

Second Grade 2024-2025 Standards

Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
Evangelization and Missionary Discipleship	Discipleship	2.E.1.1	Recognize that God knows and loves each child personally and has a plan for their lives.
		2.E.1.2	Encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament.
		2.E.1.3	Recognize that Jesus wants to be in a relationship with each of us.
		2.E.1.4	Recognize that sin is an offense against God, wounds our human dignity, and hurts the Church.
		2.E.1.5	Understand and articulate the Good News that Jesus died on the cross for our sins in accordance with the Scriptures so that we can go to heaven.
		2.E.1.6	Recognize that Jesus is alive today and they can encounter Him in a special way in Word and Sacrament.
		2.E.1.7	Understand that a disciple is someone who follows Jesus and lives a life of virtue, and give an example of how they follow Jesus.
Knowledge of Faith	Creed	2.K.1.1	State the meaning of Creed as a summary of our Faith.
		2.K.1.10	Identify the Holy Spirit as one with the Father and the Son.
		2.K.1.11	Discuss how we are created in the image and likeness of the Trinitarian God.
		2.K.1.12	Recognize that all creatures are a sign of God's gift in love.
		2.K.1.13	Articulate how and why we are made for relationship with God (Communion).
		2.K.1.14	Analyze how the body reveals that each person is made for a relationship with God, others, and the world.
		2.K.1.15	Discuss how Jesus is the model of what it means for a person to be a gift.
		2.K.1.2	Describe God as the Holy Trinity.
		2.K.1.3	State some of the attributes of God the Father: e.g. that God the Father is holy, all-wise, and all-loving.
		2.K.1.4	Identify Jesus Christ as the Son of God, one with the Father and Holy Spirit.
		2.K.1.5	State that Jesus reveals God as Father.
		2.K.1.6	Describe Jesus Christ as truly God and truly man, born of the Virgin Mary and like us in every way except sin.

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Liturgy and Sacraments

Creed (cont)	2.K.1.7	Identify Mary as Jesus' mother, the Mother of God, and the Mother of the Church, the spiritual Mother of all Christians.
	2.K.1.8	Identify the Paschal Mystery as Jesus' suffering, death, Resurrection, and Ascension.
	2.K.1.9	Describe that Jesus, Son of God is the Savior of the world and state the meaning of Jesus' name as God saves.
Scripture	2.K.2.1	Demonstrate reverence and respect for the Bible as the Word of God.
	2.K.2.2	Describe the division of the Bible into the Old Testament and the New Testament.
	2.K.2.3	Identify the Gospels as accounts of Jesus' life and teaching.
	2.K.2.4	Discuss the Passion and Death of Jesus as well as the Resurrection and Ascension of Jesus.
	2.K.2.5	Relate some parables and miracles of Jesus.
	2.K.2.6	Retell the biblical narratives that relate to the Eucharist and the Sacrament of Penance and express their meaning: e.g. Last Supper; Resurrection in the Gospels; if you forgive sins they are forgiven.
	2.K.2.7	Know the account from Exodus of the Manna in the Desert and how Jesus refers to this in John 6.
	2.K.2.8	Exhibit understanding that Jesus forgave those who hurt Him.
Sacraments	2.L. 1.14	Demonstrate the procedures for receiving Holy Communion.
	2.L.1.1	Know that a sacrament is an outward sign instituted by Christ to give grace.
	2.L.1.10	Demonstrate understanding that during the Eucharistic Prayer the priest consecrates the bread and wine using the words of Jesus and the bread and wine become the Body and Blood of Christ and this is called transubstantiation.
	2.L.1.11	Know that the Eucharist is reserved in the Tabernacle after Mass for the communion of the sick and Eucharistic Adoration outside of Mass.
	2.L.1.12	Understand that we can offer the Mass to help the living and the dead.
	2.L.1.13	Express how the Eucharist calls each participant to a greater love of God and neighbor.
	2.L.1.15	Identify the chalice, paten, cruets, tabernacle, and other holy objects used in the sacrament.
	2.L.1.16	Understand that the Eucharist is a sacrament of charity that preserves us from mortal sin, commits us to the poor, and is a sign of unity for Christians.
	2.L.1.17	Discuss the appropriate frequency for participating in Eucharist and Penance.
	2.L.1.2	Explain what it means to be properly disposed to receive a sacrament.
	2.L.1.3	Identify the seven sacraments.

