

Simpson Elementary School Curriculum Prioritization and Mapping
2nd Grade Math - Revised 6/2014

Timeline	Topic	Priority	Standard	Learning Targets
On-Going		E	2.OA.2 - Fluently add and subtract within 20 using mental strategies by end of Grade 2, know from memory all sums of two one-digit numbers.	
August Unit 1	Place Value	E	2.OA.2 - Fluently add and subtract within 20 using mental strategies by end of Grade 2, know from memory all sums of two one-digit numbers. *Assess adding two one digit numbers (1-10) using ten frames and doubles facts.	I can add two one digit numbers using ten frames and doubles facts.
		E	2.NBT.1 - Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	I can tell the value of each digit in a three-digit number. I can show a three-digit number with hundreds, tens, and ones using base ten blocks.
		E	2.NBT.1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	I can show that the hundreds numbers have hundreds but no tens or ones.
			2.NBT.1 a 100 can be thought of as a bundle of ten tens - called a "hundred".	I know that a bundle of 10 tens equal 100.
		E	2.NBT.3 - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	I can read numbers to 1,000 using base ten numerals, number words, and expanded form. I can write numbers to 1,000 using base ten numerals, number words, and expanded form.
		E	2.NBT.4 - Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	I can compare two three-digit numbers using >, <, and = symbols.
			Notes: Focus on word problems within 20 and drawing out problem.	

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September Unit 2	Skip Counting/ Odd and Even/ Word Problems	E	<p>2.OA.3 - Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p>	<p>I can count a group of objects up to 20 by twos. I can tell whether a group of objects is odd or even. I can explain why a group of objects is odd or even. I can write an addition fact to show a doubles fact will always equal an even number.</p>
			<p>2.OA.1 - Use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>I can use drawings, a number line, or an equation to represent a word problem.</p>
		I	<p>2.NBT.2 - Count within 1000; skip-count by 5s, 10s, and 100s.</p>	<p>I can skip count by fives, tens, and hundreds up to 1000. I can count within 1000 starting at any given number.</p>
			<p>2.MD.6 - Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 1, 2, ..., and represent whole number sums and differences within 100 on a number line.</p>	<p>I can use a number line to show sums and differences. I can show numbers as lengths from zero on a number line.</p>
			<p>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>	<p>I can mentally add or subtract 10 or 100 from a given number.</p>
			<p>Notes: Addition strategies (base 10 and expanded form)</p>	

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October/ November	Money & Time	E	<p>2.OA.2 - Fluently add and subtract within 20 using mental strategies by end of Grade 2, know from memory all sums of two one-digit numbers. *Assess adding two one digit numbers (1-20) using doubles facts, and doubles +1.</p>	I can fluently add two one digit numbers up to 20 using doubles facts and doubles +1.
			<p>2.OA.1 - Use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	I can solve word problems with an unknown addend. (make change from dollar bills and coins)
			<p>2.MD.7 - Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>	I can tell and write time from an analog and digital clock to the nearest five minutes using a.m. and p.m.
		E	<p>2.OA.8 - Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p>	<p>I can identify and recognize the value of dollar bills, quarters, dimes, nickels, and pennies.</p> <p>I can use the \$ and the ¢ symbols correctly.</p> <p>I can solve word problems using dollars and coins.</p>
			Notes:	

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<p>November/ December</p>	<p>Geometry</p>		<p>2.G.1 - Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>	<p>I can identify a triangle, quadrilateral, pentagon, hexagon, and cube and the characteristics of each shape. I can identify the shape when I am given the characteristics of a shape. I can compare shapes by their characteristics. I can draw shapes with given attributes.</p>
			<p>2.OA.1 - Use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>I can compare two rectangles and determine the difference between the number of squares. (area)</p>
			<p>2.G.2 Partition a rectangle into rows and columns into same size squares and count to find the total number of them. (area)</p>	<p>I can partition a rectangle into rows and columns and count to find the total.</p>
			<p>Notes:</p>	

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January/ February Unit 5	Addition and Subtraction		2.NBT.5 - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	I can add and subtract numbers within 100.
			2.OA.2 - Fluently add and subtract within 20 using mental strategies by end of Grade 2, know from memory all sums of two one-digit numbers. *Assess subtracting two numbers up to 20.	I can subtract two numbers up to 20.
			2.NBT.6 - Add up to four two-digit numbers using strategies based on place value and properties of operations.	I can add up to four two digit numbers.
			2.NBT.9 - Explain why addition and subtraction strategies work, using place value and the properties of operations.	I can explain why addition and subtraction strategies work.
			2.OA.1 - Use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.	I can solve two step word problems. I can write an equation to represent a word problem. I can choose which action to use to solve addition and subtraction problems.
			**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.	I can write and solve facts that show an array can be repeated addition problems.
		Notes: Assess arrays in Unit 8		

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Unit 6	Measuring Length		2.MD.1 - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	I can choose which tool to measure the length of an object. I can measure the length of objects by using the correct tool.
			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.	I can explain why two measurements of the same object are different depending on the size of the unit. I can measure and record the length of an object in two different units.
			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.	I can measure to find how much longer one object is than another. I can show the difference using units.
			2.MD.3 - Estimate lengths using units of inches, feet, centimeters, and meters.	I can estimate length and decide if my estimate is close.
			2.MD.5 - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	I can solve word problems with lengths within 100.
			Notes:	

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March Unit 7	Measurement		<p>2.MD.9 - Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p>	<p>I can generate measurement data by measuring several objects to the nearest unit.</p> <p>I can generate measurement data by measuring the same object several times.</p> <p>I can show measurement data by creating a line plot.</p>
			<p>2.MD.10 - Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>	<p>I can draw a picture graph or a bar graph with up to four categories.</p> <p>I can identify and label the components of a picture graph and a bar graph.</p> <p>I can solve problems related to data by using addition and subtraction.</p> <p>I can compare categories between two graphs.</p>
			<p>2.NBT.7- Add and subtract within 1000, using concrete models or drawings and strategies based on place value properties of operations and/or the relationship between addition and subtraction, relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one add or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p>	<p>I can show addition and subtraction within 1000 with models, pictures, or drawings. (base ten blocks, number line, etc.)</p>
			<p>Notes:</p>	

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April Unit 8	Partitioning		<p>2.G.3 - Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>	<p>I can use words to describe the equal parts of a shape.</p> <p>I can identify two, three, and four equal parts of a whole.</p> <p>I can explain why equal parts do not have to be the same shape.</p> <p>I can partition a shape into equal shares.</p>
			<p>2.G.2 - Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. (fractions)</p>	<p>I can count to find the total number of equal squares.</p> <p>I can partition a rectangle into equal squares.</p>
			<p>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>I can create an addition problem to show the total number of objects in an array.</p>
			<p>Notes:</p>	

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May 9	Unit 9	Review	<p>2.OA.1 - Use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem. (refer to appendix table for problem types)</p>	<p>I can solve one and two step word problems. I can solve the unknown in a given word problem. I can choose which action to use to solve addition and subtraction problems.</p>
			<p>2.NBT.7 - <i>Add and subtract within 1000</i>, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and aones; and sometimes it is necessary to compose tens or hundreds.</p>	<p><i>I can add and subtract three-digit numbers.</i> I can break any number within 100 into hundreds, tens, and ones.</p>
			<p>Notes:</p>	