**Grade 2 - Scope and Sequence**

**Religion**

Structure and Method –

Students learn about God and their Catholic Faith through a developmental program based on the teachings of the Catholic Church including Scripture readings and participation in prayers, devotions and weekly Mass.

Book – *Finding God, Our Response to God’s Gifts*

*Finding God: Our Response to God’s Gifts,* is based on a spiral curriculum that integrates the fundamental themes of the *Catechism of the Catholic Church* with Scripture and Catholic social teachings. As children are introduced to and revisit concepts and vocabulary from one year to the next, their knowledge and experience both broaden and deepen as they grow in faith as committed disciples of Jesus.

Finding God covers the full and authentic teachings of the Catholic Church and rooted in Scripture, Church Tradition, and Ignatian spirituality, *Finding God: Our Response to God’s Gifts*™ starts children out on a life of intentional discipleship. This faith formation program for Kindergarten through Grade 8 helps foster a lived relationship with God through Jesus (www.loyolapress.com/faith-formation/finding-god).

**Science**

Structure and Method –

The students will be introduced to science concepts of Life, Physical, and Earth Science using interactive, online digital platforms and written instruction.

Book – McGraw Hill, *Inspire Science*

Inspire Science is designed to foster students’ innate curiosity, elevate their critical thinking, facilitate hands-on investigation to deepen their understanding, and encourage creative problem-solving to inspire innovative thinking. The Inspire Science progressions within each grade establish a strong base of knowledge for the performance expectations the following years. Inspire Science, Grade 2 also offers science leveled readers, investigator articles, collaboration kits, and a variety of digital resources to engage students in collaborative hands-on learning.

**Social Studies**

Structure and Method –The journey begins with Essential Questions which help the students to see the big idea of each Chapter. Woven throughout each lesson, activity, and assessment will connect them to prior knowledge and thus engaging them; help them experience social studies with hands on meaningful activities; and thus to  transfer their knowledge learned to new learning situations that demonstrate true understanding beyond the classroom.

Book – Pearson, My World Social Studies, “We Do Our Part”

The second grade students will learn about their community and country: by learning to be  good citizens, knowing the rights of good citizens in following rules and laws, and knowing about  our government, and leaders as well as our country’s symbols. Other concepts they will learn about are: economics, the world around us – maps, continents, landforms, earth’s resources and moving ideas, people and things. Finally they will learn what culture is, cultures in our country, hear some American stories and learn about the past – the First Americans, early settlers, a growing nation and our American heroes.

**Language Arts**

Structure and Method: *Journeys* is a comprehensive K-6 English language arts program. It provides an instructional system for reading both literature and informational texts, for acquiring foundational skills, and for developing mastery of speaking, listening and writing. The curriculum uses anchor text, student e reader and trade books to reach students on a multiple disciplinary level. The program cultivates a vivid vocabulary, grasps spelling and vocabulary, demonstrates research and writing skills and sharpens students listening and speaking skills.

Books:

Journeys: Houghton Mifflin Harcourt: Text Book

Close Reader Houghton Mifflin Harcourt: Workbook

Reader’s Notebook : V. 1 +2 : Houghton Mifflin Harcourt: Workbook

Handwriting: Zaner Bloser: Workbook

Reading Literature and Informational Text:

|  |  |
| --- | --- |
| * Identify main idea and details
 | * Analyze/evaluate text
 |
| * Make inferences and predictions
 | * Monitor and clarify understanding
 |
| * Ask and answer questions Retell/summarize
 | * Visualize
 |
| * Understand cause and effect
 | * Understand compare and contrast
 |
| * Draw conclusions
 | * Understand sequence of events
 |
| * Understand story structure
 | * Use text and illustrations/graphic features
 |
| * Understand characters
 | * Identify/describe narrative elements
 |
| * Recognize common text types
 | * Identify author/illustrator
 |
| * Identify sensory wordsRead prose and poetry
 | * Distinguish fact from opinion
 |
| * Read and comprehend literature
 | * Understand author’s purpose
 |

Phonological/ Phonemic Awareness

|  |  |
| --- | --- |
| * Know the sounds of letters
 | * Initial, medial, and final sounds
 |
| * Blend phonemes to make words or syllables
 | * Segment phonemes in words
 |
| * Substitute or add phonemes in word
 | * Delete sound phonemes in words
 |
| * Distinguish between long- and short-vowel sounds
 | * Identify/produce rhyming words
 |
| * Track syllables
 | * Syllables in spoken words
 |
| * Match phonemes
 |  |

