2nd Grade Math Curriculum Map
2020-2021

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
2.N.1.1 Read, write, discuss, and represent whole numbers up to 1,000. Representations may include numerals, words, pictures, talley marks, number lines, and manipulatives. **2.N.1.2** Use knowledge of number relationships to locate the positions of a given whole number on an open number line up to 100. **2.N.1.3** Use place value to describe whole numbers between 1 and 1,000 in terms of hundreds, tens, and ones. Know that 100 is 10 tens and 1,000 is 10 hundreds. **2.N.1.4** Find 10 more and 10 less than a given three-digit number. Find 100 more and 100 less than a given three-digit number. **2.N.1.6** Use place value to compare and order whole numbers up to 1,000 sing comparative languages, number, and symbols (e.g. 425>276, 73<107, page 351 comes after page 350, 753 is between 700 and 800.) **2.N.2.1** Use the relationship between addition and subtraction to generate basic facts up to 20. **2.N.2.2** Demonstrate fluency with basic addition facts and related subtraction facts up to 20. **(1st Nine Weeks cont.)** **2.A.2.1** Use objects and number lines to represent number sentences.	**2.A.2.3** Apply commutative and identity properties and number sense to find values for unknowns that make number sentences involving addition and subtraction true or false. **2.A.1.1** Represent, create, describe, complete, and extend growing and shrinking patterns with quantity and numbers in a variety of real-world and mathematical contexts. **2.A.1.2** Represent and describe repeating patterns involving shapes in a variety of contexts. **2.N.2** Add and subtract one and two digit numbers in real-world and mathematical problems. **2.N.2.4** Use strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. **2.N.2.5** Solve real-world and mathematical addition and subtraction problems involving whole numbers up to two digits.	**2.GM.1.1** Recognize trapezoids and hexagons. **2.GM.1.2** Describe, compare, and classify two-dimensional figures according to their geometric attributes. **2.GM.1.3** Compose two-dimensional shapes using triangles, squares, hexagons, trapezoids, and rhombi. **2.N.3.1** Identify the parts of a set and area that represents fractions for halves, thirds, and fourths. **2.N.3.2** Construct equal-sized portions through fair sharing including length, set, and area models for halves, thirds, and fourths **2.N.4.1** Determine the value of a collections(s) of coins up to one dollar using the cent symbol. **2.GM.3.1** Read and write time to the quarter-hour on an analog and digital clock. Distinguish between a.m. and p.m. **2.N.2.3** Estimate sums and differences up to 100 **2.N.1.5** Recognize when to round numbers to the nearest 10 and 100. . **2.GM.2.1** Explain the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object.	**2.GM.1.4** Recognize right angles and classify angles as smaller as or larger than a right angle. **2.D.1.1** Explain that the length of a bar in a bar graph or the number of objects in a picture graph represents the number data points for a given category. **2.D.1.2** Organize a collection of data with up to four categories using pictographs and bar graphs with intervals of 1s, 2s, 5s, or 10s. **2.D.1.3** Write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one. **2.D.1.4** Draw conclusions and make predictions from information in a graph. **2.N.2.6** Use concrete models and structured arrangements, such as repeated addition, arrays, and ten frames to develop understanding of multiplication. (Perimeter/Area)

2.A.2.2 Generate real-world situations to represent number sentences and vice versa.		**2.GM.2.2** Explain the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest whole number. **2.GM.2.3** Explore how varying shapes and styles of containers can have the same capacity.	