

# 2nd Grade: Religion

JESUS TEACHES ABOUT GOD'S LOVE	JESUS TEACHES THE COMMANDMENTS
<ul style="list-style-type: none"> <li>• God the Father is the Creator of all things and the giver of all gifts. God the Father created all things out of nothing. Creation is a sign of God's love.</li> <li>• Jesus Christ, God Incarnate, born of the Virgin Mary, is God's greatest gift.</li> <li>• The Holy Spirit guides the Church to know and follow Jesus Christ.</li> <li>• The seven Sacraments are outward signs given by Jesus Christ administered by the Church. The Sacraments impart God's grace.</li> <li>• Jesus Christ instituted the process of becoming a member of the Church through the Sacraments of Initiation: Baptism, Eucharist, and Confirmation.</li> <li>• The Sacrament of Baptism incorporates people into the Body of Christ and the Church. Baptism takes away Original Sin and personal sin by imparting the grace of Jesus Christ.</li> </ul>	<ul style="list-style-type: none"> <li>• God reveals to the Church how to obey and love Him through the Ten Commandments.</li> <li>• Jesus Christ teaches His followers the Great Commandment. "Love the Lord Your God with all your heart, with all your soul, and with all your mind; and love your neighbor as yourself."</li> <li>• Jesus Christ gave His followers a New Commandment when He said, "Love one another as I have loved you."</li> </ul>
THE CHURCH MEETS JESUS IN THE SACRAMENT OF RECONCILIATION	JESUS GIVES THE GIFT OF HIMSELF IN THE EUCHARIST
<ul style="list-style-type: none"> <li>• The Sacrament of Reconciliation celebrates God's forgiveness.</li> <li>• God gives each person the gift of conscience to know Him, to hear His voice, and to judge between right and wrong.</li> <li>• Free will is God's gift that allows human beings to choose between right and wrong.</li> <li>• Original Sin is the sin of the first man and woman, Adam and Eve.</li> <li>• Sin is disobeying God through thoughts, words, acts, or omissions freely chosen but known to be wrong.</li> <li>• Venial sins are less than serious sins. They weaken the sinner's relationship with God.</li> <li>• Mortal sins are serious sins. They sever the sinner's relationship with God.</li> <li>• Jesus Christ's death, resurrection, and ascension saved mankind from eternal separation from God. Through God's mercy, the redeemed live forever with Him in Heaven.</li> <li>• God is always ready to forgive people who are sorry, who ask for forgiveness, and who forgive others.</li> <li>• The order of the celebration of the Sacrament of Penance and Reconciliation is: Repenting for the sins committed, Confessing our sins to a priest, Receiving absolution and doing</li> </ul>	<ul style="list-style-type: none"> <li>• The greatest prayer of the Church is Mass.</li> <li>• At Mass, the Church community gathers together as God's family for the Liturgy of the Word and the Liturgy of the Eucharist.</li> <li>• The Church remembers and celebrates what Jesus did at the Last Supper. The Mass is a holy meal and sacrifice.</li> <li>• Catholics believe that Jesus Christ's Body and Blood is truly present in the consecrated bread and wine of Holy Communion.</li> </ul>



<p>penance, correcting any wrong that was done.</p>	
<p><b>JESUS GIVES HIS SPIRIT TO THE CHURCH</b></p>	<p><b>THE MYSTERY OF JESUS CHRIST IS EXPRESSED IN THE LITURGICAL LIFE OF THE CHURCH</b></p>
<ul style="list-style-type: none"> <li>● Each member of the Church is called by God to a life of holiness and service. The saints serve as examples of holiness and how to live.</li> <li>● The Holy Spirit is a helper, guide, and teacher who helps people share their gifts with others.</li> <li>● Disciples of Jesus follow His example by practicing peace and justice, and helping people in need.</li> <li>● The Sacraments at the Service of Communion are Holy Orders (teaching and serving) and Matrimony (promise of faith, love, and caring).</li> </ul>	<ul style="list-style-type: none"> <li>● Jesus is the head of the universal Church.</li> <li>● The Pope is the successor of St. Peter and the head of the Church on earth.</li> <li>● The Church celebrates the liturgical year with symbols and colors.</li> <li>● Mary is the mother of Jesus Christ and the Church.</li> <li>● The Marian devotions are rooted in Jesus Christ's relationship with His mother, Mary, and Mary's role in God's plan of salvation.</li> <li>● The Communion of Saints is the community of believers, the living and the dead. It includes those in Heaven, those living as God's people on earth and those in purgatory, waiting to be with God. The Liturgy of the Eucharist unites the community of believers.</li> <li>● Jesus Christ's love bonds His people together in the Mystical Body. This is called The Body of Christ.</li> </ul>



