Mathematics Grade 2
Year at a Glance

Unit	Duration	Assessed Standards	Big Ideas	Essential Questions	End of Unit Assessment
Unit 1: Addition, Subtraction, and the Number System	**29 days**	2.OA.01 2.OA.B.02 2.NBT.A.02 2.NBT.A.03 2.NBT.B.05 2.MD.B.06 2.MD.C.08	• Make sense of and develop strategies to solve addition and subtraction problems with totals up to 45 • Make sense of and develop strategies to fluently solve addition and subtraction problems with totals up to 20 • Skip count within 1,000 • Read and write numbers to 1000 • Use manipulatives, drawings, tools, and notation to show place value understanding • Represent computational strategies on a number line diagram • Solve word problems involving money	• *What are efficient strategies to represent and solve word problems involving addition and subtraction?* • *What are flexible, effective, and efficient methods of computation?* • *What are efficient ways to skip count?* • *How does the base ten number system work?* • *What are efficient strategies to represent and solve addition and subtraction word problems involving money?*	• Part I-Periodic/Unit Assessment (multiple choice and multi-select items) • Part II-Reasoning and Application/Modeling Items (open-ended and selected response items)
Unit 2: 2−D Geometry and 3-D Geometry	**17 days**	2.G.A.01 2.G.A.02	• Compose and decompose two-dimensional and three-dimensional shapes • Describe, identify, compare, and sort two-dimensional and three-dimensional shapes • Construct and describe rectangular arrays	• *What are the attributes of two-dimensional and three-dimensional shapes?* • *How do two-dimensional and three-dimensional shapes relate to each other?* • *How can shapes be partitioned into equal parts?*	• Part I-Periodic/Unit Assessment (multiple choice and multi-select items) • Part II-Reasoning and Application/Modeling Items (open-ended items)

Unit 3: Addition, Subtraction, and the Number System 2	**28 days**	2.OA.A.01 2.OA.B.02 2.OA.C.03 2.NBT.A.02 2.NBT.B.05 2.MD.C.08	• Make sense of and develop strategies to solve addition and subtraction problems with totals up to 45 • Make sense of and develop strategies to fluently solve addition and subtraction problems with totals up to 20 • Odd numbers can never be divided into 2 equal groups • Even numbers can always be divided into equal groups • Skip count within 1,000 • Use manipulatives, drawings, tools, and notation to show place value understanding • Solve word problems involving money	• *What are efficient strategies to represent and solve word problems involving addition and subtraction?* • *What are flexible, effective, and efficient methods of computation?* • *What are efficient ways to determine if a number is odd or even?* • *What are efficient ways to skip count?* • *How does the base ten number system work?* • *What are efficient strategies to represent and solve addition and subtraction word problems involving money?*	• Part I-Periodic/Unit Assessment (multiple choice and multi-select items) • Part II-Reasoning and Application/Modeling Items (open-ended and short answer items)
Unit 4: Data Analysis	**15 days**	2.MD.D.09 2.MD.D.10	• Represent and interpret data on a line plot • Representing and interpreting bar graphs and pictures graphs	• *How can data be displayed and interpreted on a line plot?* • *How can data be displayed and interpreted on a bar graph and/or picture graph?*	• Part I-Periodic/Unit Assessment (multiple choice and multi-select items) • Part II-Reasoning and Application/Modeling Items (open-ended and short answer items)
Unit 5: Patterns, Functions, and Change	**8 days**	2.OA.B.02 2.OA.C.04 2.NBT.A.02 2.NBT.B.05	• Make sense of and develop strategies to fluently solve addition and subtraction problems with totals up to 20 • Use repeated addition to find the number of objects in an array • Skip count within a 1,000 • Use manipulatives, drawings, tools, and notation to show place value understanding	• *What are flexible, effective, and efficient methods of computation?* • *What are efficient ways to determine a total in an array?* • *What are efficient ways to skip count?* • *How does the base ten number system work?*	• Part I-Periodic/Unit Assessment (multiple choice and multi-select items) • Part II-Reasoning and Application/Modeling Items (open-ended and short answer items)

