



Elementary School Teaching and Learning

2022-2023 Scope and Sequence

Mathematics – Grade 2

FIRST NINE WEEKS	OVERVIEW
	In Module 1 Part 1, students represent and interpret data, and they explore place value within the context of metric measurement. In Module 1 Part 2, students use various models- bundles, bills, and disks- to further develop place value understanding.
ASSESSMENTS	
ASSESSMENT WINDOW	ASSESSMENT NAME
September 6- October 4	Aims Web+ Beginning of the Year

*Please see the assessment description at the bottom of this document.

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Module 1 Place Value Concepts Through Metric Measurement & Data-Place Value, Counting, and Comparing Within 1,000	38 lessons	Family Math Mod. 1	<p>NC.2.MD.1 Measure the length of an object in standard units by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>NC.2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p>NC.2.MD.3 Estimate lengths using standard units of inches, feet, yards, centimeters, and meters.</p> <p>NC.2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard-length unit.</p> <p>NC.2.MD.5 Use addition and subtraction, within 100, to solve word problems involving lengths that are given in the same units, using equations with a symbol for the unknown number to represent the problem.</p> <p>NC.2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points and represent whole-number sums and differences, within 100, on a number line.</p> <p>NC.2.MD.10 Organize, represent, and interpret data with up to four categories.</p> <ul style="list-style-type: none"> • Draw a picture graph and a bar graph with a single-unit scale to represent a data set. • Solve simple put-together, take-apart, and compare problems using information presented in a picture and a bar graph. <p>NC.2.OA.1 Represent and solve addition and subtraction word problems, within 100, with</p>



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			<p>unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:</p> <ul style="list-style-type: none">• One-Step problems:• Add to/Take from-Start Unknown• Compare-Bigger Unknown• Compare-Smaller Unknown• Two-Step problems involving single digits:• Add to/Take from- Change Unknown• Add to/Take From- Result Unknown <p>NC.2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.</p> <ul style="list-style-type: none">• Unitize by making a hundred from a collection of ten tens.• Demonstrate that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds, with 0 tens and 0 ones. <p>NC.2.NBT.2 Count within 1,000; skip-count by 5s, 10s, and 100s.</p> <p>NC.2.NBT.3 Read and write numbers, within 1,000, using base-ten numerals, number names, and expanded form.</p> <p>NC.2.NBT.4 Compare two three-digit numbers based on the value of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>
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SECOND NINE WEEKS		OVERVIEW	
		In Module 2, students use the properties of operations, the relationships between numbers, and place value understanding to add and subtract within 200. Students apply these operations to representing and solving various word problems. In Module 3, students reason about the attributes of geometric shapes. As they work with composite shapes and partition circles and rectangles into equal shares, students build fractional understanding, which they apply to telling time.	
UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Module 2 Addition and Subtraction within 200	27 lessons	Family Math Mod.2	<p>NC.2.OA.1 Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:</p> <ul style="list-style-type: none"> One-Step problems: <ul style="list-style-type: none"> Add to/Take from-Start Unknown Compare-Bigger Unknown o Compare-Smaller Unknown Two-Step problems involving single digits: <ul style="list-style-type: none"> Add to/Take from- Change Unknown Add to/Take From- Result Unknown <p>NC.2.NBT.6 Add up to three two-digit numbers using strategies based on place value and properties of operations.</p> <p>NC.2.NBT.7 Add and subtract, within 1,000, relating the strategy to a written method, using:</p> <ul style="list-style-type: none"> Concrete models or drawings Strategies based on place value Properties of operations Relationship between addition and subtraction
Module 3 Shapes and Time with Fraction Concepts	19 lessons	Family Math Mod.3	<p>NC.2.NBT.2 Count within 1,000; skip-count by 5s, 10s, and 100s.</p> <p>NC.2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m</p> <p>NC.2.G.1 Recognize and draw triangles, quadrilaterals, pentagons, and hexagons, having specified attributes; recognize and describe attributes of rectangular prisms and cubes.</p> <p>NC.2.G.3 Partition circles and rectangles into two, three, or four equal shares.</p> <ul style="list-style-type: none"> Describe the shares using the words halves, thirds, half of, a third of, fourths, fourth of, quarter of. Describe the whole as two halves, three thirds, four fourths. Explain that equal shares of identical wholes need not have the same shape