# 2nd Grade: Reading/ELA

Reads Grade Level Text	Sight Words/Fluency
<ul style="list-style-type: none"> <li>• Read at a level M (Fountas &amp; Pinnell) or 499 (Lexile) at year end.</li> <li>• Read independently for a sustained period of time.</li> </ul>	<p><u>Sight Words</u></p> <ul style="list-style-type: none"> <li>• Memorize sight words from Fry Sight Word Lists (201-400)</li> </ul> <p><u>Fluency</u></p> <ul style="list-style-type: none"> <li>• Read grade level text orally with accuracy</li> <li>• Read grade level text orally with appropriate rate (90-120 WPM)</li> <li>• Read grade level text with expression</li> <li>• Reread when needed               <ul style="list-style-type: none"> <li>○ Use context clues to self correct</li> </ul> </li> </ul>
Phonics/Word Analysis	Vocabulary
<ul style="list-style-type: none"> <li>• Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>• Know spelling-sound correspondences for additional common vowel teams.</li> <li>• Decode regularly spelled words</li> <li>• Decode regularly spelled two-syllable words with long vowels.</li> <li>• Decode words with common prefixes and suffixes.</li> <li>• Identify words with inconsistent but common spelling-sound correspondences.</li> <li>• Identify and read contractions and abbreviations.</li> <li>• Recognize and read grade-appropriate irregularly spelled words.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</li> <li>• Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</li> <li>• Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</li> <li>• Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> <li>• Alphabetize a series of words</li> <li>• Demonstrate understanding of word relationships and nuances in word meanings.</li> <li>• Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</li> <li>• Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</li> <li>• 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., <i>When other kids are happy that makes me happy</i>).</li> </ul>



## Comprehension Skills and Strategies

### Literary Text

- 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.
- 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.
- 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.
- 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.
- Distinguish between fiction and nonfiction.
- Distinguish between biographies and autobiographies.

### Informational Text

- 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 text.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- 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.
- 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.
- Follow multi-step written directions.

Writing	Conventions: spelling, capitalization, punctuation, usage grammar and Handwriting
<ul style="list-style-type: none"><li>● Plan a first draft by generating ideas for writing such as drawing and brainstorming</li><li>● Develop drafts into a focused piece of writing by: organizing with structure and developing an idea with specific and relevant details</li><li>● Revise drafts by adding, deleting, or rearranging words, phrases, or sentences</li></ul>	<p>Conventions</p> <ul style="list-style-type: none"><li>● Use collective nouns (e.g., <i>group</i>).</li><li>● Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li><li>● Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li></ul>



- Edit drafts using standard English conventions including:
  - complete sentences with subject-verb agreement
  - past, present, and future verbs
  - singular, plural, common, and proper nouns
  - adjectives, including articles
  - adverbs that convey time and adverbs that convey place
  - prepositions and prepositional phrases
  - pronouns, including subjective, objective, and possessive cases
  - coordinating conjunctions to form compound subjects and predicates
  - Capitalization of months, days of the week, and the salutation and conclusion of a letter
  - End punctuation, apostrophes in contractions and commas with items in a series and in dates
  - Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
- Publish and share writing
- Compose literary texts, including personal narratives and poetry
- Compose information texts, including procedural texts and reports
- Compose argumentative texts, including opinion essays, using genre characteristics and craft
- Compose correspondence, such as thank you notes or letters

- 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*).
- Distinguish among statements and questions.

