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2nd Grade

Mathematics

Curriculum Guide

Developed: June 2016

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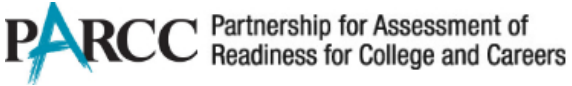
Mathematics Resources
Adopted Curriculum

Grade Band	Resource	District Contact
Pre K *2013-2018*	**Creative Classroom** **Website:**	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Pre K Coordinator
K -6 *2013-2018*	 **Website:** www.pearsonsuccessnet.com	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach
7-8 *2013-2018*	**College Preparatory Math (CPM)** **CPM teacher log in:** **http://textbooks.cpm.org/?238090954324249223** **CPM student log in:** **http://en8467.textbooks.cpm.org/?409553627727330301**	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent Robert Quiñonez, CFVMS Assistant Principal
9-12 *2013-2018*	**College Preparatory Math (CPM)** **CPM teacher log in:** **http://textbooks.cpm.org/?238090954324249223** **CPM student log in:** **http://en8467.textbooks.cpm.org/?409553627727330301**	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent Nancy Suazo, EVHS Department Chair

Mathematics Resources
Supplemental Curriculum Resources

Grade Band	Resource	District Contact:
Pre K *2016-2021*	*Insert Resource* **Website:** Insert *Insert Resource* **Website:** Insert	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Pre K Coordinator Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator
K -6 *2016-2021*	*Insert Resource* **Website:** Insert *Insert Resource* **Website:** Insert	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator
7-8 *2016-2021*	*Insert Resource* **Website:** Insert **Website:** Insert	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent Robert Quiñonez, CFVMS Assistant Principal Insert Name, Edgenuity Administrator Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator
9-12 *2015-2020*	*Insert Resource* **Website:** **Website:** Insert	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent Insert Name, EVHS Department Chair Insert Name, Edgenuity Administrator Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator

Mathematics Resources
Assessment Resources

Grade Band	Resource	District Contact:
Pre K *2016-2021*	*Insert Resource* **Website:** Insert **PreK Observation & Portfolios**	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Pre K Coordinator **Assessment Contact:** TBA, Assessment & RtI Facilitator
K-1	**Envisions:** **Topic Book Assessments** **Topic Mat Assessments** **Renaissance Learning:** **STAR EARLY LITERACY (Numeracy)** **https://hosted39.renlearn.com/258790/default.aspx**	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach **Assessment Contact:** TBA, Assessment & RtI Facilitator
2-12	**Envisions:** **Topic Book Assessments** **Topic Mat Assessments (2nd)** **Renaissance Learning:** **STARMath** **https://hosted39.renlearn.com/258790/default.aspx**	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach **Assessment Contact:** TBA, Assessment & RtI Facilitator
3-11	**PARCC**	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach

Mathematics Resources
Assessment Resources

		Assessment Contact: TBA, Assessment & RtI Facilitator
7-12	**End of Course Exams (EoC)** **College Prepatory Math (CPM)** **CPM teacher log in:** http://textbooks.cpm.org/?238090954324249223 **CPM student log in:** http://en8467.textbooks.cpm.org/?409553627727330301	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach **Assessment Contact:** TBA, Assessment & RtI Facilitator

2ⁿᵈ Grade Math Curriculum
At A Glance

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Topics	1, 2, 3, 5, 10	8, 9, 10	11, 13, 14	4, 12, 15, 16
Topic Learning Targets	Topic 1: Students will be able to complete simple addition and subtraction problems. They will understand how the two operations relate. Topic 2: Students will be able to practice and apply addition strategies. Topic 3: Students will be able to practice and apply subtraction strategies. Topic 5: Students will be able to identify numbers by place value to 100. Topic 10: Students will be able to identify numbers by place value to 1,000.	Topic 8: Students will be able to practice and apply addition with two digit numbers. Topic 9: Students will be able to practice and apply subtraction with two digit numbers. Topic 10: Students will be able to identify numbers by place value to 1,000.	Topic 11: Students will be able to practice and apply addition and subtraction with three digit numbers. Topic 13: Students will be able to identify the value of coins and count collections of coins. Topic 14: Students will be able to practice and apply their knowledge of money in addition and subtraction problems.	Topic 4: Students will be able to identify the number of objects in an array and represent the array with repeated addition. Topic 12: Students will be able to reason with shapes based on their attributes. They will also partition shapes into equal pieces. Topic 15: Students will be able to measure lengths of different objects using standard units. Topic 16: Students will be able to tell time to the nearest five minutes. Students will be able to organize and analyze data using various types of graphs.
Standards	2. OA.1 2. OA.2 2. OA. 3 2. NBT. 1 2. NBT. 2 2. NBT. 3 2. NBT. 8 2. NBT. 9	2. OA. 1 2. NBT. 2 2. NBT. 4 2. NBT. 5 2. NBT. 6 2. MD. 6	2. MD. 8 2. NBT. 5 2. NBT. 7 2. NBT. 9	2. G. 1 2. G. 2 2. G. 3 2. MD. 1 2. MD. 2 2. MD. 3 2. MD. 4 2. MD. 5 2. MD. 7 2. MD. 9 2. MD. 10 2. OA. 4

