2017 - 2018
2ND Grade Math – Unit 1
Dates: Aug 7th - Aug 18th

Topics A and B Alignment:

- 2.CA.1 Add and subtract fluently within 100.

- 2.CA.2 Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimate to decide whether answers are reasonable in addition problems.

2017 - 2018
2ND Grade Math – Unit 2
Dates: Aug 21st - Sept 6th

Topics A and B Alignment:

- **2.CA.1** Add and subtract fluently within 100.
- **2.CA.2** Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimate to decide whether answers are reasonable in addition problems.
- **2.M.2** Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter, and meter.
- **2.M.3** Understand that the length of an object does not change regardless of the units used. 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.
- **2.CA.3** Solve real-world problems involving addition and subtraction within 100 in situations 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).
- **2.NS.3** Plot and compare whole numbers up to 1,000 on a number line.

2017 - 2018
2ND Grade Math – Unit 3
Dates: Sept 7th - Oct 26th

- ***Topics A-G Alignment:***
- **2.CA.4** Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds.
- **2.CA.2** Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimate to decide whether answers are reasonable in addition problems.
- **2.NS.1** Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number.
- **2.NS.2** Read and write whole numbers up to 1,000. Use words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 1,000.
- **2.NS.4** Match the ordinal numbers first, second, third, etc., with an ordered set up to 30 items.
- **2.NS.6** 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 that 100 can be thought of as a group of ten tens - called a "hundred." Understand that 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).
- **2.NS.7** Use place value understanding to compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

2017 - 2018
2ND Grade Math – Unit 4
Dates: Oct 27th - Dec 20th

Topics A-F Alignment:

- **2.CA.2** Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimate to decide whether answers are reasonable in addition problems.
- **2.CA.1** Add and subtract fluently within 100.
- **2.CA.4** Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds.
- **2.CA.6** Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order.

2017 - 2018
2ND Grade Math – Unit 5
Dates: Jan 8th - Feb 9th

Topics A-D Alignment:

2.CA.1 Add and subtract fluently within 100.

2.CA.4 Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds.

2.CA.6 Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order.

2017 - 2018
2ND Grade Math – Unit 6
Dates: Feb 12th - March 8th

Topics A-D Alignment:

- **2.G.4** Partition a rectangle into rows and columns of same-size (unit) squares and count to find the total number of same-size squares.
- **2.CA.5** 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 groups.
- **2.NS.5** Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by placing that number of objects in two groups of the same size and recognizing that for even numbers no object will be left over and for odd numbers one object will be left over, or by pairing objects or counting them by 2s).
- **CA.7** Create, extend and give an appropriate rule for number patterns using addition and subtraction within 1000.

2017 - 2018
2ND Grade Math – Unit 7
Dates: March 9th -April 26th

Topics A-D Alignment:

- **2.M.1** Describe the relationships among inch, foot, and yard. Describe the relationship between centimeter and meter.
- **2.M.2** Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter, and meter.
- **2.M.3** Understand that the length of an object does not change regardless of the units used. 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
- **2.M.7** Find the value of a collection of pennies, nickels, dimes, quarters, and dollars.
- **2.DA.1** Draw a picture graph (with single-unit scale) to represent a data set with up to four choices (What is your favorite color? red, blue, yellow, green). Solve simple put- together, take-apart, and compare problems using information presented in the graphs.
- **2.CA.3** Solve real-world problems involving addition and subtraction within 100 in situations 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).
- **2.NS.3** Plot and compare whole numbers up to 1,000 on a number line.
- **2.CA.1** Add and subtract fluently within 100.
- **M.4** Estimate and measure volume (capacity) using cups and pints.

2017 - 2018
2ND Grade Math – Unit 8
Dates: April 27th - May 24th

Topics A-D Alignment:

- **2.G.1** Identify, describe, and classify two- and three-dimensional shapes (triangle, square, rectangle, cube, right rectangular prism) according to the number and shape of faces and the number of sides and/or vertices. Draw two-dimensional shapes.
- **2.G.2** Create squares, rectangles, triangles, cubes, and right rectangular prisms using appropriate materials.
- **2.G.3** Investigate and predict the result of composing and decomposing two- and three- dimensional shapes.
- 2.G.4 Partition a rectangle into rows and columns of same-size (unit) squares and count to find the total number of same-size squares.
- **2.G.5** Partition circles and rectangles into two, three, or four equal parts; 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 parts of identical wholes need not have the same shape.
- **2.M.5** Tell and write time to the nearest five minutes from analog clocks, using a.m. and p.m. Solve real-world problems involving addition and subtraction of time intervals on the hour or half-hour.
- **2.M.6** Describe relationships of time, including: seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a year.