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Morality	Sacraments (cont)	<p>2.L.1.4 Identify the form and matter of Baptism, Penance, and Eucharist.</p> <p>2.L.1.5 Identify the effects of the sacrament of Baptism: forgives original sin and personal sin, makes us participate in the life of the Trinity through sanctifying grace, makes you a member of the Church, and leaves an indelible mark on one's soul.</p> <p>2.L.1.6 Identify the Sacraments of Initiation: Baptism, Confirmation, Eucharist.</p> <p>2.L.1.7 Identify the effects of the sacrament of Penance: reconciliation with God and forgiveness of sins.</p> <p>2.L.1.8 State that through the priest Jesus forgives our sins in the Sacrament of Penance.</p> <p>2.L.1.9 Identify the essential elements of the Sacrament of Penance: Confession, Contrition, Absolution, and Penance (Satisfaction).</p>
	Liturgy	<p>2.L.2.1 Identify the seasons of the Church year.</p> <p>2.L.2.2 Demonstrate the following: appropriate customs, gestures, and postures in various liturgical situations (e.g. when to genuflect, bow, kneel, process). reverent behavior in church, and participating more actively in the Mass.</p> <p>2.L.2.3 Express that Catholic Christians have an obligation to attend Sunday Mass (or Saturday vigil) and Holy Days Obligation.</p> <p>2.L.2.4 Identify and understand the two parts of the Liturgy of the Mass: The Liturgy of the Word and the Liturgy of the Eucharist.</p> <p>2.L.2.5 Know the responses made by the assembly during Mass.</p> <p>2.L.2.6 Identify the basic elements of the Easter Triduum: The Evening Mass of the Lord's Supper, the Celebration of the Lord's Passion, and the Easter Vigil.</p>
	Conscience	<p>2.M.1.1 Identify that the human person has a body and an immortal soul.</p> <p>2.M.1.2 Explain that God created us to know, love, and serve Him and be happy with him forever.</p> <p>2.M.1.3 Articulate the belief that God gives us free will to choose what is right and to avoid evil.</p> <p>2.M.1.4 Identify how we show our love for Jesus by following him through our actions.</p> <p>2.M.1.5 Understand that grace is a gift God gives us to become his children and enable us to lead a holy life.</p> <p>2.M.1.6 Give examples of choosing good and rejecting evil.</p> <p>2.M.1.7 Understand that the devil tries to turn us away from God.</p> <p>2.M.1.8 Know that conscience is the place inside you where you distinguish right from wrong and take responsibility for your actions.</p> <p>2.M.1.9 Develop the practice of examination of conscience based on the Ten Commandments.</p>

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Christian Living

- 2.M.2.1 Identify the Ten Commandments as the summary of the law God gave through Moses.
- 2.M.2.10 Understand that we forgive others as God forgives us.
- 2.M.2.11 Discuss reasons why God made man male and female in Gen. 1:27 and Gen. 2:18-22a.
- 2.M.2.12 Relate how we learn more about ourselves through our relationships with others.
- 2.M.2.13 Discuss how the character of a person is embodied in their comportment.
- 2.M.2.2 List the Ten Commandments and identify how the Ten Commandments guide us in how to love God and love others.
- 2.M.2.3 Explain the two Great Commandments: Love God and love your neighbor as yourself.
- 2.M.2.4 Articulate the meaning of personal sin as a free choice to do something you know is wrong.
- 2.M.2.5 Identify the difference between original sin and personal sin.
- 2.M.2.6 Distinguish between sin, temptation, and accidental actions.
- 2.M.2.7 Discuss the degrees of sin: venial and mortal.
- 2.M.2.8 Discuss that original sin entered the world through Adam and Eve.
- 2.M.2.9 Understand that when God forgives sins you are restored to friendship with God and your sin cannot

Vocation

- 2.M.3.1 Recognize the word vocation as a calling to one of the following states in life: marriage, priesthood, religious, and consecrated life.
- 2.M.3.2 Express that man is called to give himself through “gift.”

