

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]				
<p>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]</p> <ul style="list-style-type: none"> < 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]				
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