

DIOCESE OF VENICE, FLORIDA

PERFORMANCE STANDARDS AND CURRICULUM

CREATED: AUGUST 2011

GRADE TWO



Class Prayer Table: A “small” table/area should be set up in the room for 7 and 8 year olds. On this table is recommended: a Children’s Catholic Picture Bible, battery operated candle, table cloth/covering changed following liturgical calendar, a holy water bowl, for a few suggestions to start. Additionally, the following should be added following class topics/liturgy/liturgical seasons -Something to represent Baptism, First Reconciliation, First Eucharist, statue of the Blessed Virgin Mary, pictures/books on the saints and something that represents the environment for that level child (use your creativity, etc.). *Please refer to the [Into the Fields Styles of Teaching and Learning Year 2 book page 82 for Symbols and Gestures.](#)*

ALWAYS: Open and end class with the Sign of the Cross. With young children you will want to print and hang this on the class wall until they all learn it. In the name of the Father, and of the Son and of the Holy Spirit. Amen



SAFE ENVIRONMENT (Emotional, Physical and Spiritual) - Always check your room to make sure there is no hazard or potentially dangerous object(s) that can cause harm to an inquisitive/active child). Please follow Diocesan Policy with required form (see [Addendum A with this packet](#)) to report any/all abuse disclosed/reported to you. Go to the Diocese of Venice, Florida website for more information.



TEACHER MATERIALS: Books purchased by the parish for Faith Formation/Religion classes, Catholic Bible, Catechism of the Catholic Church (CCC), General Directory for Catechesis (GDC) and National Directory for Catechesis (NDC), Catechesis Tradendae (Catechesis in Our Time) by Pope John Paul II. **REMEMBER: YOU (the teacher) are most important to your children!**

TEXT(S): Teacher should use materials purchased by the parish and follow as outlined by the company with the corresponding suggested class activities.

TEACHER: AWARENESS AND READINESS
WHAT TO EXPECT: AM I READY FOR MY CLASS?
CHARACTERISTICS OF A CHILD IN GRADE



There are three great “outward journeys” of the 7-To-8-year-old. These three journeys can be represented as:



Physical

- Has perseverance
- Prints more easily, neatly
- Is increasing fine motor control
 - Is less distracted visually
 - Is increasing in strength
- Is becoming more coordinated



Social/Emotional

- Has strong likes and dislikes
- Is sensitive, calm, serious
- Begins to realize others have differing views
- Expresses tension in noises and body movement
- Has tendency to make safe choices
- Criticizes own performance
- Frequently seeks praise through self-criticism
- Desires perfection
- Restricts creativity
- Is often moody, easily disappointed
- Dawdles, is not a good self-starter



Mental

- Takes interest in spelling/meaning
- Uses language more precisely
- Expands use of adverbs
- Likes to read, be read to
- Has limited short term memory (2-3 items)
- Thinks, observes, reflects rather than verbalizes
- Is interested in time and space, can tell time
- Uses trial and error in problem solving



Sample Learning Activities

- ★ Describe various community workers and the services they perform.
- ★ List and discuss renewable and nonrenewable resources.
- ★ Given a series of pictures (or cartoons), put them in a logical sequence.
- ★ Create a personal dictionary.
- ★ Read a book; retell the story in your own words.
- ★ Use upper and lower case letters in writing.
- ★ Keep a list of books you have read in a reading log.
- ★ Given an object, describe it, and name as many characteristics (attributes) of the object as possible.
- ★ Given a set of objects, make a set that has more or less.
- ★ Classify objects according to their similarities.
- ★ Look at a calendar: What is today's date, yesterday's date, tomorrow's date?
- ★ Use the Internet to find and record information.
- ★ Create a skit on "Dealing With Differences"; write scenes for different settings such as home, school and neighborhood.
- ★ Write a news story about how citizens can help in neighborhoods; what do good citizens look like?
- ★ Identify limited resources in your neighborhood; propose substitute items to replace those resources.
- ★ Estimate and measure the length of objects in centimeters and inches.
- ★ Make up a story that matches an addition or subtraction problem such as $17 - 8 = 9$.
- ★ Read a thermometer; place at different locations and read again.



