Oxford Area School District – Math Curriculum
Grade 2

Mathematical Content: Numbers and Operations

Essential Questions:			
Anchor: (A) Counting and Cardinality			
Concepts	**Competencies**	**Resources**	**Assessments**
	Intentionally Blank	Math In Focus—Chapter 1	• Chapter 1 Test Prep
Vocabulary:			

Essential Questions:			
- How is mathematics used to quantify, compare, represent, and model numbers? - How can mathematics support effective communication? - How are relationships represented mathematically? - What does it mean to estimate or analyze numerical quantities? - What makes a tool and/or strategy appropriate for a given task? - How can recognizing repetition or regularity assist in solving problems more efficiently?			
Anchor: (B) Numbers and Operations in Base Ten			
Concepts	**Competencies**	**Resources**	**Assessments**
1. I can 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. 2. I can 100 can be thought of as a bundle of ten tens —	CC.2.1.2.B.1—Use place-value concepts to represent amounts of tens and ones to compare three digit numbers.	• Math in Focus: Teacher's Edition-Chapter 1 • Math in Focus: Student Book • Math in Focus: Student Workbook • Assessment Manual • Reteach Manual • Extra Practice Manual • Enrichment Manual	• Chapter 1 Test Prep • Exact Path Benchmark

called a "hundred." 3. I can 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). 4. I can compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.		• School to Home Connection Manual • Achieving Facts Fluency Manual • Manipulatives Kit • Everyday Counts Calendar Math Kit • Transition Guide • ThinkCentral Technology Platform • SAS website • ST Math • Exact Path Diagnostics	
1. I can count within 1000; skip-count by 5s, 10s, and 100s. 2. I can read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	CC.2.1.2.B.2—Use place-value concepts to read, write, and skip count to 1000.	• Math in Focus: Teacher's Edition-Chapter 1 • Math in Focus: Student Book • Math in Focus: Student Workbook • Assessment Manual • Reteach Manual • Extra Practice Manual • Enrichment Manual • School to Home Connection Manual • Achieving Facts Fluency Manual • Manipulatives Kit • Everyday Counts Calendar Math Kit • Transition Guide • ThinkCentral Technology	• Chapter 1 Test Prep • Exact Path Benchmark

		• Platform • SAS website • ST Math • Exact Path Diagnostics	
1. I can fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2. I can add up to four two-digit numbers using strategies based on place value and properties of operations. 3. I can 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. 4. I can mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	CC.2.1.2.B.3—Use place-value understanding and properties of operations to add and subtract within 1000.	• Math in Focus: Teacher's Edition—Chapter 2, 3, 4, 10 • Math in Focus: Student Book • Math in Focus: Student Workbook • Assessment Manual • Reteach Manual • Extra Practice Manual • Enrichment Manual • School to Home Connection Manual • Achieving Facts Fluency Manual • Manipulatives Kit • Everyday Counts Calendar Math Kit • Transition Guide • ThinkCentral Technology Platform • SAS website • ST Math • Exact Path Diagnostics	• Chapter 2 Test Prep • Chapter 3 Test Prep • Chapter 4 Test Prep • Chapter 10 Test Prep • Exact Path Benchmark

Vocabulary: add, addend, Additive Identity Property of 0, Associative Property of Addition, base-ten numeral form, base-ten numerals, Commutative Property of Addition, compare, compose, count back, count on, count up, difference, digit, doubles, equal, equal groups, equation, estimate, even number, expanded form, fact family, fewer, greater than, hundred, hundreds, less than, making ten, more, more than, number, number line, number names, numeral, odd number, ones, pattern, place value, regroup, related facts, repeated addition, skip count, standard form, subtract, sum, tens, thousand, thousands, unit, whole number, word form

Essential Questions:			
Anchor: (C) Numbers & Operations—Fractions			
Concepts	**Competencies**	**Resources**	**Assessments**
	Intentionally Blank	Math In Focus—Chapter 12	• Chapter 12 Test Prep
Vocabulary:			

Mathematical Content: Algebraic Concepts

Essential Questions:
• How is mathematics used to quantify, compare, represent, and model numbers?
• How can mathematics support effective communication?
• How are relationships represented mathematically?
• How can expressions, equations, and inequalities be used to quantify, solve, model, and/or analyze mathematical situations?
• How can recognizing repetition or regularity assist in solving problems more efficiently?
• How can patterns be used to describe relationships in mathematical situations?

