Second Grade (Go Math)

4th Nine Weeks: Scope and Sequence

Content Standards	Dates Taught	% of Students scoring over 70%	Dates Re-taught (Optional)	Formative and Summative Assessments/ (Any Additional Comments Optional)
10. Add up to four two-digit numbers using strategies based on place value and properties of operations. [2.NBT.6]				
6. Count within 1000; skip-count by 5s, 10s, and 100s. [2.NBT.2]				
11. 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. 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. [2.NBT.7]				
2. Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, known from all sums of two one-digit numbers. [2.OA.2]				
9. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. [2.NBT.5]				
12. 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.8]				
5. Understand that the three-digit number represents amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: [2.NBT.1] • *100 can be thought of as a bundle of ten tens – called a "hundred."* • *The number 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).*				
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. [2.OA.1]				
21. Solve word problems involving dollar bills, quarters, dimes, nickels, and				

pennies, using $ and c symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? [2.MD.8]				
8. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. [2.NBT.4]				
7. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. [2.NBT.3]				
20. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. [2.MD.7]				
14. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. [2.MD.1]				
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 as a sum of two equal addends. [2.OA.3]				
16. Estimate lengths using units of inches, feet, centimeters, and meters. [2.MD.3]				
18. 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. [2.MD.5]				
19. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …, and represent whole-number sums and differences within 100 on a number line diagram. [2.MD.6]				
15. 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. [2.MD.2]				
17. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. [2.MD.4]				
24. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. [2.G.1]				
26. 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. Recognize that equal shares of identical wholes need not have the same shape. [2.G.3]				
25. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. [2.G.2]				