Character Traits

Respect

- Showing high regard for self, other people, property and authority
- Understanding that all people have value
- Responding sensitively to the ideas of others without dismissing or degrading them

Caring-Compassion

- Treating others with compassion generosity and friendship
- Recognizing that everyone from time to time feels hurt, confused and angry.
- Seeking understanding and reconciliation with other members of a community in conflict

Responsibility

- Being dependable
- Carrying out obligations and having a sense of duty to fulfill tasks one has accepted
- Being accountable

Courage

- Attempting difficult things that are worthwhile
- Doing the right thing even when others do not
- Following your conscience rather than the crowd

Integrity

- Carrying out your responsibilities without claiming credit for someone

else's work

- Willing to acknowledge wrongdoing
- Being truthful and trustworthy



Determination

- Having perseverance and the inner strength to pursue goals
- Completing individual assignments and supporting others in their work

Self-Discipline

- Demonstrating hard work and commitment
- Improving yourself and restraining from inappropriate behavior
- Doing your best always

Giving

- Discovering that one of life's greatest satisfactions comes from giving to others
- Sharing through service
- Responding to the needs of others, without expectation of reward

Guidance

- Discusses and shares feelings about self
- Discusses situations that cause a variety of behaviors
- Recognizes the diverse world of work
- Describes ways that basic skills are used at home and at work
- Understands how she/he relies on basic skills to satisfy needs
- Demonstrates the ability to share and work cooperatively on group tasks
- Learns how to develop effective interpersonal relationships
- Demonstrates the capacity to follow instructions and complete assignments
- Demonstrates knowledge of the importance of learning
- Demonstrates the ability to work independently
- Demonstrates the capacity to follow instructions and complete assignments

MULTIPLE INTELLIGENCES: (WHAT WILL I USE?)

SEE **ADDENDUM B** FOR CHART



VISUAL/SPATIAL (PICTURE SMART) Learns through drawing, reading stories with pictures, arts and crafts. I use _____

BODILY-KINESTHETIC (BODY SMART) Learns through movement, dancing, acting, reading body language. I use _____

MUSICAL (MUSIC SMART) Learns through music, by listening or singing and rhythms. I use _____

INTERPERSONAL (PEOPLE SMART) Learns through interaction with others, group activities, cooperating, peacemaker. I use _____

INTRAPERSONAL (SELF-SMART) Learns through introspection, works well alone, must have personal space. I use _____

NATURALISTIC (NATURE SMART) Learns through nature, loves nature walks, good at making distinctions. I use _____

VERBAL/LINGUISTIC (WORD SMART) Learns through words, reading, word games, expressing an idea, great vocabulary. I use _____

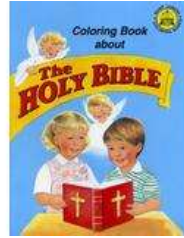
LOGICAL/MATHEMATICAL (NUMBER SMART) Learns by thinking, problem solving, explanation of things, asks questions. I use _____

EXISTENTIAL (GOD SMART) Has an inner peace, instinctively knows right from wrong, understands God and life and death. I use _____

*****A SUCCESSFUL CATECHIST WILL TRY TO INCLUDE ACTIVITIES THAT APPEAL TO ALL (OR MOST) OF THESE INTELLIGENCES IN ORDER TO ACHIEVE THE GOALS SET OUT FOR EACH SESSION.**

GRADE LEVEL PERFORMANCE STANDARDS

GRADE TWO



Standard 1 – Sacred Scripture

Read and understand Sacred Scripture as God's Word speaking to them.

- ❖ Show how the Bible is divided into two main sections: The Hebrew Scripture (Old Testament) and the New Testament.
- ❖ Retell selected Bible stories: God calling Abraham and Moses; the Exodus; Moses receiving the Ten Commandments; and the Birth, Death and Resurrection of Jesus.
- ❖ Tell how the Bible stories of God calling Abraham and Moses; the Exodus; the Ten Commandments; and the Birth, Death, and Resurrection of Jesus demonstrate God's love.
- ❖ Be familiar with the Ten Commandments and tell how they help us love God and people.



Standard 2 – Doctrine

Know and understand the basic teachings of the Church and how they apply to their lives.

- ❖ Explain that sin is an offense against God and neighbor.
- ❖ Tell the difference between Original Sin, Mortal (serious) Sin, and Venial (less serious) Sin.
- ❖ Tell that the Holy Spirit is the spirit of God and is our helper sent to us by Jesus.
- ❖ Describe how the Holy Spirit can help us.
- ❖ Tell that we remember the life, death and resurrection of Jesus and receive his Body and Blood when we receive the Holy Eucharist.
- ❖ Describe how sin hurts us, others and our relationship to God.
- ❖ Know that the term "salvation" means to be saved by the love of God.
- ❖ Tell that choosing to do what offends God and harms others is called sin.
- ❖ Tell that Jesus gives us the Sacrament of Reconciliation in which we ask God's forgiveness of our sins.



