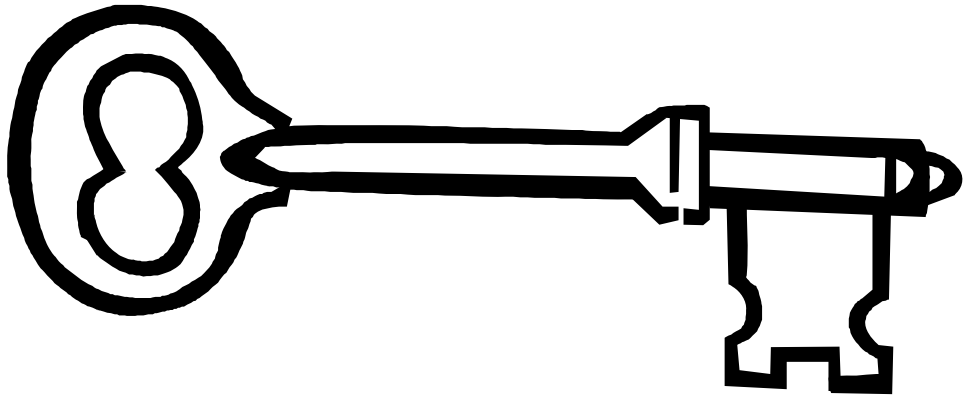
BAKERSFIELD CITY SCHOOL DISTRICT
Education Center – 1300 Baker Street
Bakersfield, California 93305

Curriculum & Standards

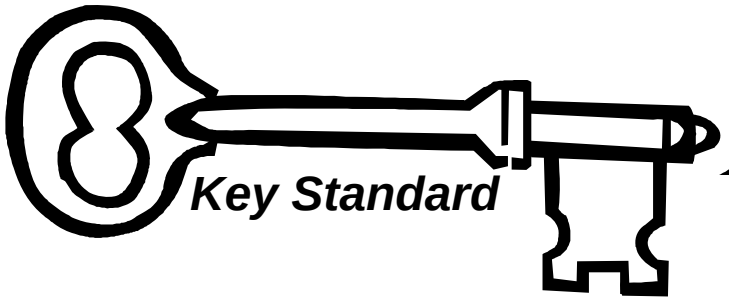
California Math Standards
Grade 2



Mathematics - Grade 2
NUMBER SENSE

NS 1.1

- I can count, read, and write numbers to 1,000.
- I know the place value for each digit.



Units: 2, 4, and 9

Mathematics - Grade 2
NUMBER SENSE

NS 1.2

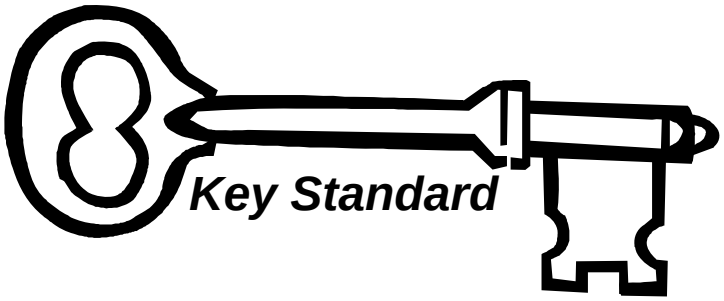
I can use words, objects, and expanded form to show numbers to 1,000.

Units: 2 and 9

Mathematics - Grade 2
NUMBER SENSE

NS 1.3

I can use <, =, and > to compare numbers up to 1,000.

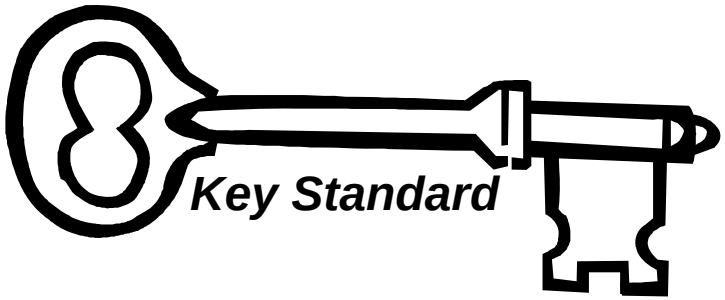


Units: 2, 3, and 9

Mathematics - Grade 2
NUMBER SENSE

NS 2.1

- I can understand and use fact families to solve addition and subtraction problems.
- I can use fact families to check my answers.

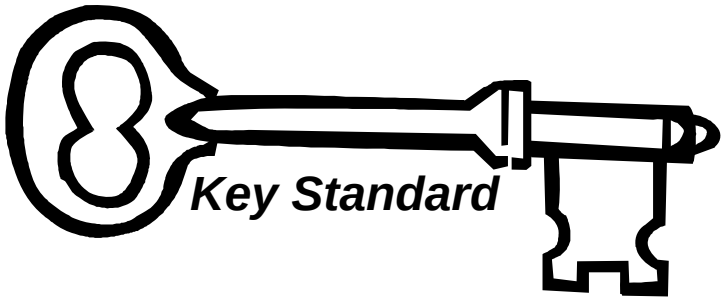


Units: 1, 5, and 10

Mathematics - Grade 2
NUMBER SENSE

NS 2.2

I can add and subtract to find the sum or difference of numbers up to 3 digits long.