#### Handwriting

- Print Neatly
- Form letters correctly

#### Capitalization and Punctuation

- 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.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

#### Spelling

- Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- Spell simple contractions, base words with endings

### Research

- 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

- 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 audibly 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.



# 2nd Grade: Math

Operations and Algebraic Thinking	Numbers and Operations (Base 10)
<ul style="list-style-type: none"> <li>• Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</li> <li>• Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</li> <li>• Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</li> <li>• Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</li> <li>• Find patterns in numbers such as in a 100s chart.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.</li> <li>• Count within 1000; skip-count by 5s, 10s, and 100s.</li> <li>• Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</li> <li>• Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</li> <li>• Recall and apply basic addition and subtraction facts (to 18).</li> <li>• Model addition and subtraction of two digit numbers with objects, pictures, words, and numbers.</li> <li>• Show equivalent representations for whole numbers by using addition and subtraction facts.</li> <li>• Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</li> <li>• Add up to four two-digit numbers using strategies based on place value and properties of operations</li> <li>• Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.</li> <li>• Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</li> <li>• Explain why addition and subtraction strategies work, using place value and the properties of operations.</li> </ul>
Measurement and Data	Geometry
<ul style="list-style-type: none"> <li>• Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</li> <li>• Measure the length of an object twice, using</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons,</li> </ul>



length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

- Estimate lengths using units of inches, feet, centimeters, and meters.
- Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
- Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
- Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
- Determine the value of a collection of coins up to one dollar.

hexagons, and cubes.

- Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.



# 2nd Grade: Science

## Matter and Interactions

- Identify and demonstrate safe practices during classroom and outdoor investigations, including wearing safety goggles, washing hands, and using materials appropriately.
- Describe the importance of safe practices.
- Collect data from observations using simple equipment such as hand lenses, primary balances, thermometers, and non-standard measurement tools.
- Record and organize data using pictures, numbers, and words.
- Communicate observations and justify explanations using student-generated data from simple descriptive investigations.
- Compare results of investigations with what students and scientists know about the world.
- Identify and explain a problem in his/her own words and propose a task and solution for the problem such as lack of water in a habitat.
- Make predictions based on observable patterns.
- Identify what a scientist is and explore what different scientists do.
- Measure and compare organisms and objects using non-standard units that approximate metric units.
- Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- Observe different states of matter.
- Use tools and materials to design and build a variety of objects from a small set of pieces.
- Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
- Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object or shape.
- Demonstrate that things can be done to materials to change their physical properties such as cutting, folding, sanding, and melting.
- Combine materials that when put together can do things that they cannot do by themselves such as building a tower or a bridge and justify the selection of those materials based on their physical properties.
- Plan and conduct an investigation to determine the effect of heating or cooling a substance.
- Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. (i.e. *ice to water, pop popcorn*)
- Identify and discuss how heating and cooling are important to everyday life.
- Classify matter by physical properties, including shape, relative mass, relative temperature, texture, flexibility, and whether material is a solid or liquid.
- Distinguish between natural and manmade resources.

## Earth's Systems

- Make observations from media to construct an evidence-based account that Earth events can occur quickly or slowly, some are too slow to observe in a lifetime. (i.e. *formation of Grand Canyon, erosion of mountains*)
- Make observations to construct an evidence-based account that wind and water can change the shape of the land. (i.e. *canyons, sea caves, Great Arches National Park*)
- Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
- Construct an argument supported by evidence for how using technology impacts the natural world. (i.e. *use of sea wall, dams, levies*)
- Discuss how God calls us to be good stewards of the Earth and to shape the natural world wisely.
- Develop a model to represent the shapes and kinds of land and bodies of water in an area. (i.e. *play dough models of landforms, construction paper treasure map showing landforms*)
- Explore the processes in the water cycle including evaporation, condensation, and precipitation as



connected to weather conditions.

