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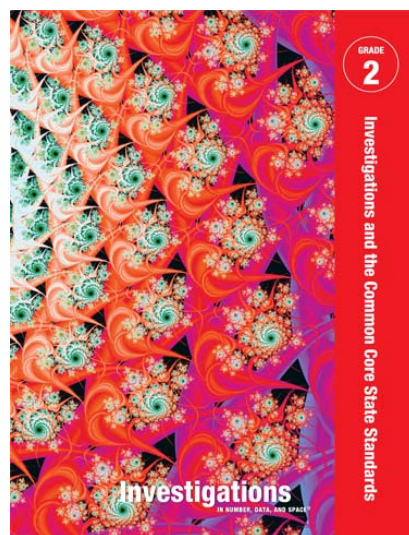
SCOTT FORESMAN

# Investigations

IN NUMBER, DATA, AND SPACE®

for the Common Core State Standards

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to the

## West Virginia Mathematics Criteria

### Grade 2

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### Curriculum Units Grade 2

**U1** Counting, Coins, and Combinations  
**U2** Shapes, Blocks, and Symmetry  
**U3** Stickers, Number Strings, and Story Problems  
**U4** Pockets, Teeth, and Favorite Things  
**U5** How Many Floors? How Many Rooms?

**U6** How Many Tens? How Many Ones  
**U7** Parts of a Whole, Parts of a Group  
**U8** Partners, Teams and Paper Clips  
**U9** Measuring Length and Time  
**ICCG** = Investigations and the Common Core State Standards Guide

<b>PUBLISHER:</b>	Pearson Education Inc., publishing as Scott Foresman
<b>SUBJECT:</b>	Mathematics
<b>SPECIFIC GRADE:</b>	Grade 2
<b>COURSE:</b>	Mathematics - 3002 - MATH 2
<b>TITLE:</b>	Scott Foresman Investigations in Number, Data, and Space for the Common Core
<b>COPYRIGHT DATE:</b>	2012
<b>SE ISBN:</b>	<p>Scott Foresman Investigations in Number, Data, and Space, West Virginia Common Core State Standards Core Curriculum Units Bundle Package with Interactive Whiteboard Access 0328752290</p> <p>Scott Foresman Investigations in Number, Data, and Space, West Virginia Common Core State Standards Core Curriculum Units Bundle Package with Manipulatives Kit 0328752355</p> <p>Scott Foresman Investigations in Number, Data, and Space, West Virginia Common Core State Standards Core Curriculum Units Bundle Package with Manipulatives Kit and Interactive Whiteboard Access 032875241X</p>
<b>TE ISBN:</b>	<p><u>Scott Foresman Investigations in Number, Data, and Space for the Common Core</u></p> <p>Curriculum Unit: Counting, Coins, and Combinations 0328600113</p> <p>Curriculum Unit: How Many Floors? How Many Rooms? 0328600156</p> <p>Curriculum Unit: How Many Tens? How Many Ones? 0328600164</p> <p>Curriculum Unit: Measuring Length and Time 0328600105</p> <p>Curriculum Unit: Partners, Teams, and Paper Clips 0328600180</p> <p>Curriculum Unit: Parts of a Whole, Parts of a Group 0328600172</p> <p>Curriculum Unit: Pockets, Teeth, and Favorite Things 0328600148</p> <p>Curriculum Unit: Shapes, Blocks, and Symmetry 0328600121</p> <p>Curriculum Unit: Stickers, Number Strings, and Story Problems 032860013X</p> <p>Investigations and the Common Core State Standards in Grade 2 (includes Common Core State Standards Unit Tabs) 0328683426</p>

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**GENERIC EVALUATION CRITERIA**  
**20013-2016 – Off Cycle Year Adoption**  
**Grade 2 Mathematics**

R-E-S-P-O-N-S-E			CRITERIA	NOTES
Yes	No	N/A		
<b>X</b>			<b>I. INTER-ETHNIC</b> The instructional material meets the requirements of inter-ethnic: concepts, content and illustrations, as set by West Virginia Board of Education Policy (Adopted December 1970).	
<b>X</b>			<b>II. EQUAL OPPORTUNITY</b> The instructional material meets the requirements of equal opportunity: concept, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures, as set by West Virginia Board of Education Policy (Adopted May 1975).	
<b>X</b>			<b>III. FORMAT</b> The resource is available as an option for adoption in an interactive electronic format.	