Units: 1, 4, 5 and 10

Mathematics - Grade 2
NUMBER SENSE

NS 2.3

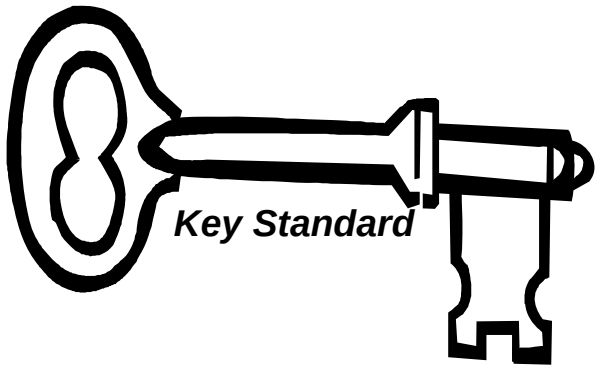
I can figure in my head the sum or difference of two 2-digit numbers.

Units: 4, 5 and 10

Mathematics - Grade 2
NUMBER SENSE

NS 3.0

I can solve multiplication and division problems.



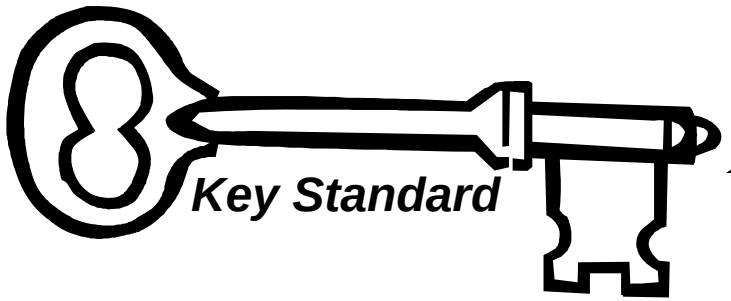
Unit: 8

*** Overarching standard-descriptive statement that precedes a set of standards**

Mathematics - Grade 2
NUMBER SENSE

NS 3.1

I can use repeated addition, arrays, and skip counting to do multiplication.

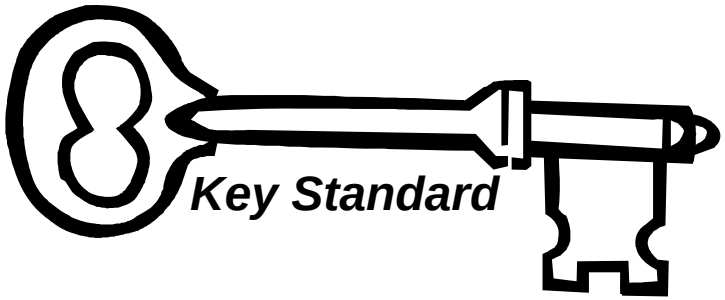


Units: 2 and 8

Mathematics - Grade 2
NUMBER SENSE

NS 3.2

I can use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.

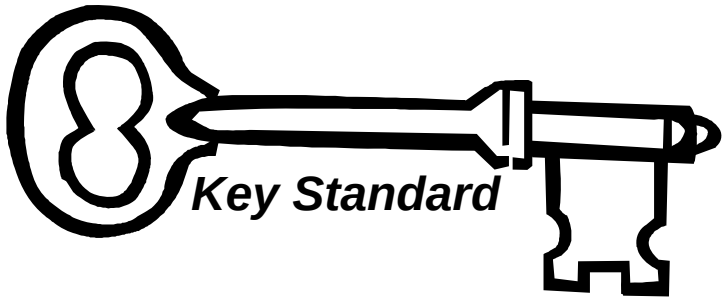


Unit: 8

Mathematics - Grade 2
NUMBER SENSE

NS 3.3

I have memorized the multiplication tables of 2s, 5s, and 10s (to "times 10").

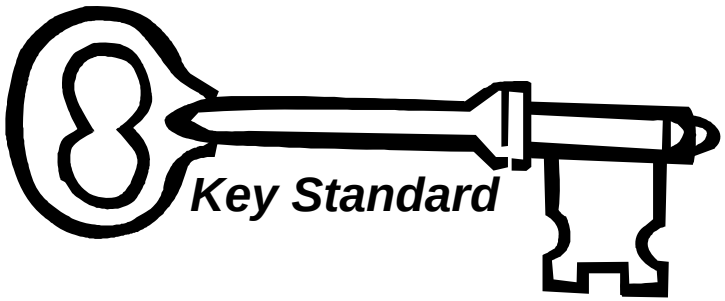


Units: 2 and 8

Mathematics - Grade 2
NUMBER SENSE

NS 4.1

I can recognize, name, and compare fractions from 1/12 to 1/2.