Anchor: (A) Operations and Algebraic Thinking			
Concepts	**Competencies**	**Resources**	**Assessments**
1. I can 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,	CC.2.2.2.A.1—Represent and solve problems involving addition and subtraction within 1000.	• Math in Focus: Teacher's Edition—Chapter 2, 3, 4, 10 • Math in Focus: Student Book • Math in Focus: Student Workbook • Assessment Manual	• Chapter 2 Test Prep • Chapter 3 Test Prep • Chapter 4 Test Prep • Chapter 10 Test Prep • Exact Path Benchmark

e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2. I can 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.		• Reteach Manual • Extra Practice Manual • Enrichment Manual • School to Home Connection Manual • Achieving Facts Fluency Manual • Manipulatives Kit • Everyday Counts Calendar Math Kit • Transition Guide • ThinkCentral Technology Platform • SAS website • ST Math Exact Path Diagnostics	
1. I can fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	CC.2.2.2.A.2—Use mental strategies to add and subtract within 1000.	• Math in Focus: Teacher's Edition—Chapter 2, 3, 4, 10 • Math in Focus: Student Book • Math in Focus: Student Workbook • Assessment Manual • Reteach Manual • Extra Practice Manual • Enrichment Manual • School to Home Connection Manual • Achieving Facts Fluency Manual • Manipulatives Kit • Everyday Counts Calendar	• Chapter 2 Test Prep • Chapter 3 Test Prep • Chapter 4 Test Prep • Chapter 10 Test Prep • Exact Path Benchmark

		Math Kit • Transition Guide • ThinkCentral Technology Platform • SAS website • ST Math • Exact Path Diagnostics	
1. I can 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.	CC.2.2.2.A.3—Work with equal groups of objects to gain foundations for multiplication.	• Math in Focus: Teacher's Edition—Chapter 5, 6, 15, 16 • Math in Focus: Student Book • Math in Focus: Student Workbook • Assessment Manual • Reteach Manual • Extra Practice Manual • Enrichment Manual • School to Home Connection Manual • Achieving Facts Fluency Manual • Manipulatives Kit • Everyday Counts Calendar Math Kit • Transition Guide • ThinkCentral Technology Platform • SAS website • ST Math • Exact Path Diagnostics	• Chapter 5 Test Prep • Chapter 6 Test Prep • Chapter 15 Test Prep • Chapter 16 Test Prep • Exact Path Benchmark
Vocabulary: add, addend, Additive Identity Property of 0, array, Associative Property of Addition, column, Commutative Property of Addition, compare, compose, count back, count on, count up, difference, digit, doubles, equal, equal groups, equal shares, equation, estimate, even			

number, expanded form, fact family, fewer, greater than, less than, making ten, more, more than, multiplication, multiply, number, number line, number names, numeral, odd number, pattern, regroup, related facts, repeated addition, row, skip count, standard form, subtract, sum, unit, whole number, word form

Mathematical Content: Geometry

Essential Questions:
- How can patterns be used to describe relationships in mathematical situations?
- How can recognizing repetition or regularity assist in solving problems more efficiently?
- How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems?
- How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?
- How can geometric properties and theorems be used to describe, model, and analyze situations?

Anchor: (A) Geometry

Concepts	Competencies	Resources	Assessments
1. I can recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	CC.2.3.2.A.1—Analyze and draw two- and three-dimensional shapes having specified attributes.	• Math in Focus: Teacher's Edition—Chapter 18, 19 • Math in Focus: Student Book • Math in Focus: Student Workbook • Assessment Manual • Reteach Manual • Extra Practice Manual • Enrichment Manual • School to Home Connection Manual • Achieving Facts Fluency Manual • Manipulatives Kit • Everyday Counts Calendar	• Chapter 18 Test Prep • Chapter 19 Test Prep • Exact Path Benchmark

		Math Kit • Transition Guide • ThinkCentral Technology Platform • SAS website • ST Math • Exact Path Diagnostics	
1. I can partition a rectangle into rows and columns of same-size squares and count to find the total number of them. 2. I can 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.	CC.2.3.2.A.2—Use the understanding of fractions to partition shapes into halves, quarters, and thirds.	• Math in Focus: Teacher's Edition—Chapter 12, 18, 19 • Math in Focus: Student Book • Math in Focus: Student Workbook • Assessment Manual • Reteach Manual • Extra Practice Manual • Enrichment Manual • School to Home Connection Manual • Achieving Facts Fluency Manual • Manipulatives Kit • Everyday Counts Calendar Math Kit • Transition Guide • ThinkCentral Technology Platform • SAS website • ST Math • Exact Path Diagnostics	• Chapter 12 Test Prep • Chapter 18 Test Prep • Chapter 19 Test Prep • Exact Path Benchmark

Vocabulary: angle, attribute, category, circle, closed shape, compare, cone, cube, cylinder, edge, equal parts, face, fourth of, fourths, geometric solid, half-circle, half of, halves, hexagon, partition, pentagon, quadrilateral, quarter, quarter of, rectangle, rectangular prism, side of a shape,

sort, sphere, square, third of, thirds, 3-dimensional, triangle, 2-dimensional, vertex, vertices, whole

Mathematical Content: Measurement, Data, and Probability

Essential Questions:
- What does it mean to estimate or analyze numerical quantities?
- When is it appropriate to estimate versus calculate?
- What makes a tool and/or strategy appropriate for a given task?
- Why does "what" we measure influence "how" we measure?
- In what ways are the mathematical attributes of objects or processes measured, calculated and/or interpreted?
- How precise to measurement and calculation need to be?
- How can data be organized and represented to provide insight into the relationship between quantities?
- How does the type of data influence the choice of display?
- How can probability and data analysis be used to make predictions?

