

GRADE TWO

GOAL ONE

CREED: Understand, believe and proclaim the Triune God as revealed in the signs of creation, Sacred Scripture, Catholic Tradition and human experience.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
Critical for Mastery		
2.01.01 Show understanding that God reveals himself in the Holy Trinity three Persons in one God.	Recognize name of Holy Trinity. Describe the Holy Trinity as God the Father, the Son and the Holy Spirit. Show understanding that God is one God in Three Persons. Identify the Holy Trinity in the Sign of the Cross. Pray the <i>Glory Be</i> as part of class prayer. Identify how Jesus praises God the Father in Mt. 11, 25-27.	Art: Identify artistic images of the Holy Trinity. Math: Identify equilateral triangle as a symbol of the Holy Trinity. Family Life: Examine why God is called a Father in terms of family life. Identify how parents and guardians show God's care for us. Find sacred images in the home that identify Persons of the Holy Trinity.
2.01.02 Recognize that God is holy , all wise and all loving.	Define holy and wise. Identify signs of God's holiness, wisdom and love in nature, family life and civic life. Read Psalm 65. List ways in which God takes care of creation. Create a prayer of praise and thanks to God for his loving care and wisdom.	Science. In a photo or actual excursion to an outdoor environment observe how plants and animals are cared for by sunlight and rain. Draw the water cycle. State how care in nature is a sign of God's presence, wisdom and love.
2.01.03 Identify Jesus Christ as the Son of God , one with the Father and the Holy Spirit.	State meaning of Son of God. Read John 5, 1-30 to students. Identify how Jesus understood his relationship with God. Examine Jesus' interaction with the man he cured. Explain how Jesus broke the law to cure the man and got into trouble with the Jewish leaders. Identify how Jesus showed his power as a healer.	Art. Find a picture of Jesus healing someone. Examine how Jesus showed his power as Son of God. Liturgy. Identify in the Mass when the community prays the prayer of Jesus. Identify how Jesus names God. Relate that we also call God our Father and can pray as Jesus prayed. (05)
2.01.04 State that Jesus Christ was born of the Virgin Mary, suffered under Pontius Pilate, died on the cross and was buried.	Use occasions of the liturgical year to review the life of Jesus, particularly Christmas and Holy Week. Identify times of the liturgical year when the Church celebrates special events in the life of Christ. Describe what it means that Jesus saves us from our sins.	History. Research Pontius Pilate. Examine why he was important to the story of Jesus' death. Argue why this form of death is unjust and against human dignity. Examine how Jesus treated his killers. Explain what happened to Jesus' body after it was taken from the cross.

<p>2.01.05 Show understanding that God raised Jesus from the dead and lives with God forever.</p>	<p>Use occasion of Easter to tell the stories of the Resurrection. Explain how Jesus' body is different.</p>	<p>Science. Draw life cycle of the caterpillar. Examine how new life begins for the caterpillar.</p>
<p>2.01.06 State meaning of creed.</p>	<p>Define creed as a statement of what we believe.</p>	<p>Dictionary Skills. Find creed in the dictionary. Read its derivation and definitions.</p>
<p>2.01.07 Identify the Persons of the Holy Trinity in the Nicene Creed.</p>	<p>Locate in the Nicene Creed the names of God the Father, God the Son and God the Holy Spirit.</p>	<p>Liturgy. Recognize the Nicene Creed in the liturgy of the Mass. Show capacity to pray the Creed in the Mass with the congregation. (05)</p>
<p>2.01.08 State the Church's belief in Jesus Christ as present in the Holy Eucharist.</p>	<p>Identify in the Mass when bread and wine become the Body and Blood of the Living Christ. Describe how the priest shows respect for Christ's presence under the form of bread and wine. Describe how the congregation shows respect for the Holy Eucharist in church.</p>	<p>Scripture. Read Mk. 14, 22-25. Describe what Jesus did after he and his followers ate supper. (04) Art. With an appropriate artistic rendition of the Last Supper, tell the story of Jesus' last meal with his friends. Locate the bread and cup. Draw a picture of Jesus at meal with his friends.</p>
<p>2.01.09 State meaning of Jesus' name.</p>	<p>Identify derivation and meaning of Jesus' name. Explain why it is important to know this meaning.</p>	<p>Math. With a list of the class, identify how many students have the same name. Find derivations and meanings of students' names. Chart the data.</p>
<p>2.01.10 Recognize human beings as made in the image of God meant to live forever with God.</p>	<p>Define image. Identify ways in which we see our image. Write a prayer thanking God for creating me to be beautifully and wonderfully made. Talk about what it means to live forever with God.</p>	<p>Art. Draw a shadow picture of side view of student's face and bust, cut out and frame on light colored paper. Place pictures on bulletin board with prayers of thanksgiving. Discuss why it is important to respect our bodies as images of God.</p>
<p>2.01.11 Honor Mary as Jesus' mother, the Mother of God and Mother of the Church.</p>	<p>Read Luke 1, 26-38. Identify the name of Mary as the name of Jesus' mother. Recount the story of Gabriel's visit to Mary and telling her that she would be God's mother. Identify Jesus and God's Son as the same person. State Mary's special relationship to the Church as Mother of the Church.</p>	<p>Catholic Church. Recount the story in Acts 1, 13-14. Describe Mary's relationship with Jesus' followers. (07) Biography. Research life of St. Juan Diego. Identify how Mary listens to Juan. Describe what Mary wants Juan to do. Describe the signs that Juan would show to the bishop. (07)</p>

