

Main Criteria: Washington State K-12 Learning Standards and Guidelines

Subject: Mathematics

Grade: 2

Correlation Options: Show All

Note: This is a Rough Alignment of the New Math 2 Course for 2021-2022, A More accurate alignment will be done after the Fall of 2022

Washington State K-12 Learning Standards and Guidelines

Mathematics

Grade: 2 - Adopted: 2011

EALR	WA.2.OA.	Operations and Algebraic Thinking
BIG IDEA / CORE CONTENT		Represent and solve problems involving addition and subtraction.
CORE CONTENT / CONTENT STANDARD	2.OA.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. <u>Math 2</u>

		<p>Math 2A-Module 01-Addition Strategies: 1.2- Count on to Add</p> <p>Math 2A-Module 01-Addition Strategies: 1.3- Doubles and Near Doubles</p> <p>Math 2A-Module 01-Addition Strategies: 1.4- Make a 10</p> <p>Math 2A-Module 01-Addition Strategies: 1.5- Practice Making Ten and Adding to Ten</p> <p>Math 2A-Module 02-Subtraction Strategies: 2.1- Subtraction Properties</p> <p>Math 2A-Module 02-Subtraction Strategies: 2.2- Count Back to Subtract</p> <p>Math 2A-Module 02-Subtraction Strategies: 2.3- Use Doubles to Subtract</p> <p>Math 2A-Module 02-Subtraction Strategies: 2.4- Relate Addition and Subtraction</p> <p>Math 2A-Module 03-Add To (up to 20): 3.2- Write Addition Sentences</p> <p>Math 2A-Module 03-Add To (up to 20): 3.3- Add Three Numbers</p> <p>Math 2A-Module 03-Add To (up to 20): 3.4- Add on a Number Line</p> <p>Math 2A-Module 03-Add To (up to 20): 3.5- Missing Addends</p> <p>Math 2A-Module 04-Take From (up to 20): 4.1- Take From (up to 20)</p> <p>Math 2A-Module 04-Take From (up to 20): 4.2- Subtract Doubles</p> <p>Math 2A-Module 04-Take From (up to 20): 4.3- Missing Numbers</p> <p>Math 2A-Module 04-Take From (up to 20): 4.4- Subtract on a Number Line</p> <p>Math 2A-Module 04-Take From (up to 20): 4.5- Fact Families</p> <p>Math 2A-Module 12-Add Larger Numbers: 12.5- Find the Number</p> <p>Math 2A-Module 16-Subtract Large Numbers: 16.4- Write a Subtraction Sentence</p> <p>Math 2A-Module 16-Subtract Large Numbers: 16.5-</p>
EALR	WA.2.OA.	Operations and Algebraic Thinking
BIG IDEA / CORE CONTENT		Add and subtract within 20.
CORE CONTENT / CONTENT STANDARD	2.OA.2.	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
		<u>Math 2</u>

		<p>Math 2A-Module 01-Addition Strategies: 1.1- Addition Properties</p> <p>Math 2A-Module 01-Addition Strategies: 1.2- Count on to Add</p> <p>Math 2A-Module 01-Addition Strategies: 1.3- Doubles and Near Doubles</p> <p>Math 2A-Module 02-Subtraction Strategies: 2.1- Subtraction Properties</p> <p>Math 2A-Module 02-Subtraction Strategies: 2.2- Count Back to Subtract</p> <p>Math 2A-Module 02-Subtraction Strategies: 2.3- Use Doubles to Subtract</p> <p>Math 2A-Module 02-Subtraction Strategies: 2.4- Relate Addition and Subtraction</p> <p>Math 2A-Module 02-Subtraction Strategies: 2.5- Write Subtraction Sentences</p> <p>Math 2A-Module 03-Add To (up to 20): 3.1- Add To (up to 20)</p> <p>Math 2A-Module 03-Add To (up to 20): 3.5- Missing Addends</p> <p>Math 2A-Module 04-Take From (up to 20): 4.2- Subtract Doubles</p> <p>Math 2A-Module 04-Take From (up to 20): 4.3- Missing Numbers</p> <p>Math 2A-Module 04-Take From (up to 20): 4.5- Fact Families</p> <p>Math 2A-Module 08-Round Numbers: 8.5- Estimate Sums</p>
EALR	WA.2.OA.	Operations and Algebraic Thinking
BIG IDEA / CORE CONTENT		Work with equal groups of objects to gain foundations for multiplication.
CORE CONTENT / CONTENT STANDARD	2.OA.3.	<p>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.</p> <p><u>Math 2</u></p> <p>Math 2B-Module 33-Multiplication Intro</p>
CORE CONTENT / CONTENT STANDARD	2.OA.4.	<p>Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p> <p><u>Math 2</u></p> <p>Math 2B-Module 34-Multiplication Practice</p>
EALR	WA.2.NBT.	Number and Operations in Base Ten
BIG IDEA / CORE CONTENT		Understand place value.
CORE CONTENT / CONTENT STANDARD	2.NBT.1.	<p>Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	2.NBT.1(a)	<p>100 can be thought of as a bundle of ten tens -- called a "hundred."</p> <p><u>Math 2</u></p>