	Domain or Conceptual Theme	Stnd #	Standard	Focus Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
2	Operations & Algebraic Thinking	1	CC.2.OA.1 Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Solve addition and subtraction word problems within 100	Topic 1 Understanding Addition and Subtraction Lessons 1.4 and 1.7 Topic 3 Subtraction Strategies Lesson 3.6	Engage NY	Topic 1 Test Assessment Sourcebook # 5, 6, 7 Topic 3 Unit Test Packet #7	Engage NY
2	Operations & Algebraic Thinking	2	CC.2.OA.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	Fluently add and subtract within 20	Topic 1 Understanding Addition and Subtraction Lessons 1.1- 1.7 Topic 2 Addition Strategies Lessons 2.1, 2.3, 2.4 Topic 3 Subtraction Strategies Lessons 3.3 and 3.5	Engage NY	All Timed Tests Assessment Sourcebook Topic 2 Unit Test Packet #1-6 Topic 3 Unit Test Packet #5 and 6 Topic 3 Test Assessment Sourcebook #5 and 6	Engage NY
2	Operations & Algebraic Thinking	3	CC.2.OA.3 Work with equal groups of objects to gain foundations for multiplication. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	Tell if a number is odd or even	Topic 5 Place Value to 100 Lesson 5.6	Engage NY	Topic 5 Unit Test Packet #8 and 9 Topic 5 Assessment Sourcebook #8 and 9	Engage NY
2	Numbers & Operations in Base Ten	1	CC.2.NBT.1 Understand place value. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: -- a. 100 can be thought of as a bundle of ten tens — called a "hundred." -- b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	Know that there three-digit numbers are made up of hundreds, tens, and ones. I know that 100 is ten tens Know that there are 1-9 hundreds in the numbers 100-900	Topic 5 Place Value to 100 Lesson 5.1 Topic 10 Place Value to 1,000 Lesson 10.1, 10.2, and 10.3	Engage NY	Topic 5 Unit Test Packet #5 Topic 5 Assessment Sourcebook #5 Topic 10 Unit Test Packet #1 and 2 Topic 10 Assessment Sourcebook #1 and 2	Engage NY

	Domain or Conceptual Theme	Stnd #	Standard	Focus Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
2	Numbers & Operations in Base Ten	2	CC.2.NBT.2 Understand place value. Count within 1000; skip-count by 5s, 10s, and 100s.	Count by 5s, 10s, and 100s within 1,000	Topic 5 Place Value to 100 Lesson 5.4 and 5.5	Engage NY	Topic 5 Unit Test Packet #1, and 4, Topic 5 Assessment Sourcebook #1 and 4	Engage NY
2	Numbers & Operations in Base Ten	3	CC.2.NBT.3 Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Can read and write numbers in many ways to 1,000	Topic 5 Place Value to 100 Lesson 5.2 Topic 10 Place Value to 1,000 Lesson 10.2, and 10.3	Engage NY	Quick Check 5. 2 Topic 10 Unit Test Packet #3 and 4 Quick Check 10.3	Engage NY
2	Numbers & Operations in Base Ten	8	CC.2.NBT.8 Use place value understanding and properties of operations to add and subtract. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	Mentally add or subtract 10 or 100 to or from a number 100-900	Topic 5 Place Value to 100 Lesson 5.5 Topic 10 Place Value to 1,000 Lesson 10.1	Engage NY	Topic 5 Unit Test Packet #6 and 7 Topic 5 Assessment Sourcebook #6 and 7 Topic 10 Unit Test Packet #5 Topic 10 Assessment Sourcebook #5	Engage NY
2	Numbers & Operations in Base Ten	9	CC.2.NBT.9 Use place value understanding and properties of operations to add and subtract. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)	Explain how addition and subtraction work	Topic 1 Understanding Addition and Subtraction Lessons 1.6 Topic 3 Subtraction Strategies Lesson 3.2, 3.3, 3.4	Engage NY	Quick Check 1.6 Quick Checks 3.2, 3.3, 3.4	Engage NY

