



Second Grade Curriculum Guide

Patron Saint: Saint Tarcisus



Welcome To Second Grade!

Dear Parents,

We are pleased to provide you with the curriculum standards that your child will learn this year in second grade. These standards spell out exactly what skills and knowledge we expect your child to be able to do and understand by the end of this year. Lumen Christi follows rigorous content standards aligned with national guidelines and Archdiocesan standards. But even the most rigorous standards cannot make our students successful without the support of parents. Studies show that the family is critical to a child's success in school. Understanding what is expected of your second grade student enables you, the parent, to assess progress. The more you know about the academic expectations for children this age, the more influence you will have in educational progress. This booklet is designed to inform you of Lumen Christi's expectations for students in the five major curriculum areas: Religion, English Language Arts, Math, Social Studies, and Science. These expectations are aligned with the second grade curriculum that is used by the classroom teacher for daily instruction.

As a school dedicated to excellence we are continually reviewing, developing, and improving our curricular choices. Therefore, we will occasionally and purposefully make changes to our scope and sequence as we continue to grow and refine our practice of education.

As your child moves from first grade to second grade, he or she will display more independence in his or her learning patterns. Your child will enter the second grade eager to please and share his or her work with family and friends. Your child will be interested in learning, wanting to discover how things work. He or she will make significant leaps in reading, writing, and math skills, and his or her knowledge base in the areas of science, social studies, and technology will involve more complex concepts and thinking. As your child develops and progresses in school, he or she will show his or her understanding by using new vocabulary, orally and in writing. This will be an exciting year of learning for your child. We are committed to partner with you to ensure your child achieves the highest level of academic success this year.

Blessings!

RELIGION

Creedal Church

- Expresses belief in God as Trinity and can discuss the role of each person in the Trinity
- Tells how the Church is a community of believers in Jesus Christ
- Talks about ways the Church tries to do the things Jesus did
- Knows that Baptism is a sacrament of initiation into the Church
- Knows and celebrates one's own Baptism
- Knows that Jesus saves us from our sins because he died for our sins
- Describes Jesus as the Son of God who shows us God's love
- Learns that God raised Jesus from the dead
- Knows that Mary is the Mother of God and our mother
- Retells the stories of lives of saints
- Learns about the saints, heroes and heroines of the Church
- Knows that God speaks to us through the Bible, especially in the Liturgy of the Word
 - Is familiar with and articulates in a simple way the meaning of the Nativity (Luke 2:1-18)
 - Is familiar with and articulates in a simple way the meaning of love of God and others (Matthew 22:37,39)
 - Is familiar with and articulates the meaning of the call of the first disciples (Matthew 4:18-22)
 - Is familiar with and articulates in a simple way that we are called by God (Isaiah 43:1)
- Knows that God made all things for us to enjoy
- Recognizes that God made all kinds of families

Liturgy/Sacrament

- Recognizes the Sacraments of Initiation: Baptism-Confirmation-Eucharist
- Recognizes the real presence of Christ in the Eucharist
- Wants to receive First Communion
- Celebrates the Sacrament of Reconciliation as healing forgiveness
- Knows importance of gathering regularly with God's family at Mass to worship and ask God's blessings
- Recognizes Liturgy of the Word and Liturgy of Eucharist as parts of the Mass
- Experiences liturgical rituals and gestures (for example bow, genuflect) as a way of sharing in Jesus' life
- Knows that God forgives sins in Baptism, Eucharist and Penance
- Recognizes the items found in a Church worship space
- Knows the requirements for receiving Communion: being free from serious sin and fasting one hour prior to receiving communion
- Recognizes Jesus' healing presence in the Sacrament of Penance and the Sacrament of the Sick
- Recognizes the Sacraments of Service as Holy Orders and Matrimony
- Recognizes and celebrates the liturgical seasons such as Advent and Lent
- Recognizes Christian signs and symbols and their importance in Liturgy and Sacraments
 - Is familiar with and articulates in a simple way the meaning of Christmas (Luke 1-2, Matthew 1:18-25, 2:1-15)
 - Is familiar with and articulates in a simple way the meaning of The Last Supper (Matthew 26:17-29, John 17:1-26, Luke 22:7-20)
 - Is familiar with and articulates in a simple way the meaning of the Crucifixion (Matthew 27:33-37)
 - Is familiar with and articulates in a simple way the meaning of Easter (John 20:1-20, Luke 24:13-35)

