

# CURRICULUM MAP – GRADE 2

## DAILY ROUTINE

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Estimate (time, temp, length, weight, number of objects)	Number Sense	Estimation	D
Can solve addition & subtraction facts to 18	Number Sense	Computation without calculator	D/T
Predict using a pattern	Patterns and Functions	Number	D/T
Identify different expressions for the same quantities $5+0 = 4+1 = 3+2 = \dots$ (and Fact Families)	Patterns and Functions	Number	D/T

## CHAPTER 1: Addition Strategies

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Properties: commutative ( $4+5 = 5+4$ )	Number Sense	Number Sets	D
Properties: associative $(2+3)+5 = 2+(3+5)$	Number Sense	Number Sets	D
Identify factors (fact families)	Number Sense	Number Sets	D
Can solve addition & subtraction facts to 18	Number Sense	Computation without calculator	D/T

## CHAPTER 2: Subtraction Strategies

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Properties: commutative ( $4+5 = 5+4$ )	Number Sense	Number Sets	D
Properties: associative $(2+3)+5 = 2+(3+5)$	Number Sense	Number Sets	D
Identify factors (fact families)	Number Sense	Number Sets	D
Recognize equality	Number Sense	Relationship	D/T
Can solve addition & subtraction facts to 18	Number Sense	Computation without calculator	D/T
Identify different expressions for the same quantities $5+0 = 4+1 = 3+2 = \dots$	Patterns and Functions	Number	D/T

## CURRICULUM MAP – GRADE 2

### CHAPTER 3: Addition / Subtraction Practice

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Can solve addition & subtraction facts to 18	Number Sense	Computation without calculator	D/T
Identify different expressions for the same quantities $5+0 = 4+1 = 3+2 = \dots$	Patterns and Functions	Number	D/T

### CHAPTER 4: Numbers to 100

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Estimate (time, temp, length, weight, number of objects)	Number Sense	Estimation	D
Round to nearest hundred, using 2-3 digit numbers	Number Sense	Estimation	I/D
Determine place value 1's and 10's	Number Sense	Relationship	D/T
Determine place value 100's	Number Sense	Relationship	D/T
Writes numbers in expanded form ( $24 = 20 + 4$ )	Number Sense	Relationship	D/T

### CHAPTER 5: Number Patterns, Compare and Order

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Reads and understands ordinal numbers to 20 <sup>th</sup>	Number Sense	Number Sets	D/T
Recognize odd/even	Number Sense	Relationship	D/T
Determine place value 1's and 10's	Number Sense	Relationship	D/T
Determine place value 100's	Number Sense	Relationship	D/T
Predict using a pattern	Patterns and Functions	Number	D/T

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### CHAPTER 6: Data and Graphing

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Create a graph to describe data - (picture / bar)	Pattern and Functions	Relationship	D/T
Use attributes to collect data	Probability	Data Collection	D/T
Use various methods to collect data	Probability	Data Collection	D
Use real objects or pictures to organize data	Probability	Data Organization	D/T
Classify data to create meaning	Probability	Data Organization	D
Utilize tallies, tables, and charts to organize and display data, using technology as appropriate	Probability	Data Organization	D
Utilize graphs or diagrams to display data, utilizing technology as appropriate (single bar graphs, circle graphs, tables, charts)	Probability	Data Organization	D
Describe and compare collected data	Probability	Data Interpretation	D
Analyze data to derive meaning	Probability	Data Interpretation	D

### CHAPTER 7: Counting Money

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Read and write decimals to tenths	Number Sense	Relationship	I/D
Select a variety of coins to represent a given amount	Measurement	Money	D/T
Determine the value of a group of coins	Measurement	Money	D
Recognize bills	Measurement	Money	I/D

### CHAPTER 8: Using Money

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Read and write decimals to tenths	Number Sense	Relationship	I/D
Select a variety of coins to represent a given amount	Measurement	Money	D/T
Determine the value of a group of coins	Measurement	Money	D
Recognize bills	Measurement	Money	I/D
Make change using coins	Measurement	Money	I

## CURRICULUM MAP – GRADE 2

### CHAPTER 9: Telling Time

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Sequence events according to time	Measurement	Time	D/T
Identify parts of a clock (hour and minute hand)	Measurement	Time	D/T
Tell time using a clock; 5 minute intervals	Measurement	Time	D/T
Tell time using a clock; nearest minute	Measurement	Time	I/D

### CHAPTER 10: Understanding Time

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Estimate (time, temp, length, weight, number of objects)	Number Sense	Estimation	D
Sequence events according to time	Measurement	Time	D/T
Sequence days, weeks, months, years	Measurement	Time	D/T
Tell time using a clock; nearest minute	Measurement	Time	I
Estimate and compare varying lengths of time	Measurement	Time	D/T
Determine elapsed time using a calendar	Measurement	Time	D
Determine elapsed time using a clock	Measurement	Time	I

### CHAPTER 11: Explore 2-Digit Addition

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Add / subtract whole numbers without regrouping	Number Sense	Computation without calculator	D/T

### CHAPTER 12: 2-Digit Addition

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Use estimation in problem solving	Number Sense	Estimation	D
Round to the nearest 10 using 2 digit numbers	Number Sense	Estimation	I/D
Add / subtract whole numbers without regrouping	Number Sense	Computation without calculator	D/T

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### CHAPTER 13: Practice 2-Digit Addition

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Add / subtract whole numbers with regrouping	Number Sense	Computation without calculator	D/T

