

Religion Curriculum

Second Grade

By the end of Second Grade, students will, through integration of religion, technology, language arts, art, drama, science and social studies, have experienced faith more deeply (through activities and assessments) as explained in the Bible--Old and New Testament stories and how they relate to our life experiences. They will articulate belief in the Holy Spirit as our guide and helper; Mary and Jesus' Mother and our spiritual Mother; the life of Jesus and how we are to imitate our lives on His life; and how holy people like the saints serve as role models for us. Students at this level will describe the sacraments of Baptism, Reconciliation and Eucharist with their rich symbols and how they give us God's life and grace; the Liturgical Seasons, the Mass and the parts of the Mass and will experience a greater participation in the Liturgy. They will experience prayer in a deeper and more meditative sense--memorizing traditional prayers, composing their own prayers while experiencing the four types of prayer. They will have a deeper knowledge and understanding of discipleship, roles and ministries of the church, other religions and a life of service to others as Jesus taught us.

KNOWLEDGE OF FAITH

Standard 1. Creed: Students will understand, believe and proclaim the Triune and redeeming God as revealed in creation and human experience, in Apostolic Tradition and Sacred Scripture, and as entrusted to the teaching office of the Church.

Vocabulary: Catholic Church, Creed, Grace, Holy, Holy Spirit, Holy Trinity, Image, Incarnation, Likeness, Nativity, Nicene Creed, Persons, Pontius Pilate, Pope, Son of God, Resurrection of Jesus, Revelation

Critical for Mastery in Grade 2

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. State that God reveals himself in the Holy Trinity three Persons in one God.	<ul style="list-style-type: none"> • Draw a shamrock or triangle and write in the names for the Holy Trinity. 	
2. Recognize that God is Holy, all wise and all loving.	<ul style="list-style-type: none"> • Make a collage of signs of God's holiness, wisdom and love in nature, 	

	family life and civic life.	
3. State that God reveals Himself to us. This is called Revelation.	<ul style="list-style-type: none"> • Spell correctly and define “Revelation.” 	
4. State that God is the Father of us all and all life comes from God.	<ul style="list-style-type: none"> • Draw and color pictures of creation and life that comes from God. 	
5. Identify Jesus Christ as the Son of God, one with the Father and the Holy Spirit and calls God Father (John 3:16).	<ul style="list-style-type: none"> • Write two-three sentences explaining Jesus’ relationship with God. 	
6. State that Jesus Christ was born of the Virgin Mary and shares our human nature.	<ul style="list-style-type: none"> • Act out the events of the Christmas story. 	
7. Retell the Incarnation Bible Stories: Nativity (Lk 2:1-20), Presentation in the Temple (Lk 2:22-32), Finding in the Temple and Jesus’ obedience to Mary and Joseph (Lk 2:41-52).	<ul style="list-style-type: none"> • When given the events of the Christmas story, number the events in chronological order. • Act out the Incarnation Bible stories. • Prepare a drama of each and present it to students in another class. 	
8. State that Jesus reveals what God is like.	<ul style="list-style-type: none"> • Tell about stories in the Bible where Jesus reveals what God is like (Mt 5:1-12, Mt 6:1-14). 	
9. State that Jesus Christ suffered under Pontius Pilate, died on the cross and was buried.	<ul style="list-style-type: none"> • Write a paragraph depicting the events of Jesus’ trial, suffering, death on the cross and burial. • Choose one of the characters (i.e., Peter, Pontius Pilate, Veronica, Simon) and write a paragraph of how you felt being that person. 	
10. State that God raised Jesus from the dead to give us new life. This is called the Resurrection.	<ul style="list-style-type: none"> • Spell correctly and define “Resurrection.” • Make a class acronym using these letters. 	
11. State the meaning of Creed: a short summary of our key beliefs.	<ul style="list-style-type: none"> • Illustrate a collage on what we believe in the Church. 	
12. Explain that God made us and always loves us.	<ul style="list-style-type: none"> • Draw pictures of things in creation that show that God loves us. 	
13. Identify the persons of the Holy Trinity in the Nicene and Apostles’ Creeds.	<ul style="list-style-type: none"> • Say the names of the Holy Trinity. • Write one-two sentences about something 	

	you know about each Person.	
14. Recall the gifts of the Holy Spirit.	<ul style="list-style-type: none"> • Give examples of the gifts of the Holy Spirit. 	
15. Discuss the work of the Holy Spirit in the life of the Church and their lives.	<ul style="list-style-type: none"> • Draw pictures of how the Holy Spirit is depicted, (i.e., flame, wind, dove). 	
16. Invite the Holy Spirit to be their helper and guide.	<ul style="list-style-type: none"> • Using a computer compose your own prayer to the Holy Spirit asking for help and guidance. 	
17. Recognize human persons as made in the image and likeness of God and meant to live forever with God.	<ul style="list-style-type: none"> • Define image, likeness and forever. • Identify ways that we see our image. • Talk about what it means to be created in the image and likeness of God. • State what it means to live forever with God. • Name and draw a picture of one relative who lives forever with God. • Say a prayer for this person. 	
18. Retell the creation story.	<ul style="list-style-type: none"> • Draw pictures of the creation story: what happened on each of the seven days of creation. • Create a class mural of the creation story. • Sing a song about creation. 	
19. State that God gives us the gift of grace, a participation in the life of God.	<ul style="list-style-type: none"> • Define grace. • Create an acronym on the computer with the word “grace” depicting what grace does for us. 	
20. Define grace as a free, undeserved help God gives us to become His children.	<ul style="list-style-type: none"> • Make a list of how God’s love and action are evident in our day-to-day living. 	
21. Identify grace as the source of our strength.	<ul style="list-style-type: none"> • Examine ways to help us become aware of the action of God’s grace operating in us. 	
22. Name Mary as Jesus’ mother, the Mother of God and our spiritual mother.	<ul style="list-style-type: none"> • On the computer compose your own prayer to Mary as our Mother. 	
23. Describe Mary as Jesus’ mother, the Mother of God and the Mother of the	<ul style="list-style-type: none"> • After listening to the story about Mary in 	

Church.	Luke 1:26-38, dramatize the Gospel story. <ul style="list-style-type: none"> • State the name of Mary as Jesus’ mother. • Identify Jesus and Son of God as the same person. 	
24. Define the Catholic Church as a family of believers under the leadership of the Pope.	<ul style="list-style-type: none"> • Name the Pope and draw a picture of him. 	