- Observe and describe physical properties of natural sources of water including color and clarity.
- Identify and describe a variety of natural sources of water including streams, lakes, and oceans.
- Identify and compare the properties of natural sources of freshwater and saltwater.
- Obtain information to identify where water is found on Earth and that it can be solid or liquid.
- Identify and demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reuse or recycling of paper, plastic, and metal.
- Obtain information using various texts, text features (e.g., *headings, tables of contents, glossaries, electronic menus, icons*), and other media that will be useful in answering a scientific question.
- Observe and describe rocks by size, texture, and color.
- Identify and compare the properties of natural sources of freshwater and saltwater.
- Distinguish between natural and manmade resources.
- Measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data.
- Identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation.
- Explore the processes in the water cycle, including evaporation, condensation, and precipitation, as connected to weather conditions.
- Observe, describe, and record patterns of objects in the sky, including the appearance of the Moon.

#### Heredity

- List evidence to support the explanation that traits can be influenced by the environment. (Example: a dog with too much food, plants without water).

#### Biological Evolution

- Make observations of plants and animals to compare the diversity of life in different habitats.
- Observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit.



# 2nd Grade: Social Studies

Culture	History
<ul style="list-style-type: none"><li>● The student understands the significance of works of art in the local community. The student is expected to:<ul style="list-style-type: none"><li>○ Identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and</li><li>○ Explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.</li></ul></li><li>● Identify the significance of various ethnic and/or cultural celebrations and compare them.</li><li>● Describe how cultures have similarities and differences in their beliefs, values, cohesion, and diversity.</li><li>● Determine how cultures may adapt in response to changing needs and concerns.</li><li>● Describe the major contributions that important people make to shape the:<ul style="list-style-type: none"><li>○ Community</li><li>○ State</li><li>○ Nation</li></ul></li></ul>	<ul style="list-style-type: none"><li>● The student understands how various sources provide information about the past and present. The student is expected to:<ul style="list-style-type: none"><li>○ Identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources</li><li>○ Describe various evidence of the same time period using primary sources such as photographs, journals, and interviews</li></ul></li><li>● The student understands the concepts of time and chronology. The student is expected to:<ul style="list-style-type: none"><li>○ Describe the order of events by using designations of time periods such as historical and present times</li><li>○ Apply vocabulary related to chronology, including past, present, and future</li><li>○ Create and interpret timelines for events in the past and present.</li></ul></li><li>● Understand how historical figures shaped our:<ul style="list-style-type: none"><li>○ Community</li><li>○ State</li><li>○ Nation</li></ul></li><li>● Explain the concept of time and chronology by:<ul style="list-style-type: none"><li>○ Describing the order of events using historical and present time</li><li>○ Understanding the meaning of the words: past, present, and future</li></ul></li><li>● Explain the significance of monuments and government buildings in the:<ul style="list-style-type: none"><li>○ Community</li><li>○ State</li><li>○ Nation</li></ul></li><li>● Describe and explain the significance of national celebrations such as:</li></ul>



	<ul style="list-style-type: none"> <li>○ Independence Day</li> <li>○ Memorial Day</li> <li>○ Veterans' Day</li> <li>○ Cinco de Mayo</li> <li>○ Christmas</li> <li>○ Thanksgiving</li> <li>● The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to: <ul style="list-style-type: none"> <li>○ Identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation</li> <li>○ Identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness</li> <li>○ Explain how people and events have influenced local community history.</li> </ul> </li> <li>● Understand the historical significance of landmarks and celebrations in the <ul style="list-style-type: none"> <li>○ Community</li> <li>○ State</li> <li>○ Nation</li> </ul> </li> </ul>
<b>Geography</b>	<b>Government</b>
<ul style="list-style-type: none"> <li>● Compare and contrast urban, suburban, and rural communities</li> <li>● Explain how people depend on the physical environment and natural resources to meet basic needs</li> <li>● The student understands how humans use and modify the physical environment. The student is expected to: <ul style="list-style-type: none"> <li>○ Identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil;</li> <li>○ Identify positive and negative</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Describe basic elements and functions of government including rules and laws <ul style="list-style-type: none"> <li>○ Identify functions of governments such as establishing order, providing security, and managing conflict</li> </ul> </li> <li>● Examine the importance of governmental services in the community such as: <ul style="list-style-type: none"> <li>○ Police</li> <li>○ Fire</li> <li>○ Judicial courts</li> <li>○ Library</li> <li>○ School</li> <li>○ Parks</li> </ul> </li> </ul>



consequences of human modification of the physical environment such as the use of irrigation to improve crop yields

