.2.MD.4.2	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.
MA.2.NBT	Grade 2 Number and Operations in Base Ten				
		MA.2.NBT.1	Understand place value.		
				MA.2.NBT.1.1	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 ‘s 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).

				MA.2.NBT.1.2	Count within 1000; skip-count by 5s, 10s, and 100s.
				MA.2.NBT.1.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
				MA.2.NBT.1.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
		MA.2.NBT.2	Use place value understanding and properties of operations to add and subtract.		
				MA.2.NBT.2.1	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
				MA.2.NBT.2.2	Add up to four two-digit numbers using strategies based on place value and properties of operations.
				MA.2.NBT.2.3	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.
				MA.2.NBT.2.4	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
				MA.2.NBT.2.5	Explain why addition and subtraction strategies work, using place value and the properties of operations.

MA.2.OA	Grade 2 Operations and Algebraic Thinking				
		MA.2.OA.1	Represent and solve problems involving addition and subtraction.		
				MA.2.OA.1.1	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.
				MA.2.OA.1.2	Determine the unknown whole number in an equation relating four or more whole numbers. For example, determine the unknown number that makes the equation true in the equations 37 + 10 + 10 = _____ + 18, ? - 6 = 13 - 4, and 15 - 9 = 6 + ____.
		MA.2.OA.2	Add and subtract within 20.		
				MA.2.OA.2.1	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
		MA.2.OA.3	Work with equal groups of objects to gain foundations for multiplication.		
				MA.2.OA.3.1	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.
				MA.2.OA.3.2	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.



Science Standards

Diocese Of Venice Catholic School Standards For Science

By the very nature of creation, material being is endowed with its own stability, truth and excellence, its own order and laws. We must respect these truths as we recognize the methods proper to every science and technique.
Gaudium et Spes, #36

Science is a gift of human intellect, which is given to us by God to help us understand His Creation. Science is the study of interdependent relations in our earth's systems and structures that reflect God's truth, beauty, and goodness. These standards are directed toward life, earth, and physical aspects that enable deeper incorporation of children into the Church, the formation of community within the school, and respect for the uniqueness and dignity of each person as created in the image of God recognizing that scientific knowledge is a call to serve.
Life, Earth, and Physical Science foster growth in Christian virtue and develop an appreciation for God's creation and the good of society. Science is developing our stewardship and relationship in all aspects of our faith and Gospel values.

In a Catholic school, curricular formation….

1. Involves the integral formation of the whole person, body, mind and spirit, in light of his or her ultimate end and the good of society. (1)
2. Promotes human virtues and the dignity of human person, as created in the image and likeness of God and modeled on the person of Jesus Christ. 2
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.
5. Encourages a synthesis of faith, life, and culture.

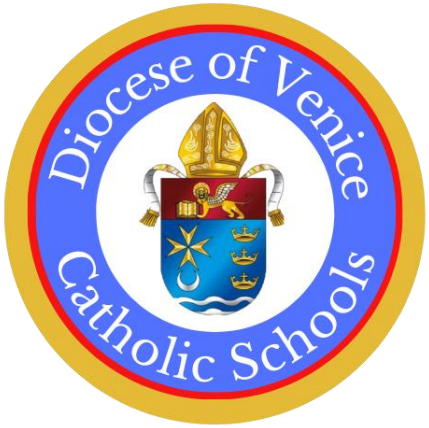
Science K-6 Catholic Integrated Faith Standards				
SC.K6.IF	K-6 Integration of Faith - Catholic Curricular Standards and Dispositions in Scientific Topics			
	SC.K6.IF.1	Scientific Topics - General Standards		
			SC.K6.IF.1.1	Exhibit care and concern at all stages of life for each human person as an image and likeness of God.
			SC.K6.IF.1.2	Describe the unity of faith and reason with confidence that there exists no contradiction between the God of nature and the God of faith.
			SC.K6.IF.1.3	Value the human body as the temple of the Holy Spirit.
	SC.K6.IF.2	Scientific Topics - Intellectual Standards		
			IS1SC.K6.IF.2.1	Explain what it means to say that God created the world and all matter out of nothing at a certain point in time; how it manifests His wisdom, glory, and purpose; and how He holds everything in existence according to His plan.
			IS1SC.K6.IF.2.2	Describe the relationships, elements, underlying order, harmony, and meaning in God’s creation.
			IS1SC.K6.IF.2.3	Explain how creation is an outward sign of God's love and goodness and, therefore, is ,"sacramental" in nature.
			IS1SC.K6.IF.2.4	Give examples of the beauty evident in God’s creation.
			IS1SC.K6.IF.2.5	Explain the processes of conservation, preservation, overconsumption, and stewardship in relation to caring for that which God has given to sustain and delight us.
			IS1SC.K6.IF.2.6	Describe God’s relationship with man and nature.
			IS1SC.K6.IF.2.7	Describe how science and technology should always be at the service of humanity and, ultimately, to God, in harmony with His purposes.
			IS1SC.K6.IF.2.8	Explain how science properly limits its focus to how things physically exist and is not designed to answer issues of meaning, the value of things, or the mysteries of the human person.