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THIRD NINE WEEKS		OVERVIEW	
		In Module 4, Students deepen their understanding of addition and subtraction as they work within 1,000. Students reason about place value, properties of operations, and the relationship between numbers as they choose efficient solution strategies to solve problems.	
ASSESSMENTS			
ASSESSMENT WINDOW		ASSESSMENT NAME	
January 3- February 2		aimsWeb+ Middle of the Year	
UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Module 4 Addition and Subtraction within 1,000	24 lessons	Family Math Mod. 4	<p>NC.2.OA.1 Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:</p> <ul style="list-style-type: none"> • One-Step problems: <ul style="list-style-type: none"> • Add to/Take from-Start Unknown • Compare-Bigger Unknown • Compare-Smaller Unknown • Two-Step problems involving single digits: <ul style="list-style-type: none"> • Add to/Take from- Change Unknown • Add to/Take From- Result Unknown <p>NC.2.OA.2 Demonstrate fluency with addition and subtraction, within 20, using mental strategies.</p> <p>NC.2.NBT.5 Demonstrate fluency with addition and subtraction, within 100, by:</p> <ul style="list-style-type: none"> • Flexibly using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. • Comparing addition and subtraction strategies and explaining why they work. • Selecting an appropriate strategy in order to efficiently compute sums and differences. <p>NC.2.NBT.6 Add up to three two-digit numbers using strategies based on place value and properties of operations.</p> <p>NC.2.NBT.7 Add and subtract, within 1,000, relating the strategy to a written method, using:</p> <ul style="list-style-type: none"> • Concrete models or drawings • Strategies based on place value • Properties of operations • Relationship between addition and subtraction <p>NC.2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p>



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FOURTH NINE WEEKS		OVERVIEW	
		<p>In Module 5, students apply place value strategies and properties of operations to work with coins and bills. Students revisit measurement concepts using customary units, and they solve problems in the context of money, length, and data. In Module 6, students count and solve problems with equal groups of objects. Students organize equal groups into rows and columns to create rectangular arrays. As they compose and decompose arrays, students gain foundations for multiplication.</p>	
ASSESSMENTS			
ASSESSMENT WINDOW		ASSESSMENT NAME	
April 28- May 25		aimsWeb+ End of the Year	
UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Module 5 Money, Data, and Customary Measurement	16 lessons	Family Math Mod. 5	<p>NC.2.OA.1 Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:</p> <ul style="list-style-type: none"> • One-Step problems: <ul style="list-style-type: none"> o Add to/Take from-Start Unknown o Compare-Bigger Unknown o Compare-Smaller Unknown • Two-Step problems involving single digits: <ul style="list-style-type: none"> o Add to/Take from- Change Unknown • Add to/Take From- Result Unknown <p>NC.2.NBT.5 Demonstrate fluency with addition and subtraction, within 100, by:</p> <ul style="list-style-type: none"> • Flexibly using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. • Comparing addition and subtraction strategies, and explaining why they work. • Selecting an appropriate strategy in order to efficiently compute sums and differences. <p>NC.2.NBT.7 Add and subtract, within 1,000, relating the strategy to a written method, using:</p> <ul style="list-style-type: none"> • Concrete models or drawings • Strategies based on place value • Properties of operations • Relationship between addition and subtraction <p>NC.2.MD.1 Measure the length of an object in standard units by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>NC.2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p>



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			<p>NC.2.MD.3 Estimate lengths in using standard units of inches, feet, yards, centimeters, and meters.</p> <p>NC.2.MD.5 Use addition and subtraction, within 100, to solve word problems involving lengths that are given in the same units, using equations with a symbol for the unknown number to represent the problem.</p> <p>NC.2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points and represent whole-number sums and differences, within 100, on a number line.</p> <p>NC.2.MD.8 Solve word problems involving:</p> <ul style="list-style-type: none"> • Quarters, dimes, nickels, and pennies within 99¢, using ¢ symbols appropriately. • Whole dollar amounts, using the \$ symbol appropriately. <p>NC.2.G.1 Recognize and draw triangles, quadrilaterals, pentagons, and hexagons, having specified attributes; recognize and describe attributes of rectangular prisms and cubes</p>
<p>Module 6 Multiplication and Division Foundations</p>	<p>18 lessons</p>	<p>Family Math Mod. 6</p>	<p>NC.2.OA.1 Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:</p> <ul style="list-style-type: none"> • One-Step problems: <ul style="list-style-type: none"> o Add to/Take from-Start Unknown o Compare-Bigger Unknown o Compare-Smaller Unknown • Two-Step problems involving single digits: <ul style="list-style-type: none"> o Add to/Take from- Change Unknown • Add to/Take From- Result Unknown <p>NC.2.OA.3 Determine whether a group of objects, within 20, has an odd or even number of members by:</p> <ul style="list-style-type: none"> • Pairing objects, then counting them by 2s. • Determining whether objects can be placed into two equal groups. • Writing an equation to express an even number as a sum of two equal addends. <p>NC.2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p> <p>NC.2.G.3 Partition circles and rectangles into two, three, or four equal shares.</p> <ul style="list-style-type: none"> • Describe the shares using the words halves, thirds, half of, a third of, fourths, fourth of, quarter of. • Describe the whole as two halves, three thirds, four fourths. • Explain that equal shares of identical wholes need not have the same shape

*Family Math Resources



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The Family Math Resources provide information by topic about what students are learning, examples of the concepts, and At-Home activities to align with classroom learning

***aimsWeb+**

aimswbPlus is a universal screening assessment given to all students three times a year. Universal screeners are quick, standardized assessments that measure academic skills for reading and math. These measures help schools inform instruction, identify students at risk, and help teachers determine why the student may be at risk.