Standard 2: Sacred Scripture: Students will read, comprehend and articulate salvation history as conveyed in God’s revelation through Sacred Scripture.

Vocabulary: Bible, Bread of Life, Disciples, Finding of the Lost Child Jesus in the Temple, Gospels, Great Commandment, Joseph, Kingdom of God, Last Supper, Miracle of Loaves and Fishes, Moses, Nativity, New Testament, Old Testament, Parable, Presentation of Jesus in the Temple, Sacred Scripture

Critical for Mastery in Grade 2

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Name the Bible as a special book that tells who God is and how we live as God’s children.	<ul style="list-style-type: none"> • When given five different books, select which book is the Bible. 	
2. Identify the Holy Bible as our Sacred History book made up of many books which are divided into two parts—Old Testament and New Testament.	<ul style="list-style-type: none"> • Find the two parts (Old Testament and New Testament) in the Bible and identify them. 	
3. Demonstrate reverence and respect for the Bible as the Word of God.	<ul style="list-style-type: none"> • Create a special place at home for the Bible and use this place for prayer. 	
4. Listen and respond to Scripture.	<ul style="list-style-type: none"> • Locate various passages in the Bible for use in prayer or storytelling. • Make a Bible booklet of favorite Bible stories, drawing pictures and writing a 	

	few sentences for each.	
5. Begin to recognize that the Holy Bible contains the sacred history of God, His people, and the language of prayer.	<ul style="list-style-type: none"> • Develop a story booklet of people's faith stories. 	
6. Recognize that both the Old Testament and the New Testament tell how God came to His people so that they could know him, love him and serve him.	<ul style="list-style-type: none"> • Locate passages in the Bible that refer to the Sunday readings. 	
7. Retell stories of The Nativity, Presentation in the Temple, and Finding of the Child Jesus in the Temple (Luke 2:1-20, Luke 2:22-38, Luke 2:41-51).	<ul style="list-style-type: none"> • Dramatize the stories of The Nativity, Presentation in the Temple, and Finding of the Child Jesus in the Temple. 	
8. Discuss Joseph as the husband of Mary and the foster father of Jesus (Matthew 2:13).	<ul style="list-style-type: none"> • Relate a story from the Bible about Joseph (i.e. The Birth of Jesus Mt 1:18-25, The Flight to Egypt Mt 2:13-15). 	
9. Retell the story of St. Joseph.	<ul style="list-style-type: none"> • Draw and color pictures of stories about Joseph (Mt 1:18-25, Mt 2:13-15). 	
10. Recognize that the Life of Christ is found in the Gospels of the New Testament.	<ul style="list-style-type: none"> • Write one-two sentences comparing the Old Testament and the New Testament. 	
11. Identify the Gospels as stories about Jesus and what he taught us.	<ul style="list-style-type: none"> • Name and locate in the Bible the four Gospels: Matthew, Mark, Luke and John. 	
12. Locate and read passages in the Bible.	<ul style="list-style-type: none"> • Tell these stories in your own words and what they mean to us today. 	
13. Retell Bible stories of love and forgiveness (Luke 15:11-24 Prodigal Son).	<ul style="list-style-type: none"> • Act out stories of The Good Samaritan (Lk 10:25-26), The Prodigal Son (Lk 15:11-24), The Good Shepherd (Jn 10:1-21). 	
14. Identify the Ten Commandments as the laws God gave to Moses.	<ul style="list-style-type: none"> • Paraphrase the Ten Commandments: what they are and what they mean. 	
15. Relate the Ten Commandments to the two Great Commandments.	<ul style="list-style-type: none"> • Distinguish which Commandments specifically follow love of God (1-3) and love of others (4-10). 	
16. Explain the Two Great Commandments: Love God and love your neighbor as yourself (Matthew 22:35-40).	<ul style="list-style-type: none"> • Draw and color pictures of loving God and loving others. 	

17. Identify that the human person has a body and a soul.	<ul style="list-style-type: none"> Point out the difference between the body and the soul. 	
18. State that Jesus called God his Father and is the light of the world.	<ul style="list-style-type: none"> Explain why we say that Jesus is the light of the world. Identify how the light of Christ shines through us. 	
19. Recognize that Jesus lived and died to save us.	<ul style="list-style-type: none"> Retell the stories of The Crucifixion and the Resurrection. 	
20. Identify parables as stories that tell us about the Kingdom of God.	<ul style="list-style-type: none"> Act out these parables (i.e., Luke 17:20, Luke 18:15-17). 	
21. Explain the meaning of the parables of the Lost Sheep (Luke 15:1-7) and the Lost Son (Luke 15:11-32).	<ul style="list-style-type: none"> Retell each of the following stories in your own words and draw pictures for each story: Parables of the Lost Sheep and the Lost Son. 	
22. Explain the meaning of the Miracle of the Loaves and Fishes (John 6: 1-13).	<ul style="list-style-type: none"> Write a paragraph on what the Bible story of the Miracle of the Loaves and Fishes means to you. Compare how the bread was shared in the story with the receiving of Holy Communion. 	
23. Recognize that Jesus is the Bread of Life (John 6:35; John 6:51).	<ul style="list-style-type: none"> Write a paragraph on what the Bible story “Jesus is the Bread of Life” means to you. Write a prayer thanking Jesus for giving Himself as the Bread of Life. 	
24. Recognize Jesus’ last meal with his disciples as a special sharing of his love.	<ul style="list-style-type: none"> Draw a picture of the Last Supper and put yourself in the picture. Write a story about how you would feel if you had been at the Last Supper. 	
25. Describe how we are to forgive as Jesus forgave.	<ul style="list-style-type: none"> Retell Bible stories about Jesus’ forgiveness of others. Relate to your own life experiences. 	
26. Give examples of what Jesus did after he was raised from the dead.	<ul style="list-style-type: none"> Dramatize these stories and present to another class. 	

LITURGY AND SACRAMENTS

Standard 3: Sacraments: Students will understand and participate in the sacraments of the Church as effective signs of God’s grace, instituted by Christ and entrusted to the Church.

