CURRICULUM MAP FOR GRADE 2

(Suggested timeline for introducing content and process standards – some overlap all four quarters)

GLEs NCTM Standards	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
1. **Numbers Sense and Operations** (content)	• Rational numbers 1.1.1 • Relative Magnitude 1.2.1 • Operations (+/-).3.1 • Mental Math 1.6.1 • (Slate activities/Mad Minute) Required problems • Calculator Expressions #1 • Turkey Talk #2 • Blocks #7	• Rational numbers 1.1.1 • Relative Magnitude 1.2.1 • Operations (+/-).3.1 • Mental Math 1.6.1 • (Slate activities/Mad Minute) • Money 1.5.1 • Estimating 1.7.1 Required problems • Fractional Parts #3 • Sharing Pizza #4 • Toy Cars #8 • Eggs #13	• Rational numbers 1.1.1 • Relative Magnitude 1.2.1 • Operations (+/-).3.1 • Mental Math 1.6.1 • (Slate activities/Mad Minute) • Money 1.5.1 • Estimating 1.7.1 • Operations (regrouping) 1.4.1 Required problems • Number Line #5 • Melanie's Markers #6 • Numbers #9 • School Sore #14 • Money Names # 15	• Rational numbers 1.1.1 • Relative Magnitude 1.2.1 • Operations (+/-).3.1 • Mental Math 1.6.1 • (Slate activities/Mad Minute) • Money 1.5.1 • Estimating 1.7.1 • Operations (regrouping) 1.4.1 • Operations (multiplication) 1.4.1 • Properties of Numbers Required problems • Pond Water #10 • Turtle Zoo #11 • Flower Petals #12
2. **Geometry and Measurement** (content)	• Length 2.5.1 • Time 2.5.1 Required problems • Counting Rope #19 • Dwarf Bunny #20	• Length 2.5.1 • Time 2.5.1 • Temperature 2.5.1 Required problem • Stick Math #16 • Baseball Practice #21	• Length 2.5.1 • Time 2.5.1 • Temperature 2.5.1 • Properties/attributes 2.2.1 • Congruency 2.3.1 Required problem • Joe's fence #17 • Frog Jumping #22	• Length 2.5.1 • Time 2.5.1 • Temperature 2.5.1 • Properties/attributes 2.2.1 • Congruency 2.3.1 • Perimeter/area 2.4.1 • Spatial relations 2.6.1 Required problem • Square measurement #18
3. **Functions and Algebra** (content)	• Patterns 3.1.1 • Equality 3.3.1 Required problem • Circle Patterns #23	• Patterns 3.1.1 • Equality 3.3.1 Required problem • Benny's Blocks #24	• Patterns 3.1.1 • Equality 3.3.1 Required problem • Number Patterns # 25	• Patterns 3.1.1 • Equality 3.3.1 • Algebraic expressions 3.2.1 Required problem • Missing Number #26

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GLEs NCTM Standards	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
4. Data, Statistics, and Probability (content)	• Representation 4.1.1 • Counting Techniques 4.5.2 Required problem • Counting Geese #31	• Representation 4.1.1 • Counting Techniques 4.5.2 Required problem • Apples #32	• Representation 4.1.1 • Counting Techniques 4.5.2 • Data analysis 4.2.1 • Organizes data 4.3.1 • Representation and Elements 4.4.1 Required problems • Musical Combination #27 • Clowning Around #28 • Main Street #29 • Books in Backpacks #30	• Representation 4.1.1 • Counting Techniques 4.5.2 • Data analysis 4.2.1 • Organizes data 4.3.1 • Representation and Elements 4.4.1 • Probability Event 4.6.1 • Probability 4.7.1 Required problems • Cards #33 • Popcorn Party #34
5. Problem Solving, Reasoning and Proof (process)	• Multi-step problems 5.1.1 • Variety of strategies 5.1.2 • Verify and interpret results 5.1.3 • Reasonable solution 5.1.4 • Manipulatives, graphs, charts, diagrams, and calculators. 5.1.5 • More than one way 5.1.6 • Independently and in groups 5.1.7 • Perseverance and persistence 5.1.8 • Models, known facts, properties, and relationships 5.2.1 • Solution processes 5.2.2 • Conclusions using inductive reasoning 5.2.3 • Missing information needed to find a solution 5.2.4 • Patterns and relationships 5.2.5	• Multi-step problems 5.1.1 • Variety of strategies 5.1.2 • Verify and interpret results 5.1.3 • Reasonable solution 5.1.4 • Manipulatives, graphs, charts, diagrams, and calculators. 5.1.5 • More than one way 5.1.6 • Independently and in groups 5.1.7 • Perseverance and persistence 5.1.8 • Models, known facts, properties, and relationships 5.2.1 • Solution processes 5.2.2 • Conclusions using inductive reasoning 5.2.3 • Missing information needed to find a solution 5.2.4 • Patterns and relationships 5.2.5	• Multi-step problems 5.1.1 • Variety of strategies 5.1.2 • Verify and interpret results 5.1.3 • Reasonable solution 5.1.4 • Manipulatives, graphs, charts, diagrams, and calculators. 5.1.5 • More than one way 5.1.6 • Independently and in groups 5.1.7 • Perseverance and persistence 5.1.8 • Models, known facts, properties, and relationships 5.2.1 • Solution processes 5.2.2 • Conclusions using inductive reasoning 5.2.3 • Missing information needed to find a solution 5.2.4 • Patterns and relationships 5.2.5	• Multi-step problems 5.1.1 • Variety of strategies 5.1.2 • Verify and interpret results 5.1.3 • Reasonable solution 5.1.4 • Manipulatives, graphs, charts, diagrams, and calculators. 5.1.5 • More than one way 5.1.6 • Independently and in groups 5.1.7 • Perseverance and persistence 5.1.8 • Models, known facts, properties, and relationships 5.2.1 • Solution processes 5.2.2 • Conclusions using inductive reasoning 5.2.3 • Missing information needed to find a solution 5.2.4 • Patterns and relationships 5.2.5

