

## GOAL ONE: GRADE TWO

**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
2.01.01 Show understanding that God reveals himself in the <a href="#">Holy Trinity</a> three <a href="#">Persons</a> in one God.	Define 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.	<b>Art:</b> Identify artistic images of the Holy Trinity. <b>Family Life:</b> 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. <b>Scripture:</b> Identify how Jesus praises God the Father in Mt. 11: 25-27
2.01.02 Recognize that God is <a href="#">holy</a> , all <a href="#">wise</a> and all loving.	Define holy and wise. Identify signs of God’s holiness, wisdom and love in nature, family life and civic life. <i>W.2.2: Write explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</i>	<b>Science.</b> 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. <b>Scripture.</b> 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.
2.01.03 Identify Jesus Christ as the <a href="#">Son of God</a> , one with the Father and the Holy Spirit.	Define Son of God. After listening to Mark 1: 9-11, state how Jesus is named. Write a simple paragraph telling of a time when a family member, friend or teacher was proud of me.	<b>Art.</b> Find a picture of Jesus’ baptism. Tell the story in the picture. Draw a picture of Jesus’ baptism.
2.01.04 State that Jesus Christ was born of the Virgin Mary.	Act out the events of the Christmas story. State the Christmas story in chronological order. <i>RL.2.3: Describe how characters in a story respond to major events and challenges.</i>	<b>Drama.</b> Prepare a drama of the Christmas story and present it to students in another class.
2.01.05 State that Jesus Christ suffered under Pontius Pilate, died on the cross and was buried.	State the events of Jesus’ trial, suffering, death on a cross and burial. Identify who was Pontius Pilate. <i>RL.2.3: Describe how characters in a story respond to major events and challenges.</i>	<b>Literacy.</b> Design a book depicting the Stations of the Cross.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
2.01.05 Show understanding that God raised Jesus from the dead.	State meaning of Jesus being raised from the dead. Identify resurrection as the special word we use to describe God raising Jesus from the dead. Listen to the story of Jesus being raised from the dead in Luke 24, 1-6a. Talk about the story. Draw a picture of the story.	<b>Science.</b> Draw the life cycle of the caterpillar. Examine how new life begins for the caterpillar. Find a cocoon and watch it develop.
2.01.06 State meaning of <a href="#">creed</a> .	Define creed. Identify things that we believe. <i>L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade Two reading and content, choosing flexibly from an array of strategies.</i>	<b>Dictionary Skills.</b> Find creed in the dictionary. Read the definitions.
2.01.07 Identify the persons of the Holy Trinity in the Nicene Creed	Say the names of the Holy Trinity. Identify something we know about each person. Identify when we say the Nicene Creed.	<b>Liturgy.</b> Recognize the Nicene Creed in the Mass. Read the Nicene Creed together.
2.01.08 State the meaning of Jesus' name.	Describe what Jesus' name means.	<b>Family Life.</b> Find out the meaning of your name. Ask why this name was chosen.
2.01.09 Recognize human persons as made in the <a href="#">image</a> and <a href="#">likeness</a> of God and meant to live <a href="#">forever</a> with God.	Define image, likeness and forever. Identify ways that we see our image. Talk about what it means to be created in the image and likeness of God. State what it means to live forever with God.	<b>Technology.</b> Take a photo of each student. Place pictures on bulletin board with prayers of thanksgiving for life. Discuss why it is important to respect our bodies as images of God.
2.01.10 Honor Mary as Jesus' mother, the Mother of God.	After listening to the story about Mary in Luke 1: 26-38, dramatize the gospel story. State the name of Mary as Jesus' mother. Identify Jesus and Son of God as the same person.	<b>Scripture.</b> Read the story about Jesus in Luke 2: 41-51. Have the child tell a story of being lost and family was searching for him/her. Describe the feeling of being lost and how the parents felt when they found their lost child.
2.01.11 Honor Mary as the Mother of the Church.	Using John 19: 26-27 state Mary's special relationship to the Church because of her relationship to Jesus and his followers.	<b>Biography.</b> Read a story about St. Juan Diego and Mary's visit to him. State what Mary wanted. Describe the signs the Mary left with Juan Diego. <b>Liturgy.</b> Celebrate " <i>Mañanitas</i> " on the feast of Our Lady of Guadalupe.

