Moon Area School District Curriculum Map

Course: Mathematics 2
Grade Level: 2
Content Area: Mathematics
Frequency: Full-Year Course

Big Ideas

1. Numbers and Operations in Base Tens
2. Operations and Algebraic Thinking
3. Geometry and Fractions
4. Measurement and Data

Essential Questions

5. Do students use place value concepts to represent amounts of tens and ones to compare three-digit numbers?
6. Do students use place value concepts to read, write, and skip count to 1,000?
7. Do students use place value understanding and properties of operations to add and subtract within 1,000?
8. Do students solve problems involving addition and subtraction within 100?
9. Do students use mental math strategies to add and subtract within 20?
10. Do students use equal groups to build a foundation for multiplication?
11. Do students show two-dimensional and three-dimensional shapes with specified attributes?
12. Do students use the understanding of fractions help to partition shapes into parts with equal areas and express the area of each part as a unit fraction of a whole?
13. Do students use measurement tools be used to measure and estimate lengths using customary and metric units?
14. Do students extend the concept of addition and subtraction to problems involving length?
15. Do students express time to the nearest five minutes using both analog and digital clocks?
16. Do students use monetary values using coins, paper currency, and with appropriate symbols?
17. Do students use line plots, picture graphs, and bar graphs to interpret data?

Primary Resource(s) & Technology:
Textbook Series, IXL online software,
Microsoft Teams, Promethean Boards, Student Laptops/iPads

Pennsylvania and/or focus standards referenced at:
www.pdesas.org
www.education.pa.gov

Big Ideas/EQs	**Focus Standard(s)**	**Assessed Competencies (Key content and skills)**	**Timeline**
2,8,9	CC.2.2.1.A.1 CC.2.2.1.A.2	• Represent and solve problems involving addition and subtraction within 100 • Use mental math strategies to add and subtract within 20	August - September (4 Weeks)
2,8,9,10	CC.2.2.1.A.1 CC.2.2.1.A.2 CC.2.2.1.A.3	• Represent and solve problems involving addition and subtraction within 100 • Use mental math strategies to add and subtract within 20 • Work with equal groups to build a foundation for multiplication	September-October (2 Weeks)
1,7,2,8	CC.2.2.1.A.1 CC.2.2.1.B.3	• Use place value understanding and properties of operations to add and subtract within 1,000 • Represent and solve problems involving addition and subtraction within 100	October (3 Weeks)
1,7,2,8	CC.2.2.1.A.1 CC.2.2.1.B.3	• Use place value understanding and properties of operations to add and subtract within 1,000 • Represent and solve problems involving addition and subtraction within 100	October – November (3 Weeks)
1,7,2,8	CC.2.2.1.A.1 CC.2.2.1.B.3	• Use place value understanding and properties of operations to add and subtract within 1,000 • Represent and solve problems involving addition and subtraction within 100	November – December (4 Weeks)
1,7,2,8	CC.2.2.1.A.1 CC.2.2.1.B.3	• Use place value understanding and properties of operations to add and subtract within 1,000 • Represent and solve problems involving addition and subtraction within 100	December – January (2 Weeks)
1,7,2,8,9	CC.2.2.1.A.1 CC.2.2.1.B.3 CC.2.2.1.A.2	• Use place value understanding and properties of operations to add and subtract within 1,000 • Represent and solve problems involving addition and subtraction within 100 • Use mental math strategies to add and subtract within 20	January – February (4 Weeks)
1,6,2,8,4,15,16	CC.2.2.1.A.1 CC.2.2.1.B.2 CC.2.4.2.A.2	• Use place value concepts to read, write, and skip count to 1,000	February – March

	CC.2.4.2.A.3	• Represent and solve problems involving addition and subtraction within 100 • Tell and write time to the nearest five minutes using both analog and digital clocks • Solve problems and make change using coins and paper currency with appropriate symbols	(4 Weeks)
1,5,6	CC.2.2.1.B.1 CC.2.2.1.B.2	• Use place value concepts to represent amounts of tens and ones to compare three-digit numbers • Use place value concepts to read, write, and skip count to 1,000	March – April (4 Weeks)
1,6,7,4,16	CC.2.2.1.B.2 CC.2.2.1.B.3 CC.2.4.2.A.3	• Use place value concepts to read, write, and skip count to 1,000 • Use place value understanding and properties of operations to add and subtract within 1,000 • Solve problems and make change using coins and paper currency with appropriate symbols	April (2 Weeks)
1,6,7,4,16	CC.2.2.1.B.2 CC.2.2.1.B.3 CC.2.4.2.A.3	• Use place value concepts to read, write, and skip count to 1,000 • Use place value understanding and properties of operations to add and subtract within 1,000 • Solve problems and make change using coins and paper currency with appropriate symbols	April – May (3 Weeks)
4,13,14	CC.2.4.2.A.1 CC.2.4.2.A.6	• Measure and estimate lengths using customary and metric units using appropriate tools • Extend the concept of addition and subtraction to problems involving length	May (1 Week)
2,8,10,3,11,12, 4,14	CC.2.2.1.A.1 CC.2.2.1.A.3 CC.2.3.2.A.1 CC.2.3.2.A.2 CC.2.4.2.A.6	• Represent and solve problems involving addition and subtraction within 100 • Work with equal groups to build a foundation for multiplication • Analyze and draw two-dimensional and three-dimensional shapes having specified attributes • Use understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of a whole	May (2 Weeks)

		• Work with equal groups to build a foundation for multiplication	
4,13,17	CC.2.4.2.A.1 CC.2.4.2.A.4	• Measure and estimate lengths using customary and metric units using appropriate tools • Represent and interpret data using line plots, picture graphs, and bar graphs	May-June (1 Week)