

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
2018-2019 DISTRICT PACING GUIDE
YEAR-AT-A-GLANCE**

Grade 2 Mathematics

COURSE CODE: 5012040D1

1 ST Nine Weeks	2 ND Nine Weeks	3 RD Nine Weeks	4 TH Nine Weeks																																																																											
<p>I. Numbers Concepts, Place Value and Counting Patterns (Chapter 1)</p> <p>A. Developing an Understanding of Place Value and the Base-Ten System to 99</p> <p>B. Developing an Understanding of Odd and Even Numbers</p> <p>C. Developing an Understanding of Problem Solving</p> <p>D. Extending Counting Sequence within 1,000</p> <p>II. Number Sense in Place Value and Number Patterns with 3-Digit Numbers (Chapter 2)</p> <p>A. Developing an Understanding of Place Value and the Base-Ten System to 1,000</p> <p>B. Developing an Understanding of Problem Solving Involving Number Patterns and Comparing Numbers</p> <p>III. Addition and Subtraction; Facts and Relationships (Chapter 3)</p> <p>A. Developing Fluency with Basic Addition and Subtraction Facts Using Numbers within Twenty</p> <p>B. Solving Problems that Involve Repeated Addition</p> <p>C. Finding the Unknown Whole Number in an Equation Relating Four or More Whole Numbers</p> <p>IV. Two-Digit Addition with and Without Regrouping (Chapter 4)</p> <p>A. Addition of Numbers with and Without Regrouping</p> <p>B. Solving Real-World Problems using Addition of Numbers</p>	<p>V. Two-Digit Subtraction (Chapter 5)</p> <p>A. Subtraction of Numbers with and Without Regrouping</p> <p>VI. Three-Digit Addition and Subtraction with and without Regrouping using Standard Algorithms (Chapter 6)</p> <p>A. Addition with and Without Regrouping</p> <p>B. Subtraction with and Without Regrouping</p> <p>VII. Counting Money (Chapter 7)</p> <p>A. Money in Cents up to \$1</p> <p>B. Money in Dollars</p> <p>C. Problem Solving using Addition, Subtraction, and Equal Groups Situations</p> <p>D. Telling Time to the Nearest Five Minutes Using Digital and Analog Clocks</p> <p>E. Telling Time to the Nearest Half Hour Using Digital and Analog Clocks</p>	<p>VIII. Measuring Lengths in Customary Units (Chapter 8)</p> <p>A. Measure the Length of an Object to the Nearest Inch or Foot by selecting and using the Appropriate Tools</p> <p>B. Inverse Relationships (using inches, feet and yards)</p> <p>C. Estimation</p> <p>D. Problem Solving</p> <p>E. Display Measurement Data by making a Line Plot</p> <p>IX. Measuring Lengths in Metric Units (Chapter 9)</p> <p>A. Measure the Length of an Object to the Nearest Centimeter or Meter by selecting and using the Appropriate Tools</p> <p>B. Inverse Relationships (using centimeters and meters)</p> <p>C. Estimation</p> <p>D. Problem Solving</p> <p>X. Collect, Graph, and Analyze Data (Chapter 10)</p> <p>A. Pictograph</p> <p>B. Bar Graphs</p> <p>XI. Geometry and Fraction Concepts (Chapter 11)</p> <p>A. Identify, Describe, and Draw two-dimensional shapes based on attributes of the shapes</p> <p>B. Identify, Describe, and Draw three-dimensional shapes based on attributes of the shapes</p> <p>C. Partition a Rectangle into Rows and Columns of same-size squares and count to find the total number of them</p> <p>D. Partition Circles and Rectangles into two, three, or four equal shares</p> <p>E. Recognize that equal shares of identical wholes need not have the same shape.</p> <p>XII. SAT – 10 Review</p>	<p>XII. SAT 10 Review (Continued)</p> <p style="text-align: center;">SAT 10 ADMINISTRATION 04-03-19 to 04-09-19</p> <p>XIII. Getting Ready for Grade 3 (3-Digit Addition and Subtraction with Regrouping Review)</p> <p>XIV. Sums and Estimation (GRP 1-6)</p> <p>A. Identify and Explain Addition Patterns</p> <p>B. Multi-Digit Differences</p> <p>C. Comparing and Ordering Numbers</p> <p>XV. Equal Groups (GRP 7-12)</p> <p>A. Repeated Addition</p> <p>XVI. Measurement: Time, Capacity and Data (GRP 13-17)</p> <p>A. Time</p> <p>B. Capacity</p> <p>XVII. Fractions (GRP 18-20)</p> <p>A. Fraction Models</p> <p>B. Compare Fraction Models</p>																																																																											
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Model Eliciting Activities (MEAs): STEM LESSONS

