

<p align="center"><b>Course Title: GRADE TWO MATHEMATICS-B</b></p>	<p align="center"><b>Course Description</b></p>
<p><b>Course No.</b> N/A <span style="float: right;"><b>Grade level:</b> 2</span></p> <p><b>Text and Resources:</b>  A. Grade Two <i>Harcourt Math</i>; Harcourt School Publishers  B. Math manipulatives, geoboards  C. Teacher generated materials</p>	<p><b>Course Duration:</b> *One Semester</p> <p><b>Credit Value:</b> One Course</p>
<p align="center"><b>Course Content: Key Content Standards and Course Objectives</b></p>	
<ol style="list-style-type: none"> <li>1. <b>Number Sense:</b> Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000.</li> <li>2. <b>Number Sense:</b> Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers.</li> <li>3. <b>Number Sense:</b> Students model and solve simple problems involving multiplication and division.</li> <li>4. <b>Number Sense:</b> Students understand that fractions and decimals may refer to parts of a set and parts of a whole.</li> <li>5. <b>Number Sense:</b> Students model and solve problems by representing, adding, and subtracting amounts of money.</li> <li>6. <b>Number Sense:</b> Students use estimation strategies in computation and problem solving that involve numbers that use the one, tens, hundreds, and thousands places.</li> <li>7. <b>Algebra and Functions:</b> Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction..</li> <li>8. <b>Measurement and Geometry:</b> Students understand that measurement is accomplished by identifying a unit of measure, repeating that unit, and comparing it to the item to be measured.</li> <li>9. <b>Measurement and Geometry:</b> Students identify and describe the attributes of common figures in the plane and of common objects in space.</li> <li>10. <b>Statistics, Data Analysis, and Probability:</b> Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations. They also demonstrate an understanding of appears.</li> <li>11. <b>Mathematical Reasoning:</b> Students make decisions about how to set up a problem.</li> <li>12. <b>Mathematical Reasoning:</b> Students solve problems and justify their reasoning.</li> <li>13. <b>Mathematical Reasoning:</b> Students note connections between one problem and another.</li> </ol>	<p>This course will prepare students to meet the Grade Two Mathematical Standards. Students will learn how to use place value in addition and subtraction problems. Simple concepts of multiplication and division will be introduced. Students will learn how to measure quantities with appropriate units and will classify shapes and see relationships among them by paying attention to their geometric attributes. In addition, they will learn how to collect and analyze data and verify the answers.</p> <p>*Open entry/open exit</p>
<p align="center"><b>Methods of Study</b></p>	<p align="center"><b>Evaluation of Performance Standards</b></p>
<ol style="list-style-type: none"> <li>1. Students will complete all activities assigned.</li> <li>2. Students will participate in discussion with other class members and/or teacher.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will complete all assignments and assessments with a minimum of 70% accuracy.</li> <li>2. The supervising teacher will be satisfied with the quality of the student's work.</li> </ol>

# GRADE TWO MATHEMATICS B

## Course Outline

### I. Textbook Assignment Options:

*Grade Two Harcourt Math*; Chapters 17-30 (1 Course)

- Read and complete all problems and activities.
- Complete all problems and activities in the *Practice Workbook*.
- Complete One Extension Activity.

### II. Extension Activity

- A. Make a multiplication chart for the table of 2's, 5's, and 10's and practice them each day.
- B. Draw pictures of different pie graphs to show  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{2}$ ,  $\frac{2}{3}$ , and  $\frac{3}{4}$  of a pie.
- C. On a piece of paper draw four clocks to show the following times: 2:15, 3:30, 4:45, and 8:15. On another piece of paper draw clocks showing the times you do the following things: wake up in the morning, arrive at school, eat lunch, leave school, watch your favorite television show, and go to bed.
- D. Practice recording, organizing, and collecting data on a large piece of chart paper. Ask your family, friends, or neighbors a question such as their favorite pizza topping, favorite ice cream flavor, or favorite type of chips. Make a graph of your findings.
- E. Harcourt Math (select 1)
  1. Complete one of the California Connection activities from the textbook.
  2. Complete one of the Challenge activities.
  3. Complete one of the Math Detective activities.
- F. Teacher generated activity, approved of administrator.

### III. Evaluation

- Unit and/or final test.
- All textbook work must meet the 70% accuracy level for a "C" grade.