Standard 3 – **Sacraments**

Know and appreciate the centrality of the Eucharist and importance of the Sacraments in the life of Catholics.

- ❖ Name the 7 Sacraments and recall that Sacraments are signs of God's love for us through which Jesus becomes truly present and helps us in our lives.
- ❖ Identify the term grace as a gift of God's love which enables us to live good Christian lives.
- ❖ Talk about the Sacrament of Reconciliation as an opportunity to say we are sorry for our sins and receive God's love and forgiveness.
- ❖ Describe the Sacrament of Eucharist as an action in which we thankfully receive Jesus and remember His life, death and resurrection.
- ❖ Recall the story of the Last Supper.
- ❖ Tell that at the consecration in the Liturgy, the bread and wine are changed into (the real presence of) the Body and Blood of Christ and offered to us as a sign of God's love.
- ❖ Identify the Priest as the minister and the instrument of God's forgiveness and reconciliation.



Standard 4 – **Community**

Understand and appreciate the role of the faith community – the Catholic Church – into which they have been baptized and through which they grow in faith to mature discipleship and will know what it means to have membership in the local, universal Catholic Church.

- ❖ Recite the two great commandments: love of God and love of neighbor.
- ❖ Examine the effects of their own behavior in family and group settings.
- ❖ Discuss and practice ways to stand up for what is right.
- ❖ Describe how inappropriate behavior interferes with their relationship with God.



Standard 5 – **Service**

Engage in service to and exercise responsible stewardship for the various communities to which they belong: family, school, parish, civic, national, global.

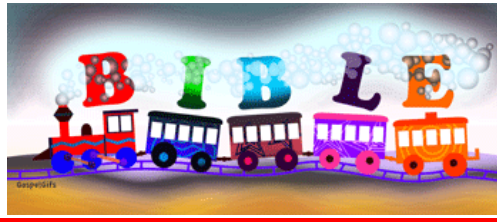
- ❖ Discuss ways they can put their love for others into action (service).
- ❖ Participate in a group service project that provides service to those in need.
- ❖ Take actions that show their love of God's creation.
- ❖ Discuss different service ministries.



Standard 6 – **Prayer**

Experience and appreciate a variety of prayer forms in addition to the prayer of the Sacraments.

- ❖ Be familiar with an Act of Contrition.
- ❖ Recite the Our Father, Hail Mary, Glory Be.
- ❖ Recite an example of a spontaneous prayer.
- ❖ Understand the meaning of the Lord's Prayer and know the four petitions contained therein.
- ❖ Prepare and assume different roles in communal prayer experiences in the classroom.
- ❖ Describe the difference between public and private prayer.
- ❖ Understand the meaning of personal prayer.
- ❖ Describe how prayer is essential to their relationship with God.
- ❖ Be able to participate in the responses at Mass.
- ❖ Compose a personal prayer.



Standard 7 – **Spirituality**

Know how to develop a personal relationship with God.

- ❖ Listen to Scripture stories that describe God's love and power/dominion.
- ❖ Express their love of God through prayer and action.
- ❖ Listen to and discuss the story of Mary saying "yes" to God.
- ❖ Suggest ways in which we can say "yes" to God.
- ❖ Express their love for Jesus through the reception of the Sacraments of Eucharist and Reconciliation.



Standard 8 – **Morality**

Understand and appreciate that all humans are created in the image and likeness of God.

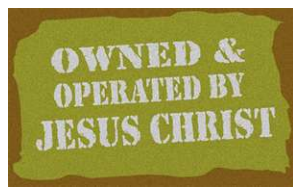
- ❖ Be aware that everyone has special gifts and among these is the gift of sexuality.
- ❖ Identify that the supernatural love of the Father, Son and Holy Spirit is the model for harmony among people.
- ❖ Understand that the body is the temple of the Holy Spirit.

Standard 9 – Social Justice

Respond with compassionate action to occurrences of social justice.

- ❖ Recognize that people are more important than things.
- ❖ Examine how a person's good and bad behavior affects the family and the community.
- ❖ Identify the ways we show love and care for others leading to the common good.