Vocabulary: Absolution, Act of Contrition, Baptism, Bread of Life, Body and Blood of Jesus, Confession, Confirmation, Conscience, Eucharist, Examination of Conscience, Firm Amendment, Forgiveness, Healing, Initiation, Last Supper, Mortal Sin, Original Sin, Penance, Real Presence, Reconciliation, Sacrament, Signs, Symbols, Venial Sin

Critical for Mastery in Grade 2

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Recognize sacraments as celebrations of Jesus’ love and signs of His presence.	<ul style="list-style-type: none"> • Create an acronym puzzle for the word “sacraments” and using each letter, name how Jesus’ love and presence are in the sacraments. 	
2. Define sacrament as a physical sign instituted by Christ that gives us grace.	<ul style="list-style-type: none"> • Spell correctly and define “sacraments” in your own words. 	
3. State that Jesus is with us in the Sacraments.	<ul style="list-style-type: none"> • Point out ways that Jesus is with us in the Sacraments. • Describe how we should live because Jesus lives in us. 	
4. Name the Seven Sacraments.	<ul style="list-style-type: none"> • Draw pictures of the symbols of each sacrament. 	
5. Identify the Sacraments of Initiation (Baptism, Eucharist and Confirmation).	<ul style="list-style-type: none"> • Spell correctly “initiation” and explain why Baptism, Eucharist and Confirmation are called Sacraments of Initiation. 	
6. Read and describe how the Holy Spirit was present to Jesus’ followers in Acts 2:1-4 and describe and relate that Confirmation is the sacrament in which the Holy Spirit comes down on each	<ul style="list-style-type: none"> • Act out the story in Acts 2:1-4. 	

person and the grace we receive at Baptism is confirmed and strengthened.		
7. Demonstrate awareness of the activity of the Holy Spirit in the rites of the sacraments.	<ul style="list-style-type: none"> • Reflect on how the Holy Spirit comes to us in a special way in the rites of the sacraments. 	
8. Describe signs, symbols and effects of the Sacrament of Baptism.	<ul style="list-style-type: none"> • Draw and color pictures of the signs and symbols of Baptism. 	
9. Define the Sacrament of Baptism as a sacrament that makes one a member of the Christian community and part of the Body of Christ.	<ul style="list-style-type: none"> • Write a prayer of thanks to God for receiving the Sacrament of Baptism. • Role play the Sacrament of Baptism. • Display photos of their Baptism. • Ask parents to tell the story about our Baptism. • Fill in a questionnaire about our Baptism including the following: Date, Church, Priest, Name of Godparents. 	
10. Recognize that the Eucharist is a sacrament of love and service.	<ul style="list-style-type: none"> • Define Sacrament of Eucharist. • State that thanksgiving is important to the meaning of this sacrament. • Draw and color pictures of how we demonstrate love, do service and give thanks. 	
11. Recognize that the Eucharist is a memorial of Jesus' death and resurrection.	<ul style="list-style-type: none"> • Relate Eucharist to the Last Supper. 	
12. Discuss some of the names for the Sacrament of Eucharist.	<ul style="list-style-type: none"> • Given a list, select the names for Eucharist. 	
13. Identify signs and symbols of Eucharist.	<ul style="list-style-type: none"> • Draw pictures of signs and symbols of Eucharist. 	
14. Exhibit understanding of the Real Presence of Jesus in the Eucharist, body and blood, under the form of bread and wine.	<ul style="list-style-type: none"> • Define Real Presence, bread, wine, consecrate, priest and Mass. 	

<p>15. Explain that the bread and wine become the Body and Blood of Christ at the Consecration of the Mass.</p>	<ul style="list-style-type: none"> • When given various sentences, select the words of consecration spoken by the priest. • Describe how this sacrament is a mystery that we believe but do not know how it happens. • State that Jesus tells us to do this in His memory. 	
<p>16. State that Jesus is the Bread of Life.</p>	<ul style="list-style-type: none"> • Retell the Bible story “Jesus Bread of Life” (John 6:35, John 6:51). 	
<p>17. Describe the Sacrament of the Eucharist as a source of uniting us to God and one another and as sacrament of thanksgiving.</p>	<ul style="list-style-type: none"> • Reflect on the special meaning of the Sacrament of Eucharist. 	
<p>18. Recognize the Eucharist as the greatest prayer in the life of the Church.</p>	<ul style="list-style-type: none"> • Create a prayer in preparation to receive Jesus. • Compose a prayer for after receiving Jesus in the Eucharist. • Write a prayer to Jesus thanking Him for His life in the Eucharist and in us. 	
<p>19. Explain that the Eucharist was given to us at the Last Supper by Jesus.</p>	<ul style="list-style-type: none"> • Act out the Bible story of the Last Supper. 	
<p>20. Prepare for First Holy Communion by practicing how to receive Holy Communion in a reverent manner.</p>	<ul style="list-style-type: none"> • When given an unconsecrated host, bow, say “Amen” and receive it reverently. 	
<p>21. Describe the Sacrament of Confirmation as the sacrament that completes the grace of Baptism by a special outpouring of the Holy Spirit.</p>	<ul style="list-style-type: none"> • Spell correctly and define “Confirmation.” 	
<p>22. Discuss the signs, words and symbols of Confirmation.</p>	<ul style="list-style-type: none"> • Draw pictures of symbols of Confirmation. • When given various words, select the words of Confirmation. 	
<p>23. Distinguish between mortal sin, venial sin and accidents for sacramental preparation.</p>	<ul style="list-style-type: none"> • When given different situations, tell whether it is a mortal sin, venial sin or accident. 	

