

## Curriculum Focal Points and Connections for Grade 2

The set of three curriculum focal points and related connections for mathematics in grade 2 follow. These topics are the recommended content emphases for this grade level. It is essential that these focal points be addressed in contexts that promote problem solving, reasoning, communication, making connections, and designing and analyzing representations.

Grade 2 Curriculum Focal Points	Connections to the Focal Points
<p><b>Number and Operations:</b> Developing an understanding of the base-ten numeration system and place-value concepts</p> <p>Children develop an understanding of the base-ten numeration system and place-value concepts (at least to 1000). Their understanding of base-ten numeration includes ideas of counting in units and multiples of hundreds, tens, and ones, as well as a grasp of number relationships, which they demonstrate in a variety of ways, including comparing and ordering numbers. They understand multidigit numbers in terms of place value, recognizing that place-value notation is a shorthand for the sums of multiples of powers of 10 (e.g., 853 as 8 hundreds + 5 tens + 3 ones).</p>	<p><b>Number and Operations:</b> Children use place value and properties of operations to create equivalent representations of given numbers (such as 35 represented by 35 ones, 3 tens and 5 ones, or 2 tens and 15 ones) and to write, compare, and order multidigit numbers. They use these ideas to compose and decompose multidigit numbers. Children add and subtract to solve a variety of problems, including applications involving measurement, geometry, and data, as well as nonroutine problems. In preparation for grade 3, they solve problems involving multiplicative situations, developing initial understandings of multiplication as repeated addition.</p>
<p><b>Number and Operations and Algebra:</b> Developing quick recall of addition facts and related subtraction facts and fluency with multidigit addition and subtraction</p> <p>Children use their understanding of addition to develop quick recall of basic addition facts and related subtraction facts. They solve arithmetic problems by applying their understanding of models of addition and subtraction (such as combining or separating sets or using number lines), relationships and properties of number (such as place value), and properties of addition (commutativity and associativity). Children develop, discuss, and use efficient, accurate, and generalizable methods to add and subtract multidigit whole numbers. They select and apply appropriate methods to estimate sums and differences or calculate them mentally, depending on the context and numbers involved. They develop fluency with efficient procedures, including standard algorithms, for adding and subtracting whole numbers, understand why the procedures work (on the basis of place value and properties of operations), and use them to solve problems.</p>	<p><b>Geometry and Measurement:</b> Children estimate, measure, and compute lengths as they solve problems involving data, space, and movement through space. By composing and decomposing two-dimensional shapes (intentionally substituting arrangements of smaller shapes for larger shapes or substituting larger shapes for many smaller shapes), they use geometric knowledge and spatial reasoning to develop foundations for understanding area, fractions, and proportions.</p>
<p><b>Measurement:</b> Developing an understanding of linear measurement and facility in measuring lengths</p> <p>Children develop an understanding of the meaning and processes of measurement, including such underlying concepts as partitioning (the mental activity of slicing the length of an object into equal-sized units) and transitivity (e.g., if object A is longer than object B and object B is longer than object C, then object A is longer than object C). They understand linear measure as an iteration of units and use rulers and other measurement tools with that understanding. They understand the need for equal-length units, the use of standard units of measure (centimeter and inch), and the inverse relationship between the size of a unit and the number of units used in a particular measurement (i.e., children recognize that the smaller the unit, the more iterations they need to cover a given length).</p>	<p><b>Algebra:</b> Children use number patterns to extend their knowledge of properties of numbers and operations. For example, when skip counting, they build foundations for understanding multiples and factors.</p>