Revised: 4/26/24
Board Approved: March 2024

# JC Schools 2nd Grade Yearly Math Standards

| Units | Priority Standards | Supporting Standards |
|---|---|---|
| **Getting Started** | **Standards for Mathematical Practice**<br>1. Make sense of problems and persevere in solving them<br>2. Reason abstractly and quantitatively<br>3. Construct viable arguments and critique the reasoning of others<br>4. Model with mathematics<br>5. Use appropriate tools strategically<br>6. Attend to precision<br>7. Look for and make use of structure<br>8. Look for and express regularity in repeated reasoning | |
| **Module 1**<br><br>Place Value Concepts Through Metric Measurement and Data · Place Value, Counting, and Comparing Within 1,000 | **2.NBT.A.1**<br>Understand 3 digit numbers are composed of hundreds, tens, and ones.<br><br>**2.NBT.A.5**<br>Compare two three-digit numbers using the symbols >, =, <.<br><br>**2.GM.C.9**<br>Represent whole numbers as lengths on a number line, and represent whole-number sums and differences within 100 on a number line.<br><br>**2.DS.A.4**<br>Solve problems using information presented in line plots, picture graphs and bar graphs.<br><br>**2.DS.A.5** | **2.NBT.A.2**<br>Understand that 100 can be thought of as 10 tens - called a “hundred.”<br><br>**2.NBT.A.3**<br>Count within 1000 by 1s, 10s, and 100s starting with any number.<br><br>**2.NBT.A.4**<br>Read and write numbers to 1,000 using number names, base-ten numerals and expanded form.<br><br>**2.GM.B.4**<br>Measure the length of an object by selecting and using appropriate tools.<br><br>**2.GM.B.6**<br>Estimate lengths using units of inches, feet, yards, centimeters, and meters. |

| | | |
|---|---|---|
| | Draw conclusions from line plots, picture graphs and bar graphs. | **2.GM.B.7**<br>Measure to determine how much longer one object is than another.<br><br>**2.GM.C.8**<br>Use addition and subtraction within 100 to solve problems involving lengths given in the same units.<br><br>**2.DS.A.3**<br>Draw a picture graph or a bar graph to represent a data set with up to four categories. |
| **Module 2**<br><br>Addition and Subtraction Within 200 | **2.NBT.B.8**<br>Add or subtract within 1000, and justify the solution.<br><br>**2.NBT.B.9**<br>Use the relationship between addition and subtraction to solve problems. | **2.NBT.B.7**<br>Add up to four two-digit numbers.<br><br>**2.NBT.C.11**<br>Write and solve problems involving addition and subtraction within 100. |
| **Module 3**<br><br>Shapes and Time with Fraction Concepts | **2.GM.A.3.a**<br>Partition circles and rectangles into two, three, or four equal shares, and describe the shares and the whole<br>a. Demonstrate that equal shares of identical wholes need not have the same shape | **2.GM.A.1.a-b**<br>Recognize and draw shapes having specified attributes, such as a given number of angles or sides<br>a. Identify triangles, quadrilaterals, pentagons, hexagons, circles, and cubes<br>b. Identify the faces of three-dimensional objects<br><br>**2.GM.D.10**<br>Tell and write time from analog and digital clocks to the nearest five minutes using a.m. and p.m**.**<br><br>**2.GM.D.11**<br>Describe a time shown on a digital clock as representing hours and minutes and relate a time shown on a digital clock to the same time on an analog clock. |
| **Module 4**<br><br>Addition and | **2.NBT.B.8**<br>Add or subtract within 1000, and justify the solution.<br><br>**2.NBT.B.9** | **2.NBT.B.6**<br>Demonstrate fluency with addition and subtraction within 100 *(Fluency refers to accuracy and efficiency and does not equate to memorization.)* |

| | | |
|---|---|---|
| Subtraction Within 1,000 | Use the relationship between addition and subtraction to solve problems.<br><br>**2.RA.A.1**<br>Demonstrate fluency with addition and subtraction within 20 *(Fluency refers to accuracy and efficiency and <u>does not equate to memorization</u>.)* | **2.NBT.B.7**<br>Add up to four two-digit numbers.<br><br>**2.NBT.B.10**<br>Add or subtract mentally 10 or 100 to or from any given number within 1000.<br><br>**2.NBT.C.11**<br>Write and solve problems involving addition and subtraction within 100. |
| **Module 5**<br><br>Money, Data, and Customary Measurement | **2.GM.B.5**<br>Analyze the results of measuring the same objects with different units.<br><br>**2.GM.D.12**<br>Find the value of combinations of dollar bills, quarters, dimes, nickels and pennies, using $ and cents sign appropriately.<br><br>**2.DS.A.4**<br>Solve problems using information presented in line plots, picture graphs and bar graphs.<br><br>**2.DS.A.5**<br>Draw conclusions from line plots, picture graphs and bar graphs. | **2.GM.B.4**<br>Measure the length of an object by selecting and using appropriate tools.<br><br>**2.GM.B.6**<br>Estimate lengths using units of inches, feet, yards, centimeters, and meters**.**<br><br>**2.GM.B.7**<br>Measure to determine how much longer one object is than another.<br><br>**2.GM.C.8**<br>Use addition and subtraction within 100 to solve problems involving lengths given in the same units.<br><br>**2.GM.C.9**<br>Represent whole numbers as lengths on a number line, and represent whole-number sums and differences within 100 on a number line.<br><br>**2.GM.D.13**<br>Find combinations of coins that equal a given amount.<br><br>**2.DS.A.1**<br>Create a line plot to represent a set of numeric data, given a horizontal scale marked in whole numbers. |

| | | |
|---|---|---|
| | | **2.DS.A.2**<br>Generate measurement data to the nearest whole unit, and display the data in a line plot. |
| **Module 6**<br><br>Multiplication and Division Foundations | **2.RA.B.3**<br>Find the total number of objects in a rectangular array with up to 5 rows and 5 columns, and write an equation to represent the total as a sum of equal addends. | **2.NBT.B.6**<br>Demonstrate fluency with addition and subtraction within 100. *(Fluency refers to accuracy and efficiency and does not equate to memorization.)*<br><br>**2.NBT.C.11**<br>Write and solve problems involving addition and subtraction within 100.<br><br>**2.RA.B.2.a-c**<br>Determine if a set of objects has an odd or even number of members.<br>a. Count by 2s to 100 starting with an even number.<br>b. Express even numbers as pairings/groups of 2, and write an expression to represent the number using addends of 2.<br>c. Express even numbers as being composed of equal groups and write an expression to represent the number with 2 equal addends.<br><br>**2.GM.A.2**<br>Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares. |