Christian Prayer

Prayer

- 2.P.1.1 Discuss prayer as talking to and listening to God.
- 2.P.1.2 Understand we need personal prayer and prayer with the Church, especially the Mass.
- 2.P.1.3 Understand that we can pray to Jesus in the Eucharist outside of Mass.
- 2.P.1.4 Identify the types of prayer: blessing, adoration, petition, intercession, thanksgiving, and praise.
- 2.P.1.5 Express that the Rosary is a special prayer that helps us reflect on the events in the life of Jesus and his Blessed Mother Mary.
- 2.P.1.6 Discuss that Jesus prayed to God His Father and taught his disciples to say the Lord's Prayer (Our Father), which is found in Scripture.
- 2.P.1.7 Identify the Rosary, devotions to Bl. Virgin Mary and the saints, and the use of sacramentals as forms of prayer.
- 2.P.1.8 Memorize and recite these prayers: Sign of the Cross, Act of Contrition, a simple Act of faith, The Apostles' Creed, Our Father, Hail Mary, Glory Be, and Prayer of Adoration of the Blessed Sacrament.

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Community Life

Catholic Church

- 2.C.1.1 State that the Church was founded by Jesus.
- 2.C.1.10 Understand that a saint is a person who has led a life of heroic virtue that is recognized by the Church.
- 2.C.1.11 Identify saints associated with the Eucharist.
- 2.C.1.2 Articulate how the Church continues the mission of Jesus Christ.
- 2.C.1.3 Explain that the word Church refers to both local communities and the worldwide community of believers.
- 2.C.1.4 Recognize the hierarchical structure of the Church: pope, bishops, priests, and deacons, and name the local bishop and current pope.
- 2.C.1.5 Identify the Catholic Church as a family of baptized believers united under Jesus Christ their head.
- 2.C.1.6 State that the Church is one, holy, catholic, and apostolic.
- 2.C.1.7 Understand that The Holy Spirit helps a person live out the Christian life.
- 2.C.1.8 Describe how Jesus is with us always.
- 2.C.1.9 Identify that the parish is the place near your home where you regularly attend Mass and receive sacraments.

Ecumenism

- 2.C.2.1 Understand that other Christians share a common baptism and belief in Jesus even though they do not share the fullness of all that Jesus taught us.
- 2.C.2.2 Know that we respect people of all faiths because God created all people with human dignity.
- 2.C.2.3 Understand we pray for unity in the Church because Jesus prayed that all his disciples would be one.

Catholic Social Teaching

- 2.C.3.1 Explain that what we have is a gift from God and that we are called to share what we have been given with others, especially the poor.
- 2.C.3.2 Demonstrate kindness and respect to others.
- 2.C.3.3 Demonstrate care and respect for all of God's creation.

Second Grade 2024-2025 Standards

Reading- Foundational Skills

Phonics and Word Analysis

2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.a. Distinguish long and short vowels when reading regularly spelled one-syllable words.b. Know spelling-sound correspondences for additional common vowel teams.c. Decode regularly spelled two-syllable words

Fluency and Accuracy

2.RF.4 purpose and understanding.b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

2.RF.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range, and activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Reading- Literature

Key Ideas and Details

2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RL.2 Analyze literary text development.a. Determine the lesson or moral.b. Retell stories, including fables and folktales from diverse cultures Scripture.

2.RL.3 Describe how characters in a story respond to major events and challenges.

Analyzing Text

2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

2.RL.6 Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.

2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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Reading- Informational Text

Key Ideas and Details

- 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RI.2 Analyze informational text development.a. Identify the main topic of a multi-paragraph text.b. Identify the focus of specific paragraphs within the text.
- 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Analyzing Text

- 2.RI.4 Determine the meaning of words and phrases in a grade-appropriate text, including Scripture and other Catholic works, relevant to a grade 2 topic or subject area.
- 2.RI.5 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.
- 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- 2.RI.8 Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.
- 2.RI.9 Compare and contrast the most important points presented by two texts, including Scripture and other grade-appropriate Catholic works, on the same topic.

