CSPD: Grade 2 Mathematics Curriculum 8 modules							
Module 1 Sums and differences to 20	Module 2 Addition and Subtraction of length units	Module 3 Place Value, Counting, and Comparison of numbers to 1,000	Module 4 Addition and subtraction within 200 with words problems to 100	Module 5 Addition and subtraction within 1,000 with word problems to 100	Module 6 Foundations of multiplication and division	Module 7 Problem Solving with Length, money, and data	Module 8 Time, shapes, and fractions as equal parts of shapes
Apx. 15 days	Apx. 15 days	Apx. 25 days	Apx. 35 days	Apx. 20 days	Apx. 10 days	Apx. 20 days	Apx. 20 days
2.OA.A.1 2.OA.B.2 2.NBT.B.5	2.MD.A.1 2.MD.A.2 2.MD.A.3 2.MD.A.4 2.MD.B.5 2.MD.B.6	2.NBT.A.1 2.NBT.A.2 2.NBT.A.3 2.NBT.A.4	2.OA.A.1 2.NBT.B.5 2.NBT.B.6 2.NBT.B.7 2.NBT.B.8 2.NBT.B.9	2.NBT.B.7 2.NBT.B.8 2.NBT.B.9	2.OA.C.3 2.OA.C.4 2.G.A.2	2.MD.A.1 2.MD.A.2 2.MD.A.3 2.MD.A.4 2.MD.B.5 2.MD.B.6 2.MD.C.8 2.MD.D.9 2.MD.D.10	2.MD.C.7 2.G.A.1 2.G.A.3
Apx. 8 lessons	Apx. 9 lessons	Apx. 20 lessons	Apx. 24 lessons	Apx. 12 lessons	Apx. 7 lessons	Apx. 13 lessons	Apx. 15 lessons

- Power standards highlighted in yellow

Math	Module 1: Sums and Differences	**Grade Level**	2	**Dates**	Approximately 15 days

CPSD Power Standards and Learning Indicators

- 2.OA.A.1 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. Represent a strategy with a related equation including a symbol for the unknown number.
    - I can use addition and subtraction to solve problems.
    - I can write an equation to show (represent) a problem.
    - I can use a symbol for an unknown number in an equation.
- 2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all *sums* of two one-digit numbers. Note: *Fact fluency* means that students should have automaticity when recalling these *facts*.
    - I can quickly add and subtract numbers within 20.
- 2.NBT.B.5 Add and subtract within 100 with *computational fluency* using strategies based on *place value*, properties of operations, and the relationship between addition and subtraction.
    - I can add and subtract numbers up to 100.

Math	Module 2: Addition and Subtraction of length units	**Grade Level**	2	**Dates**	Approximately 15 days

CPSD Power Standards and Learning Indicators

- 2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes
  - I can use an appropriate tool to measure the length of an object.

Additional Arkansas Standards

- 2.MD.A.2 Measure the length of an object twice with two different length units; Describe how the two measurements relate to the size of the unit chosen. *For example: A desktop is measured in both centimeters and inches. Student compares the size of the unit of measure and the number of those units.*
- 2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.
- 2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- 2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, and write *equations* with a symbol for the unknown number to represent the problem.
- 2.MD.B.6 Represent *whole numbers* as lengths from 0 on a *number line diagram* with equally spaced points corresponding to the numbers 0, 1, 2, ..., and solve addition and subtraction problems within 100 on the *number line diagram.*

Math	Module 3: Place Value, Counting, and Comparison of numbers to 1,000	**Grade Level**	2	**Dates**	Approximately 25 days

CPSD Power Standards and Learning Indicators

- 2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 726 equals 7 hundreds, 2 tens, and 6 ones; Understand that 100 can be thought of as a group of ten tens — called a "hundred"; Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine groups of 100
    - I can show (represent) a three-digit number using ones, tens, and/or hundreds. (e.g., 80 = 8 tens and 0 ones; 16 = 1 ten and 6 ones or 16 ones)
    - I can show (represent) how many groups of tens would make a three-digit number. (e.g., 370 = 37 groups of ten)

Additional Arkansas Standards

- 2.NBT.A.2 Count within 1000; Skip-count by 5s, 10s, and 100s beginning at zero.
- 2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and a variety of *expanded forms;* Model and describe numbers within 1000 as groups of 10 in a variety of ways.
- 2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols and correct terminology for the symbols to record the results of comparisons.

