

**GES Curriculum Map
Math
Grade 2**

Unit Title	Unit 1: Building a Community of Mathematicians
Calendar Pacing	4 weeks
Unit Overview	This unit will support the implementation of math workshop by providing many opportunities for students to learn and engage in the routines and procedures that will use throughout the year during math instruction. Students will engage in tasks that promote reasoning and problem-solving. They will be able to build conceptual understanding by using and connecting mathematical representations. Students will engage in productive struggles to learn mathematics and explain their thinking with accountable talk. Students will use various counting strategies, including counting all, counting on, and counting back with numbers up to 20 to continue to develop an understanding of addition and subtraction. Students will develop accuracy, efficiency, and flexibility. Student will use addition and subtraction strategies to solve for unknowns in all positions. e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.
Priority Standards/ Supporting Standards	2.OA.B.2, 2.NBT.B.5 Mathematical Practices MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7, MP.8
Unit Title	Unit 2: Solving Addition and Subtraction within 20
Calendar Pacing	4 weeks
Unit Overview	Students will use various counting strategies, including counting all, counting on, and counting back with numbers up to 20 to continue to develop an understanding of addition and subtraction. Students will develop accuracy (correct answer), efficiency (within 4-5 seconds), and flexibility (using strategies such as making 10 or breaking apart numbers). Student will use addition and subtraction strategies to solve for unknowns in all positions. e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.
Priority Standards/ Supporting Standards	2.OA.A.1, 2.OA.B.2, 2.OA.C.3, 2.OA.C.4, 2.NBT.B.5, 2.NBT.B.9 Mathematical Practices MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7, MP.8
Unit Title	Unit 3: Developing Place Value Understanding
Calendar Pacing	6 weeks

Unit Overview	In this unit students will continue to develop their understanding of place value and the properties. Students will actively use concrete and/or virtual manipulatives to represent three-digit numbers and represent three-digit numbers using pictures, symbols, and/or objects. Students will identify and explain the value of a digit in the different positions within a number and write three-digit numbers as base ten numerals, in word form, and in expanded form.
Priority Standards/Supporting Standards	2.NBT.A.1,2.NBT.A.2, 2.NBT.A.3, 2.NBT.A.4, 2.NBT.B.5, 2.NBT.B.6 ,2.NBT.B.7 ,2.NBT.B.8 ,NBT.B.9 Mathematical Practices MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7, MP.8
Unit Title	Unit 4: Represent and Solve Problems with Addition and Subtraction within 1,000
Calendar Pacing	6 weeks
Unit Overview	In this unit students will use their understanding of addition to develop fluency with addition and subtraction within 1,000. They solve problems within 1,000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations.
Priority Standards/ Supporting Standards	2.NBT.A.1, 2.NBT.A.2, 2.NBT.A.3, 2.NBT.A.4 ,2.NBT.B.5 ,2.NBT.B.6 ,2.NBT.B.7 ,2.NBT.B.8 ,2.NBT.B.9 Mathematical Practices MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7, MP.8
Unit Title	Unit 5: Measurement and Data
Calendar Pacing	<i>6 weeks</i>
Unit Overview	In this unit, students will standard units of measure (centimeter and inch) through engaging real-life activities. Students will use measurement tools to gain an understanding of linear measurement. Throughout the unit students measure the lengths of single and multiple objects and select the appropriate tool for each measuring task. Students will also estimate lengths, compare lengths of objects and generate measurement data on a line plot. Students will collect and analyze data gathered from classroom survey data to create bar graphs, picture graphs and line plots. Students will also solve one and two step problems related to the collected data.
Priority Standards/ Supporting Standards	2.MD.A.1, 2.MD.A.2, 2.MD.A.3, 2.MD.A.4, 2.MD.B.5, 2.MD.B.6, 2.MD.D.9, 2.MD.D.10 Mathematical Practices MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7, MP.8
Unit Title	Unit 6: Work with Equal Groups

Calendar Pacing	6 weeks
Unit Overview	In this unit, students will develop a foundation for the concept of multiplication through work with equal groups and rectangular arrays. The concept of even and odd will also be crucial with the introduction of division in Grade 3. Students will create arrays to identify a group of objects as even or odd. They will explain how to use even and odd using strategies and representations including physical tools and drawings to solve addition problems and write an equation to show an even sum has the same addends (e.g., $5 + 5 = 10$, $6 + 6 = 12$).
Priority Standards/ Supporting Standards	2.OA.C.3, 2.OA.C.4 Mathematical Practices MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7, MP.8
Unit Title	Unit 7: Work with Time and Money
Calendar Pacing	6 weeks
Unit Overview	In this unit students develop an understanding of time and money. Students will solve problems involving various denominations of coins and bills. Students will have many experiences with coin recognition and determining the value of coins before using coins to solve problems, record money amounts, and use the \$ and ¢ symbols. This unit also continues the work begun in first grade with time, expecting students to tell and write time from both an analog and digital clock to the nearest five minute interval using a.m. and p.m.
Priority Standards/ Supporting Standards	2.MD.C.7, 2.MD.C.8 Mathematical Practices MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7, MP.8
Unit Title	Unit 8: Exploring Shapes and Their Attributes
Calendar Pacing	6 weeks
Unit Overview	In this unit, students will explore 2-D and 3-D shapes. Students will analyze and describe shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes as they develop a foundation for fractions.
Priority Standards/ Supporting Standards	2.G.A.1, 2.G.A.2, 2.G.A.3 Mathematical Practices MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7, MP.8