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# INSTRUCTIONAL MATERIALS ADOPTION: 21<sup>st</sup> CENTURY LEARNING EVALUATION CRITERIA

## GENERAL EVALUATION CRITERIA 20013-2016 – Off Cycle Year Adoption Grade 2 Mathematics

### INSTRUCTIONAL MATERIALS ADOPTION: GENERAL EVALUATION CRITERIA

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

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	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
<b>For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to apply:</b>											
<b>A. MATHEMATICAL PRACTICES</b>											
<p>A major goal of <i>Investigations in Number, Data, and Space</i> is to support students to make sense of mathematics and learn that they can become mathematical thinkers. To this end, students create, use, and share contexts and representations to make sense of problems. Classroom discussions highlight different ways of interpreting a problem, solving it, and using</p>	<p>1. <b>Make sense of problems and persevere in solving them.</b></p> <ul style="list-style-type: none"> <li>• Explain to themselves the meaning of a problem and looking for entry points to its solution.</li> <li>• Analyze givens, constraints, relationships, and goals</li> <li>• Make conjectures about the form and meaning of the solution attempt.</li> <li>• Plan a solution pathway rather than simply jumping into a solution.</li> <li>• Consider analogous problems and try special cases and simpler</li> </ul>										

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<p>representations to communicate the pertinent mathematical ideas. Students persevere in solving problems, by investigating and practicing problem-solving strategies.</p> <p><b>U1: 1.5, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8</b>  <b>U2: 2.8</b>  <b>U2 ICCG: 1.1A, 2.10A</b>  <b>U3: 4.6</b>  <b>U3 ICCG: 2.5A</b>  <b>U4: 1.1, 1.2,</b>  <b>U6: 1.1, 1.2, 1.3, 1.4, 2.6, 4.4</b>  <b>U7: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4</b>  <b>U8: 1.1, 1.2</b>  <b>U9: 1.1, 1.4</b>  <b>U9 ICCG: 3.6A</b></p>	<p>forms of insight into its solution.</p> <ul style="list-style-type: none"> <li>• Monitor and evaluate their progress and change course if necessary.</li> <li>• Transform algebraic expressions or change the viewing window on their graphing calculator to get information.</li> <li>• Explain correspondences between equations, verbal descriptions, tables, and graphs.</li> <li>• Draw diagrams of important features and relationships, graph data, and search for regularity or trends.</li> <li>• Use concrete objects or pictures to help conceptualize and solve a problem.</li> <li>• Check their answers to problems using a different method.</li> <li>• Ask themselves, "Does this make sense?"</li> <li>• Understand the approaches of others to solving complex problems and identify correspondences between approaches.</li> </ul>										