Moral Life

- Acts as Jesus would act by being loving, kind, forgiving and helpful at home, school, church and in the community and can give examples of these
- Describes sin as making deliberate choices not to love God, self or others and recognizes our free choice to do good or bad things
- Explains consequences for making wrong choices
- Acts as a peacemaker
- Recognizes that sin harms or breaks our friendship with God
- Recognizes that the moral law to do good and avoid evil is written in our consciences
- Is able to examine his/her conscience in preparation for Sacrament of Penance
- Knows that love of God is inseparable from love of neighbor
- Begins to recognize the implications for living out the commandments
- Shows care for others and creation

- Recognizes saints as people who follow Jesus and act accordingly
- Recognizes the need for outreach and service within the community
- Shows respect for people of all races, languages and abilities
 - Is familiar with and articulates in a simple way the meaning of the Prodigal Son (Luke 15:11-32)
 - Is familiar with and articulates in a simple way the meaning of the Loaves and Fishes (John 6:1-13)
 - Is familiar with and articulates in a simple way the meaning of Washing of the Feet (John 13:1-17)
 - Is familiar with and articulates in a simple way the meaning of the Ten Commandments (Exodus 20:1-17)
- Demonstrates love for family members
- Recognizes that all families have rules and that rules keep people safe
- Recognizes that all families have happy and sad times
- Knows that he/she can talk to someone when not feeling safe
- Identifies “private and special” body parts and touches which can make a person feel uncomfortable

Christian Prayer

- Prays the Sign of the Cross, the Our Father, Hail Mary, Glory To the Father (Doxology), Nicene Creed, Act of Contrition and prayers before and after meals
- Has memorized the Sign of the Cross and the Our Father
- Prays on a daily basis, expressing child-like trust in God
- Celebrates rituals, devotions and activities, e.g., the Advent calendar, Easter symbols
- Learns the importance of praying as a family
- Knows that prayer is raising one’s mind and heart to God
- Prays with the help of the Holy Spirit
- Prays using the different gestures and postures of prayer
- Reverences the Bible as God’s special book and can find the gospel stories in the Bible
 - Is familiar with and articulates in a simple way the meaning of The Lord’s Prayer (Luke 11:1-4, Matthew 6:9-13)
 - Is familiar with and articulates in a simple way the meaning of the birth, death and resurrection of Jesus and some miracle stories
- Can tell how the Bible stories demonstrate God’s love

ENGLISH LANGUAGE ARTS

Reading: Literature

Key Ideas and Details

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

Craft and Structure

- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

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

Reading: Informational Text

Key Ideas and Details

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

Craft and Structure

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

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

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

Reading: Foundational Skills

Phonics and Word Recognition

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

Fluency

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

Writing

Text Types and Purposes

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

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

Research to Build and Present Knowledge

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

Speaking and Listening

Comprehension and Collaboration

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - 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).
 - Build on others' talk in conversations by linking their comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

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

clarification.

