Common Core Math Curriculum Map

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JUNCTION CITY SCHOOL DISTRICT - GRADE 2 MATH   **2012 - 2013**

Module 1 - Math Start: 8/20/2012 Teaching Days: 25	**Test: 9/28/2012**	End: 9/27/2012
Common Core Standard		Materials / References

Represent and solve problems involving addition and subtraction

2.OA.1 *	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.	
	(A). Add to: Result Unknown Ex. Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? 2 + 3 = ?	
	(D). Take from: Result Unknown Ex. Five apples were on the table. I ate two apples. How many apples are on the table now? 5 - 2 = ?	
	(G). Put Together/Take Apart: Total Unknown Ex. Three red apples and two green apples are on the table. How many apples are on the table? 3 + 2 = ?	

Work with equal groups of objects to gain foundations for multiplication

2.OA.3 *	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.	
	(A). Even and Odd	
	(B). Write an equation	
2.OA.4	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.	

Understand place value

2.NBT.2 *	Count within 1000; skip-count by 5s, 10s, and 100s.	
	(A). Counting	

7 testable standards	End of Module 1

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JUNCTION CITY SCHOOL DISTRICT - GRADE 2 MATH   **2012 - 2013**

Module 2 - Math Start: 10/1/2012 Teaching Days: 30 **Test: 11/9/2012**	End: 11/8/2012
Common Core Standard	Materials / References
Relate addition and subtraction to length	
2.MD.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 line diagram.	
Reason with shapes and their attributes	
2.G.1 — Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces (sizes are compared directly or visually, not compared by measuring). Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	
2.G.2 — Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	
2.G.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.	
(A). Partitioning	
(B). Equal shares not same shape	
5 testable standards * 11/20 available questions	End of Module 2

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JUNCTION CITY SCHOOL DISTRICT - GRADE 2 MATH　　　　　　　　　　　　　　　　　　**2012 - 2013**

Module 3 - Math	Start: 11/12/2012	Teaching Days: 35	**Test: 12/19/2012**	End: 12/18/2012

Common Core Standard	Materials / References
Represent and solve problems involving addition and subtraction	
2.OA.1 * 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.	
(B). Add to: Change Unknown Ex. Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? 2 + ? = 5	
(E). Take from: Change Unknown Ex. Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? 5 - ? = 3	
(H). Put Together/Take Apart: Addend Unknown Ex. Five apples are on the table. Three are red, and the rest are green. How many apples are green? 3 + ? = 5, 5 - 3 = ?	
Understand place value	
2.NBT.1 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.	
a. Also understand the following as a special case: 100 can be thought of as a bundle of ten tens -- called a "hundred."	
b. Also understand the following as a special case: 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.NBT.2 * Count within 1000; skip-count by 5s, 10s, and 100s.	
(B). Skip-counting	
2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	

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Common Core Math Curriculum Map

JUNCTION CITY SCHOOL DISTRICT - GRADE 2 MATH   **2012 - 2013**

Module 3 - Math	Start: 11/12/2012	Teaching Days: 35	**Test: 12/19/2012**	End: 12/18/2012
Common Core Standard			Materials / References	
Use place value understanding and properties of operations to add and subtract				
2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.			
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations (explanations may be supported by drawings or objects).			
9 testable standards			End of Module 3	

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Common Core Math Curriculum Map

JUNCTION CITY SCHOOL DISTRICT - GRADE 2 MATH   **2012 - 2013**

Module 4 - Math Start: 12/20/2012 Teaching Days: 30	Test: 2/13/2013	End: 2/12/2013

Common Core Standard	Materials / References
Represent and solve problems involving addition and subtraction	
2.OA.1 *	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.	
	(C). Add to: Start Unknown Ex. Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? $? + 3 = 5$	
	(F). Take from: Start Unknown Ex. Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? $? - 2 = 3$	

	(I). Put Together/Take Apart: Both Addends Unknown
	        Ex. Grandma has 5 flowers. How many can she put in her red vase and how many in her blue vase?
	        $5 = 0 + 5, 5 = 5 + 0; 5 = 1 + 4, 5 = 4 + 1; 5 = 3 + 2, 5 = 2 + 3$	

Measure and estimate lengths in standard units	
2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	
2.MD.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.	
2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.	
Represent and interpret data	
2.MD.9	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.	
7 testable standards	End of Module 4

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JUNCTION CITY SCHOOL DISTRICT - GRADE 2 MATH **2012 - 2013**

Module 5 - Math Start: 2/15/2013 Teaching Days: 30	**Test: 4/2/2013**	End: 4/1/2013
Common Core Standard	**Materials / References**	
Represent and solve problems involving addition and subtraction		
2.OA.1 *	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.	

	(J). Compare: Difference Unknown
	        Ex. ("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy?
	        Ex. ("How many fewer?" version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? 2 + ? = 5, 5 - 2 = ?	

	(K). Compare: Bigger Unknown
	        Ex. (Version with "more): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have?
	        Ex. (Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have?
	        2 + 3 = ?, 3 + 2 = ?	

	(L). Compare: Smaller Unknown
	        Ex. (Version with "more"): Julie has three more apples than Lucy. Julie has five apples. How many more apples does Lucy have?
	        Ex. (Version with "fewer"): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have?
	        5 - 3 = ?, ? + 3 = 5	

Use place value understanding and properties of operations to add and subtract		
2.NBT.5 *	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	
	(A). Addition	
	(B). Subtraction	
2.NBT.7 *	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.	
	(A). Addition	

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JUNCTION CITY SCHOOL DISTRICT - GRADE 2 MATH　　　　　　　　　　　　　　　　　　　　　　**2012 - 2013**

Module 5 - Math	Start: 2/15/2013　Teaching Days: 30	Test: 4/2/2013	End: 4/1/2013
Common Core Standard		Materials / References	
Use place value understanding and properties of operations to add and subtract			
2.NBT.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.		
Measure and estimate lengths in standard units			
2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.		
Represent and interpret data			
2.MD.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.		
	(A). Picture Graphs		
	(B). Bar Graphs		
10 testable standards			End of Module 5

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Module 6 - Math Start: 4/3/2013 Teaching Days: 30	Test: 5/15/2013	End: 5/14/2013
Common Core Standard		**Materials / References**
Represent and solve problems involving addition and subtraction		
2.OA.1 *	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.	
	(M). Two-step problems	
Add and subtract within 20		
2.OA.2 *	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	
	(A). Addition	
	(B). Subtraction	
Understand place value		
2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	
Use place value understanding and properties of operations to add and subtract		
2.NBT.7 *	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.	
	(B). Subtraction	
Relate addition and subtraction to length		
2.MD.5	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.	
Work with time and money		
2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	
2.MD.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	
8 testable standards		End of Module 6

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