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<p>Another major goal of <i>Investigations</i> is to provide a curriculum that emphasizes reasoning about mathematical ideas. Students move between concrete examples with specific quantities, objects, or data and generalizations about what works in similar situations. They express these generalizations in words, with variables, and with various representations including contexts, diagrams, and manipulatives. Abstract and quantitative reasoning are reinforced in strategically challenging games as well as Classroom Routines (Grades K–2) and Ten-Minute Math (Grades 3–5). Students flexibly use different properties of operations to solve problems.</p> <p><b>U1:</b> 4.2, 4.9  <b>U2 ICCG:</b> 2.10A  <b>U3:</b> 1.1, 1.2, 2.5, 2.6, 2.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6  <b>U3 ICCG:</b> 2.5A  <b>U4:</b> 1.1, 1.2, 2.1, 2.3, 2.4, 2.6, 2.7, 2.8  <b>U4 ICCG:</b> 1.3A  <b>U5:</b> 1.5, 2.1, 2.3, 2.4, 2.5  <b>U6:</b> 2.1, 2.2, 2.3, 2.4, 2.5, 3.3  <b>U8:</b> 2.1, 2.2  <b>U8 ICCG:</b> 5A.5</p>	<p>2. <b>Reason abstractly and quantitatively.</b></p> <ul style="list-style-type: none"> <li>• Make sense of quantities and their relationships in problem situations.</li> <li>• Bring two complementary abilities to bear on problems involving quantitative relationships: <ul style="list-style-type: none"> <li>○ Decontextualize (abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents and</li> <li>○ Contextualize (pause as needed during the manipulation process in order to probe into the referents for the symbols involved).</li> </ul> </li> <li>• Use quantitative reasoning that entails creating a coherent representation of the problem at hand, considering the units involved, and attending to the meaning of quantities, not just how to compute them</li> <li>• Know and flexibly use different properties of operations and objects.</li> </ul>										

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<b>U9: 1.2, 1.4, 1.5, 1.6</b> <b>U9 ICCG: 1.1A, 3.6a</b> <b>U1–9: Classroom Routines:</b> <b>Today's Number</b>	(Continued) 2. <b>Reason abstractly and quantitatively.</b> <ul style="list-style-type: none"> <li>• Make sense of quantities and their relationships in problem situations.</li> <li>• Bring two complementary abilities to bear on problems involving quantitative relationships:               <ul style="list-style-type: none"> <li>○ Decontextualize (abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents and</li> <li>○ Contextualize (pause as needed during the manipulation process in order to probe into the referents for the symbols involved).</li> </ul> </li> <li>• Use quantitative reasoning that entails creating a coherent representation of the problem at hand, considering the units involved, and attending to the meaning of quantities, not just how to compute them</li> <li>• Know and flexibly use different properties of operations and objects.</li> </ul>										

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<p>The program provides ongoing opportunities for students to express and defend mathematical arguments. Students use a variety of representations, contexts, and examples to “prove” their conclusions and provide feedback about the arguments made by their classmates. The program emphasizes that there is often more than one strategy for solving a problem. Students defend their strategies as they listen to and evaluate the choices made by others. Students’ strategies are often recorded on a chart and posted so that all students can analyze, review, and use their classmates’ ideas.</p> <p><b>U1: 2.5, 2.7, 3.1, 4.2</b>  <b>U2: 1.3, 2.1, 2.2, 2.3, 2.4, 2.9</b>  <b>U3: 3.1, 3.2, 3.3</b>  <b>U4: 1.2, 2.2, 2.5, 2.8</b>  <b>U4 ICCG: 1.3A</b>  <b>U5: 2.2, 2.3, 2.4</b>  <b>U7: 1.1, 1.2, 1.3, 1.4, 2.5, 2.6</b>  <b>U7 ICCG: 2.3A</b>  <b>U8: 1.3, 1.4</b></p>	<p><b>3. Construct viable arguments and critique the reasoning of others.</b></p> <ul style="list-style-type: none"> <li>Understand and use stated assumptions, definitions, and previously established results in constructing arguments.</li> <li>Make conjectures and build a logical progression of statements to explore the truth of their conjectures.</li> <li>Analyze situations by breaking them into cases</li> <li>Recognize and use counterexamples.</li> <li>Justify their conclusions, communicate them to others, and respond to the arguments of others.</li> <li>Reason inductively about data, making plausible arguments that take into account the context from which the data arose.</li> <li>Compare the effectiveness of plausible arguments.</li> <li>Distinguish correct logic or reasoning from that which is flawed and, if there is a flaw, explain what it is <ul style="list-style-type: none"> <li>Elementary students construct arguments using concrete referents such as objects, drawings, diagrams, and actions.</li> <li>Later students learn to determine domains to which an argument applies.</li> </ul> </li> <li>Listen or read the arguments of others, decide whether they make sense, and ask useful question to clarify or improve arguments.</li> </ul>												