Gr	Domain or Conceptual Theme	Stnd #	Standard	Focus Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
2	Operations & Algebraic Thinking	1	CC.2.OA.1 Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Solve addition and subtraction word problems within 100	Topic 9 Subtracting Two-Digit Numbers Lesson 9.9	Engage NY	Topic 9 Test Assessment Sourcebook #10	Engage NY
2	Numbers & Operations in Base Ten	2	CC.2.NBT.2 Understand place value. Count within 1000; skip-count by 5s, 10s, and 100s.	Count by 5s, 10s, and 100s within 1,000	Topic 10 Place Value to 1,000 Lessons 10.5, 10.6 and 10.9	Engage NY	Topic 10 Unit Test Packet #5, 6, 7, 10,11 Topic 10 Assessment Sourcebook #5, 6, 7, 10,11	Engage NY
2	Numbers & Operations in Base Ten	4	CC.2.NBT.4 Understand place value. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	Compare two three-digit numbers	Topic 5 Place Value to 100 Lesson 5.3 Topic 10 Place Value to 1,000 Lesson 10.7 and 10.8	Engage NY	Topic 5 Unit Test Packet #3 Topic 5 Assessment Sourcebook #3 Topic 10 Unit Test Packet #8 and 9 Topic 10 Assessment Sourcebook #8 and 9	Engage NY
2	Numbers & Operations in Base Ten	5	CC.2.NBT.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Fluently add and subtract within 100	Topic 8 Adding Two-Digit Numbers All Lessons Topic 9 Subtracting Two-Digit Numbers All Lessons	Engage NY	Topic 8 Unit Test Packet #1, 2, 3, 5, 6, 7, 9 Topic 8 Assessment Sourcebook #1, 2, 3, 5, 6, 7, 9 Topic 9 Unit Test Packet All Numbers Topic 9 Assessment Sourcebook All Numbers	Engage NY
2	Numbers & Operations in Base Ten	6	CC.2.NBT.6 Use place value understanding and properties of operations to add and subtract. Add up to four two-digit numbers using strategies based on place value and properties of operations.	Add up to four two-digit numbers	Topic 8 Adding Two-Digit Number Lessons 8.4, 8.5, 8.7	Engage NY	Topic 8 Unit Test Packet #1, 3, 4, 6, 7 Topic 8 Assessment Sourcebook #1, 3, 4, 6, 7	Engage NY
2	Measurement & Data	6	CC.2.MD.6 Relate addition and subtraction to length. 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.	Represent whole numbers as lengths on a number line	Topic 8 Adding Two-Digit Numbers Lesson 8.6 Topic 9 Subtracting Two-Digit Numbers Lesson 9.6	Engage NY	Topic 8 Unit Test Packet #8 Topic 8 Assessment Sourcebook #8 Topic 9 Unit Test Packet #5 Topic 9 Assessment Sourcebook #5	Engage NY

Gr	Domain or Conceptual Theme	Stnd #	Standard	Focus Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
2	Measurement & Data	8	CC.2.MD.8 Work with time and money. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ (dollars) and ¢ (cents) symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	Solve money word problems	Topic 13 Counting Money All Lessons Topic 14 Money All Lessons	Engage NY	Topic 13 Unit Test Packet #3 Topic 13 Assessment Sourcebook #3 Topic 14 Unit Test Packet All Numbers Topic 14 Assessment Sourcebook All Numbers	Engage NY
2	Numbers & Operations in Base Ten	5	CC.2.NBT.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Fluently add and subtract within 100	Topic 14 Money Lessons 14.1, 14.2, 14.3	Engage NY	Topic 14 Assessment Sourcebook #1, 2, 5, 6, 7	Engage NY
2	Numbers & Operations in Base Ten	7	CC.2.NBT.7 Use place value understanding and properties of operations to add and subtract. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in 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 compose or decompose tens or hundreds.	Add and subtract within 1,000 using many strategies	Topic 11 Three Digit Addition and Subtraction Lessons 11.2, 11.3, 11.4, 11.6, 11.7, 11.8, 11.9	Engage NY	Topic 11 Unit Test Packet ALL Topic 11 Assessment Sourcebook ALL	Engage NY
2	Numbers & Operations in Base Ten	9	CC.2.NBT.9 Use place value understanding and properties of operations to add and subtract. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)	Explain how addition and subtraction work	Topic 11 Three-Digit Addition and Subtraction Lesson 11.6	Engage NY	Quick Check 11.6	Engage NY

