

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: Math

Course Length: Full Year

Grade: 2nd

Date Last Approved: March 15, 2018; **Reviewed** Spring 2021

Stage 1: Desired Results

Course Description and Purpose:

In Grade 2, instructional time should focus on five critical areas: (1) extending understanding of base ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes; (5) problem solving.

Enduring Understanding(s):

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Essential Question(s):

1. Why is it important to have fluency when solving problems?
2. What is the relationship between addition and multiplication?
3. What is the relationship between the multiple ways of representing place value?
4. What strategies are most efficient to solve multi digit problems?
5. Why is it important to use appropriate standard measuring tools?
6. How do visual representations help you organize data to solve problems?
7. Why is it important to have equal size pieces when partitioning?

Learning Targets:

1. Students can demonstrate number sense and create patterns (Skill)
2. Students can evaluate numbers and perform operations (Skill)
3. Students can organize information and produce strategies to solve real world mathematical problems (Skill)
4. Students can evaluate and manipulate geometric shapes (Skill)
5. Students can produce accurate measurements by applying the appropriate tool (Skill/Product)
6. Students can produce fractions (Product)

Stage 2: Learning Plan

I. Addition and Subtraction Facts

- A. Addition and Subtraction Number Stories
- B. Addition Fact Strategies
- C. Addition Fact Fluency
- D. Subtraction Fact Strategies
- E. Subtraction Fact Fluency

Standards Referenced: CCSS: 2.OA.1, 2.BT.8, 2.MD.6, 2.OA.2, 2.NBT.9, 2.oA.3, 2.NBT.2

Learning Targets Addressed: 1, 2, 3

Key Unit Resources

- Everyday Math 4th Edition
- IXL

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none">• Whole group modeling• Independent Practice• Math games• Computer programs• Technology Resources• Everyday Math Journal
Formative	Skills/ Reasoning	<ul style="list-style-type: none">• Oral assessments• Informal Teacher observations• Exit slips• Show Me What you Know
Summative	Product	<ul style="list-style-type: none">• End of Unit Assessment

II. Place Value, Money, and Time

A. Numeration and Place Value

B. Monetary Values and Exchanges

C. Clock Functions and telling time (analog and digital)

D. Gathering Data and Creating a Bar Graph

E. Making Change

Standards: Standards:CCSS: 2.NBT.1a, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.MD.8, 2.OA.2, 2.MD.6, 2.NBT.1

Learning Targets Addressed: Learning Target 3 and 5

Key Unit Resources

- Everyday Math 4th Edition
- IXL

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none">• Whole group modeling• Technology Resources• Independent practice• Partner Work• Math Games• Everyday Math Journal pages
Formative	Skills/ Reasoning	<ul style="list-style-type: none">• Oral assessments• Informal Teacher observations• Exit slips• Show Me What you Know
Summative	Product	<ul style="list-style-type: none">• End of unit assessment

III. Whole Number Operations and Number Stories

A. Addition and Subtraction Problem Solving Number Stories

B. Estimating using addition and subtraction to problem solve

C. Partial Sum addition

D. Expanded Form addition

E. Mentally adding and subtracting 10 and 100

F. Equal Groups and arrays

Standards: .CCSS: 2.0A.1, 2.NBT.5, 2.MD.6, 2.MD.8, 2.0A.2, 2.G.1, 2.NBT.6, 2.2.MD, 2NBT.9, 2.MD.1, 2.MD.2, 2.G.2, 2.NBT.7, 2.NBT.8, 2.NBT.1, 2.NBT.1a

Learning Targets Addressed: 1, 2, 3

Key Unit Resources

- Everyday Math 4th Edition
- IXL

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> • Whole group modeling • Technology Resources • Independent practice • Partner Work • Math Games • Everyday Math Journal pages
Formative	Skills/ Reasoning	<ul style="list-style-type: none"> • Oral assessments • Informal Teacher observations • Exit slips • Show Me What you Know
Summative	Product	<ul style="list-style-type: none"> • End of unit assessment

IV. Geometry

A. Points and Line Segments

B. Parallel line segments

C. 2 Dimensional shapes

D. 3 Dimensional shapes

Standards: : CCSS: 2.NBT.5, 2.G.1, 2.MD.7, 2,0A.1, 2.MD.6, 2.0A, .4

Learning Targets Addressed: Target 4

Key Unit Resources

- Everyday Math 4th Edition
- IXL

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none">• Whole group modeling• Technology Resources• Independent practice• Partner Work• Math Games• Everyday Math Journal pages
Formative	Skills/ Reasoning	<ul style="list-style-type: none">• Oral assessments• Informal Teacher observations• Exit slips• Show Me What you Know
Summative	Product	<ul style="list-style-type: none">• End of unit assessment

VI. Measurement

- A. Measurement with Standard Units
- B. Measurement with metric units
- C. Creating and Naming Equal Parts
- D. Fractional units of length

Standards: CCSS: 2.MD.1, 2.MD.3, 2.MD.4, 2.MD.9. 2.MD.2, 2.NBT.5, 2.NBT. 7, 2.G.2

Learning Targets Addressed: Learning Target 5 and 6

Key Unit Resources
<ul style="list-style-type: none">• Everyday Math 4th Edition• IXL

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none">• Whole group modeling• Technology Resources• Independent practice• Partner Work• Math Games• Everyday Math Journal pages
Formative	Skills/ Reasoning	<ul style="list-style-type: none">• Oral assessments• Informal Teacher observations• Exit slips• Show Me What you Know
Summative	Product	<ul style="list-style-type: none">• End of Unit Assessment