CATECHESIS:

CATECHESIS

1. Jesus taught us to live in love: love of God, love of others. (CCC 458-459, 1709)

2. Baptism is a sign of our coming into God's family, becoming God's child. (CCC 1267, 1277-1282)

3. Freedom to choose between good and evil. (CCC 1731-1734; Matthew 4:1-11)

4. In the Sacrament of Reconciliation we admit how we have failed to love God and each other. (CCC 1455, 1458)

- a. God continues to love us even when we sin. (CCC 1468)
- b. Sin (CCC 1422)
- c. God calls us always to be sorry for our sins and accept His forgiveness. (CCC 1425, 1451)
- d. Penance (CCC 1450, 1460)

5. Forgiveness – the Sacrament of Reconciliation. (CCC 1422, 1462, 1486)

6. Jesus gave us the Eucharist at the Last Supper. He wants us to be united with Him and with one another. (CCC 1323-1325, 1327)

- a. Jesus is present in the Eucharist. (CCC 1088, 1374, 1377)

7. The Church is the people of God gathered to celebrate the Eucharist (the Mass). (CCC 1356-1358, 1364)

- a. Liturgy of the Word (CCC 1346, 1349)
- b. Liturgy of the Eucharist (CCC 1088)

8. Mary is the Mother of Jesus. (CCC 495, 501, 509)

- a. Angel Gabriel told Mary she was to be the mother of Jesus. (Luke 1:26-35)
- b. Mary is our mother and the mother of all God's children. She is a model for all Christians. (CCC 501)
- c. Mary said "yes" to God with faith and trust. (Luke 1:26-35; CCC 494, 511)

9. God is our Father as well as Jesus' Father. (CCC 1265, 1266)

- a. God is a loving Father who cares for us.



GRADE

LESSON PLAN OUTCOMES:

SEE ADDENDUM D (Lesson Plan)

Did my students “GET” the lesson?

ADMIT ONE

ADMIT ONE

ADMIT ONE

END OF THE YEAR OUTCOMES:

Grade TWO: (by the end of the yearly class/program) **EACH CHILD WILL:**

Know the glossary of terms from the Standards PLUS all new terms introduced from class books/materials for the grade level.

Standard 1- Sacred Scripture:

1. Identify the Bible, Old & New Testaments
2. Tell a Bible story (and know that the stories read at Mass are from the Bible)
3. Recite the Great Commandment to love God and neighbor and the 10 Commandments

Standard 2 - Doctrine:

1. Explain what sin is; explain what is original, mortal and venial sin
2. Identify who Jesus is
3. Describe who the Holy Spirit is
4. Explain that God continues to love us even when we sin; that God calls us to be sorry
5. Know that there is 3 Persons in 1 God, Father, Son and Holy Spirit and Jesus has revealed God to us

Standard 3 - Sacraments:

1. Name the 7 Sacraments; identify the words grace and priest
2. Understand the meaning of water in Baptism
3. Talk about and receive Reconciliation and Eucharist
4. Actively participate in Mass in our parish

Standard 4 - Community:

1. Know God calls all of us to use our gifts and talents to build up the Church
2. Be able to explain how their behavior affects others
3. Give ways how they can show love for God and their neighbor.

Standard 5 - Service:

1. Explain and demonstrate how following Jesus means doing service for God and others
2. Tell a Bible story of how love for God and neighbor was shown by Jesus
3. Perform an individual/class service project

Standard 6 - Prayer:

1. Recite the Lord's prayer, Hail Mary and Glory Be, Act of Contrition
2. Say a spontaneous prayer, and experience different kinds of prayer in the classroom
3. Know why we have Stations of the Cross during Lent
4. Know the difference between individual and communal prayer

Standard 7 - Spirituality:

1. Explain how God loves them and has started a new personal intimate relationship with them in Baptism
2. Know that Mary is the Mother of God and our spiritual mother and our model on how to be a good Christian
3. Know what a saint is and that we are all called by God to be saints

Standards 8 - Morality:

1. Demonstrate and understand that all humans are made in the image and likeness of God and that demands our respect for everyone
2. Understand that boys and girls have the gifts of sexuality
3. Understand the body is the temple of the Holy Spirit.

Standards 9 - Social Justice:

1. Explain why life is precious
2. Identify the ways we show love and care for others and how we help Jesus build the Kingdom of God
3. Understand that God has a special love for the the "less fortunate" in our world and wants us to help them
4. Describe ways and consequences of not protecting our environment

PREPARING FOR GRADE LEVEL PERFORMANCE STANDARDS

VOCABULARY/GLOSSARY OF TERMS TO BE USED ADDENDUM C



Taken from Diocesan Standards for Grade

(More words should be added/introduced from accompanying book(s)
used)

(Defined in Grade Two language for students to understand)



Absolution- Priest forgives you in confession

Advent -Time to prepare for Christmas

Affects- Matters or changes

Appreciation- Another word for thank you

Baptism- My first Sacrament in the church

Behavior- The way I act or speak

Bible- God's Holy Word (book)

