

Curriculum Map Grade 2 Mathematics for

Prerequisites: Completion of Grade 1

Scope: Number sense and operations address the properties of the four operations and their relationships to each other. Measurement contributes to the use of nonstandard and standard units and the recognition of money and time. Applications in geometry lead to the recognition and comparison of two and three-dimensional shapes and line symmetry. The process strands of problem solving and communication support data collection, analysis, and prediction using concrete objects, pictures, and bar graphs.

Assessment:

Assessment comes in a variety of forms and wherever possible should be used to reflect and enhance the teaching and learning process that occurs in a classroom. Assessment should not be seen as a separate activity, but as an integral part of the teaching and learning process. Alternative assessments apply to any and all assessments that differ from multiple choice, timed, one-shot approaches that characterize most standardized and classroom assessment. Authentic assessments are assessments that engage students in applying knowledge and skills in the same way they are used in the real-world. Performance assessment is a broad term, encompassing many of the characteristics of both authentic and alternative assessments.

This Curriculum Map

As this course of study demonstrates, it is clear that no single type of assessment could provide an accurate measurement of the learning experience. Students should have the best opportunity to demonstrate their understanding of the learning experience. Therefore, it is suggested that a variety of data gathering methods be used such as objective tests, observations, products, written reports, performances and a collection of student works.

This document contains four different columns available to the user. The **TIME** column offers a suggested timeline so that all topics in the **CONTENT/SKILLS** column are feasibly met. It is understood that times will need to be adjusted as the course develops. The mapping of content to present textbooks can occur in the **C/S** column. The **PERFORMANCE INDICATOR** column aligns topics in **C/S** with the NYS Standards. The **APPLICATION/PROJECT IDEAS** column is designed to offer unique or novel suggestions and sources for the teacher other than just their textbook. Mapping of content to present textbooks may also occur in this column. Discussions of different types of evaluation may also occur in this last column.

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TIME	CONTENT / SKILLS	PERFORMANCE INDICATOR	APPLICATIONS / IDEAS
September	Using Addition and Subtraction Chapter 1	<p>2.N.15 Determine sums and differences of number sentences by various means (e.g., families, related facts, inverse operations, addition doubles, and doubles plus one)</p> <p>2.N.17 Demonstrate fluency and apply addition and subtraction facts up to and including 18</p> <p>2.N.8 Understand and use the commutative property of addition</p>	<p>Lesson 1-1, 1-2, 1-3</p> <p>Lesson 1-4, 1-5, 1-6, 1-7</p> <p>Lesson 1-8, 1-9, 1-10, 1-11, 1-12</p>

TIME	CONTENT / SKILLS	PERFORMANCE INDICATOR	APPLICATIONS / IDEAS
November		<p>2.M.6 Know and recognize coins (penny, nickel, dime, quarter) and bills</p> <p>2.M.7 Recognize the whole dollar as \$1, etc.</p> <p>2.M.8 Identify equivalent combinations to make one dollar</p>	Lesson 3-12, 3-13, 3-14, 3-15, 3-16, 3-18,

TIME	CONTENT / SKILLS	PERFORMANCE INDICATOR	APPLICATIONS / IDEAS
December	Mental Math: Addition and Subtraction Chapter 4	<p>2.N.16 Use a variety of strategies to solve addition and subtraction problems using one- and two-digit numbers with and without regrouping</p> <p>2.N.12 Use zero as the identity element for addition</p> <p>2.N.15 Determine sums and differences of number sentences by various means (e.g., families, related facts, inverse operations, addition doubles, and doubles plus one)</p> <p>2.N.16 Use a variety of strategies to solve addition and subtraction problems using one- and two-digit numbers with or without regrouping</p> <p>2.N.17 Demonstrate fluency and apply addition and subtraction facts up to and including 18</p> <p>2.A.2 Describe and extend increasing or decreasing sequences and patterns</p>	<p>Lesson 4-1, 4-2, 4-3, 4-4</p> <p>Lesson 4-5, 4-6, 4-7</p> <p>Lesson 4-8, 4-9 (enrichment), 4-10 (enrichment), 4-11, 4-12</p>
January	Two-Digit Addition Chapter 5	<p>2.N.6 Develop an understanding of the base ten system</p> <p>2.N.16 Use a variety of strategies to solve addition and subtraction problems using one- or two- digit numbers with or without regrouping</p>	Lesson 5-1, 5-2, 5-3, 5-4

TIME	CONTENT / SKILLS	PERFORMANCE INDICATOR	APPLICATIONS / IDEAS
		<p>2.N.19 Use compensation to add 2-digit numbers</p> <p>2.N.8 Understand and use the commutative property of addition</p>	Lesson 5-5, 5-7, 5-8, 5-9, 5-10, 5-11
February	Two- Digit Subtraction Chapter 6	2.N.16 Use a variety of strategies to solve addition and subtraction problems using one- and two-digit numbers with and without regrouping	Lesson 6-1, 6-2, 6-3, 6-4, 6-5 Lesson 6-6, 6-7, 6-8, 6-9, 6-10, 6-11

TIME	CONTENT / SKILLS	PERFORMANCE INDICATOR	APPLICATIONS / IDEAS
March	Geometry and Fractions Chapter 7	<p>2.G.2 Identify and appropriately name two-dimensional shapes: circle, square, rectangle, triangle</p> <p>2.G.4 Group objects by like properties</p> <p>2.G.2 Identify and appropriately name two-dimensional shapes: circle, square, rectangle, and triangle (both regular and irregular)</p> <p>2.G.1 Experiment with slides, turns, and flips to compare two-dimensional shapes</p> <p>2.G.3 Compose and decompose two-dimensional shapes</p> <p>2.G.5 Explore and predict the outcome slides, flips and turns of two-dimensional shapes</p> <p>2.G.6 Explore line symmetry</p>	<p>Lesson 7-1, 7-2, 7-3,</p> <p>Lesson 7-4, 7-5, 7-6, 7-7, 7-8</p> <p>Lesson 7-9, 7-10, 7-11, 7-12, 7-13, 7-14 (enrichment)</p>
April	Time, Data, and Graphs Chapter 8	<p>2.M.9 Tell time to the half hour and five minutes using both digital and analog clocks</p> <p>2.M.10 Select and use standard and non-standard units to estimate measurements</p>	Lesson 8-1, 8-2, 8-3, 8-4, 8-5, 8-6, 8-7, 8-8