<p>24. Define Sacrament of Penance/Reconciliation as a sacrament of forgiveness of sin and healing in which God is all merciful and desires to wipe away our sins and state that Jesus gave us the Sacrament of Reconciliation on the evening of the first Easter Sunday (John 20:19-23).</p>	<ul style="list-style-type: none"> • Role-play the Sacrament of Reconciliation, first in the classroom and then using the confessional with comfort. • Role-play both ways: behind the screen and face to face. 	
<p>25. Discuss some of the names for the Sacrament of Reconciliation.</p>	<ul style="list-style-type: none"> • Define penance, reconciliation, forgiveness, sin and healing. Write sentences using these words. 	
<p>26. Recognize that the Sacrament of Reconciliation helps us to make amends and restore our friendship with God and others for our wrong choices (Matthew 16:19).</p>	<ul style="list-style-type: none"> • List actions that call us to ask for God’s forgiveness. • Describe how you feel when your parent/guardian forgives you. • Connect this feeling to healing. 	
<p>27. Identify the essential elements in the Rite for receiving the Sacrament of Penance/Reconciliation including confession of sin, contrition, firm amendment, absolution and penance and explain that during the Sacrament of Reconciliation the priest takes the place of Christ (John 20:21-23).</p>	<ul style="list-style-type: none"> • Explain what each of these essential elements means to you: confession of sin, contrition, firm amendment, absolution and penance. • Draw a picture of a child receiving the Sacrament of Reconciliation and of the priest. 	
<p>28. Model the elements of the Sacrament of Penance/Reconciliation including an examination of conscience, the dialogue with the priest, reciting the Act of Contrition, and performing the Penance given by the priest.</p>	<ul style="list-style-type: none"> • Order the elements of the Sacrament of Penance/Reconciliation. 	
<p>29. Conduct a simple examination of conscience.</p>	<ul style="list-style-type: none"> • Write an examination of conscience. • Examine your conscience nightly. 	
<p>30. Recite the Act of Contrition and explain its meaning.</p>	<ul style="list-style-type: none"> • Recite the Act of Contrition daily. • Draw pictures showing what the words to the Act of Contrition mean. 	

31. Recall the words of Absolution (John 8:7-11).	<ul style="list-style-type: none"> When given various words, select the words of Absolution. 	
32. Explore various ways of doing penance.	<ul style="list-style-type: none"> Act out scenes of doing penance. 	
33. Describe the symbols and Rite of Reconciliation.	<ul style="list-style-type: none"> Draw pictures of symbols of Reconciliation. 	
34. Define sin as choosing to disobey God's laws in thoughts, words, deeds or omission.	<ul style="list-style-type: none"> When given a list of actions, point out which ones are sins. 	
35. Identify, compare and contrast types of sin: Original Sin, less serious sin (venial sin) and more serious sin (mortal sin) (Romans 5:12-21).	<ul style="list-style-type: none"> When given a list of situations/actions, identify which is Original Sin, venial sin and mortal sin. 	
36. Identify the difference between sin and mistake.	<ul style="list-style-type: none"> When given a list of situations/actions, identify each as sin or mistake and explain why. 	
37. Retell Bible stories of forgiveness: The Good Thief (Lk 33:39-43) and Zaccheus (Lk 19:1-10).	<ul style="list-style-type: none"> Relate these stories to what they mean in your life. Discuss how you would want to be forgiven if you hurt someone. 	

Standard 4: Liturgy: Students will understand and celebrate the liturgical rites of the Church as expressed in the Church Year and epitomized in the Eucharist as the source and summit of Christian life.

Vocabulary: Advent, Altar, Ambo, Ash Wednesday, Baptistry, Candle, Christmas, Church, Closing Rite, Consecration, Gloria, Easter, Feasts, Gospel Introductory Rite, Liturgy, Liturgy of the Eucharist, Liturgy of the Word, Mass, Memorial, Paschal Candle, Pentecost, Prayer of the Faithful, Sacred Vessels, Sacrifice, Sacristy, Sanctuary Lamp, Souls, Tabernacle, Transubstantiation, Vestments

Critical for Mastery in Grade 2

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		

1. Recognize and celebrate Sunday as the Lord's Day when His family gathers to worship and pray as a community of believers (Matthew 18:20 gathered in My Name).	<ul style="list-style-type: none"> Attend and participate in Sunday Mass weekly. 	
2. Explain that at Mass we gather together as God's family and pray the responses (Matthew 18:20).	<ul style="list-style-type: none"> Draw a picture of a child attending and participating at Mass. 	
3. Participate in school liturgies and seasonal liturgical activities (e.g. Living Rosary, May Crowning and Stations of the Cross).	<ul style="list-style-type: none"> Contribute to the planning and creating of school liturgies and seasonal liturgies and activities. 	
4. Point out that we belong to a parish family who gathers at Mass to celebrate the life of Jesus.	<ul style="list-style-type: none"> Write one-three sentences about the parish where you attend Mass. 	
5. Distinguish differences between the Holy Sacrifice of the Mass and para-liturgical celebrations.	<ul style="list-style-type: none"> When attending these celebrations, differentiate between the Mass and para-liturgical. Discuss stories of how sacrifices are made by parents for the good of their children. Tell one sacrifice you can make this week to help others. 	
6. Recognize the Eucharist as the greatest prayer in the life of the Church.	<ul style="list-style-type: none"> Say a prayer of Thanksgiving to God for the Eucharist. 	
7. Describe the importance of participating in Mass as essential to living the Christian life.	<ul style="list-style-type: none"> Talk about Jesus' presence in your own life. Reflect on how you can demonstrate Jesus presence to others. 	
8. Demonstrate reverent behavior in Church.	<ul style="list-style-type: none"> Draw a picture of the congregation showing respect during Mass. 	
9. Define Liturgy and the official public worship of the Church.	<ul style="list-style-type: none"> Create on the computer an acronym about Liturgy depicting its meaning. 	
10. Cite that at Mass, Catholics give thanks to God and celebrate Jesus' presence in their lives.	<ul style="list-style-type: none"> Attend and participate in the Liturgy. 	

11. Explain that the Mass gives us strength to love and serve God and each other.	<ul style="list-style-type: none"> • Reflect on ways we can go out to our families, communities and the world to “go forth to love and serve the Lord.” 	
12. Identify the following items used in the Church and in the Liturgy: baptistry, holy water fonts, candles, Paschal Candle, sacred vessels and vestments, altar, ambo, tabernacle, sanctuary lamp, Stations of the Cross, sacristy and those symbols of particular significance to the local parish.	<ul style="list-style-type: none"> • Draw pictures and color items used in Church and in the Liturgy. • Do a word search of these items. • Find these items in a Hidden Picture. 	
13. Identify the two parts of the liturgy: Liturgy of the Word and Liturgy of the Eucharist.	<ul style="list-style-type: none"> • From a list of the parts of the Mass, distinguish which part it belongs—Liturgy of the Word or Liturgy of the Eucharist. 	
14. Identify the major parts of the Mass: Introductory Rites, Liturgy of the Word, Liturgy of the Eucharist, and Closing Rite.	<ul style="list-style-type: none"> • Outline the order of Liturgy of the Word and Liturgy of the Eucharist. 	
15. Participate in reciting the basic responses and prayers used during the Mass.	<ul style="list-style-type: none"> • Respond to the parts of the Mass correctly. 	
16. Describe Penitential Rite as the time to show sorrow for sin and ask God for forgiveness in the prayer, “Lord Have Mercy.”	<ul style="list-style-type: none"> • Recite the Confiteor and Lord Have Mercy. 	
17. Identify the Gloria as a song of praise to the Holy Trinity.	<ul style="list-style-type: none"> • Compose a poem on praising the Holy Trinity. • Memorize the first line of the Gloria. • Identify the story in scripture from which the Gloria comes. 	
18. Identify the components of the Liturgy of the Word and the prayer responses (1Thess 2:13, 1Corinthians 15:1-2).	<ul style="list-style-type: none"> • When given a list of Mass prayer responses, select the prayer responses for the Liturgy of the Word. 	
19. Identify the Prayer of the Faithful as the final part of the Liturgy of the Word.	<ul style="list-style-type: none"> • Write your own short prayer of intercession. 	