Candle-Means Jesus is the light of the world

Catholic Church- Our (faith) community

Celebration- A happy time

Chalice- Cup used by the priest at Mass

Choice- Picking one

Christian - (Christian Family) - The people in my church community

Christmas- Celebrate Jesus' birthday

Ciborium- Plate holding hosts

Civic - Man's law(s)

Commandment- God's rules (ten)

Communal Prayer-More than one person praying together

Community- All people

Confession- Telling my sins to the priest

Conscience- Judging good and bad

Consecration- Priest' prayer in Mass changing bread and wine into the body and blood of Christ

Contrition- Prayer of sorrow

Creation- Everything God made

Creator – God

Cross- Sign of Baptism

Crucifix- Cross with Jesus on it
Cup- Contains wine, precious blood
Demonstrate- Show how
Dignity- My importance
Disciples- Followers of Jesus
Easter- Celebrating Jesus is risen
Environment- Everything around us
Eucharist- Sacrament of the Body and Blood of Jesus, Mass – we praise and thank God
Evil- Bad or wrong
Examination of Conscience- Thinking of our sins
Faith- What I believe
Family- All God's people
Fertilization (Birth) - How I was born
Forgiveness- Pardon
Gift- A surprise
Global - The whole world
Glory Be- God's prayer
God's Law- The 10 Commandments
God's Holy Word - The Bible -book
God's Image- How we were made
Good- What makes us/others happy
Good Deeds- Doing nice things for others
Good Relationships- Having friends
Gospel - God's Holy Word (from the Bible)
Grace before Meals- Praying before I eat
Great Commandment- Love one another
Guardian- Someone who protects
Guardian Angel- God gives us special helpers to watch over and protect us
Hail Mary- A prayer
Human Sexuality- Boy and girl
Identify- Say who you are
Introduce- Welcome
Jesus - God (and the second person of the Blessed Trinity)
Kind - Being caring
Lent- A time to prepare for Easter
Less Fortunate- Those that have less than me
Liturgy- Celebration of the Mass
Lord's Prayer- The Our Father
Love (love of God) - Giving my heart to Jesus
Mary- Jesus's mother
Mass- Remembrance of Jesus' Last Supper
National- The whole world

Neighbor (love of neighbor) – Everyone

Outward Sign- Something you can see

Parish- The church community that I belong



Patron Saint- Who I was named after or pray to

Pilate- Roman governor who condemned Jesus to death

Penance A prayer or good deed the priest asks us to say or do

Pray/Prayer- Talking to God

Precious- Special

Recite- Says out loud

Reconciliation- Sacrament of forgiveness

Recycling - Using something again

Relate- How I get along with others

Relationship (with God/Family/Community) - Getting along with

Respect- Being kind

Responsible- How I handle myself and make good choices

Retell- Says again

Rosary- Mary gave church prayer beads

Sacraments - (7) We had Baptism and will have First Reconciliation/First Eucharist in Grade 2.

Sacrifice- A gift of ourselves, we give out of love

Saint- Someone living a holy life

School- Place of learning

Service- Helping others

Sexual Distinctiveness- Boy and girl

Share- Giving to others

Sin- Unloving choice, offense against God

Stations of the Cross- The passion of Jesus in pictures

Stewardship- Giving my time to help

Tabernacle- House for Jesus in church

Ten Commandments- Laws of love God gave to Moses

Trinity- Three persons in one God

Water (as an outward sign of Baptism) - Example: Church holy water fount

Witness- Follower of Jesus



SEE ADDENDUM:

- A. Copy of Lesson Plan (Provided by your DRE/Parish)
- B. Multiple Intelligences (Included in this document)
- C. Grade-level glossary (Included in this document)
- D. Diocesan Abuse Report (Available on Diocese of Venice, Florida web page)
- E. Catechist Job Description (Provided by your DRE/Parish)
- F. Catechist Evaluation (Available on the Diocese of Venice, Florida web page and available from your DRE)
- G. Catechist Certificate (Information is available on the Diocese of Venice, Florida web page and from your DRE/Parish)

CATECHIST CERTIFICATE

Catechist certificate will be given upon completion of the three year *Into the Fields* training program.

According to our bishops,
adult faith formation
(by which people consciously grow in the life of Christ through experience, reflection, prayer, and study,) *must be “the central task in (this) catechetical enterprise,”*
becoming *“the axis around which revolves the catechesis of childhood and adolescence as well as that of old age.”*
The Diocese of Venice, Florida requires that all catechists complete a three year certificate training in Into the Fields. See your Director of Religious Education for more information.

