

Diocese of Bridgeport
Curriculum Map

Course: Mathematics

Grade Level: 2

	Content	Skills	Suggested Assessments*	Connecticut Content Standards
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Content	Skills	Suggested Assessments*	Connecticut Content Standards
<p>Numbers</p> <ul style="list-style-type: none"> ▪ Counting and Comparing ▪ More or Fewer ▪ Skip Counting ▪ Estimation (Numbers, Time) <p>Algebra</p> <p>Graphs</p> <ul style="list-style-type: none"> ▪ Pictograph/Bar Graph ▪ Tally Marks <p>Probability and Statistics</p> <p>Graphs</p> <ul style="list-style-type: none"> ▪ Reading tables, graphs, charts ▪ Analyzing Graphs <p>Numbers</p> <p>Addition</p> <ul style="list-style-type: none"> ▪ Counting On (Number line) ▪ Sums through 18 ▪ Commutative property of addition (turnaround facts) ▪ Solve word problems ▪ Patterns of Addition (Making 10, add 1 & 0, add 9) ▪ Adding three numbers & strategies <p>Subtraction</p> <ul style="list-style-type: none"> ▪ Counting back (number line) ▪ How many more ▪ Differences from 12 ▪ Solve word problems ▪ Complete fact families ▪ Find missing addends 	<ul style="list-style-type: none"> • Recall and memorize basic addition and subtraction facts to 18. • Skip count to prepare for and introduce multiplication. • Distinguish between odd and even numbers. <ul style="list-style-type: none"> • Compose and read a tally chart. • Model and classify tens and ones. <ul style="list-style-type: none"> • Construct and read a bar or picture graph. <ul style="list-style-type: none"> • Identify a pattern to determine using numbers to 100. • Transpose related addition and subtraction facts. • Use addition to check subtraction. • Read, interpret, and solve word problems. • Recognize and apply addition and subtraction vocabulary. 	<ul style="list-style-type: none"> • Practice with flash cards • Use a 100 grid chart for practice • Practice facts on computer • Review key vocabulary • Practice with counters manipulatives • Chapter test <ul style="list-style-type: none"> • Formulate questions that can be addressed with data and collect, organize and display relevant data to answer them <ul style="list-style-type: none"> • Make and read a bar and picture graph using concrete objects, pictures and graphs <ul style="list-style-type: none"> • Use a number line to count on to find the sums • Test double facts and double plus on e to find the sum of whole numbers • Draw a picture to solve a problem • Add three addends using the associative rule. <ul style="list-style-type: none"> • Use a number line to count back to find the difference • Use addition to subtract • Use fact families to find the difference 	<ul style="list-style-type: none"> • The inverse relationship of addition and subtraction can be used to develop fact families of basic facts. • Groups of hundreds, tens and ones are represented by three-digit numbers in the base ten place value system. <ul style="list-style-type: none"> • Patterns have rules and the rules may be described using attributes and numbers. • Graphic organizers such as tables or Venn diagrams can be used to solve problems involving logic, classification and patterns. <ul style="list-style-type: none"> • Real, picture and bar graphs help to visualize information, make comparisons and draw conclusions. <ul style="list-style-type: none"> • Analysis of gathered data and experimental results can help to identify the likelihood of future events. <ul style="list-style-type: none"> • Patterns in data tables and graphs can be used to make predictions. ▪ Patterns can be used to analyze change in terms of quantity and quality. ▪ Number sentences may be used to represent real-life situations.