		<p>Math 2A-Module 05-Skip Counting: 5.2- Counting by 10s to 100</p> <p>Math 2A-Module 05-Skip Counting: 5.4- Counting by 100s, 10s, and 1s</p> <p>Math 2A-Module 07-Place Value to 1,000: 7.2- Hundreds</p> <p>Math 2B-Module 21-3-Digit Addition: 21.1- Add Hundreds</p> <p>Math 2B-Module 21-3-Digit Addition: 21.2- Break Apart 3-Digit Numbers to Add (Without Regrouping)</p> <p>Math 2B-Module 21-3-Digit Addition: 21.3- Break Apart 3-Digit Numbers to Add (With Regrouping)</p> <p>Math 2B-Module 21-3-Digit Addition: 21.4- Add Three-Digit Numbers</p> <p>Math 2B-Module 21-3-Digit Addition: 21.5- Problem Solving: 3-Digit Addition</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	2.NBT.1(b)	<p>The numbers 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).</p> <p><u>Math 2</u></p> <p>Math 2A-Module 05-Skip Counting: 5.3- Counting by 100s to 1000</p> <p>Math 2A-Module 07-Place Value to 1,000: 7.2- Hundreds</p> <p>Math 2A-Module 07-Place Value to 1,000: 7.4- Read and Write Numbers to 1,000</p> <p>Math 2A-Module 07-Place Value to 1,000: 7.5- Compare Numbers to 1,000</p> <p>Math 2B-Module 21-3-Digit Addition: 21.1- Add Hundreds</p> <p>Math 2B-Module 21-3-Digit Addition: 21.2- Break Apart 3-Digit Numbers to Add (Without Regrouping)</p> <p>Math 2B-Module 21-3-Digit Addition: 21.3- Break Apart 3-Digit Numbers to Add (With Regrouping)</p> <p>Math 2B-Module 21-3-Digit Addition: 21.4- Add Three-Digit Numbers</p> <p>Math 2B-Module 21-3-Digit Addition: 21.5- Problem Solving: 3-Digit Addition</p>
EALR	WA.2.NBT.	Number and Operations in Base Ten
BIG IDEA / CORE CONTENT		Understand place value.
CORE CONTENT / CONTENT STANDARD	2.NBT.2.	<p>Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p><u>Math 2</u></p>

