In preparation for the 2010 ALABAMA COURSE OF STUDY STANDARDS FOR MATHEMATICS (same as the Common Core State Standards), which becomes mandatory in 2012-13, Second Grade Pacing Guide for 2011-12 has a new format.

Standards to be taught during specific 9-week periods have been identified. Chapters and lessons from the Scott-Foresman textbook that address these standards are listed.

Additional resources will be required to teach many of these standards so a column has been created for you to list these resources, i.e. resources you already have, resources suggested by the Mathematics Department, resources suggested by colleagues in your school or District.

The week(s) that you teach specific standards and the length of time you spend on these standards will be dictated by the needs of your students and will be at your discretion.

Directions for the Routines listed in your Pacing Guide are included on the district website.

Professional Development has been scheduled for late August. The focus of this PD will be the new Standards and the new Pacing Guide. Benchmark Testing will also be discussed and explained.

We will be using the same Scott-Foresman textbook for one more year. It is our hope that during this 2011-12 school year we will learn the new Standards and use that knowledge in selecting new textbooks for the 2012-13 school year. The pacing guide format for the new textbooks will be addressed in the summer of 2012.

STANDARDS	Benchmark Test Adjustments	Scott Foresman Lessons that will help teach the Standard	Additional Resources I will need to teach the Standard	ROUTINES required by the District
1st Nine Weeks (8/10/11 – 10/11/11)				
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. (See Appendix A, Table 1.) [2-OA1]		**Lessons** 1-1 thru 1-7, 1-11, 1-12 **Chapters** 2, 4, 5, & 6		**Calendar Pieces** **Tens Frames** COS # 2 **Money** COS # 21 **Days in School** COS #5 & 21
2. Fluently add and subtract within 20 using mental strategies. (See standard 6, Grade 1, for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers. [2-OA2]		**Lessons** 1-8, 1-9, 1-10 **Chapter** 2		**Monthly Data** COS # 22 & 23
6. Count within 1000; skip-count by 5s, 10s, and 100s. [2-NBT2]		**Lesson** 3-8		**Number Talks** COS # 1, 2, 5, 9, 10, 11, 12, 13, 18, 19
7. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. [2-NBT3]		**Lessons** 3-3, 10-3, 10-7		
8. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits using >, =, and < symbols to record the results of comparisons. [2-NBT4]		**Lessons** 3-5, 10-5		
9. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. [2-NBT5]		**Lesson** 3-4 **Chapters** 4, 5, & 6		

STANDARDS	Benchmark Test Adjustments	Scott Foresman Lessons that will help teach the Standard	Additional Resources I will need to teach the Standard	ROUTINES required by the District
1st Nine Weeks continued **11**. 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. [2-NBT7] **12**. Mentally add 10 or 100 to a given number 100 – 900, and mentally subtract 10 or 100 from a given number 100 – 900. [2-NBT8] **19**. 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 diagram. [2-MD6] **20**. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. [2-MD7] **21**. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. [2-MD8] Example: If you have 2 dimes and 3 pennies, how many cents do you have?		**Lesson** 10-6 **Chapter** 11 **Lessons** 3-7, 4-1, 4-5, 10-1, 10-4, 10-10 **Lessons** 8-1 thru 8-4, 8-6, 8-17 **Lessons** 3-12 thru 3-19		

STANDARDS	Benchmark Test Adjustments	Scott Foresman Lessons that will help teach the Standard	Additional Resources I will need to teach the Standard	ROUTINES required by the District
1st Nine Weeks continued **23**. 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. (See Appendix A, Table 1.) [2-MD10]		**Lessons** 8-9 thru 8-16		

Benchmark Test 1 will be posted on the district website by October 1, 2011. Bring student tests and results to the Professional Development on November 4, 2011.