## 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 the meaning of <a href="#">sacrament</a> .	Define sacrament. Identify the sacraments as special signs of God’s action in our lives. <i>RI.2.7: Explain how specific images contribute to and clarify a text.</i>	<b>Liturgy.</b> List examples of signs of the seven sacraments. Find pictures of people receiving the sacraments. Describe what is happening.
2.02.02 Identify sacraments of <a href="#">initiation</a> .	Define initiation. Identify Baptism, Eucharist and Confirmation as sacraments of initiation.	<b>Social Studies.</b> Describe groups that have special initiation events, i.e., scouts, schools, etc. Examine why groups welcome new members.
2.02.03 Describe the <a href="#">signs</a> , symbols and <a href="#">effects</a> of the Sacrament of Baptism.	Define sacramental signs, symbols and effects. Describe the effects of receiving the Sacrament of Baptism. Write a prayer of thanks to God for receiving the Sacrament of Baptism. Display photos of our baptisms. <i>L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade Two reading and content, choosing flexibly from an array of strategies.</i>	<b>Family Life.</b> Have the child ask family members about his/her Baptism. <b>Art.</b> Display various symbols of the sacraments. Describe how one of the symbols is used in the sacrament.
2.02.04 Show understanding of grace as a special gift of God’s love and action in our lives.	Define 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 operating in us.	<b>Science.</b> 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 the meaning of the <a href="#">Sacrament of Eucharist</a> .	Define Sacrament of Eucharist. Explain how thanksgiving is important to the meaning of the sacrament. Describe thankfulness. Identify symbols of the Eucharist. Articulate how receiving Communion is essential to receiving the sacrament.	<b>Family Life.</b> Have family members share stories about their first communion. Share why it is important for them to receive Holy Communion. <b>Biography.</b> Identify Pope Pius X as the church leader who authorized reception of Holy Communion at age seven. Learn about his life.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>2.05.06 Exhibit understanding of the <a href="#">Real Presence</a> of Jesus Christ in the <a href="#">bread</a> and <a href="#">wine consecrated</a> by the <a href="#">priest</a> at <a href="#">Mass</a>.</p>	<p>Define Real Presence, bread, wine, consecrate, priest and 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. <i>L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade Two reading and content, choosing flexibly from an array of strategies.</i></p>	<p><b>Parish Life.</b> Visit the parish church as a class. 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.</p>
<p>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...</p>	<p>Describe the Eucharist as the presence of Jesus Christ. Write a prayer to Jesus thanking him for his life in the Eucharist and in us.</p>	<p><b>Science.</b> In water, root a branch so that students can examine root growth. Explain why the branch needs roots. Plant the rooted branch. Determine what the branch needs to continue to grow. Diagram the growth of the branch.</p>
<p>2.02.08 State the <a href="#">Sacrament of Penance/Reconciliation</a> as a sacrament of <a href="#">forgiveness</a> of <a href="#">sin</a> and <a href="#">healing</a>.</p>	<p>Define penance, reconciliation, forgiveness, sin and healing. Write sentences using these words. List 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.</p>	<p><b>Literature.</b> Read a story about a person forgiving someone. Explain how the person who forgave felt. Describe how the person who was forgiven felt. Explain the importance of forgiving and being forgiven.</p>
<p>2.02.09 Identify the Sacrament of <a href="#">Confirmation</a> as a sacrament of initiation.</p>	<p>Define Confirmation. State the order of the sacraments of initiation. Identify who in my class has received Confirmation and when. State when I will receive this sacrament</p>	<p><b>Art.</b> 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 differences.</p>
<p>2.02.10 State understanding of the work of the <a href="#">Holy Spirit</a> in the life of the Church.</p>	<p>State that the Holy Spirit is the Third Person of the Holy Trinity. Describe how the Holy Spirit was present to Jesus' followers in Acts 2:1-4. <i>RI.2.7. Explain how specific images contribute to and clarify a text.</i></p>	<p><b>Art.</b> Draw symbols of the Holy Spirit. Locate these symbols in the church.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>2.02.11 State that Jesus Christ gave the sacraments to the Church as signs of his living presence and action in the world.</p>	<p>Describe how Jesus lives and works in the Church through the sacraments. State why Jesus wants to live in us. Describe how we should live because Jesus lives in us. <i>W.2.2: Write explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</i></p>	<p><b>Art.</b> Make a large outline of a Jesus figure. Find magazine pictures of people helping others. Arrange the pictures in the figure. Explain how we are the heart and hands of Jesus.</p>