GRADE TWO

GOAL TWO

SACRAMENTS: Understand and participate in the sacraments of the Church as efficacious signs of God's grace, instituted by Christ and entrusted to the Church.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
2.02.01 Describe meaning of sacrament .	State meaning of sacraments as special signs of God's action in our lives.	Liturgy. List the seven sacraments. Examine how each rite is a special sign of God's action. (05)
2.02.02 Identify sacraments of initiation .	State meaning of initiation. Identify Baptism, Eucharist and Confirmation as sacraments of initiation.	Community Living. Describe groups that have special initiation events, i.e., scouts, schools. Examine why groups welcome new members.
2.02.03 Describe the signs , symbols and effects of the Sacrament of Baptism.	State meaning of sacramental signs and symbols. Describe the effects of receiving the Sacrament of Baptism. With the class, write a communal prayer of thanks to God for giving us God's special gifts through the Sacrament of Baptism. Place prayer on bulletin board with photos of students' baptisms.	Family Life. Write a letter to my parent/guardian thanking them for helping me to receive Baptism. Ask for a copy of the student's baptismal certificate and place in faith portfolio. Ask parent/guardian why they think that Baptism was important to receive. Report answers to the class and chart.
2.02.04 Show understanding of grace as a special gift of God's love and action in our lives.	State definition of grace. Make a list of how God's love and action is evident in our day-to-day living. Examine ways to help us become more aware of the action of God's grace in us.	Science. Describe air. Examine the nature of air. Describe how important air is to life even though we cannot see or smell it. List how we might know that air is around and in us.
2.02.05 Describe meaning of the Sacrament of Eucharist .	State meaning of the Sacrament of Eucharist. Identify how the Sacrament of Eucharist is a sacrament of initiation. Identify symbols of the Sacrament of Eucharist. Articulate how receiving Communion is essential to receiving the sacrament.	Family Life. Ask parent/guardian why it is important for them to receive Holy Communion. Report to class how the question was answered. Interview the pastor. Ask him why it is important to receive Holy Communion. Compare responses.
2.02.06 Exhibits understanding of the Real Presence of Jesus Christ in the bread and wine consecrated by the priest at Mass .	State meaning of Real Presence, bread, wine, consecrate, priest and Mass. Connect these words with the liturgical celebration of Mass. Identify the words of consecration spoken by the priest. Reflect on the special meaning of this sacrament. State how Jesus is the center of our lives as Christians.	Parish Life. Make a class visit to the parish church. With the help of the priest or sacristan, walk through the sanctuary and sacristy. Identify the parts of the sanctuary important to the Mass. Examine the bread and wine as elements of consecration at Mass. (08)

2.02.07

Show appreciation that the Sacrament of the Eucharist unites us with the Living Christ who is the source of our life as Christians.

Describe how the Eucharist is a sign of the presence of Jesus Christ. Examine why Jesus might want to be alive in us. Write a prayer to Jesus asking him to help us believe that he truly lives in us. Place this prayer in student's portfolio of faith.

Science. In water, root a branch so that students can examine root growth. State why the branch needs roots. Plant the rooted branch. Determine what the branch needs to continue to grow. Make a diagram of the branch with measurement of growth and development of new leaves.

2.02.08

Identify the Sacrament of [Confirmation](#) as a sacrament of initiation.

State meaning of Confirmation. Identify students who have already received the sacrament and when they received the sacrament. Identify when students will receive this sacrament. Examine why this sacrament is given to us when we are older. State how this is a sacrament of initiation.

Art. Mix olive or vegetable oil with heavily colored water. Identify what happens to the oil. Paint a surface using the mixture. Paint a surface using regular paint without the oil. Describe the difference in effect. Describe how oil feels and acts. Discuss how oil is used.

2.02.09

State understanding of the work of the [Holy Spirit](#) in the life of the Church.

State that the Holy Spirit is the Third Person of the Holy Trinity. Read Acts 2, 1-4. Identify how the Holy Spirit was present to Jesus' followers.

Scripture. Read John 1, 29-34. Identify who baptized Jesus and what happened. Draw a picture of Jesus' baptism and the symbol of the Holy Spirit. (04)

2.02.10

State the [Sacrament of Penance/Reconciliation](#) as a sacrament of [forgiveness](#) of [sin](#) and [healing](#).

State meaning of penance, reconciliation, forgiveness, sin and healing. Identify the importance of receiving this sacrament. Create a list of actions that call us to ask for God's forgiveness. Describe how I feel when my parent/guardian forgives me. Connect this feeling to healing.

Literature. Read a story about a character forgiving another. Identify what happened to the character who forgave the hurt. Describe how the character who needed forgiveness felt. Examine why it is important to forgive others. State why it is important to be forgiven.

2.02.11

State that Jesus Christ gave the sacraments to the Church as signs of his living presence and action in the world.

Describe how Jesus lives and works in the Church through the sacraments. State why Jesus would want to live in us. Examine how we live because we believe that Jesus lives in us.

Art. Make a large outline of a Jesus figure. Find magazine pictures of people helping others, sharing, celebrating, etc. Have students make a mosaic of these pictures within the Jesus figure. Identify how we are the heart and hands of Jesus loving others.