Language

Conventions of Standard English

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

Knowledge of Language

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

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - Use sentence-level context as a clue to the meaning of a word or 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, bookmark).
 - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- Demonstrate understanding of word relationships and nuances in word meanings.
 - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Handwriting

Form and Production

- Form all uppercase and lowercase letters legibly in manuscript, with no rotations or reversals
 - Consistently maintain proper proportion of ascenders, descenders, and letter parts.
 - Self-assess manuscript legibility against models
 - Print sentences that begin with uppercase letters and that include end and internal punctuation.
- Use grade-level appropriate paper to produce printed letters, words, and sentences with proper proportion, size, and spacing.
 - Print manuscript letters with proper spacing relative to top, bottom, and midlines.
 - Print words and sentences using correct spacing between letters, words, and sentences.
 - Print paragraphs using correct indentation and appropriate margins.
- Understand that cursive writing is different from manuscript.
 - Begin to understand the difference between manuscript and cursive writing by matching manuscript letters to their cursive counterparts and identifying where joinings occur.

- Identify and create four basic cursive lines (undercurve, downcurve, overcurve, slant).
- Form individual lowercase cursive letters and numerals with acceptable legibility.
- Write letters in cursive using consistent slant.
- Form joinings to connect letters, maintaining proportion of letters to joinings.

Writing Application

- Produce written text, including multiple sentences organized into paragraphs.
 - Print identifiable words and sentences within paragraphs to create a story or response.

MATH

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction

- Identify the unknown in addition or subtraction word problem
- Determine the appropriate operations needed to solve addition and subtraction problems in situations including add to, take from, put together, take apart, and compare
- Use drawings or equations to represent one- and two-step word problems
- Add and subtract within 100 to solve one-step word problems with unknowns in any positions
- Write an addition and subtraction equation with a symbol for the unknown

Add and Subtract within 20

- Know mental math strategies for addition and subtraction
- Know from memory all sums of two one-digit numbers
- Apply mental strategies to add and subtract fluently within 20
- Fluently add and subtract within 20

Work with equal groups of objects to gain foundations for multiplication

- Recognize that in groups of even numbers objects will pair up evenly
- Recognize that in groups of odd numbers objects will not pair up evenly
- Determine whether a group of objects is odd or even, using a variety of strategies
- Generalize the fact that all even numbers can be formed from the addition of 2 equal addends
- Count a group of objects up to 20 by 2s
- Write an equation to express a given even number as a sum of two equal addends
- Generalize the fact that arrays can be written as repeated addition problems
- Solve repeated addition problems to find the number of objects using rectangular arrays
- Write an equation with repeated equal addends from an array

Number and Operations in Base Ten

Understand place value

- Explain the value of each digit in a three-digit number
- Identify a bundle of 10 tens as a “hundred”
- Represent a three-digit number with hundreds, tens, and ones
- Represent 100, 200, 300, 400, 500, 600, 700, 800, 900 with one, two, three, four, five, six, seven, eight, or nine hundreds and 0 tens and 0 ones
- Count within 1000
- Skip-count by 5s to 1000
- Skip-count by 10s to 1000
- Skip-count by 100s to 1000
- Know what expanded form means
- Recognize that the digits in each place represent amounts of thousands, hundreds, tens, or ones
- Read numbers to 1000 using base ten numerals
- Read numbers to 1000 using number names
- Read numbers to 1000 using expanded form
- Write numbers to 1000 using base ten numerals
- Write numbers to 1000 using number names
- Write numbers to 1000 using expanded form
- Know the value of each digit represented in a three-digit number
- Know what $>$, $<$, and $=$ each represent
- Compare two three-digit numbers based on place value of each digit
- Use $>$, $=$, and $<$ symbols to record the results of comparisons

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

- Know strategies for adding and subtracting based on place value
- Know strategies for adding and subtracting based on properties of operations
- Know strategies for adding and subtracting based on the relationship between addition and subtraction