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(Suggested timeline for introducing content and process standards – some overlap all four quarters)

GLEs NCTM Standards	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
6. Communication, Representation, and Connection (process)	• Discussion, reading, writing, listening, and responding, 6.1.1 • Everyday language and mathematical language and symbols 6.1.2 • Conclusions, thought processes, and strategies 6.1.3 • Mathematical concepts and relationships 6.1.4 • Pictures and objects to illustrate mathematical concepts 6.1.5 • Age level appropriate representations 6.2.1 • Mathematical representations 6.2.2 • Mathematical phenomena 6.2.3 • Conventional and self-generated representations 6.2.4 • Multiple interpretations • Conceptual and procedural knowledge 6.3.1 • Mathematics in other curriculum areas 6.3.2 • Mathematics in their daily lives 6.3.3 • Literature 6.3.4 • Nature, art, and architecture 6.3.5	• Discussion, reading, writing, listening, and responding, 6.1.1 • Everyday language and mathematical language and symbols 6.1.2 • Conclusions, thought processes, and strategies 6.1.3 • Mathematical concepts and relationships 6.1.4 • Pictures and objects to illustrate mathematical concepts 6.1.5 • Age level appropriate representations 6.2.1 • Mathematical representations 6.2.2 • Mathematical phenomena 6.2.3 • Conventional and self-generated representations 6.2.4 • Multiple interpretations • Conceptual and procedural knowledge 6.3.1 • Mathematics in other curriculum areas 6.3.2 • Mathematics in their daily lives 6.3.3 • Literature 6.3.4 • Nature, art, and architecture 6.3.5	• Discussion, reading, writing, listening, and responding, 6.1.1 • Everyday language and mathematical language and symbols 6.1.2 • Conclusions, thought processes, and strategies 6.1.3 • Mathematical concepts and relationships 6.1.4 • Pictures and objects to illustrate mathematical concepts 6.1.5 • Age level appropriate representations 6.2.1 • Mathematical representations 6.2.2 • Mathematical phenomena 6.2.3 • Conventional and self-generated representations 6.2.4 • Multiple interpretations • Conceptual and procedural knowledge 6.3.1 • Mathematics in other curriculum areas 6.3.2 • Mathematics in their daily lives 6.3.3 • Literature 6.3.4 • Nature, art, and architecture 6.3.5	• Discussion, reading, writing, listening, and responding, 6.1.1 • Everyday language and mathematical language and symbols 6.1.2 • Conclusions, thought processes, and strategies 6.1.3 • Mathematical concepts and relationships 6.1.4 • Pictures and objects to illustrate mathematical concepts 6.1.5 • Age level appropriate representations 6.2.1 • Mathematical representations 6.2.2 • Mathematical phenomena 6.2.3 • Conventional and self-generated representations 6.2.4 • Multiple interpretations • Conceptual and procedural knowledge 6.3.1 • Mathematics in other curriculum areas 6.3.2 • Mathematics in their daily lives 6.3.3 • Literature 6.3.4 • Nature, art, and architecture 6.3.5