		<p>Math 2A-Module 05-Skip Counting: 5.1- Counting by 5s to 100</p> <p>Math 2A-Module 05-Skip Counting: 5.2- Counting by 10s to 100</p> <p>Math 2A-Module 05-Skip Counting: 5.3- Counting by 100s to 1000</p> <p>Math 2A-Module 05-Skip Counting: 5.4- Counting by 100s, 10s, and 1s</p> <p>Math 2A-Module 07-Place Value to 1,000: 7.1- Tens and Ones</p> <p>Math 2A-Module 07-Place Value to 1,000: 7.2- Hundreds</p> <p>Math 2A-Module 07-Place Value to 1,000: 7.3- Place Value to 1,000</p>
CORE CONTENT / CONTENT STANDARD	2.NBT.3.	<p>Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p><u>Math 2</u></p> <p>Math 2A-Module 05-Skip Counting: 5.5- Numbers in Base-Ten Notation</p> <p>Math 2A-Module 07-Place Value to 1,000: 7.3- Place Value to 1,000</p> <p>Math 2A-Module 07-Place Value to 1,000: 7.4- Read and Write Numbers to 1,000</p> <p>Math 2A-Module 07-Place Value to 1,000: 7.5- Compare Numbers to 1,000</p>
CORE CONTENT / CONTENT STANDARD	2.NBT.4.	<p>Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$. symbols to record the results of comparisons.</p> <p><u>Math 2</u></p> <p>Math 2A-Module 06-Compare Numbers: 6.4- Make Groups of 100s to Compare 3-Digit Numbers</p> <p>Math 2A-Module 06-Compare Numbers: 6.5- Problem Solving Strategy: Reasoning</p> <p>Math 2A-Module 07-Place Value to 1,000: 7.5- Compare Numbers to 1,000</p>
EALR	WA.2.NBT.	Number and Operations in Base Ten
BIG IDEA / CORE CONTENT		Use place value understanding and properties of operations to add and subtract.
CORE CONTENT / CONTENT STANDARD	2.NBT.5.	<p>Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><u>Math 2</u></p> <p>Math 2A-Module 01-Addition Strategies: 1.1- Addition Properties</p> <p>Math 2A-Module 01-Addition Strategies: 1.2- Count on to Add</p> <p>Math 2A-Module 01-Addition Strategies: 1.3- Doubles and Near Doubles</p> <p>Math 2A-Module 01-Addition Strategies: 1.4- Make a 10</p> <p>Math 2A-Module 01-Addition Strategies: 1.5- Practice Making Ten and Adding to Ten</p>

		<p>Math 2A-Module 02-Subtraction Strategies: 2.2- Count Back to Subtract</p> <p>Math 2A-Module 02-Subtraction Strategies: 2.3- Use Doubles to Subtract</p> <p>Math 2A-Module 02-Subtraction Strategies: 2.4- Relate Addition and Subtraction</p> <p>Math 2A-Module 03-Add To (up to 20): 3.1- Add To (up to 20)</p> <p>Math 2A-Module 03-Add To (up to 20): 3.5- Missing Addends</p> <p>Math 2A-Module 04-Take From (up to 20): 4.1- Take From (up to 20)</p> <p>Math 2A-Module 04-Take From (up to 20): 4.2- Subtract Doubles</p> <p>Math 2A-Module 04-Take From (up to 20): 4.3- Missing Numbers</p> <p>Math 2A-Module 04-Take From (up to 20): 4.5- Fact Families</p> <p>Math 2A-Module 09-Add Two-Digit Numbers to One-Digit Numbers: 9.1- Add Tens</p> <p>Math 2A-Module 09-Add Two-Digit Numbers to One-Digit Numbers: 9.2- Regroup Ones as Tens</p> <p>One-Digit Numbers: 9.3- Add to a Two-Digit Number Using a Number Line</p> <p>One-Digit Numbers: 9.4- Add to a One-Digit Number to a Two-Digit Number</p> <p>One-Digit Numbers: 9.5- Problem Solving Strategy: Write and Addition Sentence</p> <p>Math 2A-Module 10-Add Two-Digit Numbers: 10.3- Two-Digit Addition Without Regrouping</p> <p>Math 2A-Module 10-Add Two-Digit Numbers: 10.4- Two-Digit Addition with Regrouping</p> <p>Math 2A-Module 10-Add Two-Digit Numbers: 10.5- Input/Output Tables (Add)</p> <p>Math 2A-Module 12-Add Larger Numbers: 12.4- Ways to Make a Number</p> <p>Math 2A-Module 12-Add Larger Numbers: 12.5- Find the Number</p> <p>Math 2A-Module 13-Subtract 2-Digit Numbers: 13.1- Subtract Tens</p> <p>Math 2A-Module 13-Subtract 2-Digit Numbers: 13.2- Subtract Tens and Ones</p> <p>Math 2A-Module 13-Subtract 2-Digit Numbers: 13.3- Subtract from a Two-Digit Number Using a Number Line</p> <p>Math 2A-Module 13-Subtract 2-Digit Numbers: 13.4- Subtract a One-Digit Number from a Two-Digit Number</p> <p>Math 2A-Module 13-Subtract 2-Digit Numbers: 13.5- Problem-Solving Strategy: Write a Subtraction Sentence</p> <p>Math 2A-Module 16-Subtract Large Numbers: 16.1- Subtract on a Hundred Chart</p>
CORE CONTENT / CONTENT STANDARD	2.NBT.6.	<p>Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p><u>Math 2</u></p> <p>Math 2A-Module 12-Add Larger Numbers: 12.3- Add Four Numbers</p>