Unit 6: Addition, Subtraction, and the Number System 3	**29 days**	2.OA.A.01 2.NBT.A.01 2.NBT.A.02 2.NBT.A.03 2.NBT.A.04 2.NBT.B.052. NBT.B.082.N BT.B.09 2.MD.B.06 2.MD.C.08	• Make sense of and develop strategies to solve addition and subtraction problems with totals up to 100 • Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones • Skip count within a 1,000 • Read and write numbers to 1,000 • Compare three-digit numbers • Use manipulatives, drawings, tools, and notation to show place value understanding • Mentally add or subtract 10 or 100 to or from a given number (100-900) • Use place value understanding to add and subtract • Represent computational strategies on a number line diagram • Solve word problems involving money	• *What are efficient strategies to represent and solve word problems involving addition and subtraction?* • *How does the base ten number system work?* • *What are efficient ways to skip count?* • *How is adding and subtracting a 10 or 100 to and from a number more efficient?* • *How can place value help with adding and subtracting numbers?* • *What are flexible, effective, and efficient methods of computation?* • *What are efficient strategies to represent and solve addition and subtraction word problems involving money?*	• Part I-Periodic/Unit Assessment (multiple choice and multi-select items) • Part II-Reasoning and Application/Modeling Items (open-ended and short answer items)
Unit 7: Fractions	**13 days**	2.MD.C.07 2.G.A.03	• Tell and write time to the nearest five minutes • Use fraction terms such as halves, thirds, fourths, and use the phrases half of, third of, and fourth of	• *How can a clock be used to measure time?* • *How can fractions be modeled?*	• Part I-Periodic/Unit Assessment (multiple choice and multi-select items) • Part II-Reasoning and Application/Modeling Items (open-ended and short answer items)

Unit 8: Addition, Subtraction, and the Number System 4	**25 days**	2.OA.A.01 2.OA.B.02 2.OA.C.03 2.NBT.A.01 2.NBT.A.02 2.NBT.A.03 2.NBT.B.05 2.NBT.B.06 2.NBT.B.07 2.NBT.B.09 2.MD.B.06 2.MD.C.07 2.MD.C.08	• Make sense of and develop strategies to solve addition and subtraction problems with totals up to 100 • Make sense of and develop strategies to fluently solve addition and subtraction problems with totals up to 20 • Odd numbers can never be divided into 2 equal groups • Even numbers can always be divided into equal groups • Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones • Skip count within 1,0000 • Read and write numbers to 1,000 • Use manipulatives, drawings, tools, and notation to show place value understanding • Add up to four two-digit numbers using place value strategies • Add and subtract within 1000 using place value strategies • Explain how addition and subtraction strategies work using place value understanding • Represent computational strategies on a number line diagram • Tell and write time to the nearest five minutes • Solve word problems involving money	• *What are efficient strategies to represent and solve word problems involving addition and subtraction?* • *What are flexible, effective, and efficient methods of computation?* • *What are efficient ways to determine if a number is odd or even?* • *How does the base ten number system work?* • *What are efficient ways to skip count?* • *How can place value help with adding and subtracting numbers?* • *How can a clock be used to measure time?* • *What are efficient strategies to represent and solve addition and subtraction word problems involving money?*	• Part I-Periodic/Unit Assessment (multiple choice and multi-select items) • Part II-Reasoning and Application/Modeling Items (open-ended and short answer items)

Unit 9: Measurement	**18 days**	2.MD.A.02 2.MD.A.03 2.MD.B.05 2.MD.D.09	• Using different sized non-standard units will yield different counts (measurement) • Estimate lengths using inches, feet, centimeters, and meters • Solve addition and subtraction word problems involving length • Generate measurement data and create a data display using a line plot	• *Why are measurements different depending on the unit?* • *How can estimating lengths be used in everyday life?* • *What are efficient strategies to represent and solve addition and subtraction word problems involving length?* • *Why are line plots an efficient way to display measurement data?*	• Part I-Periodic/Unit Assessment (multiple choice and multi-select items) • Part II-Reasoning and Application/Modeling Items (open-ended and short answer items)