

## Marietta City Schools Grade 2 Math Curriculum Map

Unit Name	<b>Unit 1</b> Using Tables, Graphs and Charts	<b>Unit 2</b> Building Fluency with Addition and Subtraction	<b>Unit 3</b> Measuring Lengths and Distances	<b>Unit 4</b> Extending Place Value Understanding to 1,000	<b>Unit 5</b> Representing Sums and Differences within 1,000	<b>Unit 6</b> Exploring Geometry and Patterns	<b>Unit 7</b> Measuring Time and Money	<b>Unit 8</b> Reasoning with Equal Groups	<b>Unit 9</b> Culminating Capstone Unit
Time Frame	2-3 weeks	4-5 weeks	3-4 weeks	4-5 weeks	4-5 weeks	3-4 weeks	2-3 weeks	3-4 weeks	1-2 weeks
Standards	2.NR.1.1 2.NR.1.2 2.NR.1.3 2.NR.2.1 2.NR.2.2 2.NR.2.3 2.NR.2.4 2.PAR.4.1 2.PAR.4.2 2.MDR.5.4 2.MDR.5.5 2.MP.1-8	2.NR.1.1 2.NR.1.2 2.NR.1.3 2.NR.2.1 2.NR.2.2 (within 100) 2.NR.2.3 (within 100) 2.NR.2.4 2.PAR.4.1 2.MDR.5.4 2.MP.1-8	2.NR.1.1 2.NR.1.2 2.NR.1.3 2.NR.2.1 2.NR.2.2 2.NR.2.3 2.NR.2.4 2.PAR.4.1 2.PAR.4.2 2.MDR.5.1 2.MDR.5.2 2.MDR.5.3 2.MDR.5.4 2.MDR.5.5 2.MP.1-8	2.NR.1.1 2.NR.1.2 2.NR.1.3 2.NR.2.1 2.NR.2.2 2.NR.2.3 2.NR.2.4 2.PAR.4.1 2.PAR.4.2 2.MDR.5.4 2.MDR.5.5 2.MP.1-8	2.NR.1.1 2.NR.1.2 2.NR.1.3 2.NR.2.1 2.NR.2.2 2.NR.2.3 2.NR.2.4 2.PAR.4.1 2.PAR.4.2 2.MDR.5.4 2.MDR.5.5 2.MP.1-8	2.NR.2.1 2.PAR.4.1 2.PAR.4.2 2.MDR.5.5 2.GSR.7.1 2.GSR.7.2 2.GSR.7.3 2.GSR.7.4 2.MP.1-8	2.NR.2.1 2.NR.2.2 2.NR.2.3 2.NR.2.4 2.PAR.4.1 2.PAR.4.2 2.MDR.5.4 2.MDR.5.5 2.MDR.6.1 2.MDR.6.2 2.MP.1-8	2.NR.2.1 2.NR.3.1 2.NR.3.2 2.PAR.4.1 2.PAR.4.2 2.MP.1-8	ALL STANDARDS
<p><i>The <a href="#">Framework for Statistical Reasoning</a> and the <a href="#">Mathematical Modeling Framework</a> should be taught throughout the units. The <a href="#">K-12 Mathematical Practices</a> should be evidenced at some point throughout each unit depending on the tasks that are explored. It is important to note that MPs 1, 3 and 6 should support the learning in every lesson.</i></p>									
Content Specific Information	<ul style="list-style-type: none"> <li>Collect, analyze &amp; display data through picture &amp; bar graphs</li> <li>Extend understanding of the value of numbers to 1,000</li> <li>Solve problems involving addition &amp; subtraction within 1,000</li> <li>Develop fluency using mental math and strategies</li> </ul>	<ul style="list-style-type: none"> <li>Solve addition &amp; subtraction problems within 100</li> <li>Solve real-life addition &amp; subtraction problems including problems involving charts and graphs</li> <li>Develop understanding of the value of numbers to 1,000</li> <li>Continue to develop fluency using mental math and strategies</li> </ul>	<ul style="list-style-type: none"> <li>Learn about standard units to estimate, measure, &amp; compare length &amp; distances (inches, feet, &amp; yards).</li> <li>Use addition &amp; subtraction to solve problems involving measurement</li> <li>Develop understanding of the value of numbers to 1,000</li> <li>Demonstrate an understanding of counting sequences</li> <li>Solve problems involving addition and subtraction within 1,000</li> <li>Continue to develop fluency using mental math and strategies</li> </ul>	<ul style="list-style-type: none"> <li>Extend understanding of the value of numbers to 1,000</li> <li>Demonstrate an understanding of counting sequences</li> <li>Solve problems involving addition and subtraction within 1,000</li> <li>Continue to develop fluency using mental math and strategies</li> </ul>	<ul style="list-style-type: none"> <li>Create, locate numbers, &amp; represent whole number sums &amp; differences within a standard unit of measurement on a number