

Grade 2 Content Standards – Math

Standard	CST	CHSEE	Framework Emphasis	Algebra Readiness	Essential Standards	Essential Standards		
						T1	T2	T3
<b>Number Sense</b>	<b>38 / 58%</b>							
<b>1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:</b>	<b>***8</b>							
1.1 Count, read, and write whole numbers to (100 1 <sup>st</sup> Tri, 1000 3 <sup>rd</sup> Tri) and identify the place value for each digit.	3		★	👍	✓	F		R
1.2 Use words, models, and expanded forms (e.g., 45 = 4 tens + 5) to represent numbers (to 1,000).	1			👍				
1.3 Order and compare whole numbers to 1,000 by using the symbols <, =, >. (compare 2 digit only 1 <sup>st</sup> Benchmark)	4		★	👍	✓	F		R
<b>2.0 Students estimate, calculate, and solve problems involving addition and subtraction of two-and three-digit numbers:</b>	<b>***6</b>							
2.1 Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for 8 + 6 = 14 is 14 - 6 = 8) to solve problems and check solutions.	2 1/2**		★	👍	✓	F		R
2.2 Find the sum or difference of two whole numbers up to three digits long. (Compare two digit only 2 <sup>nd</sup> benchmark)	4		★	👍	✓		F	R
2.3 Use mental arithmetic to find the sum or difference of two two-digit numbers.				👍				
<b>3.0 Students model and solve simple problems involving multiplication and division:</b>	<b>***8</b>		★					
3.1 Use repeated addition, arrays, and counting by multiples to do multiplication.	2		★	👍	✓			F
3.2 Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.	3		★	👍	✓			F
3.3 Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory.	3		★	👍	✓			F
<b>4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole:</b>	<b>***9</b>							
4.1 Recognize, name, and compare unit fractions from 1/12 to 1/2.	3		★	👍	✓			F
4.2 Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).	3		★	👍	✓			F
4.3 Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.	3		★	👍	✓			F
<b>5.0 Students model and solve problems by representing, adding, and subtracting amounts of money:</b>	<b>***6</b>							
5.1 Solve problems using combinations of coins and bills. (To .99 only 2 <sup>nd</sup> Benchmark)	3		★	👍	✓		F	R
5.2 Know and use the decimal notation and the dollar and cent symbols for money (To .99 only 2 <sup>nd</sup> Benchmark)	3		★	👍	✓		F	R











F = Focus Standard for Trimester  
R = Re-evaluate Standard

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<b>6.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places:</b>	<b>***1/2**</b>						
6.1 Recognize when an estimate is reasonable in measurements (e.g., closest inch).	<b>1/2**</b>						
<b>Algebra and Functions</b>	<b>6 / 9%</b>						
<b>1.0 Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction:</b>	<b>***6</b>			👍			
1.1 Use the commutative and associative rules to simplify mental calculations and to check results.	4	★	👍	✓	F	R	
1.2 Relate problem situations to number sentences involving addition and subtraction.	1		👍				
1.3 Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.	1		👍				
<b>Measurement and Geometry</b>	<b>14 / 22%</b>						
<b>1.0 Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured:</b>	<b>***8</b>						
1.1 Measure the length of objects by iterating (repeating) a nonstandard or standard unit.	1						
1.2 Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.	1		👍				
1.3 Measure the length of an object to the nearest inch and/ or centimeter.	3	★		✓			F
1.4 Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).	2						
1.5 Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.).	1						
<b>2.0 Students identify and describe the attributes of common figures in the plane and of common objects in space:</b>	<b>***6</b>	★					
2.1 Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.	3	★		✓			F
2.2 Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).	3	★					
<b>Statistics, Data Analysis, and Probability</b>	<b>7 / 11%</b>						
<b>1.0 Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations:</b>	<b>***7</b>	★					
1.1 Record numerical data in systematic ways, keeping track of what has been counted.	2		👍				
1.2 Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).	2		👍				
1.3 Identify features of data sets (range and mode).	2						

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1.4 Ask and answer simple questions related to data representations.	1							
<b>2.0 Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways:</b>			★					
2.1 Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12 ...; the number of ears on one horse, two horses, three horses, four horses).								
2.2 Solve problems involving simple number patterns.								
<b>Mathematical Reasoning</b>	Embedded							
<b>1.0 Students make decisions about how to set up a problem:</b>								
1.1 Determine the approach, materials, and strategies to be used.	Embedded							
1.2 Use tools, such as manipulatives or sketches, to model problems.	Embedded							
<b>2.0 Students solve problems and justify their reasoning:</b>	Embedded							
2.1 Defend the reasoning used and justify the procedures selected.	Embedded							
2.2 Make precise calculations and check the validity of the results in the context of the problem.	Embedded							
<b>3.0 Students note connections between one problem and another.</b>								

\*\* Fractional values indicate rotated standards (e.g., 1/2 = rotated every two years)

\*\*\* Indicates total number for standard



Identifies the key standards according to Mathematics Framework for California Public Schools.



Identifies Algebra Readiness

First Benchmark Test = 20 question

Second Benchmark Test = 15 questions

Third Benchmark Test = 61 questions