**SCHOOL YEAR 2020-2021** 

# **CURRICULUM GUIDE**

	SUBJECT	: MATH
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**GRADE: SECOND-GRADE** 

Core Standard	Kid Friendly Learning Objectives	Essential Question	Content Skill	Assessment Method	Instructional Strategies/ Resources	DOK Level	Mathematical Practice
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Counting and Cardinality (CC)	
<b>2.OA.A.1</b> I can add and subtract numbers using drawings and number sentences.How do I know a problem is addition and subtraction?Identify the unknown in an addition or subtraction word problem.GoM Chap chap addition or subtraction word problem.Wo-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.I can add and subtract numbers entences.How do I know a problem is addition and subtraction?I dentify the unknown in an addition or subtraction?GoM Chap problem.How con I represent an addition or subtraction problem using numbers?I dentify the unknown numbers in a problem in a problem help me to solve the unknown number?Determine operation needed to solve addition and subtraction problems in situationsChap problem.Verfor Assess in a problem unknown number to represent the problem.I dentify the uset and interventionGoM chap chap addition or subtraction problem using na problem help me to solve and two- step word problems.I dentify the chap chap addition or subtraction problem.GoM chap chap chap addition or subtraction problem.Chap chap chap chap chap addition or subtraction problem using nor chap situationsGoM chap chap chap chap chap chap chap chap chapChap chap chap chap<	Math:MP1 Make sensepter 3 Test: 12of problems andpter 4 Test: 1, 3,2 Chapter 5 Test:11, 13 Chapter 3formanceessment: 1, 3–5pter 4ormanceessment: 1–6cormanceessment: 1–6cal Area 2formanceessment: 1–7inning/Middle/EnYear Test: 2, 19, 36

**SCHOOL YEAR 2020-2021** 

**GRADE: SECOND-GRADE** 

### **CURRICULUM GUIDE**

TIMELINE: 1<sup>st</sup> Quarter

Core Standard	Kid Friendly Learning Objectives	Essential Question	Content Skill	Assessment Method	Instructional Strategies/ Resources	DOK Level	Mathematical Practice
<b>2.OA.B.2</b> Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	I can add and subtract within 20 with fluency using mental math strategies.	Why is it important to add and subtract facts in my head? How can math facts help me solve problems?	Add and subtract within 100 to solve one-step word problems with unknowns in all positions. Write an addition and subtraction equation for a symbol for the unknown. Know mental math strategies for addition and subtraction. Know from memory all sums of two one-digit numbers. Try mental strategies to add and subtract fluently within 20.	GoMath: Chapter 3 Test: 1–4, 7–10 Chapter 3 Performance Assessment: 1, 3–5 Critical Area 2 Performance Assessment: 1, 2 Beginning/Middle/En d of Year Test: 1, 3		1	MP2 – Reason abstractly and quantitatively. MP7 - Look for and make use of structure. MP8 – Look for and express regularity in repeated reasoning.

SUBJECT: MATH

**SCHOOL YEAR 2020-2021** 

#### **CURRICULUM GUIDE**

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**GRADE: SECOND-GRADE** 

Core Standard	Kid Friendly Learning Objectives	Essential Question	Content Skill	Assessment Method	Instructional Strategies/ Resources	DOK Level	Mathematical Practice
2.OA.C.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.	I can use addition to find the total number of objects arrange in rectangular arrays with up to 5 rows and up to 5 columns. I can write a number sentence to express the total number of objects as a sum of equal addends.	Why is a group of objects odd or even? How can I represent and equal group of objects numbers and symbols?	Fluently add and subtract within 20. Recognize that in groups of even numbers objects will pair up evenly. Determine whether a group of objects is odd or even, using a variety of strategies. Generalize the fact that all even numbers can be formed from the addition of 2 equal addends. Count a group of objects up to 20	GoMath: Chapter 1 Test: 1, 2, 4 Chapter 1 Performance Assessment: 1 Beginning/Middle/En d of Year Test: 11		1 2	MP2 - Reason abstractly and quantitatively. MP3 – Construct viable arguments and critique the reasoning of others. MP7 - Look for and make use of structure. MP8 - Look for and express regularity in repeated reasoning.
			by 2's.				