### GOAL THREE: GRADE TWO

**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 ourselves as good and deserving of love, created in God's <a href="#">image</a> and <a href="#">likeness</a> .	Define image and likeness. Recall the stories of God's creation of human beings in Genesis 1 and 2. State how the Genesis stories show God's love and care for people. Write a list of 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. <i>RI.2.7. Explain how specific images contribute to and clarify a text.</i>	<b>Art.</b> Design a banner about creation. <b>Music.</b> Learn a song about God's love for us.
2.03.02 Show understanding that God created us to know, love and serve him.	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.	<b>Parish Life.</b> Research the life of the saint after whom the parish is named. Examine how this saint loved and served God.
2.03.03 Articulate belief that God gave us a <a href="#">free will</a> to choose what is right and avoid what is <a href="#">evil</a> .	Define free will and evil. Describe 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. Discuss the feeling of being able to choose. <i>W.2.2: Write explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</i>	<b>Current Events.</b> 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.	Recount the story of Jesus calling his disciples in Mt. 4: 18-22. State what they were doing. State what Jesus asked them to do. Identify what the disciples did when Jesus called them. State how we follow Jesus.	<b>Family Life.</b> Interview a parent/guardian asking how they follow Jesus. Make a list of these responses. Report the list to the class. Create a class list identifying all the responses learned.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>2.03.05 Show understanding that we must respect others and ourselves as human persons belonging to the family of God.</p>	<p>Recount the story of Jesus as the good shepherd in John 10: 7-16. State how Jesus shows his love for his sheep. Compare how we are like the sheep that follow Jesus. Describe how this story tells us about God's family.</p>	<p><b>Social Studies.</b> 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>
<p>2.03.06 State meaning of <a href="#">conscience</a>.</p>	<p>Define 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. <i>SL.2.1: Participate in collaborative conversations with diverse partners about Grade Two topics and texts with peers and adults in small and larger groups.</i></p>	<p><b>Science.</b> Examine pictures of damaged environments. Explain how these environments are damaged. Discuss how people might make good choices for these places. Agree on an action to clean up the neighborhood.</p>
<p>2.03.07 State how God gives us laws called the <a href="#">Ten Commandments</a>.</p>	<p>Define Ten Commandments. Define law. Explain why we have laws. Demonstrate why it is important to obey laws. Recite the Ten Commandments. <i>W.2.7: Participate in shared research and writing projects.</i></p>	<p><b>Social Studies.</b> List laws that help people to be safe in the neighborhood. <b>Family Life.</b> Have the child list rules in the home. Explain how these rules keep people safe. State how these rules cultivate respect for self and others.</p>
<p>2.03.08 Identify how the Ten Commandments guide us in how to love God and love others.</p>	<p>Describe how the Ten Commandments guide us in loving God and others. State all the Commandments in positive language. Tell the meaning of each one.</p>	<p><b>Art.</b> 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 <a href="#">sin</a>.</p>	<p>Define sin. Describe how sin can hurt our friendship with God. Contrast sin from mistakes or accidents. Analyze how our will is related to sin <i>W.2.2: Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</i></p>	<p><b>Media.</b> Using all or part of a movie, analyze the characters actions as good or bad. Examine how good and evil impact the lives of others and the environment.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>2.03.10 State that God forgives our sins no matter how serious they are.</p>	<p>Describe serious sin. After reading the story of the Prodigal Son, Luke 15: 11-24, retell the story as it develops. Examine how this story tells us about God our Father's love for us. <i>RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</i></p>	<p><b>Drama.</b> Dramatize the story of the Prodigal Son. Discuss how the older brother reacted to the younger brother's return. Justify why the father's response to both brothers was good.</p>