Phonics and Word Recognition

|  |  |
| --- | --- |
| * Match consonant and short-vowel sounds to appropriate letters
 | * Associate long-vowel sounds with common spellings
 |
| * Understand that as letters in words change, so do the sounds
 | * Blend sounds from letters and letter patterns into recognizable words
 |
| * Vowel teams, diphthongs, and final *–e*
 | * Initial/medial/final consonants
 |
| * Consonant clusters/digraphs and silent consonants
 | * R-controlled vowels
 |
| * Schwa
 | * Recognize common high-frequency words
 |

Decoding: Structural Analysis

|  |  |
| --- | --- |
| * Syllables and syllabication
 | * Compound words
 |
| * Contractions
 | * Base words and inflected endings
 |
| * Affixes
 |  |

|  |  |
| --- | --- |
| * Read on-level texts with purpose/understanding
 | * Read aloud with accuracy
 |
| * Read aloud with appropriate rate; adjust to purpose
 | * Read aloud with expression
 |
| * Read aloud with appropriate phrasing
 | * Read aloud with appropriate intonation
 |
| * Read aloud with appropriate stress
 | * Use context to self-correct word recognition
 |

Writing

|  |  |  |
| --- | --- | --- |
| * State an opinion/point of view
 | * Provide reasons/information for an opinion/ point of view
 | * Use linking words to connect opinion and reasons
 |
| * Provide a concluding statement
 | * Journal
 | * Response to literature
 |
| * Opinion sentences/paragraph/ essay
 | * Persuasive letter/essay
 | * Supply information/facts/details about a topic
 |
| * Provide a sense of closure/concluding statement
 | * Instructions/procedural composition
 | * Informational sentences/paragraph(s)/essay
 |
| * Report/research report
 | * Tell about events in order and provide a reaction to what happened
 | * Use temporal words to signal event order Provide a sense of closure
 |
| * Use details/dialogue to describe characters’ actions, thoughts, feelings
 | * Sentences Story/fictional narrative Personal narrative Friendly letter Descriptive paragraph
 |  |

Grammar

|  |  |
| --- | --- |
| * Nouns (common, proper, singular, regular plural)
 | * Nouns (possessive, abbreviations, appositives)
 |
| * Nouns (collective, irregular plurals)
 | * Nouns (abstract)
 |
| * Verbs (action, helping, linking, transitive, intransitive, regular, irregular)
 | * Subject-Verb Agreement
 |
| * Verb Tenses (present, past, future)
 | * Pronouns (reflexive, demonstrative, antecedents)
 |
| * Pronouns (reflexive, demonstrative, antecedents)
 | * Prepositions, prepositional phrasesConjunctions
 |
| * Contractions, abbreviations
 | * End punctuationCommas in dates, places, in a seriesCommas in greetings, closings of letters
 |
| * Direct quotations, dialogue
 |  |

Spelling

|  |
| --- |
| * Spell irregular words
 |
| * Spell words using generalized spelling patterns
 |
| * Check spelling using reference materials
 |

**Mathematics**

Structure and Method –

The students learn Math through daily lessons, hands-on activities, real-world connections, literature and technology.  The program cultivates conceptual understanding and procedural fluency and provides explicit in-depth instruction in fundamental mathematical concepts, places a key emphasis on the development of higher order thinking skills and fluency with math vocabulary and throughout the program students are encouraged to reason adaptively, reflect on mathematical processes and patterns as well as their own ideas to cultivate mathematical proficiency and problem solving.

Book – *Sadlier Math*

*Sadlier Math* is a comprehensive core math program that provides a pedagogy that reflects the keystones of mathematical learning that empowers you to:

foster their conceptual understanding and skill development with a cohesive grouping of lessons, explicit instruction, and guided and independent practice. Strengthen their metacognitive development and promote learning with abundant real-world problem solving and applications related to STREAM, and lastly, harness innovative support for teaching and learning with embedded professional development, robust digital tools, and a comprehensive assessment plan ([www.sadlier.com](http://www.sadlier.com)).

|  |  |
| --- | --- |
| * Number Concepts
 | * Numbers to 1,000
 |
| * Basic Facts and Relationships
 | * 2- Digit Addition
 |
| * 2- Digit Subtraction
 | * 3- Digit Addition and Subtraction
 |
| * Money and Time
 | * Length in Customary Units
 |
| * Length in Metric Units
 | * Data
 |
| * Geometry
 | * Fractions
 |

**Additional Enrichment Programs:** IXL, Lalilo, Renaissance, ThinkCentral, Boddle, Discovery Education, DIBELS, Sadlier Full Access