GRADE TWO

GOAL THREE

CHRISTIAN LIVING: 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.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
2.03.01 Recognize the self as good and deserving of love, created in God's image and likeness .	Recall the stories of God's creation of human beings in Genesis 1, 2. State how the Genesis stories show God's love and care for people. Write a list identifying how people show the goodness of God. Create a prayer service thanking God for creating us in God's image and likeness using Psalm 139, 13-17.	Biography. Research the life of Pope Pius X. State how Pope Pius X had a great concern for children. Place his image on the Parish Life bulletin board.
2.03.02 Show understanding that God created us to know, love and serve God.	List ways that we know, love and serve God. Write a personal list of ways I know, love and serve God. Place in faith portfolio.	Parish Life. Research the life of the saint after whom the parish is named. Examine how this saint loved and served God. (8)
2.03.03 Articulate belief that God gave us a free will to choose what is right and avoid what is evil .	State meaning of will and how the will is free. State what it means to choose with examples of making choices. State meaning of evil. Identify why it is important to avoid evil. Compare/Contrast good from evil.	Current Events. Find news articles telling stories of good and bad behaviors. Compare/Contrast the affects of goodness and evil on others. List these affects on chart paper. Write a paragraph stating an example of someone doing something good and its outcome.
2.03.04 Identify how we show our love for Jesus by following him through our actions.	Read Mt. 4, 18-22. Recount the story of Jesus calling his disciples. Identify what they were doing. State what Jesus asked them to do. Identify what the disciples did when Jesus called them. Examine what we do when we hear Jesus calling us.	Family Life. Interview a parent/guardian asking how they follow Jesus. With help from the parent/guardian make a list of these responses. Report the list to the class. Create a class list identifying all the responses learned.
2.03.05 Show understanding that we must respect self and others as human persons belonging to the family of God.	Read John 10, 7-16. Recount the story of Jesus as the good shepherd. State how Jesus shows his love for his sheep. Compare how we are like the sheep who follow Jesus. Describe how this story tells us about God's family.	Culture. Investigate the work of shepherding. Identify how a shepherd watches the sheep. State why sheep need to be watched so carefully. Find photo images of shepherds and place with picture of Jesus the Good Shepherd.

<p>2.03.06 State meaning of conscience.</p>	<p>Describe meaning of conscience and how it guides us to choose good and avoid sin. Explain how we might listen to God's voice within to help us grow in goodness and love.</p>	<p>Science. Examine picture taken from magazines about environments that have been damaged. Demonstrate how these environments suffer from poor choices made by people. Examine how people might make good choices for these places.</p>
<p>2.03.07 State how God gives us laws called the Ten Commandments.</p>	<p>State meaning of law and commandments. Examine why God gives us laws. Demonstrate why it is important to obey laws. Write the Ten Commandments.</p>	<p>Community Life. List laws that help people to be safe in the neighborhood. Family Life. List rules we have to keep in our homes. Identify how these rules keep me safe. State how these rules help me to respect myself/others.</p>
<p>2.03.08 Identify how the Ten Commandments guide us in how to love God and love others.</p>	<p>Identify how the Ten Commandments guide us in loving God and others. State all the Commandments in positive language. Dramatize behaviors that show the Ten Commandments being lived.</p>	<p>Art. Find magazine photos of people living the Ten Commandments. Make a collage of these photos for the first three. Make a collage of photos for the remaining seven. Explain how these pictures are signs of the Kingdom of God.</p>
<p>2.03.09 Describe meaning of sin.</p>	<p>State meaning of sin and how it can hurt our friendship with God. Contrast sin from mistakes, accidents and natural disaster. Analyze how our intention or will is related to sin. Identify how sin can separate us from God.</p>	<p>Media. Using an appropriate movie (i.e., <i>Oliver</i>). Using all or parts of the movie, analyze the characters in terms of good and evil. Examine how good and evil impact the lives of others and of the environment.</p>
<p>2.03.10 State that God forgives our sins no matter how serious they are.</p>	<p>Describe serious. Read Lk. 15, 11-24. Recount how the son left the father and lived a sinful life. Describe how the father treated the son when he returned. Examine how this story of Jesus tells us about God our Father's love for us.</p>	<p>Drama. Dramatize the story of the lost son and his brother. Examine how the older brother wanted to treat the younger brother when he returned home. Justify why the father's response to both brothers was good.</p>
<p>2.03.11 Explain how our bodies are created by God to be respected by ourselves and others.</p>	<p>State meaning of respect for our bodies. Demonstrate ways of showing respect for our bodies and others' bodies. Identify situations that might endanger our bodies (lures, bullying, name calling, racism). Appraise how forms of disrespect might be sinful.</p>	<p>Family Life. Examine how my family members help me to respect my body and personhood. Identify how I respect members of my family. Culture. Examine how my teachers help me to respect my body. Identify how I respect others in school.</p>