- Choose a strategy (place value, properties of operations, and/or the relationship between addition and subtraction) to fluently add and subtract within 100
- Fluently add and subtract within 100
- Know strategies for adding two-digit numbers based on place value and properties of operations
- Use strategies to add up to four two-digit numbers
- Understand place value within 1000
- Decompose any number within 1000 into hundreds, tens, and ones
- Choose an appropriate strategy for solving an addition or subtraction problem within 1000
- Relate the chosen strategy (using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction) to a written method (equation) and explain the reasoning used
- Use composition and decomposition of hundreds and tens when necessary to add and subtract within 1000
- Know place value within 1000
- Apply knowledge of place value to mentally add or subtract 10 or 100 to/from a given number 100-900
- Know addition and subtraction strategies using place value and properties of operations related to addition and subtraction
- Explain why addition and subtraction strategies based on place value and properties of operations work

Measurement and Data

Measure lengths indirectly and by iterating length units

- Identify tools that can be used to measure length
- Identify the unit of length for the tool used (inches, centimeters, feet, meters)
- Determine which tool is most appropriate to use to measure the length of an object
- Measure the length of objects, using appropriate tools
- Know how to measure the length of objects with different units
- Compare measurements of an object taken with two different units
- Describe why the measurements of an object taken with two different units are different
- Explain the length of an object in relation to the size of the units used to measure it
- Know strategies for estimating length
- Recognize the size of inches, feet, centimeters, and meters
- Determine if an estimate is reasonable
- Estimate lengths in units of inches, feet, centimeters, and meters
- Name standard length units
- Compare lengths of two objects
- Determine how much longer one object is than another in standard length units

Relate addition and subtraction to length

- Add and subtract lengths within 100
- Solve word problems involving lengths that are given in the same units
- Solve word problems involving length that have equations with a symbol for the unknown number
- Represent whole numbers from 0 on a number line with equally spaced points
- Explain length as the distance between 0 and another mark on the number line diagram
- Use a number line to represent the solution of whole number sums and differences related to length within 100

Work with time and money

- Look for and make use of structure
- Determine what time is represented by the combination of the number on the clock face and the position of the hands
- Tell time using analog clocks to the nearest 5 minutes
- Tell time using digital clocks to the nearest 5 minutes
- Write time using analog clocks and digital clocks
- Identify the hour and minute hand on an analog clock
- Identify and label when a.m. and p.m. occur
- Identify and recognize the value of dollar bills, quarters, dimes, nickels, and pennies
- Identify the \$ and ¢ symbol
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately

Represent and interpret data

- Read tools of measurement to the nearest unit
- Represent measurement data on a line plot
- Measure lengths of several objects to the nearest whole unit
- Measure lengths of objects by making repeated measurements of the same object
- Create a line plot with a horizontal scale marked in whole numbers using measurements
- Recognize and identify picture graphs and bar graphs
- Identify and label the components of a picture graph and bar graph
- Make comparisons between categories in the graph using more than, less than, etc.
- Solve problems relating to data in graphs by using addition and subtraction
- Draw a single-unit scale picture graph to represent a given set of data with up to four categories
- Draw a single-unit scale bar graph to represent a given set of data with up to four categories

Geometry

Reason with shapes and their attributes

- Identify the attributes of triangles, quadrilaterals, pentagons, hexagons, and cubes (e.g., faces, angles, sides, vertices, etc.)
- Identify triangles, quadrilaterals, pentagons, hexagons, and cubes based on the given attributes
- Describe and analyze shapes by examining their sides and angles, not by measuring
- Compare shapes by their attributes (e.g., faces, angles)
- Draw shapes with specified attributes
- Define partition
- Identify a row
- Identify a column
- Determine how to partition a rectangle into same size squares
- Count to find the total number of same-size squares
- Identify two, three, and four equal shares of a whole
- Describe equal shares using vocabulary: halves, thirds, fourths, half of, third of, etc.
- Describe the whole as two halves, three thirds, or four fourths
- Justify why equal shares of identical wholes need not have the same shape

SOCIAL STUDIES

Economics

Production/Consumption/Distribution:

- Identify and explore career choices
- Illustrate the process of production & consumption of a product

Exchange:

- Describe personal finances (i.e., income, spending, saving)