- The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:
  - Describe how natural resources and natural hazards affect activities and settlement patterns;
  - Explain how people depend on the physical environment and natural resources to meet basic needs
  - Identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns.
- Use simple geographic tools such as maps and globes to identify:
  - Compass rose
  - Cardinal directions
  - Legend/map keys
- Using a map or globe, determine the regional places of significance in the:
  - Community
  - State
  - Nation
- Compare and contrast the characteristics and information from various sources pertinent to places and regions in the:
  - Community
  - State
  - Nation
- Locate places of significance on a map such as:
  - Texas state capitol
  - Major cities in Texas
  - United States capitol
  - Countries that border the United States
- Using a map or globe, identify:
  - Major landforms
  - Bodies of water
  - Continents
- Discuss how physical characteristics of places and regions affect people's

- Identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.
- Describe how the government taxes citizens to pay for services.
- Explain the process of electing and appointing public officials.
- Identify how church officials are elected.
- Name and briefly describe the functions and the role of church officials such as:
  - Pope
  - Cardinal
  - Bishop (Arch)
  - Priest (Pastor)
- Describe the rights and responsibilities of citizens to participate in their own governance through:
  - Voting
  - Staying informed
  - Providing input
  - Volunteering in government functions



<p>activities and settlement patterns by:</p> <ul style="list-style-type: none"> <li>○ Evaluate weather and seasonal patterns</li> <li>○ Analyze natural resources and natural hazards</li> </ul>	
<p><b>Economics</b></p>	<p><b>Citizenship</b></p>
<ul style="list-style-type: none"> <li>● Understand the value of work as it relates to providing income to purchase needs/wants and goods/services.</li> <li>● Distinguish between producing and consuming.</li> <li>● Identify ways in which people are both producers and consumers.</li> <li>● Trace the development of a product from a natural resources to a finished product recognizing the impact of technology.</li> <li>● Trace the evolution of a product from concept, design, marketing, and sales to a finished product recognizing the impact of technology.</li> <li>● Explain the purpose of markets and how competition gives buyers choices and economic incentives.</li> <li>● Understand how various organizations, such as banks, help people achieve economic goals by: <ul style="list-style-type: none"> <li>○ Saving</li> <li>○ Investing</li> <li>○ Borrowing money</li> </ul> </li> <li>● Explain the choices people in the United States free enterprise system can make about: <ul style="list-style-type: none"> <li>○ Earning</li> <li>○ Spending</li> <li>○ Saving money</li> <li>○ Where to live</li> <li>○ Where to work</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Identify and model characteristics of contemporary community leaders.</li> <li>● Recognize important customs, symbols, and celebrations that represent American beliefs and principals contributing to our national identity such as: <ul style="list-style-type: none"> <li>○ United States and State Pledges of Allegiance</li> <li>○ Patriotic songs</li> <li>○ Identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam</li> <li>○ Identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.</li> </ul> </li> <li>● List and discuss characteristics of good citizenship of historical figures including: <ul style="list-style-type: none"> <li>○ Paul Revere</li> <li>○ Abigail Adams</li> <li>○ Sojourner Truth</li> </ul> </li> <li>● Identify and explain characteristics of good citizenship relating to Catholic Social Teachings such as: <ul style="list-style-type: none"> <li>○ Honesty</li> <li>○ Responsibility</li> <li>○ Acceptance</li> <li>○ Cooperation</li> </ul> </li> </ul>
<p><b>Global Connections</b></p>	
<ul style="list-style-type: none"> <li>● Explain and illustrate how people and places are connected around the globe through: <ul style="list-style-type: none"> <li>○ Trade</li> <li>○ Communication</li> <li>○ Recreation/Sports</li> <li>○ Travel</li> <li>○ Economy</li> </ul> </li> <li>● Describe global connections in the local community that affect our daily lives through:</li> </ul>	



- Trade
- Communications
- Recreation/Sports
- Travel
- Economy