STANDARDS	Benchmark Test Adjustments	Scott Foresman Lessons that will help teach the Standard	Additional Resources I will need to teach the Standard	ROUTINES required by the District
2nd Nine Weeks (/10/12/11 – 12/15/11) **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. (See Appendix A, Table 1.) [2-OA1] **2**. Fluently add and subtract within 20 using mental strategies. (See standard 6, Grade 1, for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers. [2-OA2] **3.** 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. [2-OA3]		**Lessons** 1-1 thru 1-7, 1-11, 1-12 Chapters 2, 4, 5, & 6 **Lessons** 1-8, 1-9, 1-10 **Chapter** 2 **Lessons** 3-9, 3-11		**Calendar Pieces** **Money** COS # 21 **Place Value** COS # 5 & 7 **Clocks** COS # 20 **Days in School** COS # 5 & 21 **Monthly Data** COS # 22 & 23 **Number Talks** COS # 1, 2, 5, 9, 10, 11, 12, 13, 18, 19

STANDARDS	Benchmark Test Adjustments	Scott Foresman Lessons that will help teach the Standard	Additional Resources I will need to teach the Standard	ROUTINES required by the District
2nd Nine Weeks continued **5**. 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: [2-NBT1] **a**. 100 can be thought of as a bundle of ten tens, called a ―hundred.‖ [2-NBT1a] **b**. 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). [2-NBT1b] **6**. Count within 1000; skip-count by 5s, 10s, and 100s. [2-NBT2] **7**. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. [2-NBT3] **8**. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits using >, =, and < symbols to record the results of comparisons. [2-NBT4] **9**. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. [2-NBT5]		**Lessons** 3-1, 3-2, 10-2 **Lesson** 3-8 **Lessons** 3-3, 10-3, 10-7 **Lessons** 3-5, 10-5 **Lesson** 3-4 **Chapters** 4, 5, & 6		

STANDARDS	Benchmark Test Adjustments	Scott Foresman Lessons that will help teach the Standard	Additional Resources I will need to teach the Standard	ROUTINES required by the District
2nd Nine Weeks continued				
11. 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. [2-NBT7]		**Lesson** 10-6 **Chapter** 11		
12. Mentally add 10 or 100 to a given number 100 – 900, and mentally subtract 10 or 100 from a given number 100 – 900. [2-NBT8]		**Lessons** 3-7, 4-1, 4-5, 10-1, 10-4, 10-10		
13. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.) [2-NBT9]		**Lessons** 1-8 thru 1-10 **Chapter** 2 and All **chapters** with Addition and Subtraction Problems		
19. 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 diagram. [2-MD6]				
20. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. [2-MD7]		**Lessons** 8-1 thru 8-4, 8-6, 8-17		

STANDARDS	Benchmark Test Adjustments	Scott Foresman Lessons that will help teach the Standard	Additional Resources I will need to teach the Standard	ROUTINES required by the District
2nd Nine Weeks continued **21**. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. [2-MD8] Example: If you have 2 dimes and 3 pennies, how many cents do you have? **23**. 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. (See Appendix A, Table 1.) [2-MD10] **24**. 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. [2-G1]		**Lessons** 3-12 thru 3-19 **Lessons** 8-9 thru 8-16 **Lessons** 7-1 thru 7-4		

Benchmark Test 2 will be posted on the district website by December 1, 2011. Bring student tests and results to the Professional Development on February 15, 2012.

STANDARDS	Benchmark Test Adjustments	Scott Foresman Lessons that will help teach the Standard	Additional Resources I will need to teach the Standard	ROUTINES required by the District
3rd Nine Weeks (01/04/12 – 03/14/12)				
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. (See Appendix A, Table 1.) [2-OA1]		**Lessons** 1-1 thru 1-7, 1-11, 1-12 **Chapters** 2, 4, 5, & 6		**Calendar Pieces** **Shapes** COS # 24 **Clocks** COS # 20 **Arrays** COS # 4 **Days in School** COS #5 & 21
2. Fluently add and subtract within 20 using mental strategies. (See standard 6, Grade 1, for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers. [2-OA2]		**Lessons** 1-8, 1-9, 1-10 **Chapter 2**		**Monthly Data** COS # 22 & 23
3. 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. [2-OA3]		**Lesson**s 3-9, 3-11		**Number Talks** COS # 1, 2, 5, 9, 10, 11, 12, 13, 18, 19
4. 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. [2-OA4]		**Lessons** 12-1 thru 12-6		

