

Grade 2 Curriculum Map (draft)

Timing	Domain/Standards	HSP or Go Math Materials	Additional Resources	Assessment
1 st Trimester	2.MD.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.			
	Add and subtract within 20. 2.OA.2. Fluently add and subtract within 20 using mental strategies. ² By end of Grade 2, know from memory all sums of two one-digit numbers	Follow <u>Go Math</u> pacing guide for chapters 1-2.	<u>The Double Decker Bus-Cathy Fosnot</u>	
	2.NBT.2. Count within 1000; skip-count by 2s, 5s, 10s, and 100s. CA	Go Math CA 11 HSP Lesson 4.5, 4.6, 4.7		
	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. (Don't regroup until end of 1 st trimester) 2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (Only to 100)	HSP Lesson 3.2, 3.3, 3.4, 3.5 Follow <u>Go Math</u> pacing guide for chapters 5-8. (Exclude CA14 and CA15: will be used later)		
	Represent and solve problems involving addition and subtraction. 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. ¹	Integrated throughout the year. Teach as indicated in <u>Go Math</u> pacing guide.		
	Represent and interpret data. 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 ⁴ using information presented in a bar graph.	Follow <u>Go Math</u> chapter 9.		

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	2.NBT.7.1 Use estimation strategies to make reasonable estimates in problem solving. CA	Integrated throughout the year. Teach as indicated in <u>Go Math</u> pacing guide.		
	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. 2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.	<u>Go Math</u> CA 22 and CA 23	Today's Number: see Amy Halloway	
2 nd Trimester	2.MD.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>	Follow <u>Go Math</u> chapters 10 and 11.		
	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: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. 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).	Follow <u>Go Math</u> chapter 16.		
	2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Imbedded in <u>Go Math</u> chapter 16.	Today's Number	
	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	HSP Lesson 4.3 Go Math CA8 HSP Lesson 4.4		MARS Task: Pam's Shopping Trip http://www.insidemathematics.org/common-core-math-tasks/2nd-grade/2-2006%20Pam's%20Shopping%20Trip.pdf

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	sum of two equal addends.			
	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.	Follow <u>Go Math</u> chapters 18 and 19.		
	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.	Follow <u>Go Math</u> chapter 17.		
	2.NBT.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	<u>Go Math</u> Lesson CA14 and CA15		
3 rd Trimester	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.	Follow <u>Go Math</u> chapter 20.		
	Reason with shapes and their attributes. 2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. ⁵ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Follow <u>Go Math</u> chapter 13 then chapter 12.		
	2.G.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	<u>Go Math</u> Lesson C42 (covered in chapter 13)		
	2.G.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the	Follow <u>Go Math</u> chapter 14 (exclude HSP lesson 14.2 and 14.6)	www.engageny.org Module 8-2 nd grade Lessons 9-12	

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	whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.			
	Work with time and money. 2.MD.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year). CA	Follow <u>Go Math</u> chapter 24.		
	Measure and estimate lengths in standard units. 2.MD.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.		www.engageny.org Module 7-2 nd Grade Lessons 14-26	
	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.		www.engageny.org Module 7-2 nd Grade Lessons 14-26	
	2.MD.3. Estimate lengths using units of inches, feet, centimeters, and meters	Use <u>Go Math</u> Lesson CA30 if necessary for estimating meters.		

¹See Glossary, Table 1.

	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. Relate addition and subtraction to length.		www.engageny.org Module 7-2 nd Grade Lessons 14-26	
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	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.		<u>Measuring for the Art Show-Cathy Fosnot</u>	
	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.		www.engageny.org Module 7-2 nd Grade Lessons 14-26	

❖ Highlighted standards=once introduced, continue embedding throughout the year.

Notes:

- Use Rocket Math for facts practice
- Calendar math to review skip counting, money, time, place value, etc.
- Do money between addition/subtraction regrouping
- Start regrouping with 2 digit numbers at the end of first trimester
- Strong focus on regrouping in second trimester-numbers to 1,000