## GOAL FOUR: GRADE TWO

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

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
2.04.01 Show understanding the Bible is a special book that tells who God is and how we live as God’s children.	Recognize the Bible as God’s special book. State that the Bible is God’s word. State that the Bible contains stories about who God is and how we should live as God’s children.	<b>Prayer.</b> Participate in a ritual placing the Bible in a place of respect and reverence in the classroom. <b>Art.</b> Draw a picture of the Bible. <b>Math.</b> Write the numbers of the Commandments in Roman numerals.
2.04.02 Identify the <a href="#">gospels</a> as stories about Jesus and what he taught us.	Locate the four gospels in the Bible. Read the first line of the Gospel of Mark. State how Mark identifies Jesus. Identify the writers of the gospels.	<b>Art.</b> On art paper, copy Mark 1:1. With various media color and letters and decorate the paper.
2.04.03 Show understanding that Jesus called God his Father and is the light of the world.	Describe Jesus’ relationship with God after reading John 17: 20-26. State that Jesus is the light of the world. Identify how the light of Christ shines through us. <i>RI.2.7: Explain how specific images contribute to and clarify a text.</i>	<b>Science.</b> Using a prism and light, observe how light shines through the prism. Identify the colors of the prism. Diagram the colors. <b>Literature.</b> Read a story about the invention of the light bulb. Describe the significance of having light in our lives. <b>Music.</b> Sing the song “This Little Light of Mine,” or another appropriate song of the light of faith.
2.04.04 Recognize that Jesus live and died to save us.	Using the story of Jesus’ crucifixion as given in Luke 23: 39-43, describe how Jesus interacted with the criminals. Discuss how I would want to be forgiven if I hurt someone. Describe what Jesus says about forgiveness in the Our Father.	<b>Music.</b> Sing the song “Jesus Remember Me.” <b>Literature.</b> Read The Giving Tree Explain how the tree keeps on giving. Discuss how giving is a way to show love.
2.04.05 Show understanding that <a href="#">parables</a> tell us about the <a href="#">kingdom of God</a> .	Define parable. Describe the kingdom of God. Read a parable about the kingdom of God from the Gospel of Luke. State why the story is a parable. Explain how parables describe the kingdom of God. <i>RI.2.7: Explain how specific images contribute to and clarify a text.</i>	<b>Art.</b> Choose a parable and talk about its meaning. Draw an event in the parable or a metaphor the parable describes. <b>Drama.</b> Dramatize the parable.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>2.04.06 Explain meaning of the parable of the great <a href="#">feast</a> in Luke 14: 15-24</p>	<p>Define feast. Recount the story of the Great Feast. Identify who could come to the feast. Recount why people wanted to be excused. Explain why the man kept inviting people. State who could enter the feast. Explain how this parable is a story about the Kingdom of God. <i>RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</i></p>	<p><b>Drama.</b> Enact a shadow play of the parable of the Great Feast with all students participating in some way. Show the play to another class and celebrate with each other in some special way.</p>
<p>2.04.07 Explain meaning of the <a href="#">vine</a> and the <a href="#">branches</a> in John 15: 1-7</p>	<p>Recount the metaphor of Jesus as the vine and Jesus’ followers the branches. Describe the relationship between the vine and branches. Discuss why the followers of Jesus need connection to him. Describe what happens when the branches are not connected to the vine. Write a prayer asking Jesus to help you stay close to him. <i>RI.2.7: Explain how specific images contribute to and clarify a text.</i></p>	<p><b>Art.</b> 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. <b>Print.</b> “I am the vine, you are the branches” on the paper. Place on bulletin board. <b>Music.</b> Sing “We Have Been Told,” or another appropriate song of the vine and branches.</p>
<p>2.04.08 Explain meaning of the miracle of the loaves and fishes in John 6: 1-13</p>	<p>Recount the story of the loaves and fishes. Define loaf. Explain why Jesus wanted to feed the people. Compare how the bread was shared in the story with receiving Holy Communion. <i>RL.2.3: Describe how characters in a story respond to major events and challenges.</i></p>	<p><b>Drama.</b> Dramatize the story of the loaves and fishes. <b>Art.</b> Draw a picture of a favorite part of the story. <b>Family Life.</b> Make a loaf of bread at home with the family. Bring to class and share with class.</p>
<p>2.04.09 Show understanding of Jesus as the <a href="#">Bread of Life</a> in John 7: 35; John 7: 51</p>	<p>Identify Jesus as the Bread of Life. Discuss what this means. Imagine how we will feel when we receive Holy Communion. Write a prayer thanking Jesus for giving himself as the Bread of Life. <i>RI.2.7: Explain how specific images contribute to and clarify a text.</i></p>	<p><b>Parish Life.</b> In preparation for receiving Holy Communion, give a communion wafer to each student. Describe how the wafer feels and tastes. Compare/contrast to other kinds of bread. <b>Music.</b> Sing “I Am the Bread of Life,” or another appropriate song of Jesus and the Bread of Life.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>2.04.10 Show understanding of Jesus' last meal with his disciples as a special sharing of his love.</p>	<p>Identify what Jesus did with the bread and wine in Luke 22: 16-20. 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. Discuss why it is important to remember what Jesus did for us. <i>RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</i></p>	<p><b>Drama.</b> Enact with the students the events of the last supper. Using unleavened bread 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. <b>Music.</b> Sing "Bendito, Bendito" <b>Literature.</b> Read a description of the Jewish Pesach meal. Compare/Contrast to the Mass.</p>
<p>2.04.11 Exhibit understanding that Jesus forgave those who hurt him.</p>	<p>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. <i>RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</i></p>	<p><b>Family Life.</b> As a family, write the Our Father. Decorate with Christian symbols. Frame the drawing and place under or close to the family crucifix or the family Bible. Pray the Our Father together everyday. <b>Music.</b> Sing Our Father using traditional melody at the parish Mass.</p>
<p>2.04.12 Demonstrate appreciation that after Jesus was raised from the dead he spoke to his disciples.</p>	<p>Recount the story Jesus appearing to the disciples 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 saw Jesus after his resurrection. Describe how you feel when you learn about Jesus' love for you. <i>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</i></p>	<p><b>Art.</b> Draw a picture of Jesus by the shore making a meal for his disciples. <b>Literature.</b> Read a story about characters who reconcile with each other. Identify how the characters feel before and after they reconcile. <b>Drama.</b> Enact behaviors that exhibit the need for forgiveness. Enact responses to those behaviors that show forgiveness.</p>