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<p>Throughout the curriculum, students use representations and contexts to visualize, describe, and analyze mathematical relationships. Using these models allows students to express and further develop their ideas, and to engage in the ideas of others. They develop a repertoire of models they know well and can apply when faced with unfamiliar problem situations. Students use representations and contexts judiciously and with purpose.</p> <p><b>U1: 2.1, 2.3, 2.4, 2.5, 2.7, 3.1, 4.1</b>  <b>U2: 2.1, 2.2, 2.3,</b>  <b>U3: 2.1, 2.2, 2.3, 2.4, 2.5, 3.5, 3.6, 3.7</b>  <b>U3 ICCG: 2.5A</b>  <b>U4: 1.1, 1.7</b>  <b>U4 ICCG: 1.3A</b>  <b>U5: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6,</b>  <b>U8: 3.1, 3.2, 3.3, 3.4, 3.5, 4.1</b>  <b>U8 ICCG: 5A.1</b></p>	<p><b>4. Model with mathematics.</b></p> <ul style="list-style-type: none"> <li>Apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. <ul style="list-style-type: none"> <li>In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community.</li> <li>By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another.</li> </ul> </li> <li>Make assumptions and approximations to simplify a complicated situation, realizing that these may need revision later.</li> <li>Identify important quantities in a practical situation</li> <li>Map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas.</li> <li>Analyze those relationships mathematically to draw conclusions.</li> <li>Interpret their mathematical results in the context of the situation.</li> <li>Reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</li> </ul>												

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<p>Students have access to an array of tools, such as connecting cubes, pattern blocks, 100 charts, and technology. Students use other tools, such as drawings, the number line, or a rectangular array. Mathematical tools are introduced that are useful for a whole class of problems and can be extended to accommodate more complex problems and/or students' expanding repertoire of numbers. Analysis of the solution to a problem includes consideration of the effectiveness and choice of the tools. During Math Workshops, students continue to use tools to foster mathematical understanding and to practice skills.</p> <p><b>U1</b> 1.1, 1.2, 1.3, 1.4, 2.8, 4.9  <b>U2:</b> 1.1, 1.2, 1.3, 1.4, 1.5, 2.4, 2.5, 2.6  <b>U3:</b> 1.3, 1.4, 3.4,  <b>U4 ICCG:</b> 1.4A  <b>U5:</b>  <b>U6 ICCG:</b> 5A.1, 5A.2, 5A.3, 5A.4, 5A.5  <b>U8:</b> 3.1, 3.2, 3.3, 3.4, 3.5  <b>U8 ICCG:</b> 5A.1, 5A.2, 5A.3, 5A.4  <b>U9:</b> 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5</p>	<p><b>5. Use appropriate tools strategically.</b></p> <ul style="list-style-type: none"> <li>Consider available tools when solving a mathematical problem. (these tools might include pencil and paper, concrete models, a ruler, protractor, calculator, spreadsheet, computer algebra system, a statistical package, or dynamic geometry software.</li> <li>Are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. <ul style="list-style-type: none"> <li>High school students analyze graphs of functions and solutions generated using a graphing calculator</li> </ul> </li> <li>Detect possible errors by using estimations and other mathematical knowledge.</li> <li>Know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data.</li> <li>Identify relevant mathematical resources and use them to pose or solve problems.</li> <li>Use technological tools to explore and deepen their understanding of concepts.</li> </ul>										

