# School District of Horicon Course Outline Learning Targets

# Second Grade Math

## Figure the Facts

- Students can solve addition and subtraction story problems with sums and minuends to 20 (1.OA.1)
- Students can solve subtraction problems by finding an unknown addend (1.OA.4)
- Students can use strategies to add with sums of 20 (1.OA.6)
- Students can solve one-step addition and subtraction story problems with sums and minuends to 1000 (2.OA.1)
- Students can determine whether a group of objects (up to 20) has an odd or even number of members (2.OA.3)
- Students can fluently add and subtract with sums of 20 using mental strategies (2.OA.3)

#### Place Value and Measurement

- Students can demonstrate that the numbers in a 3-digit number represent hundreds, tens, and ones (2.NBT.1)
- Students can represent whole numbers as lengths (2.MD.6)
- Students can determine how much longer an object is than another object (2.MD.4)
- Students can add numbers up to 1,000 (2.OA.1)
- Students can read and write the time on an analog or digital clock (2.MD.7) (Number Corner)
- Students can use a.m. and p.m. correctly (2.MD.7) (Number Corner)

#### Addition and Subtraction within One Hundred

- Students can add and subtract within 1000 (2.OA.1)
- Students can demonstrate that the numbers in a 3-digit number represent hundreds, tens, and ones (2.NBT.1)
- Students can solve one-step addition and subtraction story problems with sums and minuends to 1000 (2.OA.1)
- Students can fluently add and subtract with sums of 20 using mental strategies (2.OA.3)
- Students can skip count by 5s, 10s, and 100s within 1,000 (2.NBT.2)
- Students can add 3 or 4 2-digit numbers (2.NBT.6)
- Students can measure the length of an object twice using different units of measurement each time (2.MD.2) (Number Corner)
- Students can read and write the time on an analog or digital clock (2.MD.7) (Number Corner)
- Students can write an equation to represent the total number of objects in an array with up to 5 rows and 5 columns as the sum of equal addends (2.OA.4) (Number Corner)

#### Measurement

- Students can solve one-step addition and subtraction story problems with sums and minuends to 1000 (2.OA.1)
- Students can fluently add and subtract with sums of 20 using mental strategies (2.OA.3)
- Students can compare pairs of 2 and 3-digit numbers (2.NBT.4)
- Students can measure the length of an object a ruler, a yardstick, or a measuring tape (2.MD.1)
- Students can determine exactly how much longer one object is than another and express the difference between 2 lengths as a standard unit of length (2.MD.4)
- Select and use the appropriate tool to measure the length of an object (2.MD.1)
- Students can add 3 or 4 2-digit numbers. (2.NBT.6)
- Students can write an equation to represent the total number of objects in an array with up to 5 rows and 5 columns as the sum of equal addends (2.OA.4) (Number Corner)
- Students can demonstrate that the numbers in a 3-digit number represent hundreds, tens, and ones (2.NBT.1) (Number Corner)
- Students can skip count by 5s, 10s, and 100s within 1,000 (2.NBT.2) (Number Corner)
- Students can read and write numbers to 1,000 represented with numerals, words, and in expanded form. (2.NBT.3) (Number Corner)
- Students can add 3 or 4 2-digit numbers (2.NBT.6) (Number Corner)
- Students can make a pictograph and a bar graph to represent a data set with up to 4 categories and solve simple put together, take apart, and comparison problems using the data (2.MD.10) (Number Corner)
- Students can recognize shapes having specified attributes (2.G.1) (Number Corner)
- Students can partition circles, rectangles, and other shapes into 2 equal parts and use the terms halves and half to talk about the 2 equal parts (2.G.3) (Number Corner)

# Place Value to One Thousand

- Students can demonstrate that the numbers in a 3-digit number represent hundreds, tens, and ones (2.NBT.1)
- Count within 1,000 starting and ending with any given pair of numbers (2.NBT.2)
- Students can skip count by 5s, 10s, and 100s within 1,000 (2.NBT.2)
- Students can read and write numbers to 1,000 represented with numerals, words, and in expanded form (2.NBT.3)
- Students can compare pairs of 3-digit numbers (2.NBT.4)
- Students can fluently add and subtract within 100 (2.NBT.5)
- Students can add and subtract within 1,000 (2.NBT.7)
- Students can solve money story problems involving dollar bills, quarters, dimes, nickels, and pennies (2.MD.8)
- Students can write an equation to represent the total number of objects in an array with up to 5 rows and 5 columns as the sum of equal addends (2.OA.4) (Number Corner)
- Students can add 3 or 4 2-digit numbers (2.NBT.6) (Number Corner)
- Students can make a pictograph and a bar graph to represent a data set with up to 4 categories and solve simple put together, take apart, and comparison problems using the data (2.MD.10) (Number Corner)
- Students can partition a rectangle into 2 equal parts and use the terms half and halves to talk about the 2 equal parts (2.G.3)