GRADE TWO

GOAL FOUR

SACRED SCRIPTURE: Read, comprehend and articulate salvation history as conveyed in God’s revelation through the signs of scripture.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
2.04.01 Show understanding that the Bible as a special book that tells who God is and how we should live as God’s children.	Recognize the book of the Bible. State that the Bible is God’s special word to us. Identify the Bible as telling us stories about who God is and how we should live as God’s children. Draw a picture of the front cover of the using the title “Holy Bible.”	Prayer. Place the Bible in the sacred space of the room. Open the Bible to Exodus 20, 1-17 (Decalogue). Locate the Ten Commandments. Math. Draw an outline of the stone tablets of Moses. Write numbers of Decalogue in Roman numerals. Compare the numbers as written in Arabic numeration.
2.04.02 Identify the Gospels as stories about who Jesus is and what he taught us.	Locate the four Gospels in the Bible: Matthew, Mark, Luke and John. Read the first line of the Gospel of Mark. Identify who Jesus is in Mark 1.1.	Art. On lined art paper, write Mark 1,1 in block print. With markers and crayons, color the letters and make colorful designs to fill in the page.
2.04.03 Show understanding that Jesus called God his Father and is the light of the world.	Read John 17, 20-26, the prayer of Jesus to his Father. Recount what Jesus is saying about his relationship with God. Identify what Jesus says about those who follow him. Write a prayer to Jesus thanking him for his great love for us. Place prayer of faith portfolio. Read John 8, 12. Examine why Jesus want to be light for us. Identify how the light of Christ shines through us.	Science. Using a prism and overhead projector light, examine how light shines through the prism. Identify the colors of the light. Diagram the colors found in the observation. Literature. Read a story about the invention of the light bulb. Describe the significance of light in our lives. Explain how the electric light bulb improved the quality of human living.
2.04.04 Recognize that Jesus lived and died to show us how to love and forgive.	Read Luke 23, 39-43. Recount the story of the two criminals who died with Jesus. State what the criminal asked of Jesus. State how Jesus responded. Examine how you would want someone to treat you if you did something to hurt him/her. Evaluate how you respond to others when they hurt you. Examine what Jesus says in the Our Father about forgiveness.	Music. Sing the song “Jesus, Remember Me” (Berthier, Taize, 1984, pub. by GIA) Literature. Read “The Giving Tree” (Silverstine) or some other story parable. Examine how the tree keeps on giving no matter how diminished the tree becomes. Explain how giving is a way to show love. Examine the point of view the tree has about love. Examine the point of view the boy/man has about love.

2.04.05

State meaning of [parables](#) as stories about how to live in the [Kingdom of God](#).

State meaning of parables. Recount some stories that Jesus told. Read Luke 15, 1-7. Analyze the meaning of the parable. Examine how this story is like Jesus forgiving the criminal who asked Jesus to remember him.

Math. Count from 1 – 100. On a bulletin board create a color paper outdoor scene with a field and a fence with a gate. Make 100 sheep with light gray paper and cotton balls. Arrange sheep on scene to reflect the meaning of the parable.

2.04.06

Explain meaning of the Parable of the Great [Feast](#) in Luke 14, 15-24

Recount the story of the Great Feast. Identify who could come to the feast. Explain why people wanted to be excused. Explain why the man kept inviting people. Identify what were the criteria for entering the feast. Explain how this parable is a story about the Kingdom of God.

Drama. Enact a shadow play of the parable of the Great Feast with all students participating in some way. Show the play to the first graders and celebrate with a lunch and recess together.

2.04.07

Explain meaning of the [Vine](#) and the [Branches](#) in John 15, 1-7

Recount the metaphor of Jesus as the vine and Jesus' followers the branches. Describe the relationship between the vine and branches. Identify reasons why the followers of Jesus need connection to him. Describe what happens when the branches are not connected to the vine. Write John 15, 5 and 7 in the faith portfolio. Write a prayer asking Jesus to help you stay close to him.

Art. Using roll paper (about 3-4 feet) draw a vine and branches with many leaves. Have each student color a single leaf and write his/her name on it. Print, "I am the vine, you are the branches" on the paper. Place on bulletin board.
Music. Sing "We Have Been Told" (Haas, 1983, GIA), or some other song with reference to Jesus as the vine.

2.04.08

Explain meaning of the miracle of the [Loaves](#) and Fishes in John 6, 1-13

Recount the details of the story of the loaves and fishes. State meaning of loaf. Explain why Jesus wanted to feed the people. Compare how the bread was shared in the story with Jesus giving himself to us in the Eucharist.

Drama. Dramatize the story of the loaves and fishes using all students in the enactment. Draw a picture of a favorite part of the story. Arrange the drawings showing the progression of the story.
Family Life. Make a loaf of bread at home with the family. Bring to class and share with class.

2.04.09

Show understanding of Jesus as the [Bread of Life](#) in John 7, 35; John 7, 51

Recount the teaching of Jesus as the Bread of Life. Explain what the teaching means. Describe how that makes us feel when we receive Jesus in Holy Communion. Write the two verses in the faith portfolio. Write a prayer thanking Jesus for giving himself as the Bread of Life.

Parish Life. In preparation for receiving Holy Communion, give a wafer used for consecration to each student. Describe how the wafer feels and tastes. Compare/contrast to other kinds of bread students have eaten.
Music. Sing "I Am the Bread of Life" (GIA)

2.04.10

Show understanding of Jesus' last meal with his disciples as a special sharing of his love.

Recount the story of the Last Supper in John 13, 1-5. Examine why Jesus washed the feet of his friends.

Recount the story in Luke 22, 16-20. Identify what Jesus did with the bread and wine. Explain why this meal was so important for Jesus' friends to remember. Describe how Jesus' changing of the bread and wine is a mystery. State what Jesus told his disciples to do. Examine why it is important to remember what Jesus did for us.

Drama. Invite the pastor to enact with the students the events of the last supper as the Passover meal of the Jews. Using unleavened bread (not communion wafers) and grape juice break the bread and share the juice. Pray Psalm 100 as a song of praise to God for all God's goodness.

Music. Sing "*Bendito, Bendito*" (*Cantos G190*)
Traditional

2.04.11

Exhibit understanding that Jesus forgave those who hurt him.

Recount the words of Jesus when he was dying in Luke 23, 33-34. Review the last lines of the Our Father: "...forgive us our trespasses as we forgive those who trespass against us." Compare how the last words of the prayer are similar to Jesus' words as he was dying on the cross. Connect how Jesus' followers are to forgive as he forgave. Explain how receiving Holy Communion helps us to be like Jesus.

Family Life. As a family, write the Our Father in calligraphy. Decorate with Christian symbols. Frame the artifact and place under or close to the family crucifix or the family Bible. Pray the Our Father together everyday.

Music. Sing Our Father using commonly used musical rendition at the parish Mass.