CORE CONTENT / CONTENT STANDARD	2.NBT.7.	<p>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.</p> <p><u>Math 2</u></p> <p>Math 2A-Module 01-Addition Strategies: 1.4- Make a 10 Math 2A-Module 01-Addition Strategies: 1.5- Practice Making Ten and Adding to Ten Math 2A-Module 02-Subtraction Strategies: 2.2- Count Back to Subtract Math 2A-Module 02-Subtraction Strategies: 2.3- Use Doubles to Subtract Math 2A-Module 02-Subtraction Strategies: 2.4- Relate Addition and Subtraction Math 2A-Module 02-Subtraction Strategies: 2.5- Write Subtraction Sentences Math 2A-Module 03-Add To (up to 20): 3.2- Write Addition Sentences Math 2A-Module 04-Take From (up to 20): 4.2- Subtract Doubles Math 2A-Module 04-Take From (up to 20): 4.3- Missing Numbers Math 2A-Module 04-Take From (up to 20): 4.4- Subtract on a Number Line Math 2A-Module 04-Take From (up to 20): 4.5- Fact Families Math 2A-Module 12-Add Larger Numbers: 12.2- Add Three Numbers Math 2A-Module 16-Subtract Large Numbers: 16.2- Subtract from a Three-Digit Number Math 2A-Module 16-Subtract Large Numbers: 16.3- Math 2B-Module 24-Problem-Solving Strategy: Write a Number Sentence: 24.1- Problem-Solving Strategy: Write a Number Sentence Math 2B-Module 24-Problem-Solving Strategy: Write a Number Sentence: 24.2- Input/Output Boxes: Add Math 2B-Module 24-Problem-Solving Strategy: Write a Number Sentence: 24.3- Input/Output Boxes: Subtract Math 2B-Module 24-Problem-Solving Strategy: Write a Number Sentence: 24.4- Problem Solve Using Pictures Math 2B-Module 24-Problem-Solving Strategy: Write a Number Sentence: 24.5- Problem-Solving Strategy: Write Word Problems</p>
CORE CONTENT / CONTENT STANDARD	2.NBT.8.	<p>Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p> <p><u>Math 2</u></p>