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<p>Numbers Place Value</p> <ul style="list-style-type: none"> ▪ Identify tens and ones ▪ Read and write number words ▪ Greater than/Less than ▪ Ordinal numbers through 20th ▪ Identify odd & even numbers ▪ Rounding off to nearest ten ▪ Order whole numbers to 100 <p>Measurement Time</p> <ul style="list-style-type: none"> ▪ More or less than a minute ▪ Identify time to hour, half hour, five minute intervals ▪ Identify time to fifteen, thirty, and forty-five minute intervals ▪ Solve problems using a table ▪ Elapsed time ▪ Calendars <p>Numbers Addition</p> <ul style="list-style-type: none"> ▪ Two digit numbers without regrouping ▪ Multiples of ten ▪ Sums to nearest 10; predictions 	<ul style="list-style-type: none"> • Identify place value. • Compare, order, regroup and round numbers. • Distinguish between odd and even numbers. • Estimate numbers. <ul style="list-style-type: none"> • Estimate time lapses. • Recognize time intervals on clocks and calendars. <ul style="list-style-type: none"> • Solve two digit equations without regrouping. • Add multiples of ten • Estimate and predict sums to nearest 10 	<ul style="list-style-type: none"> • Count, read and write decade numbers • Use tens and ones models to show number • Solve values in different models and expanded form in tens and ones • Compare two-digit numbers cumulative <ul style="list-style-type: none"> • Understand and estimate lengths of time • Tell time to hour, half-hour quarter-hour • Tell time to five minutes • Determine how much time has passed • Read and understand information on a calendar • Compare periods of time • Use tables to solve problems <ul style="list-style-type: none"> • Use basic facts to add multiples of ten • Use hundreds chart and count on by tens to add 	<ul style="list-style-type: none"> ▪ Measurement can be made through direct comparison and iteration (repetition) of units. ▪ Number sentences may be used to represent real-life situations. <ul style="list-style-type: none"> ▪ Calendars and clocks help to estimate and measure how long activities and tasks take to complete. ▪ Measurement can be made through direct comparison and iteration (repetition) of units. <ul style="list-style-type: none"> • The inverse relationship of addition and subtraction can be used to develop fact families of basic facts. • Groups of hundreds, tens and ones are represented by three-digit numbers in the base ten place value system. Grouping by tens and multiples of ten helps to estimate and compute.

Content	Skills	Suggested Assessments*	Connecticut Content Standards
<p>Numbers Addition</p> <ul style="list-style-type: none"> ▪ Two digit numbers with regrouping ▪ Add three two-digit numbers ▪ Add money with two-digits ▪ Add hundreds mentally <p>Subtraction</p> <ul style="list-style-type: none"> ▪ Estimate difference to nearest ten ▪ Exploring regrouping in subtraction ▪ Subtract two-digit numbers with & without regrouping ▪ Use addition to check subtraction ▪ Solve problems by identifying unnecessary information <p>Money</p> <ul style="list-style-type: none"> ▪ Identify coins & values ▪ Count coins to 99 cents ▪ Identify fewest coins needed ▪ Making change in amounts through 5 cents <p>Place Value</p> <ul style="list-style-type: none"> ▪ Write three-digit numbers ▪ Order numbers to 1000 <p>Measurement Length</p> <ul style="list-style-type: none"> ▪ By inches, centimeters ▪ By foot, yard <p>Weight</p> <ul style="list-style-type: none"> ▪ By pound, kilograms <p>Liquids</p> <ul style="list-style-type: none"> ▪ By cups, pints, quarts, liter <p>Temperature</p> <ul style="list-style-type: none"> ▪ Read thermometer properly 	<ul style="list-style-type: none"> • Students will regroup and solve two digit equations. • Students will estimate difference and sum to nearest ten. • Students will read, interpret, and solve word problems. <ul style="list-style-type: none"> • Students will recognize and distinguish value of coins. • Students will determine change <ul style="list-style-type: none"> • Read and write numbers to 1000 • Identify place value using three-digit numbers. <ul style="list-style-type: none"> • Select the appropriate tools for measuring. 	<ul style="list-style-type: none"> • Regroup 10 ones as 1 ten to show a number in another way • Decide, when adding a 2-digit number and 1-digit number if the ones need to be regrouped • Add 2 digit number with regrouping <ul style="list-style-type: none"> • Use hundreds chart to subtract tens without regrouping • Use basic facts to subtract tens • Demonstrate and develop strategies with blocks and place value chart • Apply and adapt a variety of appropriate strategies to solve problems <ul style="list-style-type: none"> • Count on to find the value of a group of coins • Identify equal amounts • Compare amounts of money • Add, subtract money amounts <ul style="list-style-type: none"> • Write and identify three digit numbers • Identify place value to 1000 • Write number through 1000 <ul style="list-style-type: none"> • Estimate and measure lengths to nearest inches, foot and yard • Estimate weight to nearest pound or kilogram • Estimate liquid measurement to nearest cup, pint, quart and liter • Estimate and recognize temperature on a thermometer 	<ul style="list-style-type: none"> • Patterns can be used to analyze change in terms of quantity and quality. • Number sentences may be used to represent real-life situations. • Groups of hundreds, tens and ones are represented by three-digit numbers in the base ten place value system. Grouping by tens and multiples of ten helps to estimate and compute. <ul style="list-style-type: none"> • Patterns have rules and the rules may be described using attributes and numbers. • Graphic organizers such as tables or Venn diagrams can be used to solve problems involving logic, classification and patterns. • Number sentences may be used to represent real-life situations. • Groups of hundreds, tens and ones are represented by three-digit numbers in the base ten place value system. Grouping by tens and multiples of ten helps to estimate and compute.