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<p>Topic I (Chapters 1 & 2) MAFS.2.NBT.1.1 MAFS.2.NBT.1.1a, b MAFS.NBT.1.2 • No Kidding Hurricane Kit MAFS.2.NBT.1.3 MAFS.2.NBT.1.4 • Crazy Crayons! MAFS.2.NBT.2.8 MAFS.2.OA.3.3 Topic III (Chapter 3) MAFS.2.OA.1.1 MAFS.2.OA.1.a • Kelly's Jelly MAFS.2.OA.2.2 • Give A Cheer MEA! MAFS.2.OA.3.4 Topic IV (Chapter 4) MAFS.2.OA.1.1 (See Topic 3) MAFS.2. oa.1.a MAFS.2.NBT.2.5 • Cookie Contest MAFS.2.NBT.2.6 • Best Classroom Pet MAFS.2.NBT.2.9</p>	<p>Topic V (Chapter 5) MAFS.2.OA.1.1 (See Topic 3) MAFS.2.NBT.2.5 • Carnival MAFS.2.NBT.2.9 Topic VI (Chapter 6) MAFS.2.NBT.2.7 • Cookie Contest Topic VII (Chapter 7) MAFS.2.MD.3.7 MAFS.2.MD.3.8 • Help Ms. Betty!</p> <div style="border: 1px solid black; background-color: yellow; padding: 5px; text-align: center;"> <p>Highlighted lessons are recommended STEM Lessons</p> </div>	<p>Topic VIII (Chapter 8) MAFS.2.MD.1.1 • Best Vegetable Garden MAFS.2.MD.1.2 MAFS.2.MD.1.3 MAFS.2.MD.2.5 MAFS.2.MD.2.6 MAFS.2.MD.4.9 Topic IX (Chapter 9) MAFS.2.MD.1.1 (See Topic 8) MAFS.2.MD.1.2 MAFS.2.MD.1.3 MAFS.2.MD.1.4 MAFS.2.MD.2.5 MAFS.2.MD.2.6 Topic X (Chapter 10) MAFS.2.MD.4.10 • Pop, Pop, Pop! Topic XI (Chapter 11) MAFS.2.G.1.1 MAFS.G.1.2 • The Toy Box Company MAFS.G.1.3 Topic XII: SAT-10 Review</p>	<p>Topic XII: SAT-10 Review (Continued) SAT-10 ADMINISTRATION 04-03-19 to 04-09-19 Topic XIII: Getting Ready for Grade 3 (3-Digit Addition and Subtraction with Regrouping Review) Topic XIV: Getting Ready for Grade 3 (GRP 1-6) <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><u>2nd Grade</u></td> <td style="text-align: center;"><u>3rd Grade Prep</u></td> </tr> <tr> <td>MAFS.2.OA.2.2</td> <td>MAFS.3.OA.1.1</td> </tr> <tr> <td>MAFS.2.NBT.1.4</td> <td>MAFS.3.NBT.1.1</td> </tr> <tr> <td>MAFS.2.NBT.2.5</td> <td>MAFS.3.OA.4.9</td> </tr> <tr> <td>MAFS.2.NBT.2.7</td> <td></td> </tr> </table> Topic XV: Getting Ready for Grade 3 (GRP 7-12) <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><u>2nd Grade</u></td> <td style="text-align: center;"><u>3rd Grade Prep</u></td> </tr> <tr> <td>MAFS.2.OA.3.4</td> <td>MAFS.3.OA.1.1</td> </tr> <tr> <td></td> <td>MAFS.3.OA.1.2</td> </tr> <tr> <td></td> <td>MAFS.3.OA.1.3</td> </tr> </table> Topic XVI: Getting Ready for Grade 3 (GRP 13-17) <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><u>2nd Grade</u></td> <td style="text-align: center;"><u>3rd Grade Prep</u></td> </tr> <tr> <td>MAFS.2.MD.3.7</td> <td>MAFS.3.MD.1.1</td> </tr> <tr> <td></td> <td>MAFS.3.MD.1.2</td> </tr> <tr> <td></td> <td>MAFS.3.MD.2.4</td> </tr> </table> Topic XVII: Getting Ready for Grade 3 (GRP 18-20) <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><u>2nd Grade</u></td> <td style="text-align: center;"><u>3rd Grade Prep</u></td> </tr> <tr> <td>MAFS.2.G.1.3</td> <td>MAFS.3.NF.1.1</td> </tr> <tr> <td></td> <td>MAFS.3.NF.1.3d</td> </tr> </table> </p>	<u>2nd Grade</u>	<u>3rd Grade Prep</u>	MAFS.2.OA.2.2	MAFS.3.OA.1.1	MAFS.2.NBT.1.4	MAFS.3.NBT.1.1	MAFS.2.NBT.2.5	MAFS.3.OA.4.9	MAFS.2.NBT.2.7		<u>2nd Grade</u>	<u>3rd Grade Prep</u>	MAFS.2.OA.3.4	MAFS.3.OA.1.1		MAFS.3.OA.1.2		MAFS.3.OA.1.3	<u>2nd Grade</u>	<u>3rd Grade Prep</u>	MAFS.2.MD.3.7	MAFS.3.MD.1.1		MAFS.3.MD.1.2		MAFS.3.MD.2.4	<u>2nd Grade</u>	<u>3rd Grade Prep</u>	MAFS.2.G.1.3	MAFS.3.NF.1.1		MAFS.3.NF.1.3d																																											
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2018-2019 DISTRICT PACING GUIDE
YEAR-AT-A-GLANCE**