		<p>Math 2A-Module 11-Two-Digit Mental Math Addition Strategies: 11.1- Two-Digit Fact Families</p> <p>Math 2A-Module 11-Two-Digit Mental Math Addition Strategies: 11.2- Mentally Add Two-Digit Numbers</p> <p>Math 2A-Module 11-Two-Digit Mental Math Addition Strategies: 11.3- Add In Parts</p> <p>Math 2A-Module 11-Two-Digit Mental Math Addition Strategies: 11.4- Apply the Add In Parts Strategy</p> <p>Math 2A-Module 11-Two-Digit Mental Math Addition Strategies: 11.5- The Next Ten</p> <p>Math 2A-Module 13-Subtract 2-Digit Numbers: 13.1- Subtract Tens</p> <p>Math 2A-Module 15-Two-Digit Mental Math Subtraction Strategies: 15.1- Two-Digit Fact Families</p> <p>Math 2A-Module 15-Two-Digit Mental Math Subtraction Strategies: 15.2- Mentally Subtract Two-Digit Numbers</p> <p>Math 2A-Module 15-Two-Digit Mental Math Subtraction Strategies: 15.3- Take Apart Tens to Subtract</p> <p>Math 2A-Module 15-Two-Digit Mental Math Subtraction Strategies: 15.4- Apply the Take Apart Strategy</p> <p>Math 2A-Module 15-Two-Digit Mental Math Subtraction Strategies: 15.5- Make Ten to Subtract</p>
<p>CORE CONTENT / CONTENT STANDARD</p>	<p>2.NBT.9.</p>	<p>Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p><u>Math 2</u></p> <p>Math 2A-Module 02-Subtraction Strategies: 2.1- Subtraction Properties</p> <p>Math 2A-Module 02-Subtraction Strategies: 2.4- Relate Addition and Subtraction</p> <p>Math 2A-Module 04-Take From (up to 20): 4.1- Take From (up to 20)</p> <p>Math 2A-Module 10-Add Two-Digit Numbers: 10.1- Add a One-Digit Number to a Two-Digit Number with Regrouping</p> <p>Math 2A-Module 10-Add Two-Digit Numbers: 10.2- Rewrite Two-Digit Addition</p> <p>Math 2A-Module 12-Add Larger Numbers: 12.1- Add on a Hundred Chart</p> <p>Math 2A-Module 14-Subtract Two-Digit Numbers: 14.1- Subtract a One-Digit Number from a Two-Digit Number with Regrouping</p> <p>Math 2A-Module 14-Subtract Two-Digit Numbers: 14.2- Rewrite Two-Digit Subtraction</p> <p>Math 2A-Module 14-Subtract Two-Digit Numbers: 14.3- Two-Digit Subtraction Without Regrouping</p> <p>Math 2A-Module 14-Subtract Two-Digit Numbers: 14.4- Two-Digit Subtraction with Regrouping</p> <p>Math 2A-Module 14-Subtract Two-Digit Numbers: 14.5- Input/Output Tables (Subtract)</p>
<p>EALR</p>	<p>WA.2.MD.</p>	<p>Measurement and Data</p>

BIG IDEA / CORE CONTENT		Measure and estimate lengths in standard units.
CORE CONTENT / CONTENT STANDARD	2.MD.1.	<p>Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p><u>Math 2</u></p> <p>Math 2A-Module 17-Customary and Metric Lengths: 17.2- Inches, Feet, and Yards Math 2A-Module 17-Customary and Metric Lengths: 17.3-Centimeters and Meters Math 2A-Module 17-Customary and Metric Lengths: 17.4-Relate Inches, Feet, and Yards Math 2A-Module 17-Customary and Metric Lengths: 17.5-Relate Centimeters and Meters Math 2A-Module 18-Using Customary and Metric Tools: 18.5-Select and Use Customary and/or Metric Tools</p>
CORE CONTENT / CONTENT STANDARD	2.MD.2.	<p>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.</p> <p><u>Math 2</u></p> <p>Math 2A-Module 17-Customary and Metric Lengths: 17.4-Relate Inches, Feet, and Yards Math 2A-Module 17-Customary and Metric Lengths: 17.5-Relate Centimeters and Meters</p>
CORE CONTENT / CONTENT STANDARD	2.MD.3.	<p>Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p><u>Math 2</u></p> <p>Math 2A-Module 18-Using Customary and Metric Tools: 18.1-Estimate Using Inches, Feet, and Yards Math 2A-Module 18-Using Customary and Metric Tools: 18.2-Estimate Using Centimeters and Meters</p>
CORE CONTENT / CONTENT STANDARD	2.MD.4.	<p>Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p><u>Math 2</u></p> <p>Math 2A-Module 18-Using Customary and Metric Tools: 18.3-Compare Customary Lengths Math 2A-Module 18-Using Customary and Metric Tools: 18.4-Compare Metric Lengths</p>
EALR	WA.2.MD.	Measurement and Data
BIG IDEA / CORE CONTENT		Relate addition and subtraction to length.
CORE CONTENT / CONTENT STANDARD	2.MD.5.	<p>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.</p> <p><u>Math 2</u></p>