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<p>Numbers Fractions</p> <ul style="list-style-type: none"> ▪ Fractional parts of whole units <p>Identify and write fractions</p> <p>Geometry</p> <ul style="list-style-type: none"> ▪ Solid plane figures, corners, lines of symmetry, patterns, congruent ▪ Sorting and classifying objects <p>Numbers Multiplication</p> <ul style="list-style-type: none"> ▪ Introduce multiplication as form of addition <p>Division</p> <ul style="list-style-type: none"> • Introduce division as sharing equally. 	<ul style="list-style-type: none"> • Interrelate and compare fractions and whole numbers. • Distinguish between numerator and denominator of a given fraction. • Label the numerator and denominator through illustration. • Analyze and apply ratios. <ul style="list-style-type: none"> • Compare figures and shapes. 	<ul style="list-style-type: none"> • Identify and write unit fractions through twelfths • Identify and write fractions • Identify fractions that show one whole or more than one • Compare fractions using symbols • Identify and write fractions that represent part of a group or set • Solve problems using data from a picture <ul style="list-style-type: none"> • Identify and classify plane shapes • Identify shapes by curves and angles • Identify and draw lines of symmetry • Combine and separate shapes using pattern blocks • Identify slides, flips and turns • Identify and create geometric patterns <ul style="list-style-type: none"> • Relate equal groups, repeated addition, and skip counting to multiplication • Solve multiplication facts for 2's and 5's • Solve multiplication facts for 10's • Use arrays to multiply in any order • Share counter to make equal groups • Make equal groups of 2 • Make equal groups of 5 • Draw a picture to solve a problem 	<ul style="list-style-type: none"> • Fractions involve sharing portions of equal size as parts of a whole or parts of a set. • The denominator of a fraction tells how many equal parts an object or a set has been divided into, and the numerator indicates how many of the parts are being considered. • Ratios are used to describe relationships between quantities. <ul style="list-style-type: none"> • Shapes which are the same can be identified even when there are changes in the position such as translations (slides), reflections (flips) and rotations (turns). • A line of symmetry is formed when you flip a polygon or divide a polygon into two parts that are congruent (the same shape and size). ▪ Measurement can be made through direct comparison and iteration (repetition) of units. <ul style="list-style-type: none"> ▪ Multiplication and division are related and that relationship can be modeled.

* Formal and informal assessments for skills may also encompass—1) one-on-one conferencing; 2) class work (self-guided and group; 3) oral performance; 4) teacher-made and textbook quizzes and tests; 5) work sheets; 6) running records; 7) portfolios; and 8) diagnostic tests.