## Geometry

- Students can write an equation to represent the total number of objects in an array with up to 5 rows and 5 columns as the sum of equal addends (2.OA.4)
- Students can recognize and draw shapes having specified attributes (2.G.1)
- Students can partition a rectangle into rows and columns of equal sized squares and count to find the total number of them (2.G.2)
- Students can partition circles and rectangles into 4 equal parts and use the terms half, halves, fourths, quarters, fourth of, and quarter of to talk about the equal parts (2.G.3)
- Students can solve one step addition story problems with sums to 100 (2.OA.1) (Number Corner)
- Students can fluently add and subtract within 20 (2.OA.2) (Number Corner)
- Students can count within 1,000 starting and ending with any given pair of numbers (2.NBT.2) (Number Corner)
- Students can skip count by 10s and 100s up to 1,000 (2.NBT.2) (Number Corner)
- Students can read and write numbers to 1,000 represented with numerals (2.NBT.3) (Number Corner)
- Students can add with sums to 1,000 using strategies that involve adding hundreds to hundreds, tens to tens, and ones to ones and composing a hundred or ten (2.NBT.7) (Number Corner)
- Students can tell and write time to the nearest 5 minutes using an analog or digital clock (2.MD.7) (Number Corner)

# Measurement, Fractions, & Multi-Digit Computation with Hungry Ants

- Students can solve one and two step addition story problems with sums to 100 (2.OA.1)
- Students can add and subtract within 1,000 (2.NBT.7)
- Students can select and use the appropriate tool for measuring the length of an object (2.MD.1)
- Students can measure the length of an object in centimeters and meters using rulers, meter sticks, and measuring tapes (2.MD.1)
- Students can determine exactly how much longer one object is than another and express the difference between the 2 lengths in terms of a standard unit of length (2.MD.4)
- Students can solve money story problems involving dollars, quarters, dimes, nickels, and pennies and use the dollar and cent signs appropriately (2.MD.8)
- Students can partition rectangles and circles into 2, 3, or 4 equal parts and use the terms half, halves, thirds, third of, fourths, quarters, and fourth of to talk about the equal parts (2.G.3)
- Students can read and write numbers to 1,000 represented by words, numerals, and expanded form (2.NBT.3) (Number Corner)
- Students can add 3 or 4 2-digit numbers together (2.NBT.5) (Number Corner)
- Students can recognize and draw shapes having specified attributes (2.G.1) (Number Corner)
- Students can identify cubes, cones, cylinders, spheres, pyramids, rectangular prisms, and triangular prisms (2.G.1) (Number Corner)

# Measurement, Data & Multi-Digit Computation with Marble Rolls

- Students can demonstrate an understanding that the digits in a 3-digit number represent amounts of hundreds, tens, and ones (2.NBT.1)
- Students can skip count by tens and hundreds up to 1,000 (2.NBT.2)
- Students can read and write numbers to 1,000 represents with numerals, words, and expanded form (2.NBT.3)
- Students can compare pairs of 3-digit numbers (2.NBT.4)
- Students can select and use the appropriate tool for measuring the length of an object (2.MD.1)

- Students can measure the length of an object in inches using rulers, yardsticks, and measuring tapes (2.MD.1)
- Students can determine exactly how much longer one object is than another and express the difference between the two lengths in terms of a standard unit of length (2.MD.4)
- Students can make a line plot to show measurement data with a horizontal scale marked in whole number units (2.MD.9)
- Students can find the total number of objects in an array and write an equation to represent the total number of objects (2.OA.4) (Number Corner)
- Students can mentally add or subtract 10 to or from a 3-digit number between 100 and 900 (2.NBT.8) (Number Corner)
- Students can partition a rectangle or circle into 2, 3, or 4 equal parts and use the appropriate terms to talk about the equal parts (2.G.3) (Number Corner)

# Students will be able to meet the learning targets above as evidenced by formative and summative classroom assessments.