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.

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.

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.

Unit 4	March/April
Standard	**STUDENT LEARNING OBJECTIVES**
2.NBT.8	Apply properties of place value to mentally add or subtract 10 or 100 to/from a given number within 100-900.
2.NBT.9	Apply addition and subtraction strategies based on place value and the properties of operations and explain why these strategies work using drawings or objects. For example, 37 + 12 = 49 because 37 +12 equals 30 + 7 + 10 + 2 (place value) which equals 30 + 10 + 7 + 2 (property of operations).
2.MD.5	Add and subtract within 100 in word problems involving lengths using a symbol to represent the unknown number. For example, if Angela needs 30 feet of ribbon for gifts, but she only has 17 feet, equations 17 + x = 30 and 30 – x = 17 both represent the x feet she still needs.
2.MD.6	Use a number line to represent the solution of whole number sums and differences related to length within 100 by using equally spaced points.
2.MD.7	Tell and write time using analog and digital clocks to the nearest five minutes using AM and PM.
2.MD.8	Identify, recognize, and solve word problems with dollar bills, quarters, dimes, nickels, and pennies using the $ and ¢ symbol appropriately.
2.OA.1	Add and subtract within 100 to solve 1- or 2-step word problems with unknowns in any position.
2.OA.2	Add and subtract fluently within 20 using mental strategies, such as decomposing and composing numbers using the benchmark of ten.

Unit 5	May/June
CORRESPONDING CCSS	**STUDENT LEARNING OBJECTIVES**
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 adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared visually or directly, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2.MD.9	Use tools of measurement to measure lengths of several objects to the nearest whole unit and represent the data on a line plot with appropriate whole number units on the horizontal scale.
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 the graph.
2.G.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number.
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.
2.OA.2	Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.
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.