



Content Area: Math

Grade Level: Second

Curriculum Map/Scope & Sequence (2021)

<u>Unit Name/Time Period</u>	<u>BIG Ideas/Skills</u>	<u>IL Priority Learning Standards</u>	<u>I CAN Statements</u>	<u>Assessments</u>
All Year	These goals are interwoven into each unit. See the BIG Ideas/Skills sections of Units 1-15 for more details.	MP.1 (Make sense of problems and persevere in solving them) MP.2 (Reason abstractly and quantitatively) MP.3 (Construct viable arguments and critique the reasoning of others) MP.4 (Model with mathematics) MP.5 (Use appropriate tools strategically) MP.6 (Attend to precision) MP.7 (Look for and make use of structure) MP.8 (Look for and express regularity in repeated reasoning)	I CAN figure out problems and work hard until I solve them. I CAN understand different ways of working with numbers and how they relate to other numbers. I CAN communicate my mathematical ideas and respond to the ideas of others. I CAN show my understanding of problems using tools such as diagrams, two-way tables, graphs, flowcharts and formulas. I CAN use tools such as pencil and paper, models, and rulers to help solve problems. I CAN work carefully to make sure I use the correct numbers, symbols, labels, explanations, and answers. I CAN find patterns and use them to solve problems. I CAN recognize when problems have repeated calculations and look for shortcuts to help me solve them quicker.	These goals are interwoven into each unit.

<p>August/ September</p> <p>Unit 1: Number Sense to 1,000</p> <p>2-3 Weeks</p>	<p>Place Value Expanded Form Ordering & Comparison of numbers up to 1000</p>	<p>2.NBT.A.1 - Understand that the 3 digits of a 3-digit number represent the amount of hundreds, tens, and ones.</p> <p>2.NBT.A.2 - Count within 1000; skip counting by 5's, 10's, and 100's.</p> <p>2.NBT.A.3 - Read and write numbers to 1000 using base ten numerals, number names and expanded form.</p> <p>2.NBT.A.4 - Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digit using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>	<p>I CAN use place value to describe the values of digits and numbers.</p> <p>I CAN read the standard form of a three digit number.</p> <p>I CAN draw base ten blocks to represent and compare numbers.</p> <p>I CAN read and write numbers in word form.</p> <p>I CAN use place value and expanded form to describe numbers.</p> <p>I CAN identify the value of digits in 2- and 3-digit numbers.</p> <p>I CAN compare numbers using the terms greater than, less than, and equal to.</p> <p>I CAN compare numbers using the symbols $>$, $=$, and $<$.</p> <p>I CAN put 3-digit numbers in order from least to greatest, or greatest to least.</p> <p>I CAN skip count by 5 up to 1000.</p> <p>I CAN skip count by 100 starting at a number that doesn't end in 00.</p> <p>I CAN skip count by 10 starting with a number that doesn't end in 0.</p>	<p>Daily Assignments Unit Test STAR Math Test Freckle Project(s) Math Games</p>
<p>September/ October</p> <p>Unit 2: 2-Digit Addition</p> <p>3 Weeks</p>	<p>Students will be able to add two-digit numbers using various strategies.</p>	<p>2.NBT.B.5 -Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>2.NBT.B.6 - Add up to four two digit numbers using strategies based on place value and properties of operations.</p> <p>2. NBT.B.9 - Explaining why addition strategies work using place value and the properties of operations.</p> <p>2.MD.B.6 - Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers and representing whole number sums within 100 on a numbers line diagram.</p>	<p>I CAN use a hundreds chart to help add 2 digit numbers.</p> <p>I CAN decompose numbers into 10s and 1s to make adding easier.</p> <p>I CAN use a number line to find the sum of two 2-digit numbers.</p> <p>I CAN decompose a 2-digit number into tens and ones to help with addition.</p> <p>I CAN use base ten blocks to add two 2-digit numbers with and without regrouping.</p> <p>I CAN add up to 4 two-digit numbers with regrouping in the ones and tens place.</p> <p>I CAN solve an addition problem using the traditional algorithm.</p> <p>I CAN solve addition word problems with and without regrouping.</p> <p>I CAN explain how I solved addition word problems.</p>	<p>Daily Assignments Unit Test STAR Math Test Freckle Project(s) Math Games</p>