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<p>Every session requires students to communicate with precision. The <i>Student Math Handbook</i> provides support in this endeavor. Strategies that students use are often named by the mathematics used in order to foster precise communication. Many of the sessions' focal points stress the use of "clear and concise" notation. Students are expected to solve problems efficiently and accurately.</p> <p><b>U1</b> 2.3, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8  <b>U2:</b> 2.6, 2.7  <b>U2 ICCG:</b> 1.1A  <b>U3:</b> 1.3, 1, 2.2, 2.3, 2.4, 2.5  <b>U6:</b> 1.3, 1.4  <b>U6 ICCG:</b> 5A.1, 5A.3, 5A.4, 5A.5  <b>U7:</b> 2.3, 2.4  <b>U8:</b> 4.1, 4.2, 4.3, 4.4</p>	<p>6. <b>Attend to precision.</b></p> <ul style="list-style-type: none"> <li>• Try to communicate precisely to others.</li> <li>• Try to use clear definitions in discussion with others and in their own reasoning.</li> <li>• State the meaning of the symbols they choose, including using the equal sign consistently and appropriately.</li> <li>• Specify units of measure and label axes to clarify the correspondence with quantities in a problem.</li> <li>• Calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. <ul style="list-style-type: none"> <li>○ In the elementary grades, students give carefully formulated explanations to each other.</li> <li>○ In high school, students have learned to examine claims and make explicit use of definitions.</li> </ul> </li> </ul>											

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<p>In each unit, students work between the concrete to the abstract, from numerical and geometrical patterns to general representations. Students are given opportunities and support to investigate, discover, conjecture, and make use of commonalities among related problems. Students use the structure of carefully chosen contexts and representations that embody important characteristics of mathematical relationships. Classroom Routines (Grades K–2) and Ten-Minute Math (Grades 3–5) afford more situations in which students discover and use the various structures of mathematics.</p> <p><b>U1: 2.3, 3.3, 3.4</b>  <b>U2: 1.1, 2.7</b>  <b>U2 ICCG: 1.1A</b>  <b>U3: 1.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.3</b>  <b>U4: 2.7</b>  <b>U4 ICCG: 1.4A</b>  <b>U5: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5</b>  <b>U6: 3.1, 3.2, 3.4, 4.1, 4.2, 4.3, 4.4</b>  <b>U6 ICCG: 5A.2, 5A.3, 5A.4, 5A.5</b>  <b>U7 ICCG: 2.3A</b>  <b>U8: 1.3, 1.4</b>  <b>U1–9: Classroom Routines:</b>  <b>Quick Images</b></p>	<p><b>7. Look for and make use of structure.</b></p> <ul style="list-style-type: none"> <li>• Look closely to discern a pattern or structure. <ul style="list-style-type: none"> <li>○ Young students might notice that three and seven more is the same amount as seven and three more or they may sort a collection of shapes according to how many sides the shapes have.</li> <li>○ Later, students will see <math>7 \times 8</math> equals the well remembered <math>7 \times 5 - 7 \times 3</math>, in preparation for the distributive property.</li> <li>○ In the expression <math>x^2 + 9x + 14</math>, older students can see the 14 as <math>2 \times 7</math> and the 9 as <math>2 + 7</math>. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems.</li> </ul> </li> <li>• Step back for an overview and can shift perspective.</li> <li>• See complicated things, such as some algebraic expressions, as single objects or composed of several objects.</li> </ul>										

**Curriculum Units Grade 2**

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- U4** Pockets, Teeth, and Favorite Things
- U5** How Many Floors? How Many Rooms?