		<p>Math 2B-Module 19-Number Lines: 19.3-Solve Word Problems by Adding</p> <p>Math 2B-Module 19-Number Lines: 19.5-Solve Word Problems by Subtracting</p>
CORE CONTENT / CONTENT STANDARD	2.MD.6.	<p>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.</p> <p><u>Math 2</u></p> <p>Math 2B-Module 19-Number Lines: 19.1-Number Lines</p> <p>Math 2B-Module 19-Number Lines: 19.2-Sums Using A Number Line</p> <p>Math 2B-Module 19-Number Lines: 19.4-Differences Using A Number Line</p>
EALR	WA.2.MD.	Measurement and Data
BIG IDEA / CORE CONTENT		Work with time and money.
CORE CONTENT / CONTENT STANDARD	2.MD.7.	<p>Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p><u>Math 2</u></p> <p>Math 2B-Module 29-Time: 29.1-Time to the Hour</p> <p>Math 2B-Module 29-Time: 29.2-Time to the Half Hour</p> <p>Math 2B-Module 29-Time: 29.3-Time to the Quarter Hour</p> <p>Math 2B-Module 29-Time: 29.4-Time to Five-Minute Intervals</p> <p>Math 2B-Module 29-Time: 29.5-Tell the Time</p>
CORE CONTENT / CONTENT STANDARD	2.MD.8.	<p>Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and cents symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p><u>Math 2</u></p> <p>Math 2B-Module 31-Money: 31.1-Pennies, Nickels, and Dimes</p> <p>Math 2B-Module 31-Money: 31.2-Quarters</p> <p>Math 2B-Module 31-Money: 31.3-Dollars</p> <p>Math 2B-Module 31-Money: 31.4-Count Coins</p> <p>Math 2B-Module 31-Money: 31.5-Problem Solving</p>
EALR	WA.2.MD.	Measurement and Data
BIG IDEA / CORE CONTENT		Represent and interpret data.
CORE CONTENT / CONTENT STANDARD	2.MD.9.	<p>Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p><u>Math 2</u></p> <p>Math 2B-Module 20-Using Graphs to Measure: 20.5-Compare Measurement Data</p>

CORE CONTENT / CONTENT STANDARD	2.MD.10.	<p>Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p> <p><u>Math 2</u></p> <p>Math 2B-Module 20-Using Graphs to Measure: 20.2-Favorite Season Data Collection Math 2B-Module 20-Using Graphs to Measure: 20.3-Favorite Pizza Topping Data Collection Math 2B-Module 20-Using Graphs to Measure: 20.4-Problem Solve: Read and Interpret Data</p>
EALR	WA.2.G.	Geometry
BIG IDEA / CORE CONTENT		Reason with shapes and their attributes.
CORE CONTENT / CONTENT STANDARD	2.G.1.	<p>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.</p> <p><u>Math 2</u></p> <p>Math 2B-Module 25-Shapes: 25.1-Two-Dimensional Shapes Math 2B-Module 25-Shapes: 25.2-Sides and Angles Math 2B-Module 25-Shapes: 25.3-Three-Dimensional Shapes Math 2B-Module 25-Shapes: 25.4-Faces, Edges, and Vertices Math 2B-Module 25-Shapes: 25.5-Relate Shapes and Solids</p>
CORE CONTENT / CONTENT STANDARD	2.G.2.	<p>Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p><u>Math 2</u></p> <p>Math 2B-Module 26-Partitioning: 26.1-Whole Math 2B-Module 26-Partitioning: 26.2-Halves Math 2B-Module 26-Partitioning: 26.3-Thirds Math 2B-Module 26-Partitioning: 26.4-Fourths Math 2B-Module 26-Partitioning: 26.5-Problem Solving: Find a Pattern</p>
CORE CONTENT / CONTENT STANDARD	2.G.3.	<p>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.</p> <p><u>Math 2</u></p>

Math 2B-Module 27-Split the Shape: 27.1-Make Halves

Math 2B-Module 27-Split the Shape: 27.2-Make Thirds

Math 2B-Module 27-Split the Shape: 27.3-Make Fourths

Math 2B-Module 27-Split the Shape: 27.4-Make a Shape

Math 2B-Module 27-Split the Shape: 27.5-Equal and Unequal Parts