		2.OA.A.1 - Use addition within 100 to solve one- and two-step word problems by using drawings and equations.		
<p>October/ November</p> <p>Unit 3: 2-digit Subtraction</p> <p>3-4 Weeks</p>	<p>Students will be able to subtract two-digit numbers using various strategies.</p>	<p>2.NBT.B.5 - Fluently subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>2.MD.B.6 - Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers and representing whole number sums within 100 on a number line diagram.</p> <p>2.NBT.B.9 - Explain why subtraction strategies work using place value and the properties of operations.</p> <p>2.OA.A.1 - Use subtraction within 100 to solve one- and two-step word problems by using drawings and equations.</p>	<p>I CAN use a hundreds chart to help me subtract 2-digit numbers.</p> <p>I CAN decompose numbers into tens and ones to make subtraction easier.</p> <p>I CAN use a number line to find the difference between two 2-digit numbers.</p> <p>I CAN decompose a 2-digit number into tens and ones.</p> <p>I CAN decompose a two-digit number into tens and ones to help with subtraction.</p> <p>I CAN use base ten blocks to subtract two 2-digit numbers with and without regrouping.</p> <p>I CAN draw base ten blocks to represent a number.</p> <p>I CAN cross off base ten blocks to show the difference.</p> <p>I CAN solve a subtraction problem using the traditional algorithm.</p> <p>I can solve subtraction one and two step word problems with and without regrouping.</p> <p>I can explain how I solved one and two step subtraction word problems.</p>	<p>Daily Assignments</p> <p>Unit Test</p> <p>STAR Math Test</p> <p>Freckle</p> <p>Project(s)</p> <p>Math Games</p>

<p>November</p> <p>Unit 4: Add/Subtract to 1,000</p> <p>3 weeks</p>	<p>Students will be able to add and subtract numbers within 1000 using a place value chart and an open number line.</p>	<p>2.NBT.A.1 - Understand that the three-digits of a three-digit number represents the amounts of hundreds, tens and ones.</p> <p>2.NBT.B.7 - Use place value understanding and properties of operations to add and subtract within 1000 using concrete models or drawings and strategies based on place value.</p> <p>2.NBT.B.9 - Explain why addition and subtraction strategies work using place value and the properties of operations.</p>	<p>I CAN use an open number line to solve 3-digit addition problems.</p> <p>I CAN draw base ten blocks on a place value chart to help me solve 3-digit addition problems with and without regrouping.</p> <p>I CAN use an open number line to solve 3-digit subtraction problems.</p> <p>I CAN draw base ten blocks on a place value chart to help me solve 3-digit subtraction problems with and without regrouping.</p> <p>I CAN draw base ten blocks on a place value chart to help me subtract across zeros.</p>	<p>Daily Assignments Unit Test STAR Math Test Freckle Project(s) Math Games</p>
<p>December</p> <p>Unit 5: Multiplication Concepts</p> <p>3 weeks</p>	<p>Students will learn different strategies to help them understand the concept of multiplication.</p>	<p>2.OA.C - Work with equal groups to gain foundations of multiplication.</p> <p>2.OA.C.4 - Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and 5 columns; write an equation to express the total as a sum of equal addends.</p> <p>2.NBT.A.2 - Count within 1000, skip counting by 5's, 10's, and 100's.</p>	<p>I CAN use a hundreds chart to help me multiply by skip counting.</p> <p>I CAN use a number line to help me multiply by skip counting.</p> <p>I CAN identify the number of rows in an array.</p> <p>I CAN identify the number of columns in an array.</p> <p>I CAN use repeated addition to find the total.</p> <p>I CAN create an array based on a given number of rows and columns.</p> <p>I CAN create an array by using repeated addition.</p> <p>I CAN use an array to solve a word problem.</p> <p>I CAN create an array from a multiplication problem.</p> <p>I CAN create equal groups from a multiplication problem.</p>	<p>Daily Assignments Unit Test STAR Math Test Freckle Project(s) Math Games</p>