## GOAL FIVE: GRADE TWO

**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
<p>2.05.01 Show understanding and appreciation of the Sacrament of Penance/Reconciliation and the Sacrament of Eucharist as immediate preparation for these sacraments.</p>	<p>Express in my own words the understanding of this time as special preparation for receiving the sacraments for the first time. Express my wholehearted willingness to prepare for the sacraments.</p>	<p><b>Family Life.</b> Parent/guardian writes 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.</p>
<p>2.05.02 Show awareness of the activity of the Holy Trinity in the <a href="#">rites</a> of the sacraments.</p>	<p>Define rite. Articulate the action of God, Father, Son and Holy Spirit in the actions of the sacraments. Identify parts in the rites of Reconciliation and Eucharist where the names of the Trinity are referred.</p>	<p><b>Family Life.</b> Identify rituals in the family. Identify culturally specific rituals. Chart family rituals and compare. <b>Family Life.</b> Attend sacrament preparation meetings.</p>
<p>2.05.03 Identify the essential <a href="#">elements</a> in the <a href="#">Rite</a> for receiving the Sacrament of Penance/Reconciliation including <a href="#">confession</a> of sin, <a href="#">contrition</a>, <a href="#">absolution</a> and <a href="#">penance</a>.</p>	<p>Define elements, confession, contrition, absolution and penance. Demonstrate knowledge of rite of the Sacrament of Penance/Reconciliation. Explain how this sacrament helps us to be in right relationship with God and the Church. State that God forgives us always when we say we are sorry. Describe how sorrow for sin implies restitution and change. <i>L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words, phrases based on Grade Two reading and content, choosing flexibly from an array of strategies.</i></p>	<p><b>Health.</b> Investigate symptoms of a common illness. Chart the symptoms. State how remedies diminish symptoms. Examine how healing happens when symptoms are identified and addressed. Chart remedies and signs of healing. <b>Music.</b> Sing “Where Charity and Love Prevail,” or another appropriate song.</p>
<p>2.05.04 Show familiarity with the Rite of the Sacrament of Penance/Reconciliation.</p>	<p>Practice the ritual of the Sacrament of Penance/Reconciliation using the confessional room with comfort. Participate in a reconciliation prayer service using parts of Psalm 51.</p>	<p><b>Craft.</b> Make a stole that has symbols of reconciliation that the priest/s can use for the celebration of First Penance/Reconciliation. Make an antependium to be used during the Sacrament of Reconciliation service.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
2.05.05 Conduct a simple <a href="#">examination of conscience</a> .	Define examination of conscience. Conduct a simple examination of conscience. Review the Ten Commandments. Write a list of thoughts, words or actions that show good choices or bad choices. Explain how we know God forgives our sins through the Sacrament of Penance/Reconciliation.	<b>Family Life.</b> 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 <a href="#">blessings</a> given to us, we <a href="#">offer</a> our lives to God, and we ask God for what we need.	Describe how we are thankful for the blessings God gives to us. Describe how we offer our lives to God. Describe how God blesses me in my life. Write a prayer of thanks for the blessings of God.	<b>Music.</b> Sing <i>Gracias, All the Earth</i> , or some other song of thanks appropriate to the celebration of Mass.
2.05.07 State major parts of the <a href="#">Eucharistic celebration: Introductory Rites; Liturgy of the Word; Liturgy of the Eucharist; Closing</a> Rite.	Identify the four major parts of the Eucharistic celebration. Define Eucharist, liturgy, Word, introductory and closing.	<b>Social Studies.</b> Research a cultural celebration that is done in another country. Identify the parts of the ritual.
2.05.08 Identify the <a href="#">Penitential Rite</a> as a time to show sorrow for sin and ask God for forgiveness in the <a href="#">Lord, have mercy</a> .	Define Penitential Rite. Memorize the prayers of the Penitential Rite. Show understanding that we ask God for forgiveness during the Penitential Rite.	<b>Music.</b> Learn melodies commonly used at parish Sunday liturgy for the Lord, have mercy prayer.
2.05.09 Identify the <a href="#">Gloria</a> as a song of praise to the Holy Trinity.	State meaning of Gloria. Show understanding that the Gloria is a prayer of praise. Memorize the first line of the Gloria. Identify the story in scripture from which the Gloria comes.	<b>Language.</b> Identify what language the word <i>Gloria</i> 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 <a href="#">Liturgy of the Word</a> and the prayer responses.	Define Liturgy of the Word. Identify the parts of the Liturgy of the Word. Describe what happens during the homily. Know from memory the first line of the Nicene Creed. Recognize the Trinity in the Creed. Recite the responses to the readings.	<b>Family Life.</b> 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. <b>Music.</b> Learn several melodies of the Alleluia used in the parish Sunday Mass.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
