Christ the Teacher CATHOLIC SCHOOL

2nd Grade Math
Continuum of Learning

GRADE: 2	Content Area: Math
Standard: Measurement and Data	
Key Idea: Measure and estimate lengths in standard units.	
Required Skills: a.) I can accurately measure lengths using appropriate tools, such as rulers and measuring tapes, and express the measurements in standard units (e.g., inches, centimeters). b.) I can estimate lengths effectively by visualizing distances and comparing them to familiar benchmarks	
Key Idea: Measure the length of an object by selecting and using appropriate tools	
Required Skills: a.) I can accurately measure the length of an object using a ruler or yardstick and report the measurement in inches or centimeters b.) I can choose and utilize the appropriate measuring tool, such as a meter stick or measuring tape, to determine the length of larger objects and express the result in meters or feet.	
Key Idea: 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.	
Required Skills: a.) I can measure the length of an object using two different units of measurement and take two accurate measurements of its length. b.) I can explain how the size of the chosen units affects the measurement results.	
Key Idea: Estimate lengths using units of inches, feet, centimeters, and meters.	
Required Skills: a.) I can estimate the lengths of everyday objects using units of inches and feet by making comparisons with different items. b.) I can estimate lengths in centimeters and meters by visualizing metric units and relating them to familiar objects.	
Key Idea: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard-length unit.	
Required Skills: a.) I can measure two objects and calculate the difference in their lengths in inches or centimeters to determine how much longer one object is than the other.	

Key Idea: Relate addition and subtraction to length.
Required Skills: a.) I can use addition to find the total length of two or more objects combined. **b.)** I can use subtraction to determine the difference in length between two objects.
Key Idea: 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.
Required Skills: a.) I can use addition and subtraction to solve word problems involving lengths under 100. b.) I can represent problems with drawings, like rulers, and write equations that include a symbol for the unknown number.
Key Idea: 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.
Required Skills: a.) I can represent whole numbers as lengths on a number line diagram, with equally spaced points that correspond to the numbers 0, 1, 2, and so on. b.) I can use a number line diagram to visually show whole-number sums and differences within 100.
Key Idea: Work with time and money.
Required Skills: a.) I can tell time to the nearest hour and half-hour using an analog clock. b.) I can identify and count different coins and use them to make specific amounts of money.

GRADE: 2	Content Area: Math
Standard: Geometry	
Key Idea: Reason with Shapes and their attributes	
Required Skills: a.) I can identify and describe the attributes of various geometric shapes, such as the number of sides, angles, and symmetry, to classify and compare different shapes. b.) I can use my understanding of shapes and their attributes to solve problems.	
Key Idea: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Sizes are compared directly or visually, not compared by measuring. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	
Required Skills: a.) I can identify different shapes such as triangles, quadrilaterals, pentagons, hexagons, and cubes based on their attributes, including the number of angles or faces. b.) I can draw shapes accurately, making sure they show the characteristics without needing measuring tools.	
Key Idea: Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	
Required Skills: a.) I can count the total number of squares made by the partition to find out how many there are in the rectangle. b.) I can partition a rectangle into rows and columns of equal-sized squares.	
Key Idea: 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.	
Required Skills: a.) I can partition circles and rectangles into equal shares, describing them as halves, thirds, or fourths, and explain that these shares show equal parts of the whole. b.) I can illustrate that equal portions do not have to maintain the same shape.	