<p>20. Recognize the components of the Liturgy of the Eucharist: Preparation of the altar and gifts, offering of the gifts, Eucharistic prayer, communion rite, and prayer after communion and the prayer responses (1Timothy 2:1, 1Corinthians 11:23-26).</p>	<ul style="list-style-type: none"> Rank in order the components of the Liturgy of the Eucharist. 	
<p>21. State in own your words that during the Eucharistic Prayer the priest consecrates the bread and wine using the words of Jesus and changes the bread and wine into the Body and Blood of Christ; this is called transubstantiation and occurs during the Consecration (Mark 14:22-24).</p>	<ul style="list-style-type: none"> Draw a picture showing yourself showing respect for the Holy Eucharist during Mass. 	
<p>22. Identify the Eucharist as a memorial of Christ's life, passion, death and resurrection which becomes present to us at every Mass.</p>	<ul style="list-style-type: none"> Say a prayer of thanksgiving to Jesus for His life, passion, death and resurrection for us. 	
<p>23. State that the epiclesis takes place when the priest holds his hands over the bread and wine and asks God the Father to send the Holy Spirit so that by His power they will become the Body and Blood of Jesus Christ.</p>	<ul style="list-style-type: none"> Draw a picture of this action by the priest. 	
<p>24. Express that one must fast from food and drink, except for water and medicine for one hour before receiving the Eucharist in Holy Communion and that our souls must be in the state of grace to receive Jesus in Holy Communion.</p>	<ul style="list-style-type: none"> Write this fact in a sentence. 	
<p>25. Explain that the tabernacle in a Catholic Church is where the Eucharist is kept before and after communion.</p>	<ul style="list-style-type: none"> Demonstrate reverence to Jesus in the tabernacle by bowing/genuflecting. 	
<p>26. Exhibit understanding that the priest ends Mass by sending us forth to do good works in the world.</p>	<ul style="list-style-type: none"> Construct a plan/list of things you can do to go forth and do good works in your daily life. 	

<p>27. Identify seasons of the Church year as celebrations in the life of Jesus, Mary, and the saints.</p>	<ul style="list-style-type: none"> • Match symbols with the seasons: wreath/Advent; ashes/Lent; bread and wine/Passover/Last Supper; palms/Palm Sunday; cross/Good Friday; Easter candle/Easter; dove/Pentecost, etc. • Assist at creating a sacred space for the symbols of the liturgical year. • Develop prayers that meet the seasonal times. 	
<p>28. Experience Advent as a time of preparation for Christmas.</p>	<ul style="list-style-type: none"> • Make symbols for the Jesse Tree. • Use an Advent Calendar. • Make an Advent wreath. 	
<p>29. Experience Christmas as the message of God’s love.</p>	<ul style="list-style-type: none"> • Point out ways to show God’s love especially at Christmastime and throughout the year. 	
<p>30. Experience Lent as a time of prayer, fasting and almsgiving.</p>	<ul style="list-style-type: none"> • Choose one thing to “give up” and one thing to “give to” for Lent. 	
<p>31. Recognize that Lent begins on Ash Wednesday and is a time of preparation for Holy Week and Easter.</p>	<ul style="list-style-type: none"> • During Lent, students go to Church to pray The Way of the Cross for Children. • Design a booklet depicting the Stations of the Cross. • Look at the calendar and point out Ash Wednesday and state the date it occurs. • Attend an Ash Wednesday service. 	
<p>32. Participate in Holy Week services.</p>	<ul style="list-style-type: none"> • Tell how Jesus’ life, death and resurrection fit into the model of his/her daily life. • Participate in the Stations of the Cross. 	
<p>33. Celebrate the Easter Season, which culminates with the Feast of Pentecost, as a time for great happiness when the Holy Spirit comes upon the apostles (John 14:15-20).</p>	<ul style="list-style-type: none"> • Plant bulbs in the fall for a sign of new life at Easter time. • Find a picture on the computer that will show the children the twelve apostles gathered with Mary receiving the Holy Spirit who appears in the form of tongues of fire. 	

34. Recognize that feast days help us celebrate special members of God’s family (Communion of Saints).	<ul style="list-style-type: none"> • Celebrate major saints’ feasts. • Draw pictures of saints and/or an event from the saint’s life. 	
35. Recognize and celebrate the rituals associated with special feast days, i.e., All Saints Day, blessing of the throats on St. Blaise day, sharing of small gifts on St. Nicholas Day, blessing of the animals on St. Francis of Assisi Day.	<ul style="list-style-type: none"> • Dress as your favorite saint on All Saints Feast Day. 	
36. Experience and participate in a variety of Marian devotions.	<ul style="list-style-type: none"> • Participate in a May Crowning celebration. 	

MORALITY

Standard 5: Conscience: Students will develop a moral conscience informed by Church teachings.

Vocabulary: Conscience, Consequences, Conflict Resolution, Free Will, Grace, Mistake, Ten Commandments

Critical for Mastery in Grade 2

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Discuss the meaning of grace and how grace affects how they live their lives.	<ul style="list-style-type: none"> • Reflect on grace in your own life. 	
2. Explain that we can make choices, because of free will, and follow rules using the teachings of Jesus.	<ul style="list-style-type: none"> • Describe free will. • Discuss the feeling of being able to choose and why it is important to make good choices using “What would Jesus do?--WWJD” as a guide. 	
3. Explain that the Ten Commandments are ways to love God and our neighbor (Exodus 20:1-17).	<ul style="list-style-type: none"> • Differentiate the commandments of loving God and loving others. 	