2.05.11 Identify the <a href="#">Prayer of the Faithful</a> as the final part of the Liturgy of the Word.	State 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.	<b>Family Life.</b> Examine why it is important to ask when we need something. Identify the persons from whom a favor may be asked. Explain why it is important to be grateful for what we receive.
2.05.12 Recognize the components of the <a href="#">Liturgy of the Eucharist</a> : Preparation of the Altar and the Gifts; <a href="#">Offering</a> of the Gifts; <a href="#">Eucharistic Prayer</a> ; <a href="#">Communion</a> Rite; Prayer after Communion.	Define Liturgy of the Eucharist, offering, Eucharistic Prayer, Communion. Describe what happens in each part of these rituals. Demonstrate a basic understanding of these rituals by enacting them. <i>RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</i>	<b>Craft.</b> 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.
2.05.13 Exhibit understanding that at the prayer over the gifts of bread and wine we present these gifts to God asking that God be blessed 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.	<b>Parish Life.</b> 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.
2.05.14 Show understanding that during the Eucharistic Prayer the priest <a href="#">consecrates</a> the bread and wine using the words of Jesus and changes the bread and wine into the Body and Blood of Christ.	Define 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 Risen 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.	<b>Parish Life.</b> Visit the sanctuary of the church. Provide opportunities for students to examine the artifacts used during the Mass. Identify the use for each artifact especially the cup (chalice) and plate (paten). Have students state the proper names, chalice and paten. Provide an opportunity to practice receiving the bread and wine during the Communion rite.
2.05.15 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).	<b>Music.</b> Sing various responses at Mass using melodies appropriate to the parish Sunday Mass.
2.05.16 Demonstrate understanding of the <a href="#">Rite of Peace</a> .	Demonstrate giving the sign of peace and its meaning.	<b>Social Studies.</b> Examine why it is important to have peace in the world.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>2.05.17 Exhibit reverence for <a href="#">Holy Communion</a> as the Real Presence of the Jesus Christ present in the bread and wine.</p>	<p>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.</p>	<p><b>Music.</b> Learn refrains to hymns sung during the Communion ritual appropriate to age. Sing <i>Al Partir el Pan</i> or <i>Jesus Christ, Bread of Life</i> as options. <b>Science.</b> 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.</p>
<p>2.05.18 Exhibit understanding that the priest ends the Mass by sending us forth to do good works in the world.</p>	<p>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.</p>	<p><b>Mission.</b> Participate in a parish or school mission activity that provides assistance to the poor. Research a mission association. Invite someone from the association to describe how the association helps people. Provide an opportunity to contribute to the association or become members.</p>
<p>2.05.19 Describe the role of the priest at Mass.</p>	<p>Identify the priest as the minister of the rites of the sacraments of Eucharist and Penance/Reconciliation. Explain how the priest helps us.</p>	<p><b>Parish Life.</b> Interview the priest regarding his role as minister of the Eucharistic rite. Develop questions about how the priest's role in the Mass. Identify the parts of the rite that only the priest can do.</p>
<p>2.05.20 Identify the seasons of the Church Year as celebrations of the life of Jesus Christ, Mary and the saints.</p>	<p>Name the seasons of the Church Year. Explain how these seasons are special times that the People of God use to celebrate the lives of Jesus, Mary and the saints. Name Advent and Lent as times of special preparation for Christmas and Easter.</p>	<p><b>Art.</b> Draw the calendar of the Church Year showing the major parts of the year. Draw symbols for the seasons.</p>
<p>2.05.21 Identify the importance of participating in the rite of the Mass as essential to living the Christian life.</p>	<p>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.</p>	<p><b>Drama.</b> Dramatize the story of Zacchaeus in Luke 19, 1-10. Explain how Zacchaeus' life changed because of his encounter with Jesus.</p>