<p>January</p> <p>Unit 6: Division Concepts</p> <p>2 weeks</p>	<p>Students will learn different strategies to help them understand that division is related to repeated subtraction.</p>	<p>2.OA.C.3 - Determine whether a group of objects up to 20 has an odd or even number of members.</p> <p>2.OA.C - Work with equal groups to gain foundations of division.</p> <p>2.OA.A.1 - Use subtraction within 100 to solve multi-step problems.</p> <p>2.NBT.A.2 - Count within 1000; skip count by 5's, 10's and 100's.</p> <p>2.NBT.B.5 - Fluently subtract within 100 using strategies based on properties of operations.</p>	<p>I CAN determine if a group of objects has an odd or even number of members.</p> <p>I CAN determine if a number is odd or even by looking in the ones place.</p> <p>I CAN solve doubles facts and identify patterns.</p> <p>I CAN use a hundreds chart to help me divide by creating groups.</p> <p>I CAN use a number line to help me divide.</p> <p>I CAN identify the number of rows in an array.</p> <p>I CAN identify the number of columns in an array.</p> <p>I CAN identify the total number of objects in the array.</p> <p>I CAN use repeated subtraction to get to 0.</p> <p>I CAN create an array based on a given number of objects and rows/columns.</p> <p>I CAN use an array to solve a word problem.</p> <p>I CAN create equal groups to solve division problems.</p>	<p>Daily Assignments</p> <p>Unit Test</p> <p>STAR Math Test</p> <p>Freckle</p> <p>Project(s)</p> <p>Math Games</p>
<p>January</p> <p>Unit 7: Measurement</p> <p>2 weeks</p>	<p>Students will be able to determine which measurement tools would be best to use when measuring.</p>	<p>2.MD.A.1 - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>2.MD.A.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.</p> <p>2.MD.A.3 - Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>2.MD.B.5 - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>I CAN determine different objects that could be measured with a ruler or a tape measure.</p> <p>I CAN identify the different measurement tools.</p> <p>I CAN determine when to use the different measuring tools.</p> <p>I CAN use the different measuring tools to determine the size of an object.</p> <p>I CAN use two different units to measure an object.</p> <p>I CAN find the difference between two different units of measurement.</p> <p>I CAN explain why the number of units is different for the same item.</p> <p>I CAN estimate lengths using units of inches, feet, and yards.</p> <p>I CAN estimate lengths using units of centimeters and meters.</p> <p>I CAN find the length of different items using a broken ruler.</p> <p>I CAN use one unit to measure two different items.</p> <p>I CAN find the difference in measurement between two items.</p> <p>I CAN use addition and subtraction to solve word problems involving lengths by using drawings and equations.</p>	<p>Daily Assignments</p> <p>Unit Test</p> <p>STAR Math Test</p> <p>Freckle</p> <p>Project(s)</p> <p>Math Games</p>