2.04.12

Demonstrate appreciation that God the Father raised Jesus from the dead and spoke to his disciples.

Recount the story Jesus appearing to the disciples at the lake shore and fed them in John 21, 1-17. Enact the story of Jesus at the shore cooking a meal and talking to his friends. Explain why Jesus asked Peter if he loved him. Describe how the disciples must have felt when they witnessed Jesus' great love for them. Describe how you feel when you learn about Jesus' love for you.

Art. Draw a picture of Jesus by the shore making a meal for his disciples. Place in faith portfolio.
Literature. Read a story about characters who reconcile with each other. Identify how the characters feel before and after they reconcile.
Drama. Enact behaviors that exhibit the need for forgiveness. Enact responses to those behaviors that show forgiveness. Describe how to respond to negative behaviors that protect the self especially in situations of allurements.

GRADE TWO

GOAL FIVE

LITURGY: Understand and celebrate the liturgical rites of the Church as expressed in the Church Year and epitomized in the Eucharist the source and summit of Christian life.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
2.05.01 Show understanding and appreciation of the Sacrament of Penance/Reconciliation and the Sacrament of Eucharist as immediate preparation for these sacraments.	Express in student’s own language the understanding of this time as special preparation for receiving the sacraments for the first time. Express wholehearted willingness to prepare for the sacraments.	Family Life. Parent/guardian write a letter to child stating that they will assist him/her in preparing for the sacraments. Place the letter in the family Bible. Create special time each week to read and reflect on Sunday scripture readings especially the Gospel. Celebrate the seasons of the Church Year.
2.05.02 Show awareness of the activity of the Holy Trinity in the ritual actions of the sacraments.	State meaning of rite or ritual. Exhibit awareness that student must learn the rituals in order to participate in receiving the sacrament.	Social Studies. Examine a tribal ritual. Identify components of the ritual. Family Life. Identify rituals in the family. Identify culturally specific rituals. Chart family rituals and compare.
2.05.03 Identify the essential elements in the ritual for receiving the Sacrament of Penance/Reconciliation including confession of sin, contrition , and absolution .	Demonstrate knowledge of ritual actions for the Sacrament of Penance/Reconciliation: confession of sin to a priest, expression of sorrow, intent to reform and absolution by the priest. State meaning of confession, contrition and absolution. Explain how this sacrament is God’s way for us to be in right relationship with God and the Church. State that God forgives us always when we say we are sorry. Show understanding that sorrow for sin implies restitution and reform.	Health. Investigate symptoms of a common illness such as a cold. Chart the symptoms. Identify remedies that result from accurate description of symptoms. Identify how remedies diminish symptoms. Examine how healing happens when symptoms are identified and addressed. Chart remedies and signs of healing. Music. Sing “Where Charity and Love Prevail” (Traditional, Text 1961, WLP)
2.05.04 Show familiarity with the rite of the Sacrament of Penance/Reconciliation.	Perform the ritual of the Sacrament of Penance/Reconciliation using the confessional room with comfort. Participate in a reconciliation prayer service using parts of Psalm 53.	Craft. Make a stole or stoles that have Christ symbols and/or symbols of reconciliation that the priest/s can use for the celebration of First Penance/Reconciliation.

2.05.05

Conduct a simple [examination of conscience](#).

State meaning of examination of conscience. Conduct a simple examination of conscience with help of catechist. Review the Decalogue. Write a list of thoughts, words or actions that are sinful. Explain why these actions are sinful. Explain how we know God forgives our sins through the Sacrament of Penance/Reconciliation.

Family Life. Talk to parent/guardian about the examination of conscience. Identify thoughts, words or actions that are sinful in family life. Explain how family members forgive one another after doing something wrong. Describe how family members feel when forgiveness is offered.

2.05.06

Exhibit understanding that at Mass we thank God for all the [blessings](#) given to us, we [offer](#) our lives to God, and we ask God for what we need.

Describe meaning of thankfulness for blessings and offering. Explain how these are important aspects of the Eucharistic liturgy. Describe how God blesses me in my life. Write a prayer of thanks for the blessings of God and place in faith portfolio.

Music. Sing *Gracias* (J.A. Olivar, Cantos GI80), *All the Earth* (Lucien Deiss, 1965, WLP), or some other song of thanks appropriate to the celebration of Mass.

2.05.07

State major parts of the [Eucharistic celebration](#): [Introductory Rites](#); [Liturgy of the Word](#); [Liturgy of the Eucharist](#); [Closing Rite](#).

Identify the four major parts of the Eucharistic celebration. State meaning of Eucharist, liturgy, Word, introductory and closing.

Social Studies. Research a cultural celebration that is done in another country. Identify the parts of the ritual. Identify how the people feel. Create a display of student made artifacts used in the celebration.

2.05.08

Identify the [Penitential Rite](#) as a time to show sorrow for sin and ask God for forgiveness in the [Lord, have mercy](#).

Describe meaning of Penitential Rite. Know the Lord, have mercy prayer from memory. Associate the Lord, have mercy prayer with expressing sorrow for sin.

Music. Learn melodies commonly used at parish Sunday liturgy for the Lord, have mercy prayer.

2.05.09

Identify the [Gloria](#) as a song of praise to the Holy Trinity.

Describe meaning of Gloria. Know from memory the first line of the Gloria. Have a sense of the Gloria when reciting the prayer with the congregation.

Language. Identify what language the word *Gloria* is derived. Identify a Christmas song that uses this word. Sing this song during the appropriate liturgical season.

2.05.10

Identify the components of the [Liturgy of the Word](#), especially the [Gospel](#) with the [Alleluia](#) response, the [homily](#) and the [Creed](#).