Grade 2 Mathematics

COURSE CODE: 5012040D1

ATHEMATICS FLORIDA STANDARDS (MAFS)

MATHEMATICAL PRACTICES

DESCRIPTION

<p>MAFS.K12.MP.1</p> <p>Make sense of problems and persevere in solving them.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Explain the meaning of a problem and looking for entry points to its solution. • Analyze givens, constraints, relationships, and goals. • Make conjectures about the form and meaning of the solution and plan a solution pathway. • Consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. • Monitor and evaluate their progress and change course if necessary. • Explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. • Check answers to problems using a different method, and continually ask, “Does this make sense?” • Identify correspondences between different approaches.
<p>MAFS.K12.MP.2</p> <p>Reason abstractly and quantitatively.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Make sense of quantities and their relationships in problem situations. • Decontextualize—to abstract a given situation and represent it symbolically. • Contextualize—to pause as needed during the manipulation process in order to probe into the referents for the symbols • Create a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them. • Know and be flexible using different properties of operations and objects.
<p>MAFS.K12.MP.3</p> <p>Construct viable arguments and critique the reasoning of others.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. • Analyze situations by breaking them into cases, and can recognize and use counterexamples. • Justify their conclusions, communicate them to others, and respond to the arguments of others. • Reason inductively about data, making plausible arguments that take into account the context from which the data arose. • Compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. • Determine domains to which an argument applies.
<p>MAFS.K12.MP.4</p> <p>Model with mathematics.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. <ul style="list-style-type: none"> ✓ In early grades, this might be as simple as writing an addition equation to describe a situation. ✓ In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. • Apply what they know and feel comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. • Identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. • Analyze relationships mathematically to draw conclusions. • Interpret mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

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MATHEMATICAL PRACTICES	
	DESCRIPTION
<p>MAFS.K12.MP.5</p> <p>Use appropriate tools strategically.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. • Make sound decisions about when each of the tools appropriate for their grade or course might be helpful, recognizing both the insight to be gained and their limitations. • Detect possible errors by strategically using estimation and other mathematical knowledge. • Know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. • Identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. • Use technological tools to explore and deepen their understanding of concepts
<p>MAFS.K12.MP.6</p> <p>Attend to precision.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Communicate precisely to others. • Use clear definitions in discussion with others and in their own reasoning. • State the meaning of the symbols they choose, including using the equal sign consistently and appropriately. • Be careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. • Calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context.
<p>MAFS.K12.MP.7</p> <p>Look for and make use of structure.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Discern a pattern or structure. For example, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. • Recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. Step back for an overview and shift perspective. • See complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, students can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
<p>MAFS.K12.MP.8</p> <p>Look for and express regularity in repeated reasoning.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Notice if calculations are repeated, and look both for general methods and for shortcuts. <ul style="list-style-type: none"> ✓ Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. • Maintain oversight of the process, while attending to the details as they work to solve a problem. • Continually evaluate the reasonableness of their intermediate results.