**SCHOOL YEAR 2020-2021** 

#### **CURRICULUM GUIDE**

SU	IBJ	EC1	Г:	MA	ATH

**GRADE: SECOND-GRADE** 

Core Standard	Kid Friendly Learning Objectives	Essential Question	Content Skill	Assessment Method	Instructional Strategies/ Resources	DOK Level	Mathematical Practice
	1	1	1	I	1	1	1
			Write an equation to express a given even number as a sum of 2 equal addends.				
Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up	to help me find the number.	of objects help me find the total number? How can I represent an array of objects	with repeated equal addends from an array. Generalize the fact that arrays can be written as	Chapter 3 Test: 5, 6, 11 Chapter 3 Performance Assessment: 2		2	MP2 - Reason abstractly and quantitatively. MP3 – Construct viable arguments and
to 5 columns; write an equation to express the total as a sum of equal addends		using numbers and symbols?	repeated addition problems. Solve repeated addition problems to find the number of objects using rectangular arrays.				critique the reasoning of others. MP7 - Look for and make use of structure. MP8 - Look for and express regularity in repeated reasoning.

**SCHOOL YEAR 2020-2021** 

#### **CURRICULUM GUIDE**

Core Standard	Kid Friendly Learning Objectives	Essential Question	Content Skill	Assessment Method	Instructional Strategies/ Resources	DOK Level	Mathematical Practice
2.NBT.A.1a 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: 100 can be thought of as a bundle of ten tens — called a "hundred."	I can tell the place value of numbers to 1,000.	What does a digits position in a number tell about its value?	Explain the value of each digit in a 3 digit number. Identify a bundle of 10 tens as "hundred." Represent a three-digit number with hundreds, tens, and one.	Chapter 2 Test: 2, 8, 11 Chapter 1 Performance Assessment: 2, 3 Chapter 2 Performance Assessment: 1, 2, 4–6, 8, 9 Critical Area 1 Performance Assessment: 1, 2, 7, 9–12 Beginning/Middle/En d of Year Test: 27 Chapter 2 Test: 1		1	MP2 - Reason abstractly and quantitatively. MP7 - Look for and make use of structure. MP8 - Look for and express regularity in repeated reasoning.

#### SUBJECT: MATH

GRADE: SECOND-GRADE

**SCHOOL YEAR 2020-2021** 

**GRADE: SECOND-GRADE** 

#### **CURRICULUM GUIDE**

TIMELINE: 1<sup>st</sup> Quarter

Core Standard	Kid Friendly Learning Objectives	Essential Question	Content Skill	Assessment Method	Instructional Strategies/ Resources	DOK Level	Mathematical Practice
<b>2.NBT.A.1b</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).	I can count within 1,000. I can skip-count by 5s, 10, and 100s.	What does a digits position in a number tell about its value?	Represent 200, 300, 400, 500, 600, 700, 800, 900 with one, two, three, four, five, six, seven, eight, nine hundreds and 0 tens and 0 ones.	Chapter 2 Test: 2, 8, 11 Chapter 1 Performance Assessment: 2, 3 Chapter 2 Performance Assessment: 1, 2, 4–6, 8, 9 Critical Area 1 Performance Assessment: 1, 2, 7, 9–12 Beginning/Middle/En		1 2	MP2 - Reason abstractly and quantitatively. MP7 - Look for and make use of structure. MP8 - Look for and express regularity in repeated
				Chapter 2 Test: 1			reasoning.
2.NBT.A.2 Count within 1000; skip-count by fives, 10, in 100.	I can skip count within 1000.	How does place value help me skip-count?	Count within 1000. Skip count by fives to 1000. Skip count by tens to 1000. Skip count by hundreds to 1000.	GoMath: Chapter 1 Test: 5, 6, 9 Chapter 1 Performance Assessment: 5, 6 Chapter 2 Performance Assessment: 7 Critical Area 1 Performance Assessment: 7 Beginning/Middle/En d of Year Test: 14		1 2	MP2 - Reason abstractly and quantitatively. MP3 – Construct viable arguments and critique the reasoning of others.
							MP6 – Attend to precision.

SUBJECT: MATH

#### **SCHOOL YEAR 2020-2021**

### CURRICULUM GUIDE

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Core Standard	Kid Friendly Learning Objectives	Essential Question	Content Skill	Assessment Method	Instructional Strategies/ Resources	DOK Level	Mathematical Practice
							MP7 - Look for and make use of structure.