- U6** How Many Tens? How Many Ones
- U7** Parts of a Whole, Parts of a Group
- U8** Partners, Teams and Paper Clips
- U9** Measuring Length and Time
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<p>A hallmark of the <i>Investigations</i> program is its emphasis on helping students become mathematical thinkers as they explore and practice strategies for solving problems. Through repeated application and comparison of various strategies and algorithms, students develop an understanding of which method is efficient for a particular type of problem. Each <i>Investigations</i> unit on numbers and operations includes a focus on reasoning and generalizing about number and operations and highlights what students already notice in regularities about numbers and operations.</p> <p><b>U1</b> 2.6, 3.3, 3.4, 4.6, 4.7, 4.8  <b>U3:</b> 1.1, 1.2, 1.5  <b>U6:</b> 3.5  <b>U8:</b> 1.3, 1.4, 2.1, 2.2, 4.1, 4.2, 4.4</p>	<p>8. <b>Look for and express regularity in repeated reasoning.</b></p> <ul style="list-style-type: none"> <li>• Notice if calculations are repeated.</li> <li>• Look both for general methods and for shortcuts. <ul style="list-style-type: none"> <li>○ Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeated decimal.</li> <li>○ Middle school students might abstract the equation <math>(y-2)/((x-1)=1</math> by paying attention to the calculation of slope as they repeatedly check whether the points are on the line through (1,2) with a slope 3.</li> <li>○ Noticing the regularity in the way terms cancel when expanding <math>(x-1)(x+1)(x^2+1)</math> and <math>(x-1)(x^3+x^2+x+1)</math> might lead high school students to the general formula for the sum of a geometric series.</li> </ul> </li> <li>• Maintain oversight of the process of solving a problem, while attending to the details.</li> <li>• Continually evaluate the reasonableness of intermediate results.</li> </ul>												

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# SPECIFIC EVALUATION CRITERIA

2013-2016 – Off Cycle Year Adoption

## Grade 2 Mathematics

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

1. Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens and multiples of hundreds, tens and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).
2. Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.
3. Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.
4. Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

### Curriculum Units Grade 2

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For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to											
<b>A. Operations &amp; Algebraic Thinking</b>											
<b>Represent and solve problems involving addition and subtraction.</b>											
<b>U1 Sessions</b> 1.1, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 <b>U2 Sessions</b> 1.1, 1.2, 2.1, 2.4, 2.7 <b>U3 Sessions</b> 1.1, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.4 <b>U3 ICCG:</b> 2.5A <b>U5 Session</b> 1.5 <b>U8 Sessions</b> 1.1, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4	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, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.										
<b>Add and subtract within 20.</b>											
<b>U1 Sessions</b> 1.1, 1.4, 1.5, 2.2, 2.4, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7 <b>U2 Sessions</b> 1.1, 1.2, 1.4, 2.1, 2.4, 2.5, 2.6, 2.7 <b>U2 ICCG:</b> 1.1A, 2.10A <b>U3 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.4, 4.3, 4.4 <b>U3 ICCG:</b> 2.5A <b>U4 Sessions</b> 1.1, 2.1, 2.2 <b>U3 ICCG:</b> 1.4A <b>U5 Sessions</b> 1.1 <b>U6 Sessions</b> 1.1, 1.2, 1.3, 1.4, 2.2, 2.4, 2.5	2. fluently add and subtract within 20 using mental strategies and by end of Grade 2, know from memory all sums of two one-digit numbers.										

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	<b>Work with Equal Groups of Objects to Gain Foundations for Multiplication</b>										
<b>U3 Sessions</b> 3.1, 3.2, 3.3 <b>U5 Sessions</b> 2.2 <b>U6 Session</b> 3.1 <b>U8 Sessions</b> 1.1, 1.2, 1.3, 1.4	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 and write an equation to express an even number as a sum of two equal addends.										
<b>U1 Sessions</b> 3.2, 3.3, 3.4, 4.5, 4.7, 4.8, 4.9 <b>U2 Sessions</b> 1.2, 1.3, 2.4, 2.5, 2.6 <b>U3 ICCG:</b> 2.10A <b>U3 Sessions</b> 1.2, 1.6, 2.2, 2.4, 3.3, 4.1 <b>U5 Sessions</b> 1.1, 1.2, 1.3, 1.4	4. use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns and write an equation to express the total as a sum of equal addends.										
	<b>B. Number &amp; Operations in Base Ten</b>										
	<b>Understand place value.</b>										
<b>U6 ICCG:</b> 5A.3 a. <b>U6 Session</b> 2.4 <b>U8 ICCG:</b> 5A.3, 5A.4 b. <b>U6 ICCG:</b> 5A.2, 5A.3, 5A.4, 5A.5	1. 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 and understand the following as special cases: a. 100 can be thought of as a bundle of ten tens – called a “hundred.” b. 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).										