Language

Grammar and Usage

2.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.a. Use collective nouns (e.g., group).b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).c. Use reflexive pronouns (e.g., myself, ourselves).d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).e. Use adjectives and adverbs, and choose between them depending on what is to be modified.f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

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Conventions of standard English (capitalization, punctuation, spelling, etc.)	2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.a. Capitalize holidays, product names, and geographic names.b. Use commas in greetings and closings of letters.c. Use an apostrophe to form contractions and frequently occurring possessives.d. Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Knowledge of Language	2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.a. Recognize formal and informal uses of English.b. Compare formal and informal uses of English.
Vocabulary Acquisition and Use	<p>2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, including the vocabulary of the Catholic Faith based on grade 2 reading and content, choosing flexibly from an array of strategies.a. Use sentence-level context as a clue to the meaning of a word or phrase.b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).</p>

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Writing

Writing- Informative/Explanatory	<p>2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2.WI.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2.WI.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
Writing- Narrative	<p>2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>2.WN.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2.WN.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
Writing- Opinion	<p>2.W.1 Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>2.WA.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2.WA.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
Research to Build and Present Knowledge	<p>2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p>

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Speaking and Listening

Comprehension and Communication

2.SL.1

Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).b. Build on others? talk in conversations by linking their comments to the remarks of others.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

2.SL.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).

2.SL.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.

Presentation of Knowledge and Ideas

2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

2.SL.5

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.

2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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Handwriting

Manuscript Writing

- 2.MW.1 Form all uppercase and lowercase letters legibly in manuscript, with no rotations or reversals: Consistently maintain proper proportion of ascenders, descenders and letter parts
- 2.MW.2 Self-assess manuscript legibility against models
- 2.MW.3 Print sentences that begin with capital letters and include punctuation
- 2.MW.4 Begin to understand the difference between manuscript and cursive writing: Match manuscript letters to their cursive counterparts, Begin to identify where joinings occur
- 2.RF.1 Print legible sentences and paragraphs under timed conditions
- 2.MW.5 Print copied text at a rate of at least 25 letters per minute
 - 2.SS.1 Print manuscript letters with proper spacing relative to top, bottom and midlines on grade-appropriate paper
 - 2.SS.2 Print words and sentences using correct spacing between words
 - 2.SS.3 Print paragraphs using correct indentation and appropriate margins
- 2.WA.1 Know and apply grade-level handwriting skills: Print identifiable words and sentences within paragraphs to create a story or response

Cursive Writing

- 2.CW.1 Print legible cursive sentences and paragraphs under timed conditions
- 2.CW.2 Identify and create four basic cursive lines: Undercurve, Downcurve, Overcurve, Slant
- 2.CW.3 Form individual uppercase and lowercase cursive letters and numerals with acceptable legibility. Form cursive joinings to connect letters, maintaining proportion of letters to joinings
- 2.CW.4 Self-assess cursive legibility using model letters and words

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Health

Alcohol, Tobacco and Drugs

- 2.ATOD.1.1 Explain the harmful effects of medicines when used incorrectly.
- 2.ATOD.1.2 Identify school rules about the use of medicine.
- 2.ATOD.3.1 Identify trusted adults and professionals in school who can help with taking prescription and over-the-counter medicines.
- 2.ATOD.3.2 Explain how to locate trusted adults and professionals in school who can help with information about prescriptions and over-the-counter medicines.
- 2.ATOD.5.1 Identify healthy, safe choices involving medicines or other substances.

Healthy Eating

- 2.HE.1.1 Describe the types of foods and beverages that should be limited.
- 2.HE.1.2 Identify healthy eating patterns that provide energy and help the body grow and develop.
- 2.HE.1.3 Explain how to use MyPlate to create a healthy meal.
- 2.HE.2.1 Identify relevant influences of family on food choices and other eating practices and behaviors.
- 2.HE.2.2 Describe how advertising influences food choices.
- 2.HE.6.1 Identify a realistic personal short-term goal to improve healthy eating.
- 2.HE.6.2 Take steps to achieve a personal goal to improve healthy eating.
- 2.HE.6.3 Identify people who can help achieve a personal goal to improve healthy eating.