Describe meaning of the Liturgy of the Word, Gospel, Alleluia, homily and creed. Locate the Gospel in the Liturgy of the Word during Mass. Describe what happens during the homily. Know from memory the first line of the Nicene Creed. Recognize the Trinity in the Creed.

Family Life. Read the Sunday Gospel as a family in preparation for Sunday Mass. Explain the message of the Gospel. Compare family's sharing with the message of the minister's homily at Sunday Mass. Music. Learn several musical renditions of the Alleluia used in the parish Sunday Mass.

2.05.11

Identify the [Prayer of the Faithful](#) as the final part of the Liturgy of the Word.

State meaning of the Prayer of the Faithful as the intercessions offered for the Mass. Create intercessory prayers using the formula for these prayers. Recognize that these prayers are asking God for special needs.

Family Life. Examine why it is important to ask when we need something. Identify the persons from whom a favor may be asked. State the response when a favor is given. Explain what it is important to be grateful for what we receive.

2.05.12

Recognize the components of the [Liturgy of the Eucharist](#): Preparation of the Altar and the Gifts; [Offering](#) of the Gifts; [Eucharistic Prayer](#); [Communion](#) Rite; Prayer after Communion.

State meaning of Liturgy of the Eucharist, offering, Eucharistic Prayer, Communion. Identify what happens in each part of these rituals. Practice these actions using the altar in the classroom until students demonstrate a basic understanding of the rituals.

Craft. Make a small altar in the classroom. Place on the table the artifacts used during the Liturgy of the Eucharist. Identify each of the artifacts by name. Place color for the appropriate liturgical season on the table. Using a liturgical color, make a stole to be placed on the table.

2.05.12

Exhibit understanding that at the prayer over the gifts of bread and wine we present these gifts to God blessing God for these gifts

Demonstrate understanding of the prayer over the gifts of bread and wine by reciting the appropriate prayer response: Blessed be God forever. Show understanding that we offer ourselves to God at this time thanking God for all his gifts to us.

Parish Life. Research how the parish practices stewardship among its members. State meaning of stewardship. Identify when and how members of the congregation share their gifts at the Mass. Identify how the family shares with the parish. (08).

2.05.13

Show understanding that during the Eucharistic Prayer the priest [consecrates](#) the bread and wine using the words of Jesus and changing the bread and wine into the Body and Blood of the Living Christ.

State meaning of consecration. Know the words of Jesus: "This is my Body. This is my Blood." Demonstrate understanding that the words of Jesus spoken by the priest change the bread and wine into the Living Christ. Describe how this is a mystery that we believe but do not know how it happens. State understanding that Jesus tells us to do this act in his memory.

Parish Life. Visit the sanctuary of the church with the pastor or pastoral associate. Provide opportunities for all students to examine the artifacts used during the Mass. Identify the use for each artifact especially the cup (chalice) and plate (paten). Provide an opportunity to practice receiving the bread and wine during the Communion rite. (08)

2.05.14

Know from memory the ritual prayer responses during the Liturgy of the Eucharist.

Exhibit knowledge: Holy, Holy; Doxology; Great Amen; Our Father; Lamb of God; Lord, I am not worthy; Amen (after receiving Holy Communion).

Music. Sing various responses at Mass using melodies appropriate to the parish Sunday Mass.

2.05.15

Demonstrate understanding of the [Rite of Peace](#).

Demonstrate giving the sign of peace and its meaning.

Social Studies. Examine why it is important to have peace in the world.

2.05.16

Exhibit reverence for [Holy Communion](#) as the Real Presence of the Jesus Christ received in the bread and wine.

State that the bread and wine received in Holy Communion is the Body and Blood of the Living Christ. Show reverence to Christ in Holy Communion. Explain that in receiving Holy Communion we become the Body of Christ. Exhibit understanding that when we receive Holy Communion we have a special time with Jesus to thank him, offer him our lives and ask his blessing.

Music. Learn refrains to hymns sung during the Communion ritual appropriate to age. Sing *Al Partir el Pan* (Cantos G97, WLP) or *Jesus Christ, Bread of Life* (WLP) as options. Science. Identify how the food we eat becomes part of us. Describe meaning of nourishment. Explain how food gives us energy. Describe the food pyramid. Identify types of food.

2.05.17

Exhibit understanding that the priest closes the ritual of the Mass by sending us forth to do good works in the world.

Identify parts of the Closing Ritual: closing prayer; final blessing; sending forth. Know the responses for the Closing Ritual. Explain how we are sent to do good works. List actions that show how we complete the work of Jesus Christ in the world.

Mission. Participate in a parish or school mission activity that provides assistance to the poor. Research the Holy Childhood Association and list how the Association helps children and their families around the world. Provide an opportunity to contribute to the Holy Childhood Association or become members. (08)

2.05.18

Describe the role of the priest at Mass.

Identify the priest as the minister of the rites of the sacraments of Eucharist and Penance/Reconciliation. Explain how the priest helps us as God's minister.

Parish Life. Interview the priest regarding his role as minister of the Eucharistic rite. Develop questions about how the priest feels when he presides at the Mass. Identify the parts of the rite that only the priest can do. (08)

2.05.19

Identify the seasons of the Church as celebrations of the life of Jesus Christ, Mary and the saints.

Name the seasons of the Church Year especially Advent and Lent. Explain how these seasons are special times that the People of God use to prepare for Christmas and Easter.

Art. Draw the calendar of the Church Year showing the major parts of the year. On chart paper, write the months of the year across the paper. Identify the months during which the Church celebrates Advent/Christmas and Lent/Easter. Draw symbols for the seasons.