				IS1SC.K6.IF.2.9	Describe how the use of the scientific method to explore and understand nature differs, yet complements, the theological and philosophical questions one asks in order to understand God and His works.
				IS1SC.K6.IF.2.10	Analyze the false assumption that science can replace faith.
				IS1SC.K6.IF.2.11	List the basic contributions of significant Catholics to science such as Galileo, Copernicus, Mendel, and others.
		SC.K6.IF.3	Scientific Topics - Dispositional Standards		
				DS1SC.K6.IF.3.1	Display a sense of wonder and delight about the natural universe and its beauty.
				DS1SC.K6.IF.3.2	Share concern and care for the environment as a part of God's creation.
				DS1SC.K6.IF.3.3	Accept the premise that nature should not be manipulated simply at man's will or only viewed as a thing to be used, but that man must cooperate with God's plan for himself and for nature.
				DS1SC.K6.IF.3.4	Accept that scientific knowledge is a call to serve and not simply a means to gain power, material prosperity, or success.

2nd Grade Science					
SC.2.E	Grade 2 Earth and Space Science				
		SC.2.E.6	Earth Structures		
				SC.2.E.6.1	Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.
				SC.2.E.6.2	Describe how small pieces of rock and dead plant and animal parts can be the basis of soil and explain the process by which soil is formed.
				SC.2.E.6.3	Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.
		SC.2.E.7	Earth Systems and Patterns		
				SC.2.E.7.1	Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.
				SC.2.E.7.2	Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air.
				SC.2.E.7.3	Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate).
				SC.2.E.7.4	Investigate that air is all around us and that moving air is wind.
				SC.2.E.7.5	State the importance of preparing for severe weather, lightning, and other weather related events.
SC.2.L	Grade 2 Life Science				
		SC.2.L.14	Organization and Development of Living Organisms		
				SC.2.L.14.1	Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.

		SC.2.L.16	Heredity and Reproduction		
				SC.2.L.16.1	Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.
		SC.2.L.17	Interdependence		
				SC.2.L.17.1	Compare and contrast the basic needs that all living things, including humans, have for survival.
				SC.2.L.17.2	Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
SC.2.N	Grade 2 Nature of Science				
		SC.2.N.1	The Practice of Science		
				SC.2.N.1.1	Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.
				SC.2.N.1.2	Compare the observations made by different groups using the same tools.
				SC.2.N.1.3	Ask “how do you know?” in appropriate situations and attempt reasonable answers when asked the same question by others.
				SC.2.N.1.4	Explain how particular scientific investigations should yield similar conclusions when repeated.
				SC.2.N.1.5	Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).
				SC.2.N.1.6	Explain how scientists alone or in groups are always investigating new ways to solve problems.
SC.2.P	Grade 2 Physical Science				
		SC.2.P.8	Properties of Matter		
				SC.2.P.8.1	Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets.
				SC.2.P.8.2	Identify objects and materials as solid, liquid, or gas.
				SC.2.P.8.3	Recognize that solids have a definite shape and that liquids and gases take the shape of their container.