Mental and Emotional Health / Healthy Relationships

- 2.MEH/HR.1.1 Explain the importance of respecting the personal space and boundaries of others. (Ohio SEL C4.3.a)
- 2.MEH/HR.1.2 Identify the benefits of healthy family relationships.
- 2.MEH/HR.1.3 Identify the benefits of healthy peer relationships.
- 2.MEH/HR.1.4 Explain the importance of self-control and anger management.
- 2.MEH/HR.4.1 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. Define empathy and identify empathetic reactions in others (SEL C1.3a).
- 2.MEH/HR.4.2 Demonstrate healthy ways to manage or resolve interpersonal conflict. (Ohio SEL D3.1a, 2a)
- 2.MEH/HR.4.3 Describe how to effectively communicate respect for others. (Ohio SEL D1.1.a)
- 2.MEH/HR.4.4 Practice giving and receiving feedback in a respectful way (Ohio SEL D1.2.a)

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Mental and Emotional Health / Healthy Relationships (cont)

- 1.MEH/HR.4.5 Recognize social cues in different settings. (Ohio SEL C.4.1a)
- 2.MEH/HR.4.6 Identify norms for various family and social situations. (Ohio SEL C4.2a)
- 2.MEH/HR.4.7
 - Develop an awareness that people communicate through social and digital media. (Ohio SEL.D1.3a)
- 2.MEH/HR.4.8
 - Apply listening and attention skills to identify the feelings and perspectives of others. (Ohio SEL.D3.3a)
- 2.MEH/HR.5.1 Identify mental and emotional health situations that need a decision to be made.
- 2.MEH/HR.5.2 List 2-3 possible ways to handle the situation. (Ohio SEL E1.2.a)
- 2.MEH/HR.5.3 Explain the possible positive and negative outcomes for each of these 2-3 ways.
- 2.MEH/HR.5.4 Describe when help is needed and when it is not needed to make a decision related to mental and emotional health.
- 2.MEH/HR.5.5 Identify how certain actions impact others(Ohio SEL E3.1.a)
- 2.MEH/HR.5.6 Recognize the need for group decisions that support a common goal. (Ohio SEL E3.3a)
- 2.MEH/HR.7.1 Demonstrate healthy mental and emotional health practices.
- 2.MEH/HR.7.3 Identify examples of transitions and how they are a necessary and appropriate part of school and life. (Ohio SEL E4.3a)
- 2.MEH/HR7.2 Demonstrate confidence in the ability to complete simple tasks and challenges independently, while expressing positive attitudes towards self. (Ohio SEL A4.2.a)

Personal Health and Wellness

- 2.PHW.1.1 State why hygiene is important to good health.
- 2.PHW.1.2 Identify different ways that disease- causing germs are transmitted.
- 2.PHW.1.3 Identify ways to prevent the spread of germs that cause common infectious diseases.
- 2.PHW.1.4 Explain why sleep and rest are important for proper growth and good health.
- 2.PHW.1.5 List ways to prevent the harmful effects of the sun.
- 2.PHW.6.1 Identify goal to improve disease prevention.
- 2.PHW.6.2 Identify resources needed to achieve goal.
- 2.PHW.6.3 Identify people who can achieve the goal.
- 2.PHW.7.1 Make a commitment to practice positive personal health and wellness-related behaviors.

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Safety

- 2.SAFE.1.1 Identify safety hazards in the home.
- 2.SAFE.1.2 Describe how injuries can be prevented.
- 2.SAFE.1.3 Describe what to do if an unsafe object or substance is found.
- 2.SAFE.1.4 Identify safety hazards in the community.
- 2.SAFE.1.5 Identify people who can help when someone is injured or suddenly ill.
- 2.SAFE.1.6 Describe internet safety rules.
- 2.SAFE.2.1 Describe how family influences safety choices.
- 2.SAFE.2.2 Describe how peers can influence safety choices.
- 2.SAFE.2.3 Describe how the internet influences safety choices.
- 2.SAFE.5.1 Identify situations which need a decision related to safety and injury prevention.
- 2.SAFE.5.2 Explain the potential positive and negative outcomes from a decision related to safety and injury prevention.
- 2.SAFE.5.3 Describe when help is needed and when it is not needed to make a decision related to safety and injury prevention.