### CHAPTER 14: Explore 2-Digit Subtraction

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Add / subtract whole numbers with regrouping	Number Sense	Computation without calculator	D/T

### CHAPTER 15: 2-Digit Subtraction

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Use estimation in problem solving	Number Sense	Estimation	D
Add / subtract whole numbers with regrouping	Number Sense	Computation without calculator	D/T

### CHAPTER 16: Practice 2-Digit Subtraction

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Add / subtract whole numbers with regrouping	Number Sense	Computation without calculator	D/T

### CHAPTER 17: Plane Shapes

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Classify three-dimensional shapes (pyramids, prisms)	Geometry	Geometry	D
Identify symmetrical shapes	Geometry	Geometry	D/T
Identify congruent shapes	Geometry	Geometry	D

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### CHAPTER 18: Solid Figures

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Classify three-dimensional shapes (pyramids, prisms)	Geometry	Geometry	D
Identify parts of 2-D and 3-D shapes (vertices, edges, right angle, face, base, altitude & slant height)	Geometry	Geometry	I
Develop spatial sense (flip, turn, slide)	Geometry	Geometry	I

### CHAPTER 19: Length

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Estimate (time, temp, length, weight, number of objects)	Number Sense	Estimation	D
Recognize customary units of measurement (length, capacity, weight)	Measurement	Systems	D
Recognize metric units of measurement	Measurement	Systems	I
Make reasonable estimates of measurement	Measurement	Estimation	D
Use customary units to make linear measurements – nearest inch	Measurement	Types	D/T
Use customary units to make linear measurements -- ½ inch	Measurement	Types	D
Use customary and metric units to determine perimeter	Measurement	Types	I
Use metric units to make linear measurements	Measurement	Types	I

### CHAPTER 20: Capacity, Weight and Temperature

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Estimate (time, temp, length, weight, number of objects)	Number Sense	Estimation	D
Recognize customary units of measurement (length, capacity, weight)	Measurement	Systems	D
Recognize metric units of measurement	Measurement	Systems	I
Use non-standard units to measure weight	Measurement	Types	D/T
Use non-standard units to determine/measure volume	Measurement	Types	D/T
Use customary units to measure weight	Measurement	Types	D
Use customary units to measure/determine capacity (cups, pints, quarts, gallons)	Measurement	Types	D
Use metric units to make linear measurements	Measurement	Types	I
Use metric units to measure weight	Measurement	Types	D

# CURRICULUM MAP – GRADE 2

## CHAPTER 21: Numbers to 1000

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Recognize and name whole numbers to 1000	Number Sense	Number Sets	D/T
Write whole numbers through 1000	Number Sense	Number Sets	D/T
Identify reasonable answers	Number Sense	Estimation	D/T
Round to nearest hundred, using 2-3 digit numbers	Number Sense	Estimation	I/D
Determine place value 1,000's	Number Sense	Relationship	I
Compare and order numbers to 1000	Number Sense	Number Sets	D/T

## CHAPTER 22: Comparing and Ordering Numbers to 1000

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Recognize and name whole numbers to 1000	Number Sense	Number Sets	D/T
Write whole numbers through 1000	Number Sense	Number Sets	D/T
Estimate (time, temp, length, weight, number of objects)	Number Sense	Estimation	D
Identify reasonable answers	Number Sense	Estimation	D/T
Recognize equality	Number Sense	Relationship	D/T
Recognize and use $>$ and $<$ (symbol)	Number Sense	Relationship	D/T
Compare and order numbers to 1000	Number Sense	Number Sets	D/T

## CHAPTER 23: Parts of a Whole

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Recognize equality	Number Sense	Relationship	D/T
Read and write fractions $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$	Number Sense	Relationship	D/T
Identify a fractional part of a collection or set or parts of a whole	Number Sense	Computation without calculator	I/D

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### CHAPTER 24: Parts of a Group

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Estimate (time, temp, length, weight, number of objects)	Number Sense	Estimation	D
Identify reasonable answers	Number Sense	Estimation	D/T
Read and write fractions $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$	Number Sense	Relationship	D/T

### CHAPTER 25: Addition 3-Digit Numbers

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Estimate (time, temp, length, weight, number of objects)	Number Sense	Estimation	D
Add / subtract decimals	Number Sense	Computation without calculator	I

### CHAPTER 26: Subtracting 3-Digit Numbers

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Estimate (time, temp, length, weight, number of objects)	Number Sense	Estimation	D

### CHAPTER 27: Use Addition and Subtraction

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Round to nearest hundred, using 2-3 digit numbers	Number Sense	Estimation	I/D
Read and write decimals to tenths	Number Sense	Relationship	I
Add / subtract whole numbers with 1 regrouping	Number Sense	Computation without calculator	D/T
Add / subtract whole numbers with multiple regroupings	Number Sense	Computation without calculator	I/D



## CURRICULUM MAP – GRADE 2

### CHAPTER 28: Multiplication Concepts

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Multiply whole numbers – basic facts	Number Sense	Computation without calculator	I/D

### CHAPTER 29: Multiplication Facts 2, 5 and 10

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Multiply whole numbers – basic facts	Number Sense	Computation without calculator	I/D

### SUPPLEMENT

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Identify locations using coordinates	Geometry	Geometry	I
Recognize outcomes	Probability	Chance	D/T
Identify possible outcomes	Probability	Chance	D
Recognize place value to 10,000	Number Sense	Relationship	I/D

### ALL CHAPTERS

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Utilize problem solving strategies	Problem Solving	Problem Solving	D
Utilizes mental math	Problem Solving	Problem Solving	D