				SC.2.P.8.4	Observe and describe water in its solid, liquid, and gaseous states.
				SC.2.P.8.5	Measure and compare temperatures taken every day at the same time.
				SC.2.P.8.6	Measure and compare the volume of liquids using containers of various shapes and sizes.
		SC.2.P.9	Changes in Matter		
				SC.2.P.9.1	Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration.
		SC.2.P.10	Forms of Energy		
				SC.2.P.10.1	Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.
		SC.2.P.13	Forces and Changes in Motion		
				SC.2.P.13.1	Investigate the effect of applying various pushes and pulls on different objects.
				SC.2.P.13.2	Demonstrate that magnets can be used to make some things move without touching them.
				SC.2.P.13.3	Recognize that objects are pulled toward the ground unless something holds them up.
				SC.2.P.13.4	Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.



Social Studies/History Standards

Diocese Of Venice Catholic School Standards For Social Studies and History

Social Science is the study of society and the relationship of individual members within society which we use to uncover the truth of our connection with one another through time and across geographic barriers. This study also helps to discover the deeper truth of each one's relationship with God.

A curriculum that is open to the intercultural perspective presents the students with a study of civilizations that were previously unknown to them, or were remote from them, but which now are brought to their attention, as well as being brought much "closer" thanks to globalization and modern means of communication, crossing barriers of space and ideological defenses. Teaching that aims to help students understand the reality in which they live cannot ignore the aspect of encounter. On the contrary, teaching has the duty to favor dialogue, as well as cultural and spiritual exchanges.

Educating to Intercultural Dialogue in Catholic Schools: Living in Harmony for a Civilization of Love, #68

Teachers should guide the students' work in such a way that they will be able to discover a religious dimension in the world of human history. As a preliminary, they should be encouraged to develop a taste for historical truth, and therefore to realize the need to look critically at texts and curricula which, at times, are imposed by a government or distorted by the ideology of the author…they will see the development of civilizations, and learn about progress…When they are ready to appreciate it, students can be invited to reflect on the fact that this human struggle takes place within the divine history [of universal salvation. At this moment, the religious dimension of history begins to shine forth in all its luminous grandeur.
The Religious Dimension of a Catholic School, 1988, # 58-59

In a Catholic school, curricular formation…

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.[i]
2. Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ.[ii]

3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.[iii]
5. Encourages a synthesis of faith, life, and culture.[iv]

Catholic Standards for Social Science

Students will use Social Science to nurture respect for all human life, develop an appreciation for multicultural diversity, and understand our responsibilities as Christian citizens of our communities and the world.

A. To understand Catholic Tradition and its positive moral actions as students identify the importance of promoting human dignity, protecting human rights, and building the common good within the political systems of the United States government, not just with those around us, but for those who have gone before us and those who will come after us. CSAD2

B. To delineate between the rights, duties, and responsibilities to one another, to our country, and to the global society as it is defined by Catholic social justice teaching.

C. To use Catholic doctrine in order to directly promote human dignity and the responsibility of individuals to participate in civic discourse at the local, federal, and global level: value the diversity among students in the classroom and school community as children of God. CSAD3

D. To respond to Catholic values that directly affect human dignity and the responsibility of individuals for the betterment of society.

E. To promote Catholic identity while working to resolve conflict and acknowledging the role of the United States government, as evidenced by its citizens, by actively participating in the promotion of peace and solidarity.

F. To display Catholic teachings and values while understanding the role of government in protecting human rights, discerning what is positive in the world, what needs to be transformed, and what injustice must be overcome. CSAD4

G. Strive for a habitual vision of excellence. CSAD6

Social Studies and History K-6 Catholic Integrated Faith Standards					
SS.K6.IF	K-6 Integration of Faith - Catholic Curricular Standards and Dispositions in History				
		SS.K6.IF.1	History - General Standards		
				SS.K6.IF.1.1	Demonstrate a general understanding of the storyof humanity from creation to present through a Catholic concept of the world and man.
				SS.K6.IF.1.2	Demonstrate an understanding about great figures of history by examining their lives for examples of virtue or vice.
				SS.K6.IF.1.3	Demonstrate an understanding of the cultural inheritance provided by the Church.
		SS.K6.IF.2	History - Intellectual Property		
				SS.K6.IF.2.1	Describe how history begins and ends in God and how history has a religious dimension.
				SS.K6.IF.2.2	Describe how Jesus, as God incarnate, existed in history just like we do.
				SS.K6.IF.2.3	Describe how reading history is a way to learn about what God does for humanity.
				SS.K6.IF.2.4	Explain the history of the Catholic Church and its impact in human events.
				SS.K6.IF.2.5	Exhibit mastery of essential dates, persons, places, and facts relevant to the Western tradition and the Catholic Church.
				SS.K6.IF.2.6	Explain how the central themes within the stories of important Catholic figures and saints repeat over time.
				SS.K6.IF.2.7	Explain how beliefs about God, humanity, and material things affect behavior.
				SS.K6.IF.2.8	Explain the human condition and the role and dignity of man in God’s plan.
				SS.K6.IF.2.9	Demonstrate how history helps us predict and plan for future events using prudence and wisdom gleaned from recognizing previous patterns of change, knowledge of past events, and a richer, more significant, view of personal experiences.

