

The California State Board of Education adopted the following academic content standards. RVSD's Essential Standards appear in bold with a box around them (draft, as of 1/18/08).

ROSS VALLEY SCHOOL DISTRICT

Grade Two

Mathematics Content Standards

By the end of grade two, students understand place value and number relationships in addition and subtraction, and they use simple concepts of multiplication. They measure quantities with appropriate units. They classify shapes and see relationships among them by paying attention to their geometric attributes. They collect and analyze data and verify the answers.

Number Sense

1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:

1.1 Count, read, and write whole numbers to 1,000 and identify the place value for each digit.

1.2 Use words, models, and expanded forms (e.g., $45 = 4 \text{ tens} + 5$) to represent numbers (to 1,000).

1.3 Order and compare whole numbers to 1,000 by using the symbols $<$, $=$, $>$.

2.0 Students estimate, calculate, and solve problems involving addition and subtraction of two and three digit numbers:

2.1 Know addition facts to 20 and corresponding subtraction facts (from 1st grade)

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.

2.2 Find the sum or difference of two whole numbers up to three (two) digits long.

2.3 Use mental arithmetic to find the sum or difference of two two-digit numbers.

3.0 Students model and solve simple problems involving multiplication and division:

The California State Board of Education adopted the following academic content standards. RVSD's Essential Standards appear in bold with a box around them (draft, as of 1/18/08).

3.1 Use repeated addition, arrays, and counting by multiples to do multiplication.

3.2 Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.

3.3 Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory. (Use efficient strategies to solve multiplication facts of 2s, 5s, and 10s)

4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole:

4.1 Recognize, name, and compare unit fractions from $1/12$ to $1/2$.

4.2 Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).

4.3 Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.

5.0 Students model and solve problems by representing, adding, and subtracting amounts of money: (understand the use of coins)

5.1 Identify and know value of coins, determine the value of a mixed group of coins and bills, and solve problems using combinations of coins and bills.

5.2 Know and use the decimal notation and the dollar and cent symbols for money. (Determine the value of a mixed group of coins up to \$1.00) (Show different combinations of coins that equal the same value)

6.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places:

6.1 Recognize when an estimate is reasonable in measurements (e.g., closest inch).

The California State Board of Education adopted the following academic content standards. RVSD's Essential Standards appear in bold with a box around them (draft, as of 1/18/08).

1.0 Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction:

1.1 Use the commutative and associative rules to simplify mental calculations and to check results. (Understand and apply the connection between addition and subtraction (fact families))

1.2 Relate problem situations to number sentences involving addition and subtraction.

1.3 Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.

Measurement and Geometry

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:

1.1 Measure the length of objects by iterating (repeating) a nonstandard or standard unit.

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.

1.3 Measure the length of an object to the nearest inch and/ or centimeter.

1.4 Tell time (on an analog using increments of 5 minutes) to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).

1.5 Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.).

2.0 Students identify and describe the attributes of common figures in the plane and of common objects in space:

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.

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).

Statistics, Data Analysis, and Probability

1.0 Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations:

The California State Board of Education adopted the following academic content standards. RVSD's Essential Standards appear in bold with a box around them (draft, as of 1/18/08).

1.1 Record numerical data in systematic ways, keeping track of what has been counted.

1.2 Represent the same data set in more than one way (e.g., bar graphs and charts with tallies)

1.3 Identify features of data sets (range and mode).

1.4 Ask and answer simple questions related to data representations.

2.0 Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways:

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).

(Show understanding of number patterns 1-100 in base 10 and count by 10's forwards & backwards starting at any number)

2.2 Solve problems involving simple number patterns.

(Skip count by 2's, 5's and 10's)

Mathematical Reasoning

1.0 Students make decisions about how to set up a problem:

1.1 Determine the approach, materials, and strategies to be used.

1.2 Use tools, such as manipulatives or sketches, to model problems.

2.0 Students solve problems and justify their reasoning:

2.1 Defend the reasoning used and justify the procedures selected.

Explain orally or in writing reasoning used to solve problems (ex. Math Talk)

2.2 Make precise calculations and check the validity of the results in the context of the problem.

3.0 Students note connections between one problem and another.