Violence Prevention

- 2.1.VP.3 Explain what to do if you and a friend have a strong disagreement.
- 2.VP.1.1 Explain why everyone has the right to tell others not to touch his or her body.
- 2.VP.1.2 Explain that a child is not at fault if someone touches him or her in an inappropriate way.
- 2.VP.3.1 Explain how to locate school health helpers who can help reduce or avoid violence.
- 2.VP.3.2 Explain how to locate community health helpers who can help reduce or avoid violence.
- 2.VP.3.3 Demonstrate how to locate school or community health helpers who can help reduce or avoid violence.
- 2.VP.4.1 Demonstrate healthy ways to manage or resolve conflict to prevent violence.
- 2.VP.4.2 Demonstrate effective refusal skills, including firmly saying “no” and getting away, to avoid or prevent violence.

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Operations and Algebraic Thinking

Addition and Subtraction Fact Fluency through 20	2.OA.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
Addition and Subtraction Word Problems	2.OA.1	Represent and solve problems involving addition and subtraction. <ul style="list-style-type: none"> a. 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. b. Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false regardless of where the equal sign falls. <i>For example, which of the following equations are true and which are false? $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 3 + 2$. (Mastery)</i>
Concepts of Multiplication	2.OA.3	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.
	2.OA.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Numbers and Operations in Base Ten

Adding Using Place Value Within 1000	2.NBT.5.ADD	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
	2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
	2.NBT.7.ADD	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; record the strategy with a written numerical method (drawings and, when appropriate, equations) and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, hundreds are added or subtracted from hundreds, tens are added or subtracted from tens, ones are added or subtracted from ones; and sometimes it is necessary to compose or decompose tens or hundreds.
	2.NBT.8.ADD	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
	2.NBT.9.ADD	Explain why addition and subtraction strategies work, using place value and the properties of operations.

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Comparison of Numbers	2.NBT.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.
Place Value	2.NBT.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 - 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).
	2.NBT.2	Count forward and backward within 1000 by ones, tens, and hundreds starting at any number; skip-count by 5s starting at any multiple of 5.
	2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, expanded form, and equivalent representations, e.g., 716 is $700 + 10 + 6$, or $6 + 700 + 10$, or 6 ones and 71 tens, etc.
Subtracting Using Place Value Within 1000	2.NBT.5.SUB	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
	2.NBT.7.SUB	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; record the strategy with a written numerical method (drawing, and when appropriate equations) and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, hundreds are added or subtracted to hundreds, tens are added or subtracted to tens, ones are added or subtracted to ones; and sometimes it is necessary to compose or decompose tens or hundreds
	2.NBT.8	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
	2.NBT.9.SUB	Explain why addition and subtraction strategies work, using place value and the properties of operations.

Second Grade 2024-2025 Standards

Measurement and Data

Lengths

- 2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- 2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- 2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.
- 2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- 2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same whole number units, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- 2.MD.6 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.

Money

- 2.MD.8 Solve problems with money.
 - a. Identify dollars by name and value.
 - b. Find the value of a collection of quarters, dimes, nickels, and pennies. notation).
 - c. Solve word problems by adding and subtracting, within 100, dollars with dollars and cents with cents (not using dollars and cents simultaneously) using the \$ and ¢ symbols appropriately (not including decimal notation).

Time

- 2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Represent and Interpret Data

- 2.MD.10 Organize, represent, and interpret data with up to four categories; complete picture graphs when single-unit scales are provided; complete bar graphs when single-unit scales are provided; solve simple put-together, take-apart, and compare problems in a graph.
- 2.MD.9 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 creating a line plot, where the horizontal scale is marked off in whole-number units.

Second Grade 2024-2025 Standards

Geometry

Shapes

- 2.G.1 Recognize and identify triangles, quadrilaterals, pentagons, and hexagons based on the number of sides or vertices. Recognize and identify cubes, rectangular prisms, cones, and cylinders.
- 2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- 2.G.3 Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words halves, thirds, or fourths and quarters, and use the phrases half of, third of, or fourth of and quarter of. Describe the whole as two halves, three thirds, or four fourths in real-world contexts. Recognize that equal shares of identical wholes need not have the same shape.