History

Time:

- Distinguish between past, present and future times using timelines

People:

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

Events:

- Explore important events in history
- Develop an awareness of current events

Geography

Location:

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

Map Skills:

- Locate important positions on the Earth's surface
- Construct a basic map with a key and use a scale to measure distance

Regions:

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

Movement:

- Identify reasons for the movement of people

Human Environment:

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

Political Science

Citizenship:

- Describe rights and responsibilities of a good citizen
- Identify symbols of the country—flag, eagle, and Statue of Liberty
- Participate in classroom voting

Laws:

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

Government:

- Identify mayor, governor and president as leaders

- Identify examples of democracy (freedom)
- Describe the basic function and parts of our government

Behavioral Science

Individual:

- Identify the commonalities and differences of families

Institution:

- Identify groups and clubs to belong to in the community

Society:

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

Catholic Social Teachings

Life and Dignity of the Human Person:

- Recognizes all life as a gift from God
- Relates to others with respect
- Demonstrates the value of sharing to help others
- Responds to conflicts in a peaceful way

The Call to Family, Community, and Participation:

- Identifies at a primary level the family as a basic social institution
- Recognizes examples of social responsibility
- Understands the concept of the blended family
- Shares self and material things for the good of others

The Rights and Responsibilities of the Human Person:

- Begins to solve problems in a peaceful way
- Recognizes obligations of Christians to seek justice in the world
- Understands the basic rights of people

Option for the Poor and the Vulnerable:

- Can discuss ways to care for the poor
- Identifies vulnerable (those who need help) members of a family, class, and neighborhood
- Expresses and shows compassion to those in need
- Practices behaviors that help others
- Can tell stories about what poor children and children who are not poor have in common

Dignity of Work and the Rights of Workers:

- Practices good work habits and sees them as important
- Demonstrates good responsible behavior in class
- Shows respect for others' work

Solidarity of the Human Family:

- Identifies examples of prejudice
- Displays examples of individual and cultural differences

SCIENCE

Earth Science

Space:

- Know that gravity is a force that pulls objects toward Earth
- Realize that the Sun is the central and largest body in the solar system
- Know the basic patterns of the movement of the sun and moon
- Know that the stars are unevenly dispersed and of unequal brightness
- Recognize that an astronaut needs to adapt to living and working in space

Earth's Structure/Composition:

- Identify the layers of the Earth
- Recognize that the Earth's surface is mostly water

Physical Science

Forces, Motion, and Energy:

- Know that heat can be produced in many ways
- Know that things near the Earth fall to the ground unless something holds them up

Electricity and Magnetism:

- Know that electricity in circuits can produce heat, light, sound, and magnetic effects

Sound and Light:

- Explore that light travels in a straight line until it strikes an object
- Discover that white light can be split up into the colors of the rainbow
- Demonstrate that the rainbow, or spectrum is a pattern
- Relate how sounds in our environment can be used to identify objects, to communicate, and obtain information
- Demonstrate that vibrating objects produce sound
- Investigate how properties of objects affect the sounds they make when they vibrate
- Relate how different kinds of vibrations cause different kinds of sounds
- Demonstrate how sounds travel through air and sometimes through solids to reach our ears
- Know that sound may be harmful to our ears

Life Science

Animals:

- Cycles
 - Discover that animals need certain conditions to grow and survive
 - Explain that all living things reproduce
- Characteristics
 - Investigate how animal tracks provide clues about animals

Plants:

- Adaptations
 - Know that plants need certain conditions to grow and survive

Environment:

- Habitats
 - Explain that different plants live in different habitats

Human Body:

- Observe that human body parts have functions that are adapted for special tasks
- Identify healthy lifestyle, habits, and proper hygiene

Standards and information obtained from:

- Archdiocese of Milwaukee Office of Schools
- National Benchmarks and Standards for College and Career Readiness
- Department of Defence Education Activity