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<b>U1 Sessions</b> 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8 <b>U2 Sessions</b> 1.3, 2.8 <b>U3 Sessions</b> 1.4, 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.5 <b>U4 Sessions</b> 1.2, 2.1, 2.4 <b>U5 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5 <b>U6 Sessions</b> 1.3, 3.5, 4.1, 4.2, 4.3 <b>U6 ICCG:</b> 5A.1, 5A.4 <b>U7 Sessions</b> 1.1, 2.1 <b>U8 ICCG:</b> 5A.1	2. count within 1000 and skip-count by 5s, 10s and 100s.										
<b>U1 Session</b> 2.3 <b>U5 Sessions</b> 1.2, 1.5 <b>U6 ICCG:</b> 5A.2, 5A.3, 5A.4, 5A.5	3. read and write numbers to 1000 using base-ten numerals, number names and expanded form .										
<b>U6 ICCG:</b> 5A.2, 5A.3, 5A.4, 5A.5	4. compare two three-digit numbers based on meanings of the hundreds, tens and ones digits, using >, = and < symbols to record the results of comparisons.										

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	<b>Use place value understanding and properties of operation to add and subtract.</b>										
<b>U1 Sessions</b> 3.5, 4.3, 4.4, 4.5 <b>U3 Sessions</b> 1.1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.3, 4.4, 4.5, 4.6 <b>U3 ICCG:</b> 2.5A <b>U4 Sessions</b> 1.1, 1.2, 1.7, 2.3, 2.6, 2.7 <b>U5 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3 <b>U6 Sessions</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.4 <b>U7 Sessions</b> 1.2, 1.4, 2.2, 2.4, 2.5 <b>U8 Sessions</b> 1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4 <b>U9 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 3.1, 3.2, 3.3, 3.5	5. fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.										
<b>U3 Session</b> 2.1 <b>U5 Session</b> 1.4 <b>U6 Sessions</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 <b>U6 ICCG:</b> 5A.3 <b>U8 Sessions</b> 4.1, 4.2, 4.3, 4.4	6. add up to four two-digit numbers using strategies based on place value and properties of operations.										
<b>U1 Sessions</b> 4.1, 4.3, 4.4, 4.5 <b>U8 ICCG:</b> 5A.1, 5A.2, 5A.3, 5A.4, 5A.5	7. 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 and understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones and sometimes it is necessary to compose or decompose tens or hundreds.										

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<b>U6 ICCG:</b> 5A.1, 5A.2, 5A.3, 5A.4, 5A.5	8. mentally add 10 or 100 to a given number 100-900 and mentally subtract 10 or 100 from a given number 100-900.										
<b>U1 Session</b> 2.6 <b>U3 Session</b> 2.6 <b>U6 Sessions</b> 1.1, 1.2, 1.3, 1.4, 2.5, 2.6 <b>U8 Sessions</b> 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4	9. Explain why addition and subtraction strategies work, using place value and the properties of operations.3										
<b>C. Measurement &amp; Data</b> <b>Measure and estimate lengths in standard units.</b>											
<b>U9 Sessions</b> 1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5	1. measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.										
<b>U9 Sessions</b> 1.2, 1.4, 1.5, 1.6, 3.1, 3.3, 3.5 <b>U9 ICCG:</b> 3.6A	2. 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 and compare and contrast plane and solid geometric shapes.										
<b>U9 Sessions</b> 3.2, 3.3, 3.4	3. estimate lengths using units of inches, feet, centimeters and meters.										
<b>U9 Sessions</b> 1.4, 1.5, 1.6, 2.2, 3.2, 3.4	4. measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.										
<b>Relate addition and subtraction to length.</b>											
<b>U9 Sessions</b> 1.5, 1.6, 2.2, 2.3, 3.2, 3.5	5. 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.										