**GOAL SIX: GRADE TWO**

**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
<p>2.06.01 Show understanding that prayer is essential to our life with God.</p>	<p>State meaning of prayer. Describe how prayer is communication. Express personally how prayer helps me to be close to God. Write a prayer of thanks to God. <i>W.2.2: Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</i></p>	<p><b>Family Life.</b> Explain how communicating with parents/guardian is important in making the family closer. Identify times during the day when children talk to parents/guardian. Identify times during the day when the whole family gathers to talk to each other.</p>
<p>2.06.02 Identify that Jesus taught us how to pray.</p>	<p>Explain how Jesus teaches us to pray to God our Father using Mt. 6: 5-8 and Mt. 7: 7-11. Describe how God knows what we need even before we ask. Write a prayer of petition.</p>	<p><b>Mission.</b> Identify how God’s Holy Spirit works in us when we help others. Work on a mission project.</p>
<p>2.06.03 Know by heart the Our Father as the prayer of Jesus.</p>	<p>Recite the Our Father from memory. Explain what we are praying in the Our Father. Explain the importance of forgiveness in this prayer.</p>	<p><b>Literature.</b> Read a story about a child’s relationship with a parent, grandparent, guardian, or aunt/uncle.</p>
<p>2.06.04 Recognize that we pray alone and with others.</p>	<p>Describe ways in which we pray alone. Describe ways in which we pray with others. List different ways we pray. Explain why prayer is important.</p>	<p><b>Biography.</b> Read a story about St. John Bosco. Explain how John spent his life serving others.</p>
<p>2.06.05 Recognize that we pray with the community of the Church especially at Mass on Sunday.</p>	<p>Identify the Mass as our central prayer as a community. Discuss how the Mass unites us as Catholics. Exhibit prayerful attentiveness at Mass.</p>	<p><b>Parish Life.</b> 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. <b>Family Life.</b> Attend Mass every Sunday.</p>



LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
2.06.06 Show understanding of the prayer of <a href="#">adoration</a> during Mass and before the Blessed Sacrament.	Define adoration. Demonstrate how we adore God in the Holy Trinity and no one else. State that Jesus Christ is the Second Person of the Holy Trinity. Pray Psalm 117 with the class.	<b>Scripture.</b> Recount the story in Luke 24: 13-35. 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 <a href="#">faith</a> helps us to pray.	Define 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. <i>RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2 through 3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>	<b>Scripture.</b> Recount the events in John 20: 24-29. Identify those to whom Jesus first appeared. State who was missing. Discuss what Jesus said to Thomas and how Thomas responded. Explain what it means to believe even though we do not see God. <b>Biography.</b> Research the life of St. Thomas the Apostle. State where St. Thomas went to announce the good news of Jesus.
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.	<b>Science.</b> Perform a science experiment. Draw a picture and write what you observed. <b>Family Life.</b> Go on an excursion to a botanical garden. Observe the different kinds of plants.
2.06.09 State that God forgives us when we ask him for forgiveness in prayer.	Memorize the act 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. State why this is an important form of prayer.	<b>Scripture.</b> Dramatize the story of Peter’s denial of Jesus as written in John 18: 15-18 and John 18: 25-27. State why Peter was afraid. Describe how Peter might have felt.
2.06.10 Demonstrate how we pray with Mary and the saints.	Memorize the Hail Mary. Identify characteristics of Mary in this prayer. Identify the rosary as a special prayer that Mary wants us to pray. Pray a decade of the rosary. Describe how we pray with the saints.	<b>Biography.</b> Research the lives of the children of Fatima, Portugal, who saw a vision of Mary. State their names. Describe the children. Describe the lady they saw. State what Mary was holding. Explain what Mary wanted the children to do. State why it is important to pray for peace and justice.

**GOAL SEVEN: GRADE TWO**

**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
<p>2.07.01 State that the <a href="#">Church</a> was started by Jesus to help him spread the Good News and to baptize people as his disciples.</p>	<p>Define Church. Identify who are members of the Church. Describe the story in Matthew 28: 16-20. 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.</p>	<p><b>Family Life.</b> 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.</p>
<p>2.07.02 Show understanding that I am a member of the <a href="#">Catholic Church</a>.</p>	<p>Define Catholic. Explain how Baptism makes us members of the Catholic Church. Identify what other sacraments I can receive after Baptism. <i>W.2.6: With guidance from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</i></p>	<p><b>Geography.</b> Point to Rome on a map of the world. Using a picture of St. Peter’s Basilica identify the church as Catholic and the place where the pope offers Mass. Find a papal flag and picture of the Pope to place in the classroom.</p>
<p>2.07.03 Exhibit understanding that all who are baptized belong to the Church forever.</p>	<p>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 in relationship to forever.</p>	<p><b>Social Studies.</b> State where each student was baptized. On a map locate the places. Describe how Catholics are all over the world.</p>
<p>2.07.04 Articulate Jesus’ relationship with the Church.</p>	<p>Explain the meaning of the teaching about the vine and branches in John 15: 5-17. Describe how Jesus is with us always. Describe how we are to treat one another as members of the Church.</p>	<p><b>Art.</b> On the “Vine and Branches” chart, write words and actions that identify how we love one another. State why love is essential to life.</p>
<p>2.07.05 State that the Catholic Church is a <a href="#">sign</a> of God’s love for the world.</p>	<p>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.</p>	<p><b>Prayer.</b> Read Psalm 104. Identify ways in which the psalm describes God’s care for the world. <b>Language Arts.</b> Have the child write a paragraph on how he/she can help take care of the world.</p>

