

<b>Overarching Big Ideas</b>	<i>Less is more</i>	<i>Depth vs. breadth</i>	<i>Relationships over everything</i>	<i>Access and rigor for all, especially emerging bilinguals &amp; students with disabilities</i>
------------------------------	---------------------	--------------------------	--------------------------------------	--

This document is a revised **Scope and Sequence** for the [SFUSD Math Grade 2 Curriculum](#) adapted to a compressed number of instructional days during the 2020-2021 school year due to distance learning. This document is based on the guidance provided in the [2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#), and is meant to provide a framework and a reference for decisions about standards in the SFUSD Math Core curriculum.

The SFUSD Math Curriculum is built around 5 [Math Class Norms](#) that emphasize making sense of math collaboratively.

<p><b>Answers are important, but they are not the math.</b></p> 	<p><b>Talk about each other's thinking.</b></p> 	<p><b>Errors are gifts that promote discussion.</b></p> 	<p><b>Ask questions until ideas make sense.</b></p> 	<p><b>Use multiple strategies and multiple representations.</b></p> 
--	---	--	--	--

**Revised Scope and Sequence** based on [2020–21 Math Priority Instructional Content K-5](#)

Unit	Time Frame	Big Ideas	Standards
<a href="#">Unit 2.0</a> <b>Introduction</b>	4 weeks	Students reflect on personal math strengths, identify and practice norms for math learning, learn classroom procedures, and establish routines for the use of supplies and manipulatives. Teachers get to know their students as mathematicians, focusing on their strengths.	Focus on <a href="#">Standards for Mathematical Practice</a>
<a href="#">Unit 2.1</a> <b>Grouping Objects</b>	2–3 weeks	Mathematicians put things into equal groups and count them.	2.OA.2      2.MD.8 2.OA.3 2.OA.4



Unit 2.2 <b>Measuring Length</b>	2 weeks	Mathematicians estimate, measure, and compare length using inches, feet, centimeters, or meters. The longer the unit of measure, the fewer units it takes to measure an object.	2.MD.1 2.MD.2 2.MD.3	2.MD.4 2.MD.6
Unit 2.3 <b>Addition within 100</b>	4 weeks	Mathematicians combine numbers by thinking about the values of their digits, combining tens with tens and ones with ones, and sometimes breaking 10 ones into 1 ten.	2.OA.1 2.OA.2 2.NBT.5 2.NBT.9	2.MD.5 2.MD.6 2.MD.8
Unit 2.4 <b>Measuring Time</b>	1 week	Mathematicians tell time using minutes and hours and use the relationship between minutes and hours.	2.MD.7	
Unit 2.5 <b>Subtraction within 100</b>	4 weeks	Mathematicians subtract numbers by thinking about the values of their digits, subtracting tens from tens and ones from ones, and sometimes breaking 1 ten into 10 ones.	2.OA.1 2.OA.2	2.NBT.5 2.NBT.9
Unit 2.6 <b>Problems with Unknowns</b>	3–4 weeks	Mathematicians solve different kinds of addition and subtraction problems that represent relationships between quantities in the real world, and represent those problems with equations. They solve them using understanding of place value and the meaning of operations.	2.OA.1 2.OA.2 2.NBT.5	2.MD.5 2.MD.8
Unit 2.7 <b>Numbers Greater than 100</b>	1–2 weeks	Mathematicians understand that 10 ones make 1 ten, 10 tens make 1 hundred, and 10 hundreds make 1000. Counting, writing, and comparing numbers greater than 100 requires understanding of the value of each place.	2.NBT.1 2.NBT.22 .NBT.3	2.NBT.4 2.NBT.8
Unit 2.8 <b>Calculating with Three-Digit Numbers</b>	3–4 weeks	Mathematicians add and subtract numbers by thinking about the values of their digits. When 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 put together or break apart tens or hundreds.	2.NBT.6 2.NBT.7	2.NBT.8 2.NBT.9
Unit 2.9 <b>Working with Figures</b>	2 weeks	Mathematicians describe, classify and analyze shapes by their attributes, such as the size and shape of their sides and angles. Shapes can be put together and taken apart to make new shapes.	2.G.1 2.G.2 2.G.3	



Cambridge Public Schools

Mathematics Department

Draft Grade 2 Math Scope and Sequence 2020-2021 For Families



SFUSD Math Core Curriculum

Adapted for use in Cambridge Public Schools

<a href="#">Unit 2.10</a> <b>Two-Step Problems with Unknowns</b>	3 weeks	Mathematicians solve different kinds of two-step problems using addition and/or subtraction.	2.OA.1    2.MD.5 2.OA.2    2.MD.8 2.NBT.5
<a href="#">Unit 2.11</a> <b>Data and Graphs</b>	0 weeks	<del>Mathematicians collect, record, and organize data using tables and graphs.</del>	2.MD.9 2.MD.10