Math	Module 4: Addition and subtraction within 200 with words problems to 100	**Grade Level**	2	**Dates**	Approximately 35 days

CPSD Power Standards and Learning Indicators

- 2.OA.A.1 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. Represent a strategy with a related equation including a symbol for the unknown number.
    - I can use addition and subtraction to solve problems.
    - I can write an equation to show (represent) a problem.
    - I can use a symbol for an unknown number in an equation.
- 2.NBT.B.5 Add and subtract within 100 with *computational fluency* using strategies based on *place value*, properties of operations, and the relationship between addition and subtraction.
    - I can add and subtract numbers up to 100.
- 2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between addition and subtraction; relate the strategy to a written expression or equation.
    - I can add and subtract numbers up to 1,000.

Additional Arkansas Standards

- 2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.
- 2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100- 900.
- 2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. Note: Explanations could be supported by drawings or objects.

Math	Module 5: Addition and subtraction within 1,000 with word problems to 100	**Grade Level**	2	**Dates**	Approximately 20 days

CPSD Power Standards and Learning Indicators

- 2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between addition and subtraction; relate the strategy to a written expression or equation.
    - I can add and subtract numbers up to 1,000 using different strategies.

Additional Arkansas Standards

- 2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100- 90.
- 2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. *Note: Explanations could be supported by drawings or objects.*

Math	Module 6: Foundations of multiplication and division	**Grade Level**	2	**Dates**	Approximately 10 days

CPSD Power Standards and Learning Indicators

- 2.OA.C.4 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.
    - I can add to find the total number of objects in an array.
    - I can write an addition equation to show the total number of objects in an array.

Additional Arkansas Standards

- 2.OA.C.3 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 (up to 20) as a sum of two equal addends.
- 2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares.

Math	Module 7: Problem Solving with Length, money, and data	**Grade Level**	2	**Dates**	Approximately 20 days

CPSD Power Standards and Learning Indicators

- 2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
  - I can use an appropriate tool to measure the length of an object.
- 2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *For example: A student has 2 dimes and 3 pennies; how many cents does he have?*
  - I can solve problems about money.
  - I can use $ and ¢ symbols correctly.
- 2.MD.D.10 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.
  - I can create a picture graph to show information correctly.
  - I can create a bar graph to show information correctly.
  - I can solve problems by using information from a bar graph.

Additional Arkansas Standards

- 2.MD.A.2 Measure the length of an object twice with two different length units; Describe how the two measurements relate to the size of the unit chosen. *For example: A desktop is measured in both cm and inches. Student compares the size of the unit of measure and the number of those units.*
- 2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.
- 2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- 2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, and write equations with a symbol for the unknown number to represent the problem.
- 2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and solve addition and subtraction problems within 100 on the number line diagram.
- 2.MD.D.9 Generate data by measuring the same *attribute* of similar objects to the nearest whole unit; Display the measurement data by making a *line plot*, where the horizontal scale is marked off in whole- number units. Generate data from multiple measurements of the same object.Make a *line plot*, where the horizontal scale is marked off in whole-number units, to compare precision of measurements.

Math	Module 8: Time, shapes, and fractions as equal parts of shapes	**Grade**	2	**Dates**	Approximately 20 days

CPSD Power Standards and Learning Indicators

- 2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. *Note: This standard is a continuation of previous instruction at lower grades with the expectation of mastery by the end of third grade.*
  - I can tell and write the time to the nearest five minutes using different clocks.
  - I can use a.m. and p.m. correctly when writing the time.
- 2.G.A.1 Recognize and draw shapes having specified attributes (e.g., number of angles, number of sides, or a given number of equal faces); Identify triangles, quadrilaterals, pentagons, hexagons, and cubes Note: Sizes are compared directly or visually, not compared by measuring.
  - I can name shapes. (See notes on specific shapes below.)
  - I can draw shapes.

Additional Arkansas Standards

- 2.G.A.3 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.