Second Grade 2024-2025 Standards

Earth and Space Science

The Atmosphere

2.ESS.1 The atmosphere is primarily made up of air.

2.ESS.2 Water is present in the atmosphere.

2.ESS.3 Long- and short-term weather changes occur due to changes in energy.

Life Science

Interactions within Habitats

2.LS.1 Living things cause changes on Earth.

2.LS.2 All organisms alive today result from their ancestors, some of which may be extinct. Not all kinds of organisms that lived in the past are represented by living organisms today.

Physical Science Scientific Inquiry, Practice and Applications

Changes in Motion

2.PS.1 Forces change the motion of an object.

Nature of Science

- 2.NaS.1 Students will apply practices of scientific inquiry,, specifically, students will be able to do the following:a. Apply knowledge of science content to real world challenges; b. Based on their own explorations, observations and questions, students plan and conduct simple scientific investigationsc. Employ simple equipment and tools to gather data and extend their senses; d. Use data and mathematical thinking to construct reasonable explanations; e. Communicate about their investigations and data with others. f. Apply Catholic values to development and application of science concepts
- 2.NaS.2 Through exploring, observing events happening in regular patterns and cycles in the natural world and questioning, students will perceive that scientific knowledge is based on the assumption that God's natural laws operate today as they did in the past and will continue to do so in the future.
- 2.NaS.3 Students will begin to see themselves as scientists by: a. Asking questions and communicating their observations and questions with others. b. Addressing questions through collaboration with peers and continued exploration. c. Beginning to see that the answer is not always as important as the process. Questions often lead to other questions.
- 2.NaS.4 Students learn how to identify credible scientific evidence and start to revise their ideas based on new, credible scientific evidence.

Second Grade 2024-2025 Standards

People Working Together

History

- 2.H.1 Time can be shown graphically on calendars and timelines.
- 2.H.2 Change over time can be shown with religious documents, artifacts, maps, and photographs.
- 2.H.3 Science and technology have changed daily life.
- 2.H.4 Biographies, including biographies of religious people, can show how people's actions have shaped the world in which we live.

Geography

- 2.G.5 Maps and their symbols, including cardinal directions, can be interpreted to answer questions about the location of places.
- 2.G.6 The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.
- 2.G.7 Human activities alter the physical environment, both positively and negatively.
- 2.G.8 Cultures develop in unique ways, in part through the influence of the physical environment.
- 2.G.9 Interactions among cultures lead to sharing ways of life.

Government

- 2.GV.10 Personal accountability includes making responsible choices in light of Catholic values, taking responsibility for personal actions and respecting others.
- 2.GV.11 Groups are accountable for choices they make and actions they take.
- 2.GV.12 There are different rules that govern behavior in different settings.

Economics

- 2.E.13 Information displayed on bar graphs can be used to compare quantities.
- 2.E.14 Resources can be used in various ways.
- 2.E.15 Most people around the world work in jobs in which they produce specific goods and services.
- 2.E.16 People use money to buy and sell goods and services.
- 2.E.17 People earn income by working.

Second Grade 2024-2025 Standards

Financial Literacy

- 2.FL.1 Choices can be made with your money. Choices include spending, saving, and donating. Money can be saved in financial institutions
- 2.FL.2 Competencies (knowledge and skills), commitment, (motivation and enthusiasm), competition (globalization and automation) training, work ethic, abilities and attitude are all factors impacting ones earning potential and employability.
- 2.FL.3 People may receive money as gifts, allowance, or income. People earn income by working.
- 2.FL.4 Financial responsibility includes the development of a spending and saving plan (personal budget).
- 2.FL.5 An informed consumer makes decisions on purchases that may include a decision-making strategy to determine if purchases are within their budget.
- 2.FL.6 Recognize that money is needed to purchase goods and services.
- 2.FL.7 Borrowing includes at least two people who agree to a transaction. There are responsibilities with borrowing.
- 2.FL.8 Individuals must protect their identity, money, and property.

Second Grade 2024-2025 Standards