line diagram</li> <li>Continue to develop understanding of the value of numbers to 1,000 by representing, ordering, &amp; comparing</li> <li>Demonstrate an understanding of counting sequences</li> <li>Apply the understanding of addition to 100 to solve real world problems involving addition &amp; subtraction within 1,000</li> </ul>	<ul style="list-style-type: none"> <li>Reason about attributes (features) of shapes as they describe, compare, &amp; draw them</li> <li>Identify lines of symmetry in everyday objects</li> <li>Partition circles &amp; rectangles &amp; recognize that equal shares may be different shapes</li> <li>Use shapes to create growing &amp; shrinking patterns &amp; identify &amp; describe these patterns using addition &amp; subtraction</li> <li>Continue to review &amp; develop their understanding of the value of numbers to 1,000, the counting sequence, &amp; solve real world problems involving addition &amp; subtraction within</li> </ul>	<ul style="list-style-type: none"> <li>Learn to read analog &amp; digital clocks to the nearest 5 minutes, estimate and measure elapsed time to the hour and half hour</li> <li>Use coins learned in previous grades to determine the value of a combination of coins or bills</li> <li>Use addition &amp; subtraction to solve problems involving time &amp; money</li> <li>Continue to investigate the value of numbers to 1,000, the counting sequence, &amp; solve real world problems involving addition &amp; subtraction within 1,000</li> </ul>	<ul style="list-style-type: none"> <li>Work with equal groups</li> <li>Create arrays to solve problems</li> <li>Extend knowledge of equal groups to determine odd &amp; even</li> <li>Write &amp; solve equations to represent equal groups &amp; arrays with up to 5 rows and 5 columns</li> <li>Identify, describe, create, &amp; extend numerical patterns in addition &amp; subtraction as related to equal groups &amp; arrays</li> <li>Continue to review &amp; develop their understanding of the value of numbers to 1,000, the counting sequence, &amp; solve real world problems</li> </ul>	<p>The capstone unit applies content that has already been learned in previous interdisciplinary PBLs and units throughout the school year. The capstone unit is an interdisciplinary unit that allows students to create a presentation, report, or demonstration that could include their models used to answer an overarching driving question. (e.g., Students can present their solution(s), findings, project, or answer to the driving question to a larger audience during the culminating capstone unit.)</p>

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						1,000		involving addition & subtraction within 1,000	
<b>Additional Resources for Instruction &amp; Assessment</b>	Savvas Topic 15 MIP Module 6 MIP Module 7 MIP Module 10 MIP Module 13	Savvas Topic 1 Savvas Topic 3 Savvas Topic 5 MIP Module 1 MIP Module 2 MIP Module 6 MIP Module 7	Savvas Topic 12 Savvas Topic 14 MIP Module 6 MIP Module 7 MIP Module 10	Savvas Topic 9 MIP Module 4 MIP Module 5 MIP Module 6 MIP Module 7 MIP Module 13	Savvas Topic 4 Savvas Topic 6 Savvas Topic 7 Savvas Topic 10 Savvas Topic 11 MIP Module 4 MIP Module 6 MIP Module 7 MIP Module 8 MIP Module 9	Savvas Topic 13 MIP Module 14 MIP Module 15	Savvas Topic 8 MIP Module 6 MIP Module 7 MIP Module 11 MIP Module 12	Savvas Topic 2 MIP Module 3	All Resources
<b>Differentiation For Tiered Learners</b>	Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for learning experiences are included on the district unit planners.								