Anchor: (A) Measurement and Data

Concepts	Competencies	Resources	Assessments
1. I can measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2. I can 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. 3. I can estimate lengths using units of inches, feet,	CC.2.4.2.A.1—Measure and estimate lengths in standard units using appropriate tools.	• Math in Focus: Teacher's Edition—Chapter 7, 8, 9, 13 • Math in Focus: Student Book • Math in Focus: Student Workbook • Assessment Manual • Reteach Manual • Extra Practice Manual • Enrichment Manual • School to Home Connection Manual • Achieving Facts Fluency	• Chapter 7 Test Prep • Chapter 8 Test Prep • Chapter 9 Test Prep • Chapter 13 Test Prep • Exact Path Benchmark

centimeters, and meters. 4. I can measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. 5. I can 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 number line diagram.		Manual • Manipulatives Kit • Everyday Counts Calendar Math Kit • Transition Guide • ThinkCentral Technology Platform • SAS website • ST Math • Exact Path Diagnostics	
1. I can tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	CC.2.4.2.A.2—Tell and write time to the nearest five minutes using both analog and digital clocks.	• Math in Focus: Teacher's Edition—Chapter 14 • Math in Focus: Student Book • Math in Focus: Student Workbook • Assessment Manual • Reteach Manual • Extra Practice Manual • Enrichment Manual • School to Home Connection Manual • Achieving Facts Fluency Manual • Manipulatives Kit • Everyday Counts Calendar	• Chapter 14 Test Prep • Exact Path Benchmark

		• Math Kit • Transition Guide • ThinkCentral Technology Platform • SAS website • ST Math • Exact Path Diagnostics	
1. I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.	CC.2.4.2.A.3—Solve problems and make change using coins and paper currency with appropriate symbols.	• Math in Focus: Teacher's Edition—Chapter 11 • Math in Focus: Student Book • Math in Focus: Student Workbook • Assessment Manual • Reteach Manual • Extra Practice Manual • Enrichment Manual • School to Home Connection Manual • Achieving Facts Fluency Manual • Manipulatives Kit • Everyday Counts Calendar Math Kit • Transition Guide • ThinkCentral Technology Platform • SAS website • ST Math • Exact Path Diagnostics	• Chapter 11 Test Prep • Exact Path Benchmark
1. I can generate measurement data by measuring lengths of	CC.2.4.2.A.4—Represent and interpret data using line plots,	• Math in Focus: Teacher's Edition—Chapter 17	• Chapter 17 Test Prep • Exact Path Benchmark

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. 2. I can 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.	picture graphs, and bar graphs.	• Math in Focus: Student Book • Math in Focus: Student Workbook • Assessment Manual • Reteach Manual • Extra Practice Manual • Enrichment Manual • School to Home Connection Manual • Achieving Facts Fluency Manual • Manipulatives Kit • Everyday Counts Calendar Math Kit • Transition Guide • ThinkCentral Technology Platform • SAS website • ST Math • Exact Path Diagnostics	
1. I can 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.	CC.2.4.2.A.6—Extend the concepts of addition and subtraction to problems involving length.	• Math in Focus: Teacher's Edition—Chapter 7, 13 • Math in Focus: Student Book • Math in Focus: Student Workbook • Assessment Manual • Reteach Manual • Extra Practice Manual • Enrichment Manual • School to Home	• Chapter 7 Test Prep • Chapter 13 Test Prep • Exact Path Benchmark

		Connection Manual • Achieving Facts Fluency Manual • Manipulatives Kit • Everyday Counts Calendar Math Kit • Transition Guide • ThinkCentral Technology Platform • SAS website • ST Math • Exact Path Diagnostics	
Vocabulary: a.m., analog clock, bar graph, bar model, Celsius, cent, centimeter, data, decimal point, digital clock, dime, dollar, Fahrenheit, foot, half hour, half past, horizontal bar graph, hour, hour hand, inch, length, line, line plot, measuring tape, meter, meter stick, metric system, midnight, minute, minute hand, money, nickel, noon, p.m., penny, picture graph, quarter hour, quarter of, quarter past, ruler, survey, tally chart, tally mark, temperature, time, vertical bar graph, yardstick			