		2.MD.B.6 - Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, etc. and represent whole number sums and differences within 100 on a number line diagram.		
February Unit 8: Mental Math Strategies 2 weeks	Students will learn strategies to help support adding and subtracting mentally.	2.NBT.B.5 - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and the relationship between addition and subtraction. 2.NBT.B.8 - Mentally add 10 or 100 to a given number and mentally subtract 10 or 100 from a given number. 2.OA.B.2 - Fluently add and subtract within 20 using mental strategies.	I CAN determine if I need to add or subtract by listening for key words. I CAN mentally increase and decrease a number by 10. I CAN mentally increase and decrease a number by 100. I CAN mentally add ones to a 3-digit number. I CAN solve a +1 and +2 addition fact fluently by counting on. I CAN solve a doubles fact by creating an identical set of the original number. I CAN solve a near double addition fact using mental math strategies. I CAN use mental math to solve a +10 addition fact. I CAN use mental math to solve a +9 addition fact.	Daily Assignments Unit Test STAR Math Test Freckle Project(s) Math Games
February Unit 9: Identifying Fractions 2 weeks	Students will be able to recognize and create fractions of different sizes.	2.G.A.3 - Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc. and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. 2.G.A.2 - Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	I CAN determine if a shape is separated into equal or unequal parts. I CAN read a fraction and determine the numerator and denominator. I CAN split an image or a group of items in half, making sure each part is equal. I CAN partition a shape into thirds. I CAN shade in part of a shape to match the fraction. I CAN split an image into quarters, making sure each part is equal. I CAN compare two or more unit fractions using models of the same size. I CAN add two like fractions. I CAN split a group of items into equal groups. I CAN draw rows and columns of equal size in a rectangle. I CAN count the equal size squares in the rectangle.	Daily Assignments Unit Test STAR Math Test Freckle Project(s) Math Games
March Unit 10:	Students will be able to identify, count, add, and subtract different money amounts.	2.MD.C.8 - Solve word problems involving dollar bills, quarters, dimes, nickels, and	I CAN identify and determine the value of each coin. I CAN count the value of a set of coins. I CAN identify and determine the value of coin and	Daily Assignments Unit Test STAR Math Test

<p>Money: Identify and Count</p> <p>2 weeks</p>		<p>pennies using \$ and symbols appropriately.</p> <p>2.NBT.A.2 - Count within 1000; skip count by 5's, 10's, and 100's.</p>	<p>bill combinations.</p> <p>I CAN write money amounts using \$ and ¢.</p> <p>I CAN write dollars as cents and cents as dollars.</p> <p>I CAN use coins and bills to compare amounts of money.</p> <p>I CAN compare amounts of money using the terms greater than, less than, and equal to.</p> <p>I CAN compare amounts of money using the symbols >, <, and =.</p> <p>I CAN line up my dollars and cents using the decimal point as a guide.</p> <p>I CAN add amounts of money with and without regrouping.</p> <p>I CAN subtract amounts of money with and without regrouping.</p> <p>I CAN solve addition and subtraction word problems involving money.</p>	<p>Freckle Project(s)</p> <p>Math Games</p>
<p>March</p> <p>Unit 11: Telling Time and Temperature</p> <p>2 weeks</p>	<p>Students will be able to determine time through the use of a calendar, digital clock and analog clock.</p>	<p>2.MD.C.7 - Tell and write time from analog and digital clocks to the nearest five minutes using am and pm.</p> <p>2.MD.B.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.</p>	<p>I CAN determine the length of time an activity will take.</p> <p>I CAN determine the difference between AM and PM.</p> <p>I CAN use AM & PM to show morning, afternoon, and night.</p> <p>I CAN order events by time.</p> <p>I CAN use the small hand on an analog clock to tell what hour it is.</p> <p>I CAN use the minute hand to tell the time to the hour and half hour.</p> <p>I CAN use the minute hand to tell time to quarter after and quarter to the hour.</p> <p>I CAN use the minute hand to tell the time to the nearest 5 minutes.</p> <p>I CAN add hour and minutes without regrouping.</p> <p>I CAN subtract hours and minutes to determine how much time has passed.</p> <p>I CAN read a Fahrenheit and Celsius thermometer.</p> <p>I CAN use a calendar to keep track of longer periods of time.</p>	<p>Daily Assignments</p> <p>Unit Test</p> <p>STAR Math Test</p> <p>Freckle Project(s)</p> <p>Math Games</p>
<p>April</p> <p>Unit 12: Slopes & Lines 2D & 3D Shapes</p> <p>2 weeks</p>	<p>Students will be able to recognize, name and create different 2D and 3D shapes.</p>	<p>2.GA.1 - Recognize and draw shapes having specified attributes such as a given number of angles or a given number of faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>	<p>I CAN identify 2D shapes and their attributes.</p> <p>I CAN identify if a shape is a polygon based on its attributes.</p> <p>I CAN identify the name of a polygon based on the number of sides.</p> <p>I CAN compose two-dimensional shapes.</p> <p>I CAN decompose two-dimensional shapes.</p> <p>I CAN create figures by combining different shapes.</p> <p>I CAN identify 3D shapes in the real world.</p> <p>I CAN classify and sort 3D shapes based on their</p>	<p>Daily Assignments</p> <p>Unit Test</p> <p>STAR Math Test</p> <p>Freckle Project(s)</p> <p>Math Games</p>