2.05.20

Identify the importance of participating in the rite of the Mass as essential to living the Christian life.

Explain the importance of participating in the sacraments of Eucharist and Penance/Reconciliation. Examine how the rites show God's action in our lives helping us to be closer to God.

Drama. Read the story of Zacchaeus in Luke 19, 1-10. After reading the story, dramatize. Explain how Zacchaeus' life changed because of his encounter with Jesus.

GRADE TWO

GOAL SIX

CHRISTIAN PRAYER AND SPIRITUALITY: Understand and express the different forms of prayer consciously recognizing the work of the Holy Spirit and the meaning of self-surrender to God.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
2.06.01 Show understanding that prayer is essential to our life with God.	Express personally how prayer helps me to be close to God. Write a prayer of thanks to God for special blessings in life and place in faith portfolio.	Family Life. Explain how communicating with our parents/guardian is important in making the family closer. Identify times during the day when we talk to our parents/guardian. Identify times during the day when the whole family gathers to talk to each other.
2.06.02 Identify that Jesus taught us how to pray.	Read Mt. 6, 5-8 and Mt. 7, 7-11. Explain how Jesus teaches us to pray to God our Father. Describe how God knows what we need even before we ask. Write a prayer of petition asking for some special blessing from God and place in faith portfolio.	Mission. Describe how helping others is a sign that God is answering their prayers. Identify how God's Holy Spirit works in us when we help other.
2.06.03 Know the Our Father as the prayer of Jesus.	Recite the Our Father from memory. Explain what we are praying in the Our Father. Explain the importance of forgiveness in this prayer.	Literature. Read a story about a child's relationship with a parent, grandparent, guardian, or aunt/uncle. Describe how these adults want to give.
2.06.04 Recognize that we pray alone and with others.	Describe ways in which we pray alone. Describe ways in which we pray with others. List these ways on chart paper. Differentiate personal prayer from community prayer. Explain why both kinds of prayer are important.	Biography. Research the life of St. Dominic Bosco. Examine how Dominic spent his life serving others. Find a picture of Dominic and place on Church Life bulletin space. (07)
2.06.05 Recognize that we pray with the community of the Church especially at Mass on Sunday.	Identify the Mass as a communal form of prayer. Explain why this prayer is important to our lives as Christians. Explain how the prayers at Mass unite the parish community. Exhibit prayerful attentiveness at Mass.	Parish Life. Find photos of people praying together in church. Explain how we know these people are praying. Explain why it is important for people to pray together. Describe how it makes them feel. Family Life. Attend Mass every Sunday.

2.06.06

Show understanding of the prayer of [adoration](#) during Mass and before the Blessed Sacrament.

State meaning of adoration. Exhibit that we adore God in the Holy Trinity and no one else. State how Jesus Christ is the Second Person of the Holy Trinity. Pray Psalm 117 with the class.

Scripture. Read Luke 24, 13-35. Describe the story. State how long it took the travelers to recognize Jesus. Describe how they recognized Jesus. Identify how they felt and what they did.

2.06.07

State how [faith](#) helps us to pray.

State meaning of faith. Learn a simple act of faith, such as, "O my God, I believe in you." Pray Psalm 23. Explain how God is our shepherd and helps us on life's journey.

Scripture. Read John 20, 24-29. Describe the story. Identify those to whom Jesus first appeared. State who was missing. Explain what Jesus said to Thomas and how Thomas responded. Explain what Jesus said about people who believe Jesus but who have not seen him.

Biography. Research the life of St. Thomas the Apostle. State where St. Thomas went to announce the good news of Jesus. (07)

2.06.08

Exhibit understanding that we believe in Jesus' living presence without seeing him.

Identify objects that we cannot see but know exist, (ex. air, wind, electrical current, etc). Compare the examples to the presence and power of Jesus.

Science. Describe findings in a science experiment. State why it is important to be observant when doing an experiment.

Family Life. Go on an excursion to a botanical garden. Observe one kind of plant life. List the characteristics of the plants observed. State how observation is important in the learning process.

2.06.09

State that God forgives us when we ask God for forgiveness in prayer.

Know from memory a prayer of contrition. Identify parts of the prayer that express how we are sorry for sin. State how we feel when we say we are sorry. Examine why this is an important form of prayer.

Scripture. Read John 18, 15-18 and John 18, 25-27. Dramatize the story of Peter's denial of Jesus. Examine why Peter was afraid. State how Peter might have felt. Describe why Peter needed to ask for forgiveness.

2.06.10

Demonstrate how we pray with Mary and the saints.

Know from memory the Hail Mary. Identify characteristics of Mary in this prayer. Identify the rosary as a special prayer that Mary wants us to pray. Place a rosary in the sacred space of the classroom.

History. Research the lives and story of the children of Fatima, Portugal, who saw a vision of Mary. Describe the children. Describe the lady they saw. Identify what Mary was holding. Explain what Mary wanted the children to do. State why it is important to pray for peace and justice.