Gr	Domain or Conceptual Theme	Stnd #	Standard	Focus Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
2	Measurement & Data	1	CC.2.MD.1 Measure and estimate lengths in standard units. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Use tools to measure length	Topic 15 Measuring Length Lessons 15.1, 15.2, 15.3, 15.4, 15.9	Engage NY	Topic 15 Unit Test Packet #1, 2, and 4 Topic 15 Assessment Sourcebook #1, 2, and 4	Engage NY
2	Measurement & Data	2	CC.2.MD.2 Measure and estimate lengths in standard units. 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.	Measure the length of an object using two different units	Topic 15 Measuring Length Lesson 15.6	Engage NY	Topic 15 Unit Test Packet #12 Topic 15 Assessment Sourcebook #12	Engage NY
2	Measurement & Data	3	CC.2.MD.3 Measure and estimate lengths in standard units. Estimate lengths using units of inches, feet, centimeters, and meters.	Measure and estimate lengths	Topic 15 Measuring Length Lessons 15.2, 15.3, 15.4, 15.5, 15.9	Engage NY	Topic 15 Unit Test Packet #5, 6, 7, 8, 9, 10, 13 Topic 15 Assessment Sourcebook #5, 6, 7, 8, 9, 10, 13	Engage NY
2	Measurement & Data	4	CC.2.MD.4 Measure and estimate lengths in standard units. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Measure to figure out how much longer one object is than another	Topic 15 Measuring Length Lesson 15.8	Engage NY	Topic 15 Unit Test Packet #3 Topic 15 Assessment Sourcebook #3	Engage NY
2	Measurement & Data	5	CC.2.MD.5 Relate addition and subtraction to length. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	Use addition and subtraction within 100 to solve measurement word problems	Topic 15 Measuring Length Lesson15.7	Engage NY	Topic 15 Unit Test Packet #11 Topic 15 Assessment Sourcebook #11	Engage NY
2	Geometry	1	CC.2.G.1 Reason with shapes and their attributes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)	Recognize and draw shapes based on attributes	Topic 12 Geometry Lessons 12.1, 12.2, 12.3, 12.8	Engage NY	Topic 12 Unit Test Packet #1, 3, 4, 8, 9 Topic 12 Assessment Sourcebook #1, 3, 4, 8, 9	Engage NY
2	Geometry	2	CC.2.G.2 Reason with shapes and their attributes. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	Divide rectangles into rows and columns of same size squares	Topic 12 Geometry Lesson 12.6	Engage NY	Topic 12 Unit Test Packet #2 Topic 12 Assessment Sourcebook #2	Engage NY

Gr	Domain or Conceptual Theme	Stnd #	Standard	Focus Statements	Core Adopted Resources	Supplemental Resources	Core Adopted Assessment	Supplemental Assessments
2	Geometry	3	CC.2.G.3 Reason with shapes and their attributes. 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.	Divide circles and rectangles into two, three, and four equal parts and name those parts	Topic 12 Geometry Lesson 12.7	Engage NY	Topic 12 Unit Test Packet #6 Topic 12 Assessment Sourcebook #6	Engage NY
2	Measurement & Data	7	CC.2.MD.7 Work with time and money. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Tell and write time to the nearest five minutes	Topic 16 Time, Graphs, and Data Lessons 16.1 and 16.2	Engage NY	Topic 16 Unit Test Packet #1 and 2 Topic 16 Assessment Sourcebook #1 and 2	Engage NY
2	Measurement & Data	9	CC.2.MD.9 Represent and interpret data. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	Display and analyze measurement data	Topic 16 Time, Graphs, and Data Lesson 16.4	Engage NY	Topic 16 Unit Test Packet # 3 Topic 16 Assessment Sourcebook #3	Engage NY
2	Measurement & Data	10	CC.2.MD.10 Represent and interpret data. 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.	Show data on a picture graph and bar graph Analyze data in a bar graph	Topic 16 Time, Graphs and Data Lessons 16.3, 16.5, 16.6	Engage NY	Topic 16 Unit Test Packet # 4, 5, 6, and 7 Topic 16 Assessment Sourcebook #4, 5, 6, and 7	Engage NY
2	Operations & Algebraic Thinking	4	CC.2.OA.4 Work with equal groups of objects to gain foundations for multiplication. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	Use repeated addition to figure out how many objects are in rows and columns	Topic 4 Working With Equal Groups Lesson 4.2	Engage NY	Topic 4 Unit Test Packet #3, 4, and 5 Topic 4 Assessment Sourcebook # 3, 4, and 5	Engage NY