			<p>attributes. I CAN sort 2D and 3D shapes. I CAN determine the 2D shapes that were used to make a 3D shape.</p>	
<p>April Unit 13: Graphing 2 weeks</p>	<p>Students will be able to read, analyze, interpret, and create various types of graphs throughout this unit.</p>	<p>2.MD.D.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 using information presented in a bar graph.</p>	<p>I CAN sort items based on their attributes. I CAN read, analyze, and interpret tally charts. I CAN read, analyze, and interpret picture graphs. I CAN read a bar graph to answer questions. I CAN create a bar graph using the data collected. I CAN create, analyze and read a line graph. I CAN create a line graph using the data collected. I CAN create a circle graph using the data collected.</p>	<p>Daily Assignments Unit Test STAR Math Test Freckle Project(s) Math Games</p>
<p>May Unit 14: Multiplication by 0, 1, 2, 5, and 10 2 weeks</p>	<p>Students will learn strategies to help them solve multiplication problems with factors of 0, 1, 2, 5, and 10.</p>	<p>2.NBT.A.2 - Skip count by 5s and 10s. 2.OA.C.4 - Use addition to find the total number of objects arranged in a rectangular array.</p>	<p>I CAN multiply by 2 up to 24. I CAN relate multiplication of 2 and 5 to an array model. I CAN solve multiplication problems with a factor of 10. I CAN multiply and divide by 1. I CAN multiply by 0. I CAN use a number bond for multiplication. I CAN find the missing part of a number bond using multiplication. I CAN use multiplication to solve real world problems. I CAN find the area of a given space by multiplying the length and width. I CAN find the perimeter of a given space by adding up the length of all 4 sides.</p>	<p>Daily Assignments Unit Test STAR Math Test Freckle Project(s) Math Games</p>
<p>May Unit 15: 3rd Grade Prep 2 weeks</p>	<p>Students will complete a project that encompasses many skills learned throughout the year.</p>	<p>2.NBT.B.5 - Fluently add and subtract within 100 using strategies based on place value. 2.NBT.B.6 - Add up to 4 two-digit numbers using strategies based on place value. 2.MD.A.1 - measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2.NBT.A.2 - Skip count by 5s and 10s.</p>	<p>I CAN use a HTO chart to add and subtract within 100. I CAN add different dollar amounts and stay within a budget. I CAN use a ruler to measure the height and length of specific objects. I CAN find the area by multiplying the height and the length. I CAN create a schedule of things to do using elapsed time. I CAN identify the pattern core and create a repeating pattern. I CAN describe a set of pictures using fractions. I CAN use 2D shapes to create. I CAN create a graph using the data given to me. I CAN solve a multi-step word problem.</p>	<p>Daily Assignments Unit Test STAR Math Test Freckle Project(s) Math Games</p>

2.OA.C.4 - Use addition to find the total number of objects arranged in a rectangular array.

2.MD.C.7 - Tell and write time from analog and digital clocks to the nearest 5 minutes using AM and PM.

2.G.A.3 - Partition circles and rectangles into two, three, or four equal shares, describe the share using the words halves, thirds, half of, a third of, etc.

2.G.A.1 - Recognize and draw shapes having specified attributes. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

2.MD.D.9 - Generate data and make a line plot.

2.MD.D.10 - Draw a picture graph and bar graph to represent a data set.

2.MD.C.8 - Solve word problems involving dollar bills, quarters, nickels and pennies.

2.OA.A.1 - Use addition and subtraction within 100 to solve 1 and 2 step word problems.