## GOAL EIGHT: GRADE TWO

**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 <a href="#">parish</a> as a faith community of the Catholic Church.	Define parish. State the name of the parish to which my family and I belong. Explain why the parish community is called a faith community. Describe what the parish does. <i>W.2.6: With guidance from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</i>	<b>Family Life.</b> 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. <b>Parish Life.</b> Find a history of the parish to share with pictures and stories. Invite an elder member of the parish to talk about how the parish has changed and developed.
2.08.02 Identify the <a href="#">pastor</a> as the head of the parish.	Define pastor. 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.	<b>History.</b> 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. Describe how life would have been different or the same.
2.08.03 Articulate understanding that it is in the parish that the sacramental life is celebrated and 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.	<b>Family Life.</b> Identify the sacraments that each family member has received. Chart the responses and report to class. <b>Parish Life.</b> Describe when sacraments are celebrated in the parish.
2.08.04 Exhibit a sense of belonging to the parish <a href="#">community</a> .	Define community. Describe how belonging to the parish helps us in growing closer to God. Explain how the parish helps us to serve others. Describe how the parish helps us to feel part of a community <i>W.2.6: With guidance from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers...</i>	<b>Biography.</b> Read a story about the life of a patron saint of the parish. Locate 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. <b>Parish Life.</b> Invite someone from the parish organizations to share what they do.

## GOAL NINE: GRADE TWO

**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 <a href="#">Way</a> , the <a href="#">Truth</a> and the <a href="#">Life</a> .	After listening to John 14: 1-14, state what Jesus means when he says that he is the way, the truth and the life. Describe what it means to follow Jesus as a disciple. Describe what Jesus said would happen when we ask in his name.	<b>Art.</b> 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. <i>SL.2.1: Participate in collaborative conversations with diverse partners about Grade Two topics and texts with peers and adults in small and larger groups.</i>	<b>Family Life.</b> 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 <a href="#">minister</a> of the Eucharist and the Sacrament of Penance/Reconciliation.	State meaning of minister. Describe how the priest's role is one of service. <i>L.2.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</i>	<b>Parish Life.</b> 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. State how this is a vocation.
2.09.04 State that God calls each of us to serve in special ways.	After listening to 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.	<b>Parish Life.</b> 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, and deacons. Talk about the different calls each of us has.

**GOAL TEN: GRADE TWO**

**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
<p>2.10.01 Show understanding that there are many Christians who are baptized but belong to other churches.</p>	<p>Express that Christians are baptized but not all are Catholic. Distinguish being Catholic as a very special gift and blessing. State that God loves all people. State that all people deserve our respect because God created them.</p>	<p><b>Research.</b> Find a photo of the interior of a Christian church. Compare/Contrast the interior of that church with the interior of the parish church. <b>Social Studies.</b> Look for different churches in the neighborhood of your parish. Discuss different ways of practicing faith.</p>
<p>2.10.02 Articulate that all baptized people have the <a href="#">indelible character</a> of God's love.</p>	<p>Define indelible character. State that baptism is the same for all people regardless of the church in which they are baptized. State that we are baptized only once leaving a permanent mark.</p>	<p><b>Research.</b> Find a photo of a baptism done in another Christian tradition. Identify the essential elements of baptism.</p>
<p>2.10.03 Exhibit understanding that many people believe in God even though they are not baptized and that God loves them.</p>	<p>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 we know who believe in God but who are not Christian. State that people have many ways of loving God. <i>W.2.3: Write narratives in which they recount a well-elaborated event or sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</i></p>	<p><b>Literature.</b> Find a story about a Muslim family. Identify some of the customs and rituals. State how the family shows their belief in God. Find a picture of a mosque. State that Muslims pray in the mosque.</p>