STANDARDS	Benchmark Test Adjustments	Scott Foresman Lessons that will help teach the Standard	Additional Resources I will need to teach the Standard	ROUTINES required by the District
3rd Nine Weeks continued				
5. 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: [2-NBT1] **a**. 100 can be thought of as a bundle of ten tens, called a ―hundred.‖ [2-NBT1a] **b**. 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). [2-NBT1b]		**Lessons** 3-1, 3-2, 10-2		
6. Count within 1000; skip-count by 5s, 10s, and 100s. [2-NBT2]		**Lesson** 3-8		
7. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. [2-NBT3]		**Lessons** 3-3, 10-3, 10-7		
8. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits using >, =, and < symbols to record the results of comparisons. [2-NBT4]		**Lessons** 3-5, 10-5		
9. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. [2-NBT5]		**Lesson** 3-4 **Chapters** 4, 5, & 6		

STANDARDS	Benchmark Test Adjustments	Scott Foresman Lessons that will help teach the Standard	Additional Resources I will need to teach the Standard	ROUTINES required by the District
3rd Nine Weeks continued **11**. 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. [2-NBT7]		**Lesson** 10-6 **Chapter** 11		
12. Mentally add 10 or 100 to a given number 100 – 900, and mentally subtract 10 or 100 from a given number 100 – 900. [2-NBT8]		**Lessons** 3-7, 4-1, 4-5, 10-1, 10-4, 10-10		
13. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.) [2-NBT9]		**Lessons** 1-8 thru 1-10 **Chapter 2** All **chapters** with Addition and Subtraction Problems		
19. 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 diagram. [2-MD6]				
20. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. [2-MD7]		**Lessons** 8-1 thru 8-4, 8-6, 8-17		

STANDARDS	Benchmark Test Adjustments	Scott Foresman Lessons that will help teach the Standard	Additional Resources I will need to teach the Standard	ROUTINES required by the District
3rd Nine Weeks continued **21**. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. [2-MD8] Example: If you have 2 dimes and 3 pennies, how many cents do you have? **23**. 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. (See Appendix A, Table 1.) [2-MD10] **24**. 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. [2-G1]	**Benchmark Test 3** will be posted on the district website by April 1, 2012. Send test results to the Mathematics Department no later than April 27, 2012.	**Lessons** 3-12 thru 3-19 **Lessons** 8-9 thru 8-16 **Lessons** 7-1 thru 7-4		

STANDARDS	Benchmark Test Adjustments	Scott Foresman Lessons that will help teach the Standard	Additional Resources I will need to teach the Standard	ROUTINES required by the District
4th Nine Weeks (03/15/12 – 05/30/12) **10**. Add up to four two-digit numbers using strategies based on place value and properties of operations. [2-NBT6] **14**. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. [2-MD1] **15**. 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. [2-MD2] **16.** Estimate lengths using units of inches, feet, centimeters, and meters. [2-MD3] **17**. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. [2-MD4] **18**. 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. [2-MD5]		**Lesson** 5-6 **Lessons** 9-1 thru 9-4 **Lessons** 9-1 thru 9-4		**Calendar Pieces** **Arrays** COS # 4 **Days in School** COS #5 & 21 **Monthly Data** COS # 22 & 23 **Number Talks** COS # 1, 2, 5, 9, 10, 11, 12, 13, 18, 19

STANDARDS	Benchmark Test Adjustments	Scott Foresman Lessons that will help teach the Standard	Additional Resources I will need to teach the Standard	ROUTINES required by the District
4th Nine Weeks continued **22**. 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. [2-MD9] **25**. Partition a rectangle into rows and columns of same-size squares, and count to find the total number of them. [2-G2] **26**. 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, or four fourths. Recognize that equal shares of identical wholes need not have the same shape. [2-G3]		**Lesson** 9-5 **Lesson** 7-9		