				SS.K6.IF.2.10	Explain how historical events involving critical human experiences, especially those dealing with good and evil, help enlarge perspective and understanding of self and others.
				SS.K6.IF.2.11	Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching.
				SS.K6.IF.2.12	Examine how history can assist in the acquisition of values and virtues.
		SS.K6.IF.3	History - Dispositional Standards		
				SS.K6.IF.3.1	Select and describe beautiful artifacts from different times and cultures
				SS.K6.IF.3.2	Exhibit an affinity for the common good and shared humanity, not just with those nearby, but also for those who have gone before and those who will come after.
				SS.K6.IF.3.3	Demonstrate respect and solicitude to individual differences among students in the classroom and school community.
				SS.K6.IF.3.4	Discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome.
				SS.K6.IF.3.5	Justify the significance and impact of the Catholic Church throughout history.
				SS.K6.IF.3.6	Develop a habitual vision of greatness.

2nd Grade Social Studies				
SS.2.A	Grade 2 American History			
	SS.2.A.1	Historical Inquiry and Analysis		
			SS.2.A.1.1	Examine primary and secondary sources.
			SS.2.A.1.2	Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.
	SS.2.A.2	Historical Knowledge		
			SS.2.A.2.1	Recognize that Native Americans were the first inhabitants in North America.
			SS.2.A.2.2	Compare the cultures of Native American tribes from various geographic regions of the United States.
			SS.2.A.2.3	Describe the impact of immigrants on the Native Americans.
			SS.2.A.2.4	Explore ways the daily life of people living in Colonial America changed over time.
			SS.2.A.2.5	Identify reasons people came to the United States throughout history.
			SS.2.A.2.6	Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.
			SS.2.A.2.7	Discuss why immigration continues today.
			SS.2.A.2.8	Explain the cultural influences and contributions of immigrants today.
	SS.2.A.3	Chronological Thinking		
			SS.2.A.3.1	Identify terms and designations of time sequence.
SS.2.C	Grade 2 Civics and Government			
	SS.2.C.1	Foundations of Government, Law, and the American Political System		
			SS.2.C.1.1	Explain why people form governments.
			SS.2.C.1.2	Explain the consequences of an absence of rules and laws.

		SS.2.C.2	Civic and Political Participation		
				SS.2.C.2.1	Identify what it means to be a United States citizen either by birth or by naturalization.
				SS.2.C.2.2	Define and apply the characteristics of responsible citizenship.
				SS.2.C.2.3	Explain why United States citizens have guaranteed rights and identify rights.
				SS.2.C.2.4	Identify ways citizens can make a positive contribution in their community.
				SS.2.C.2.5	Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.
		SS.2.C.3	Structure and Functions of Government		
				SS.2.C.3.1	Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.
				SS.2.C.3.2	Recognize symbols, individuals, events, and documents that represent the United States.
SS.2.E	Grade 2 Economics				
		SS.2.E.1	Beginning Economics		
				SS.2.E.1.1	Recognize that people make choices because of limited resources.
				SS.2.E.1.2	Recognize that people supply goods and services based on consumer demands.
				SS.2.E.1.3	Recognize that the United States trades with other nations to exchange goods and services.
				SS.2.E.1.4	Explain the personal benefits and costs involved in saving and spending.
SS.2.G	Grade 2 Geography				
		SS.2.G.1	The World in Spatial Terms		
				SS.2.G.1.1	Use different types of maps (political, physical, and thematic) to identify map elements.
				SS.2.G.1.2	Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.

				SS.2.G.1.3	Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.
				SS.2.G.1.4	Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).