

2nd Grade Mathematics Curriculum Year-At-A-Glance

Unit 1: Shapes and Attributes	Unit 2: Place Value	Unit 3: Data	Unit 4: Addition
<p>Essential Standard 2_M_5: Students will reason with shapes and their attributes.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> 2_M_5_A: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of sides/faces. (K) (2.G.1) 2_M_5_B: Identify triangles, quadrilaterals, pentagons, hexagons, and cubes). (K) (2.G.1) 	<p>Essential Standard 2_M_1: Students will demonstrate an understanding of the base-ten number system.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> 2_M_1_A: Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. (K) (2.NBT.3) 2_M_1_B: Count within 1,000; skip count by 5s, 10s, 25s, and 100s. (R) (2.NBT.2) 2_M_1_C: Understand that a three-digit number represents amounts of hundreds, tens, and ones and that 100 can be thought of as a bundle of ten tens – called a “hundred”. (R) (2.NBT.1) 2_M_1_D: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits using <, >, and = symbols. (R) (2.NBT.4) 2_M_1_E: Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900; explain the reasoning used. (R) (2.NBT.8) 	<p>Essential Standard 2_M_3: Students will represent and interpret data.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> 2_M_3_A: Pose questions and gather data about themselves and their surroundings. (R) (2.MD.10) 2_M_3_B: Sort and classify items according to their attributes and organize data about the items. (R) (2.MD.10) 2_M_3_C: Draw a picture graph and a bar graph (with one-to-many correspondence) to represent a data set with up to four categories. Solve simple put-together, take-apart, and comparative problems using information presented in a bar graph. (R) (2.MD.10) 	<p>Essential Standard 2_M_2: Students will understand and apply the properties of addition and subtraction.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> 2_M_2_A: Use place value and the properties of operations to explain why two-digit addition strategies work. (R) (2.NBT.9) 2_M_2_B: Efficiently add within 100 using strategies based on place value, properties of operations, and the relationship between addition and subtraction. (R) (2.NBT.5) 2_M_2_C: Add up to four two-digit numbers, with and without regrouping, using strategies based on place value and properties of operations (commutative and associative). (R) (2.NBT.6) 2_M_2_D: Using addition, represent a mathematical situation as an equation with a symbol for the unknown number to represent the problem. (K) (2.MD.5) 2_M_2_F: Understand that in adding three-digit numbers, you add hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose tens or hundreds. (R) (2.NBT.7) 2_M_2_G: Add within 1,000 using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. (R) (2.NBT.7)
Unit 5: Subtraction	Unit 6: Measurement	Unit 7: Money	Unit 8: Time
<p>Essential Standard 2_M_2: Students will understand and apply the properties of addition and subtraction.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> 2_M_2_A: Use place value and the properties of operations to explain why two-digit subtraction strategies work. (R) (2.NBT.9) 2_M_2_B: Efficiently subtract within 100 using strategies based on place value, properties of operations, and the relationship between addition and subtraction. (R) (2.NBT.5) 2_M_2_D: Using subtraction, represent a mathematical situation as an equation with a symbol for the unknown number to represent the problem. (K) (2.MD.5) 2_M_2_E: Determine whether to add or subtract within 100 to solve one and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions. (R) (2.OA.1) 2_M_2_F: Understand that in subtracting three-digit numbers, you subtract hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to decompose tens or hundreds. (R) (2.NBT.7) 2_M_2_G: Subtract within 1,000 using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. (R) (2.NBT.7) 	<p>Essential Standard 2_M_4: Students will identify appropriate tools to measure and estimate using standard units.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> 2_M_4_F: Measure and record the length of an object by selecting and using appropriate tools such as rulers, yard sticks, meter sticks, and measuring tapes. (R) (2.MD.1) 2_M_4_G: Compare the length of an object, after measuring two times with different tools (inches, feet, centimeters, and meters) and describe how the two measurements relate to the size of the unit chosen. (R) (2.MD.2) 2_M_4_H: Estimate lengths using units of inches, feet, centimeters, and meters. (R) (2.MD.3) 2_M_4_I: Measure accurately to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. (R) (2.MD.4) 2_M_4_J: Generate measurement data by measuring lengths of several objects to the nearest whole, half, and fourth of an inch. (2.MD.9/3.MD.4) 	<p>Essential Standard 2_M_4: Students will identify appropriate tools to measure and estimate using standard units.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> 2_M_4_A: Identify and determine the value of pennies, nickels, dimes, quarters, and dollars. (R) (2.MD.8) 2_M_4_B: Use the \$ and ¢ signs appropriately. (R) (2.MD.8) 2_M_4_C: Count various coin combinations of pennies, nickels, dimes, quarters, and dollars up to \$10.00. (R) (2.MD.8) 2_M_4_D: Solve word problems involving pennies, nickels, dimes, quarters, and dollars. (R) (2.MD.8) 	<p>Essential Standard 2_M_4: Students will identify appropriate tools to measure and estimate using standard units.</p> <p>Learning Targets</p> <p>2_M_4_E: Tell and write time from analog and digital clocks to the nearest hour, half hour, and five minutes, using a.m. and p.m. (K) (2.MD.7/1.MD.3)</p>

Grade Level Expectation: By the end of Grade 2 students should know from memory all sums of two one-digit numbers. (2.OA.2)