GRADE TWO

GOAL SEVEN

CATHOLIC CHURCH:

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.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
2.07.01 State that the Church was started by Jesus to help him spread the Good News and to baptize people as his disciples.	State meaning of Church. Identify who are members of the Church. Read Matthew 28, 16-20. Describe the story. State when this event occurs in the life of Jesus. State what Jesus tells the apostles to do. Describe in whose name the apostles are to baptize. State how long Jesus will be with the Church.	Family Life. Describe the family as a “house church.” Explain how the family prays together and celebrates the love of God in their life as a family. State ways in which the family serves God by helping one another and by helping others.
2.07.02 Show understanding that I am a member of the Catholic Church .	State meaning of Catholic. Explain that people who are baptized in the Catholic Church are members of the Catholic Church. State that as a member of the Catholic Church I can participate in the sacraments of Eucharist and Penance/Reconciliation.	Parish Life. Find evidence in the parish church that the parish is an expression of the universal character of the Church. (08)
2.07.03 Exhibit understanding that all who are baptized belong to the Church for a lifetime.	Show understanding that the Sacrament of Baptism marks Christians with the seal of the Holy Spirit. State that once baptized the sacrament cannot be repeated. Describe what lifetime means.	Science. Observe materials that make permanent marks. Describe how these materials are used. Describe why they are important.
2.07.04 Articulate Jesus’ relationship with the Church.	Read John 15, 5-17. Explain the meaning of the teaching about the vine and branches. Express basic understanding that the Father and Jesus are with us always. Describe how we are to treat one another.	Art. On the “Vine and Branches” chart, write words and actions that identify how we love one another. State why love is essential to life.
2.07.05 State that the Catholic Church is a sign of God’s love for the world.	State meaning of sign. Describe how the Church is a sign of God’s love. Write a prayer asking God to help me to love as God loves me.	Prayer. Read Psalm 104. Identify ways in which the psalm prayer describes God’s care for the world. Describe the attitudes we should have for the blessings God gives us. (06)

**GRADE TWO
GOAL EIGHT**

PARISH LIFE: Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors and organization.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
2.08.01 Describe the parish as a faith community of the Catholic Church.	Describe meaning of parish. Explain why the parish community is called a faith community. Describe what the parish does.	Family Life. Ask a parent/guardian how long the family has been a member of the parish. Report to class. Find family with longest membership and family with latest membership.
2.08.02 Identify the pastor as the head of the parish.	State the name of the pastor. Interview the pastor to find out how long he has been the leader of the parish, what his work is and what he likes best about his work. Examine why it is important to have a leader.	History. Identify the first pastor of the parish, when he was born, when he was ordained a priest and when he became pastor of the parish. Find a photo of the first pastor and the current pastor and place in Parish Life bulletin board.
2.08.03 Articulate understanding that it is in the parish that the sacramental life is lived.	Identify the sacraments that parish members can receive more than once. Identify the sacraments that parish members can receive only once. Examine why the sacraments are central to the life of the parish.	Family Life. Identify the sacraments that each family member has received. Chart the responses and report to class. Combine responses. Identify most received sacrament, next, next. Explain findings.
2.08.04 Exhibit a sense of belonging to the parish community .	State meaning of community. Describe how belonging to the parish helps you in growing closer to God. Explain how the parish helps you to serve others. Describe how the parish helps us to feel part of a community.	Biography. Research the life a patron saint of the parish. Find out if there is a depiction of the saint in the parish church. Find out how the parish celebrates the life of the patron saint. Identify the church's feast day for the saint.

GRADE TWO

GOAL NINE

VOCATION: 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.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
2.09.01 Articulate understanding that all Christians follow Jesus as the Way , the Truth and the Life .	Read John 14, 1-14. Describe what Jesus said he would do after his death. Describe Jesus' relationship with God his Father. State what Jesus means when he says that he is the way, the truth and the life. Describe what Jesus said when we ask in his name.	Art. Draw on chart paper a house with many windows. Place a picture of each of the students in the windows. Write the words of Jesus: I have come to prepare a place for you. Have the students color the house.
2.09.02 Express how my parents/guardian help me to live the way Jesus wants me to live.	Describe how Jesus wants me to live. State how parents and family help me to do this.	Family Life. Share a picture of the family taken during a special celebration, birthday, baptism, etc. Identify how the family feels when they celebrate together as a family. Describe how families help us to follow Jesus.
2.09.03 Describe the role of the priest as minister of the Eucharist and the Sacrament of Penance/Reconciliation.	State meaning of minister. Describe how the priest's role is one of service.	Parish Life. Interview someone other than a priest who ministers in the parish. Identify what this person does in the parish to serve others. Describe how this person feels to be able to serve in the Church.
2.09.04 State that God calls each of us to serve in special ways.	Read John 15, 11-17. State what Jesus calls us and asks us to do. Describe ways in which we love one another. State how this is service.	Parish Life. Identify ways in which the parish community serves one another and those in need. Point out special types of calls to serve: priest, religious, married people, single people, teachers, catechists, Eucharistic ministers, deacons. (08)

GRADE TWO

GOAL TEN

ECUMENISM AND DIALOGUE: Understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with Christian churches, Jews, Muslims and all faith traditions.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
2.10.01 Show understanding that there are many Christians who are baptized and belong to other churches.	Express that Christians are baptized but not all are Catholic. Distinguish being Catholic as a very special gift and blessing.	Research. Find a photo of the interior of a Christian church. Compare/Contrast the interior of that church with the interior of the parish church.
2.10.02 Articulate that all baptized people have the special seal of God's love.	State that baptism is the same for all people regardless of the church in which they are baptized. State that the permanent mark of baptism means that we are baptized only once no matter the church in which we are baptized.	Research. Find a photo of a baptism done in another Christian tradition. Identify the essential elements of baptism.
2.10.03 Exhibit understanding that many people believe in God even though they are not baptized and that God loves them.	Describe how God loves all people and blesses them even though they are not baptized. State that God loves all people because God created them. Identify people students know who believe in God but who are not Catholic.	Literature. Find a trade book that tells a story about a Muslim family. Identify some of the customs and rituals. State how the family shows their belief in God.