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	<b>Work with time and money.</b>										
<b>U1 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 2.4, 2.5, 2.7, 3.1, 3.5, 4.2, 4.3 <b>U2 Sessions</b> 1.4, 2.2, 2.5, 2.9 <b>U3 Sessions</b> 1.5, 2.3, 2.5, 2.7, 3.2, 3.6, 4.2 <b>U4 Sessions</b> 1.3A, 2.2, 2.5, 2.8 <b>U5 Sessions</b> 1.3, 2.1, 2.4 <b>U6 Sessions</b> 2.2, 2.5, 3.2, 3.6, 4.3 <b>U6 ICCG:</b> 5A.5 <b>U7 Sessions</b> 1.3, 2.3, 2.6 <b>U8 Sessions</b> 1.3, 3.2, 3.4, 4.4 <b>U9 Sessions</b> 1.6, 2.3, 3.4 <b>U9 ICCG:</b> 3.6A	7. tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.										
<b>U1 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 2.4, 2.5, 2.7, 3.1, 3.5, 4.2, 4.3 <b>U2 Sessions</b> 1.4, 2.2, 2.5, 2.9 <b>U3 Sessions</b> 1.5, 2.3, 2.5, 2.7, 3.2, 3.6, 4.2 <b>U4 Sessions</b> 1.3A, 2.2, 2.5, 2.8 <b>U4 ICCG:</b> 1.3A <b>U5 Sessions</b> 1.3, 2.1, 2.4 <b>U6 Sessions</b> 2.2, 2.5, 3.2, 3.6, 4.3, 5A.5 <b>U7 Sessions</b> 1.3, 2.3, 2.6 <b>U8 Sessions</b> 1.3, 3.2, 3.4, 4.4 <b>U9 Sessions</b> 1.6, 2.3, 3.4 <b>U9 ICCG:</b> 3.6A	8. solve word problems involving dollar bills, quarters, dimes, nickels and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?										

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	<b>Represent and interpret data.</b>										
<b>U9 Session</b> 1.5	9. generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated measurements of the same object and show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.										
<b>U4 Sessions</b> 1.7, 2.3, 2.5, 2.6 <b>U4 ICCG:</b> 1.4A <b>U5 Session</b> 2.3	10. draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories and solve simple put-together, take-apart and compare problems using information presented in a bar graph.										
	<b>D. Geometry</b> <b>Reason with Shapes and Their Attributes</b>										
<b>U1 Session</b> 1.2 <b>U2 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.5, 2.7, 2.8, 2.9 <b>U4 Sessions</b> 1.2 <b>U4 ICCG:</b> 1.3A <b>U5 Sessions</b> 1.5, 1.6 <b>U6 Sessions</b> 1.4, 2.6	1. recognize and draw shapes having specified attributes , such as a given number of angles or a given number of equal faces (sizes are compared directly or visually, not compared by measuring) and identify triangles, quadrilaterals, pentagons, hexagons and cubes.										
<b>U2 Sessions</b> 2.3, 2.4, 2.6, 2.8 <b>U2 ICCG:</b> 2.10A	2. partition a rectangle into rows and columns of same-size squares and count to find the total number of them.										
<b>U7 Sessions</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 <b>U7 ICCG:</b> 2.3A	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., describe the whole as two halves, three thirds, four fourths and recognize that equal shares of identical wholes need not have the same shape.										

**Curriculum Units Grade 2**

- U1** Counting, Coins, and Combinations
- U2** Shapes, Blocks, and Symmetry
- U3** Stickers, Number Strings, and Story Problems
- U4** Pockets, Teeth, and Favorite Things
- U5** How Many Floors? How Many Rooms?

- U6** How Many Tens? How Many Ones
- U7** Parts of a Whole, Parts of a Group
- U8** Partners, Teams and Paper Clips
- U9** Measuring Length and Time
- ICCG** = Investigations and the Common Core State Standards Guide