4. Demonstrate conflict resolution skills.	<ul style="list-style-type: none"> Act out a situation using conflict resolution skills. 	
5. Define and give examples of making good choices.	<ul style="list-style-type: none"> Role-play situations of making good choices. 	
6. Explain that decisions involve choices and have consequences.	<ul style="list-style-type: none"> Propose consequences for various wrong choices. 	
7. Articulate belief that God gives us a free will to choose what is right and to avoid evil through the grace of the Holy Spirit.	<ul style="list-style-type: none"> Keep a record of all the good deeds student does in one week. 	
8. Recall that we love because God has loved us first.	<ul style="list-style-type: none"> Reflect on ways you experience God's love for us and how you demonstrate this love to others. 	
9. State that love is when we choose to do what is right and good.	<ul style="list-style-type: none"> Reflect on how love for God and others results in doing what is right and good. 	
10. State that sin is when we choose to do wrong or not to do good.	<ul style="list-style-type: none"> Reflect on how wrong choices are a sin against God and others. Tell God you are sorry for your wrong choices. 	
11. Discuss the difference between sin and mistake.	<ul style="list-style-type: none"> Given various situations, determine which is a sin and which is a mistake. 	

Standard 6: Christian Living:

Students will understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ expressed in love for God, conversion, positive self-image, personal integrity, social justice, the dignity of the human person and love of neighbor.

Vocabulary: Golden Rule, Great Commandment, Holy Family, Image, Likeness, Social Justice

Critical for Mastery in Grade 2

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		

1. Recognize ourselves as good and deserving of love, created in God's image and likeness (See Genesis 1:27).	<ul style="list-style-type: none"> • Relate how being created in God's image and likeness results in us being good and deserving of love. 	
2. Explain that God created us to know, love, and serve Him.	<ul style="list-style-type: none"> • List ways that we can know, love and serve God. 	
3. State that the first couple, Adam and Eve, chose to turn away from God's love and this is called Original Sin.	<ul style="list-style-type: none"> • Draw a picture depicting the Adam and Eve story. 	
4. Retell stories of love and forgiveness, (i.e., The Good Samaritan, The Prodigal Son and The Good Shepherd).	<ul style="list-style-type: none"> • Dramatize stories of love and forgiveness, (i.e., The Good Samaritan, The Prodigal Son and The Good Shepherd). 	
5. State the Great Commandment and the Golden Rule that Jesus teaches us.	<ul style="list-style-type: none"> • Sketch pictures showing the Great Commandment and the Golden Rule. 	
6. Demonstrate respect for others and ourselves as human persons belonging to the family of God.	<ul style="list-style-type: none"> • Act out various situations demonstrating respect for ourselves and others. 	
7. Discuss that respect for ourselves and others includes telling those who are harming us or others (for example bullying) to stop or seeking help from parents or other adults when they do not stop.	<ul style="list-style-type: none"> • Practice conflict resolution skills in various situations. 	
8. Explain that we live lovingly in our family.	<ul style="list-style-type: none"> • Draw pictures of showing love within our family. 	
9. Give examples and role-play how we can show respect for our parents, teachers, other legitimate authorities and peers.	<ul style="list-style-type: none"> • Compose a story, using vocabulary and spelling words, naming ways to demonstrate respect for our parents, teachers, other legitimate authorities and peers. 	
10. Practice personal boundaries according to the Archdiocesan Program "Protection of Children and Youth."	<ul style="list-style-type: none"> • Identify situations that might endanger our bodies (i.e., lures, bribes, bullying, name calling, racism, abuse). • State ways to protect ourselves in various scenarios. 	
11. Acknowledge and affirm the dignity of the human person and community.	<ul style="list-style-type: none"> • Demonstrate ways to affirm the dignity of the human person and community. 	

12. Demonstrate respect for all humanity.	<ul style="list-style-type: none"> • Create a collage depicting ways of respecting others. 	
13. Explain that decisions have consequences that affect others.	<ul style="list-style-type: none"> • Reflect on how our decisions affect others. 	
14. State that social justice principles should be used to inform and critique personal and societal situations.	<ul style="list-style-type: none"> • List three-four of these principles to use in informing and critiquing personal and societal situations. 	
15. Explain that what we have is a gift from God and we are called to share what we have been given with others.	<ul style="list-style-type: none"> • Reflect on your own gifts from God and decide how you can share them with others. 	
16. Recognize that they belong to a parish community.	<ul style="list-style-type: none"> • Make a collage showing the different kinds of people that make up the parish family. 	
17. Recognize that many communities make up the world.	<ul style="list-style-type: none"> • Make a collage showing different types of communities throughout the world. 	
18. Explain that we have a Christian responsibility to help others in need and participate in service projects.	<ul style="list-style-type: none"> • Plan and participate in service projects. 	
19. Imitate Jesus by forgiving others.	<ul style="list-style-type: none"> • Role-play forgiving others. 	
20. Discuss that they can try again when they make a mistake.	<ul style="list-style-type: none"> • Reflect on ways to try again when you make a mistake. 	
21. Discuss what it takes to be a friend and have a friend.	<ul style="list-style-type: none"> • Write a paragraph on what it is to be a friend. • Describe one of your friends and the qualities that make that person a friend. 	
22. Tell how families work and pray together.	<ul style="list-style-type: none"> • Compose a family prayer. 	
23. Identify members of the Holy Family and recognize them as models for our families.	<ul style="list-style-type: none"> • Identify qualities, morals and values of the Holy Family and how we can incorporate them into our own families. • Compose, as a family, your own family mission statement, using these values as a guideline. 	

PRAYER

Standard 7: Prayer: Students will know and participate in the Catholic tradition of prayer and acknowledge prayer as the primary way we deepen our relationship with and knowledge of God in the community.

