



## 2nd Grade Math Curriculum Overview

The primary focal areas in Grade 2 are making comparisons within the base-10 place value system, solving problems with addition and subtraction within 1,000, and building foundations for multiplication.

(A) Students develop an understanding of the base-10 place value system and place value concepts. The students' understanding of base-10 place value includes ideas of counting in units and multiples of thousands, hundreds, tens, and ones and a grasp of number relationships, which students demonstrate in a variety of ways.

(B) Students identify situations in which addition & subtraction are useful to solve problems. Students develop a variety of strategies to use efficient, accurate, & generalizable methods to add & subtract multi-digit whole numbers.

(C) Students use the relationship between skip counting and equal groups of objects to represent the addition or subtraction of equivalent sets, which builds a strong foundation for multiplication and division.

Year at a Glance	
1st 9 Weeks	2nd 9 Weeks
<p><b>Unit 1 - Data</b> 2.10(A) Explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category 2.10(B) organize a set of data with up to 4 categories using pictographs and bar graphs with intervals of 1 or more</p> <p><b>Unit 2 - Place Value</b> 2.2(A) use concrete &amp; pictorial models to compose and decompose numbers up to 1,200 in more than 1 way as a sum of so many thousands, hundreds, tens, and ones 2.2(B) use standard, word, and expanded forms to represent numbers up to 1,200</p> <p><b>Unit 3 - Comparing and Ordering to 1,200</b> 2.2(C) Generate a number that is greater than or less than a given whole number up to 1,200. 2.2(D) Use place value to compare &amp; order whole numbers up to 1,200 using comparative language, numbers, &amp; symbols. 2.2(E) Locate the position of a given whole number on an open number line. 2.2(F) Name the whole number that corresponds to a specific point on a number line</p> <p><b>Unit 4 - Number Patterns and Algebra</b> 2.2(C) Generate a number that is greater than or less than a given whole number up to 1,200. 2.7(A) Determine whether a number up to 40 is even or odd, using pairing of objects to represent the number 2.7(B) Use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200. 2.7(C) Represent and solve addition &amp; subtraction word problems where unknowns may be any one of the terms in the problem. of produce a simple item</p> <p><b>Unit 5 - Addition Strategies</b> 2.4(A) recall basic facts to add and subtract within 20 with automaticity</p> <p><b>Unit 6 - Subtraction Strategies</b> 2.4(A) recall basic facts to add and subtract within 20 with automaticity 2.7(C) represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem</p>	<p><b>Unit 7 - Exploring Addition and Subtraction</b> 2.4(B) Add up to 4 two digit numbers and subtract two digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations</p> <p><b>Unit 8 - Adding 2 Digit Numbers</b> 2.4(B) Add up to 4 two digit numbers and subtract two digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations 2.9(C) Represent whole numbers as distances from any given location on a number line.</p> <p><b>Unit 9 - Subtracting 2 Digit Numbers</b> 2.2(F) Name the whole number that corresponds to a specific point on a number line 2.4(B) Add up to 4 two digit numbers and subtract two digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations. 2.4(C) solve one step and multi- step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value including algorithms 2.4(D) Generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000. 2.9(C) Represent whole numbers as distances from any given location on a number line.</p>

**Year at a Glance**

**3rd 9 Weeks**

**4th 9 Weeks**

**Unit 10 - 3 Digit Addition and Subtraction**

2.4(C) solve one step and multi step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value including algorithms

2.4(D) Generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000.

**Unit 11 - Measurement**

2.9(A) Find the length of objects using concrete models for standard units of length.

2.9(B) Describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object

2.9(D) Determine the length of an object to the nearest marked unit using rulers, clocks, yardsticks, meter sticks, or measuring tapes.

2.9(E) Determine a sol. to a problem involving length, including est. lengths

2.9(F) use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units and describing the measurement using a number and the unit.

2.9(G) Read and write time to the nearest one minute increment using analog and digital clocks and distinguish between a.m. and p.m.

**Unit 12 - Money**

2.5(A) Determine the value of a collection of coins to \$1

2.5(B) Use the cent symbol, dollar sign, and decimal point to name the value of a collection of coins

**Unit 13 - Personal Finance**

2.11(A) calculate how money saved can accumulate into a larger amount over time

2.11(B) explain that saving is an alternative to spending

2.11 (C) distinguish between a deposit and a withdrawal

2.11(D) identify examples of borrowing and distinguish between responsible and irresponsible borrowing

2.11(E) identify example of lending and use concepts of benefits and costs to evaluate lending decision

2.11(F) differentiate between producers and consumers and calculate the cost of produce a simple item

**Unit 14 - Fractions**

2.3(A) Partition objects into equal parts and name the parts including halves, fourths, and eighths.

2.3(B) Explain that more fractional parts use to make a whole, the smaller part;& the fewer the fractional parts the larger the part.

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2.3(C) Use concrete models to count fractional parts beyond 1 whole using words & recognize how many parts it takes to equal 1 whole.

2.3(D) Identify examples and non-examples of halves, fourths, eighths.

**Unit 15- Geometry**

2.8(A) Create two dimensional shapes based on given attributes including number of sides and vertices.

2.8(B) Classify and sort 3-D solids, including spheres, cones, cylinders, rectangular prisms, and triangular prisms based on attributes using formal geometric language

2.8(C) Classify and sort polygons with twelve or fewer sides according to attributes including identifying the number of sides and number of vertices.

2.8(D) Compose 2-D shapes and three dimensional solids of given properties or attributes

2.8(E) decompose 2-D shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts

**Unit 16 - Data**

2.10(C) write and solve one step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one

2.10(D) draw conclusions and make predictions from information in a graph

**Unit 17 - Meanings of Multiplication and Division**

2.6(A) Model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined.

2.6(B) Model, create, and describe contextual division situations in which equivalent sets of concrete objects are joined.