

Grade 2 Mathematics

The East Greenwich School District adopted the Model Curriculum, developed by the State of New Jersey. This curriculum is aligned with the Common Core State Standards and is organized into 5 units of study. Each unit contains specific learning goals aligned to grade level content standards that are to be taught over a six week time period. Once students complete each unit, a formative assessment is given to measure student proficiency on those targeted skills.

For more information on the Model Curriculum please visit:

<http://www.state.nj.us/education/modelcurriculum/math/2u1.shtml>

For more information on the Common Core State Standards please visit:

<http://www.corestandards.org/about-the-standards/>

For more information on the Math Common Core Standards please visit:

<http://www.corestandards.org/Math/>

Unit 1	September/October
Standard	STUDENT LEARNING OBJECTIVES
2.OA.1	Add and subtract within 20 to solve 1- and 2-step word problems with unknowns in any position.
2.NBT.1	Represent a 3-digit number as specific amounts of 100s, 10s, and 1s.
2.NBT.1	Identify ten tens as 100 and represent two hundred, three hundred, ..., nine hundred with 2, 3, ..., 9 hundred bundles (with zero tens and zero ones).
2.NBT.2	Skip count by 5s and 10s up to 100 ... beginning at any multiple of 5.
2.NBT.3	Read numbers to 1000 using base-ten numerals, number names, and expanded form.
2.NBT.3	Write numbers to 1000 using base-ten numerals, number names, and expanded form.
2.NBT.4	Use symbols $>$, $=$, $<$, to record the results of comparing two 3-digit numbers by decomposing the number into a number of 100s, 10s, and 1s.
Resources: Coming Soon!	

Unit 2	November/December
Standard	STUDENT LEARNING OBJECTIVES
2.OA.3	Recognize that in groups of even numbers objects can be counted by 2s and that in groups of odd numbers objects will not pair up evenly.
2.OA.3	Write an equation to illustrate that all even numbers can be formed from the addition of two equal addends.
2.NBT.6	Add up to four two-digit numbers based on place value and properties of operations.
2.NBT.2	Count within 1000 by ones, 5s, 10s, and 100s beginning at any multiple of 1, 5, 10 or 100 (e.g., begin at 505 and skip count by 5 up to 605, or begin at 600 and skip count by 100 up to 1000).
2.OA.2	Add and subtract fluently within ten using mental strategies (within 10).
2.NBT.5	Use a variety of strategies (place value, properties of operation, and/or the relationship between addition and subtraction) to add and subtract within 50.
Resources: Coming Soon!	

Unit 3	January/February
Standard	STUDENT LEARNING OBJECTIVES
2.OA.4	Write an addition equation with repeated equal addends from a rectangular array with up to 5 rows and 5 columns and solve to find the total number.
2.MD.1 2.MD.3	Estimate or measure lengths of objects using appropriate tools (inches, centimeters, feet, and meters).
2.MD.2	Compare measurements of an object taken with two different units of measure and explain that the difference is related to the size of unit chosen.
2.MD.4	Compare lengths of two objects and determine how much longer one object is than another using the same standard of measure.
2.NBT.2	Orally count within 1000 including skip-counting by 5s, 10s, and 100s.
2.OA.2	Add fluently within 20 using mental strategies, such as decomposing and composing numbers using the ten as a benchmark number.
2.NBT.5	Choose a strategy (place value, properties of operation, and/or the relationship between addition and subtraction) to add and subtract within 100.
4.NBT.4	Add and subtract two multi-digit whole numbers using the standard algorithm fluently (with speed and accuracy) without a calculator.
Resources: Coming Soon!	

Unit 4	March/April
Standard	STUDENT LEARNING OBJECTIVES
4.OA.5	Generate number or shape patterns by using rules including words, models, or graphs, and identify apparent features of the pattern that were not explicit in the rule of the original pattern. For example, given the rule “Add 3” and the starting number 1 generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers.
4.NF.2	Compare two fractions with different numerators and different denominators using $>$, $<$, and $=$ and justify the comparison by using visual fraction models (recognizing the comparison is valid only when two fractions refer to the same whole).
4.NF.3	Decompose a fraction into a sum of fractions with the same denominator in more than one way; record the decomposition as an equation and justify with a visual fraction model.
4.NF.3	Add and subtract mixed numbers with like denominators by replacing each mixed number with an equivalent fraction.
4.NF.3	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
4.MD.1	Express measurement comparisons within a single system of measurement and record in a two-column chart within a single system of measurement; e.g., <i>know that 1 ft. is 12 times as long as 1 in.</i>
4.OA.3	Compose equations from information supplied in word problems using letters to represent unknowns and solve the word problems with addition and subtraction.
4.NBT.4	Add and subtract two multi-digit whole numbers using the standard algorithm fluently (with speed and accuracy) without a calculator.
Resources: Coming Soon!	

Unit 5	May/June
Standard	STUDENT LEARNING OBJECTIVES
4.MD.5	Determine the measure of an angle in degrees. The two rays of an angle share a common endpoint. If that endpoint is located at the center of a circle, the fraction of the circular arc (between the points where the rays intersect the circle) measures the angle in degrees. A “degree” is defined as $\frac{1}{360}$ (one degree angle) of the entire circle; and an angle that turns n one degree angles is said to measure n degrees.
4.NF.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.
4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines and identify these in two-dimensional figures.
4.G.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specific size. Recognize right angles as a category, and identify right triangles.
4.MD.6	Use a protractor to measure angles in whole number degrees and sketch angles of specific measures.
4.MD.7	Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems using a symbol for an unknown angle measure.
4.G.3	Draw lines of symmetry and identify line-symmetric figures.
Resources: Coming Soon!	