Vocabulary: Act of Contrition, Adoration, Amen, Blessed Sacrament, Contrition, Genuflect, Guardian Angel, Hymns, Petition, Rosary

Critical for Mastery in Grade 2

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Define prayer as talking and listening to God.	<ul style="list-style-type: none"> • Pray quietly to God each day. 	
2. Experience prayer as communication with God, who loves us.	<ul style="list-style-type: none"> • Lead prayer with the family. 	
3. Participate in a variety of prayer forms: spontaneous prayer, silent prayer, songs and sign language, dance and formal prayer.	<ul style="list-style-type: none"> • Compose a spontaneous prayer and a silent prayer. • Sing songs with sign language. • Prepare liturgical dance/movements to a liturgical song. 	
4. Recite a prayer of contrition.	<ul style="list-style-type: none"> • Compose your own prayer of contrition. 	
5. Identify the Sign of the Cross as a prayer to the Holy Trinity.	<ul style="list-style-type: none"> • Sketch a cross with words of the Sign of the Cross and names of the Holy Trinity on the appropriate sides of the cross. 	
6. Recognize that Jesus prayed to God His Father and He taught us to say the “Our Father” to ask God for forgiveness and to forgive one another.	<ul style="list-style-type: none"> • Begin a Prayer Booklet. • Write the “Our Father” prayer and draw pictures of each phrase in your Prayer Booklet. 	
7. Memorize the Apostles’ Creed.	<ul style="list-style-type: none"> • Write the Apostles Creed in your Prayer Booklet. • Draw pictures for each of the beliefs in the Apostles’ Creed. 	

8. Write and recite a prayer for someone special who has died.	<ul style="list-style-type: none"> • Share stories of relatives who have died. • Compose a family prayer for a relative who has died. 	
9. Recite the Hail Mary to praise God and to ask for Mary's intercession.	<ul style="list-style-type: none"> • Write the Hail Mary in your Prayer Booklet. • Explain what the phrases in the Hail Mary mean. 	
10. Recite frequently: The Sign of the Cross, The Our Father, The Hail Mary, Prayer to the Guardian Angel, Grace Before and After Meals, Act of Contrition, Mass responses (Matthew 6:9-13).	<ul style="list-style-type: none"> • Draw pictures depicting each of these prayers. • Include these prayers in your Prayer Booklet. 	
11. Demonstrate spontaneous prayer.	<ul style="list-style-type: none"> • Write own spontaneous prayer. 	
12. Participate in praying the Rosary.	<ul style="list-style-type: none"> • Lead a decade of the rosary weekly in class and at home with your family. 	
13. Recognize prayer as blessing and adoration, petition, intercession thanksgiving and praise (Matthew 7:7-11).	<ul style="list-style-type: none"> • Write in your own words your own prayer for each of the forms of prayer. 	
14. Recognize hymns as prayers.	<ul style="list-style-type: none"> • Sing hymns at Mass and at other appropriate times. 	
15. Explain that, at Mass, we gather to listen to God's word and pray the whole Mass.	<ul style="list-style-type: none"> • Reflect on how the Mass is a total experience of Jesus. 	
16. Demonstrate knowledge of the Prayer of Adoration during Mass and before the Blessed Sacrament.	<ul style="list-style-type: none"> • Write a prayer of Adoration and before the Blessed Sacrament. 	
17. Genuflect in the Presence of the Blessed Sacrament.	<ul style="list-style-type: none"> • Visit the Blessed Sacrament at least once a week. 	

EDUCATION FOR LIVING IN THE CHRISTIAN COMMUNITY

Standard 8: Catholic Church:

Students will understand and appreciate the mystery of the Church, the Body of Christ, the community of believers, as expressed in the Church's origin, mission of evangelization, hierarchical structure, marks, charisms, members and the communion of saints.

Vocabulary: Catholic Church, Community, Disciples, Parish

Critical for Mastery in Grade 2

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. State that the Church was started by Jesus to help Him spread the Good News and to baptize people as his disciples.	<ul style="list-style-type: none"> • Write two-three sentences on what it means to be a disciple of Jesus. 	
2. State that the Catholic Church is the community of Jesus' followers.	<ul style="list-style-type: none"> • Write two-three sentences on how our church community follows Jesus. 	
3. Discuss what it means to be a member of the Catholic Church.	<ul style="list-style-type: none"> • List five ways we show that we are members of the Catholic Church. 	
4. State in own words that all who are baptized belong to the Church forever.	<ul style="list-style-type: none"> • Define what forever means and what this means in relation to being baptized. 	
5. Identify the parish as our local Church community.	<ul style="list-style-type: none"> • Name the parish to which you belong. • Write the name correctly. 	
6. Identify how the Church continues the mission of Jesus Christ.	<ul style="list-style-type: none"> • List five ways the Church continues Jesus' mission. 	
7. Explain how the Catholic Church is a sign of God's love for the world.	<ul style="list-style-type: none"> • Make a large outline of a Church. • Find magazine pictures of people helping others, sharing and celebrating. • Make a mosaic of these pictures in the Church outline. 	

Standard 9: Ecumenism: Students will understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with other Catholic (Eastern), Orthodox, and Christian churches.

Vocabulary: Belief, Catholic Church, Christians, Denominations, Unity

Critical for Mastery in Grade 2

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. State that Jesus founded the Catholic Church that we might all be one so that the world may believe that the Father sent Him (John 17:21-22).	<ul style="list-style-type: none"> • Explain in your own words what this passage (John 17:21-22) means to you. 	
2. State that we pray for unity in the Church because Jesus also prayed “that they all may be one.”	<ul style="list-style-type: none"> • Write a paragraph depicting unity in our families, parishes and world. 	
3. State that there are many Christians who are baptized and have a common belief in God as Father, Son and Holy Spirit, but belong to other churches.	<ul style="list-style-type: none"> • Cut and paste pictures of different churches other than Catholic churches. • Write under each picture the name of the religion the church belongs to. 	
4. Name some denominations of Christian churches (for example: Lutheran, Episcopal, Methodist, Baptist).	<ul style="list-style-type: none"> • Students do a word search of these denominations. 	
5. State that other Christians share a common baptism and belief in Jesus even though they don’t share the fullness of all that Jesus taught us.	<ul style="list-style-type: none"> • Describe what this means in your own words. 	

Standard 10: Catholic Principles and Relationships:

Students will apply Catholic principles to interpersonal relations

Vocabulary: Image, Respect

Critical for Mastery in Grade 2

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Give examples of how we can treat others the way Jesus treated others.	<ul style="list-style-type: none"> • Draw an outline of Jesus’ figure. • Cut, paste and make a mosaic of pictures showing how Jesus wants us to treat others. • Write a paragraph on how we are Jesus’ hands and feet. 	
2. State that because Jesus loves us that we need to take care of our bodies.	<ul style="list-style-type: none"> • List ten ways we can take care of our bodies. 	
3. Explain what we mean when we say we are created in God’s image.	<ul style="list-style-type: none"> • Write a paragraph on how we are created in God’s image. 	
4. Define extended family.	<ul style="list-style-type: none"> • Draw pictures of your extended family. 	
5. State that it is important to treat our family and friends with respect.	<ul style="list-style-type: none"> • List ten ways we can show respect to our family and friends. 	
6. State that we respect others and ourselves as human persons belonging to the family of God.	<ul style="list-style-type: none"> • List ten ways that we demonstrate that we belong to the family of God. 	
7. State that we live lovingly in our family.	<ul style="list-style-type: none"> • Draw pictures of ways we show love in our family. 	
8. State that we should respect our parents.	<ul style="list-style-type: none"> • Draw pictures of showing respect to our parents. 	

Standard 11: Vocation: Students will understand and undertake discipleship in Christ responding in faith by participating in the mission of the Church through living a specific call in the life of the Church.

Vocabulary: Archbishop, Bishop, Cardinal, Deacon, Laity, Life, Marriage, Pastor, Pope, Priest, Truth, Vocation, Way

Critical for Mastery in Grade 2

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/ STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Explain that all Christians follow Jesus as the Way, the Truth, and the Life.	<ul style="list-style-type: none"> • Tell in your own words what it means that Jesus is the Way, the Truth and the Life. 	
2. Express how my parents/guardian help me to live the way Jesus wants me to live.	<ul style="list-style-type: none"> • Write a paragraph depicting ways our parents/guardians are role models for us. 	
3. Describe the role of the priest as minister of the Eucharist and the Sacrament of Penance/Reconciliation.	<ul style="list-style-type: none"> • Draw a picture of the priest in the role of minister of the Eucharist and the Sacrament of Penance/Reconciliation. 	
4. State that God calls each of us to serve in special ways.	<ul style="list-style-type: none"> • Draw pictures of how we can serve God as children and as an adult (what we want to be when we grow up). 	
5. State that God calls some to marriage, some to priesthood/religious life and some to be single.	<ul style="list-style-type: none"> • Draw pictures of each of these vocations. 	
6. Identify some Church leadership roles: priest, deacon, religious sisters and brothers, laity, Pope, Cardinal, Archbishop/Bishop, etc.	<ul style="list-style-type: none"> • Draw pictures of these people and how they live a life of service in the Church. • Do a word search of these people. 	

EVANGELIZATION AND APOSTOLIC LIFE

Standard 12: Catholic Social Teaching:

Students will know, critique and apply social justice and stewardship principles to societal situations in a way that acknowledges and affirms the dignity of the human person and community.

Vocabulary: Serve, Service, Share, Stewardship, Talent, Time, Treasure

Critical for Mastery in Grade 2

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Define created in God's image.	<ul style="list-style-type: none"> Using reading and spelling vocabulary, write a paragraph showing ways we show we are created in God's image. 	
2. State how, as Christians we promise to care for all of God's creation.	<ul style="list-style-type: none"> Draw pictures showing caring for God's creation. 	
3. Respect others and ourselves as human persons belonging to the family of God.	<ul style="list-style-type: none"> Create a collage of people from different cultural, ethnic and racial backgrounds. 	
4. State that we are called to share what we have with others.	<ul style="list-style-type: none"> Write a story on sharing what we have with others. 	
5. Define stewardship as gratefully sharing gifts of time, talent and treasure.	<ul style="list-style-type: none"> Give support to Church through parish envelopes. 	
6. List ways that the students can serve at home, in school, on the playground, in Church, in the community, etc.	<ul style="list-style-type: none"> Participate in a family service project for a liturgical season. 	
7. State ways you can participate in school, Church, and community service projects.	<ul style="list-style-type: none"> Participate in a clothing drive, Lenten rice bowl program, food pantry, etc. 	

Standard 13: Inter-Religious Dialogue:

Students will understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with Jews, Muslims, and all faith traditions.

Vocabulary: Baptized, Faiths, Respect

Critical for Mastery in Grade 2

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. State that many people believe in God even though they are not baptized and that God loves them.	<ul style="list-style-type: none">• Research another religion and identify some of the customs and rituals of that religion.	
2. State and demonstrate as needed that we respect people of all faiths because God loves all people.	<ul style="list-style-type: none">• Pray for people of all faiths.	

Standard 14: Missionary Vocation:

Students will demonstrate an appreciation for Catholic missionary and evangelization efforts through our parish community, its culture, worship, sacramental life, and service.

Vocabulary: Faith, Missionaries, Peacemaker, Service Projects

Critical for Mastery in Grade 2

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Demonstrate how and when you might share your story of faith in Jesus with others.	<ul style="list-style-type: none">• Using reading and spelling vocabulary, write a story of your faith in Jesus.• Share this story with a friend and with your family.	

2. Recognize that God sent His greatest gift, His Son Jesus, to show us how to live on this earth.	<ul style="list-style-type: none"> • Draw a mural about the Christmas story. 	
3. Participate in the call of Church to be a sign of unity in the world.	<ul style="list-style-type: none"> • Read a book about and write a report on someone who has spoken out on behalf of justice (i.e., Dorothy Day, Martin Luther King Jr., Rosa Parks). 	
4. Explain the meaning of “Blessed are the Peacemakers” Mt 5:9).	<ul style="list-style-type: none"> • Write a story and draw a picture about being a peacemaker. 	
5. Identify the different ministries/works of Priests, Sisters, and Deacons.	<ul style="list-style-type: none"> • Write two sentences about each of these ministries and their works: Priests, Sisters and Deacons. 	
6. Discuss that to be holy is to care for the earth and its resources as a gift from God.	<ul style="list-style-type: none"> • Recycle as a way of caring for the earth. 	
7. Read stories about missionaries.	<ul style="list-style-type: none"> • Read a book about and write a report about a missionary. 	
8. Explain that we are called to cooperate in school, church and community projects.	<ul style="list-style-type: none"> • Make cards for shut-ins or those in nursing homes. 	