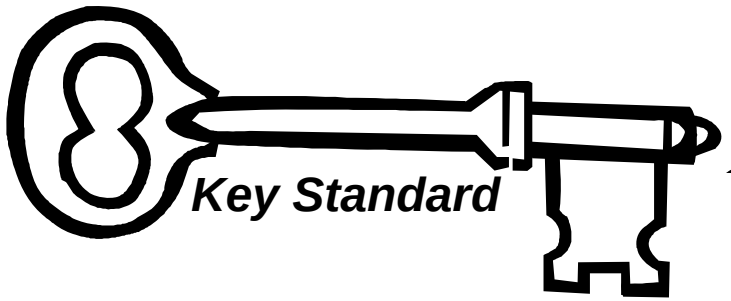


Unit: 6

Mathematics - Grade 2
NUMBER SENSE

NS 4.2

I can understand and name fractions (for example, one-fourth of a pie and two-thirds of 15 balls).

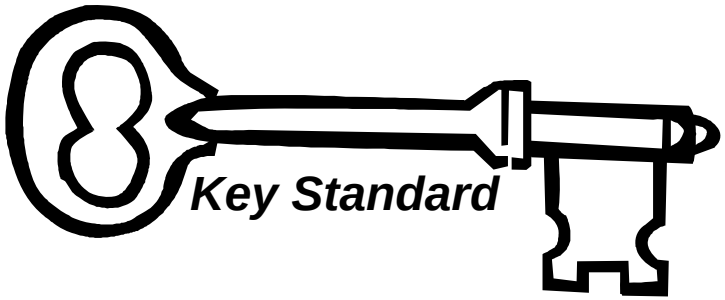


Unit: 6

Mathematics - Grade 2
NUMBER SENSE

NS 4.3

I know that when all the pieces of a fraction are included, like four-fourths, it's equal to the whole and to the number 1.

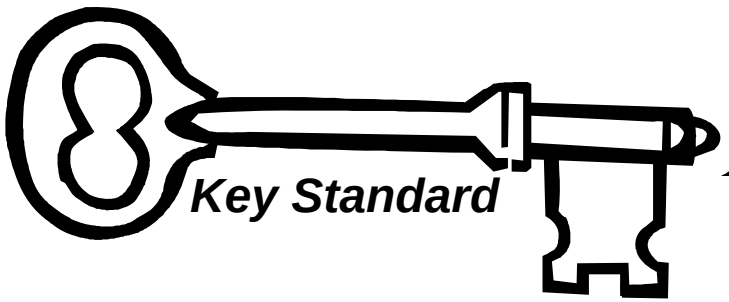


Unit: 6

Mathematics - Grade 2
NUMBER SENSE

NS 5.1

I know how to solve problems using combinations of coins and bills.

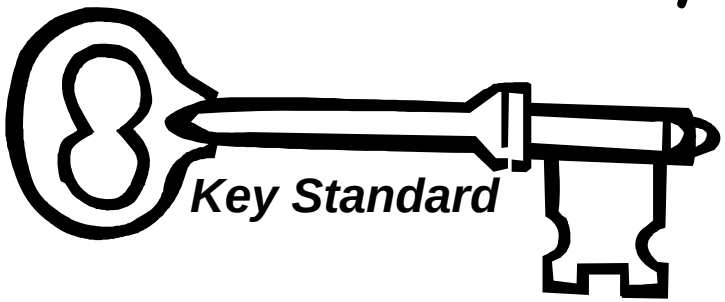


Units: 3, 9, and 10

Mathematics - Grade 2
NUMBER SENSE

NS 5.2

- I know how to use decimals with dollars and cents.
- I know how to use the dollar symbol and the cent symbol when working with money.



Units: 3, 4, 5, 9, and 10

Mathematics - Grade 2
NUMBER SENSE

NS 6.1

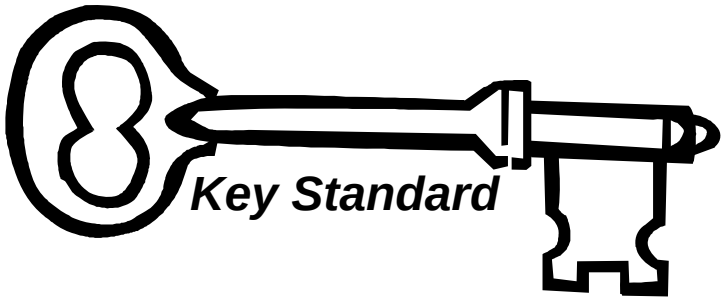
I can recognize when my estimate makes sense when I am measuring things.

Unit: 7

Mathematics - Grade 2
Algebra and Functions

AF 1.1

I know how to use math rules of fact families to solve problems in my head and to check my results.



Units: 1, 4, and 8

Mathematics - Grade 2
Algebra and Functions

AF 1.2

I know how to make number sentences out of word problems using addition and subtraction.

Units: 1, 4, 5, 6, and 10

Mathematics - Grade 2
Algebra and Functions

AF 1.3

I can use the information from charts and graphs to solve addition and subtraction problems.

Units: 1, 5, 6, and 10

Mathematics - Grade 2
Measurement and Geometry

MG 1.1

I know how to measure the length of objects by repeating a standard unit (such as a foot) or nonstandard unit (such as the length of a pencil).

Unit: 7

Mathematics - Grade 2
Measurement and Geometry

MG 1.2

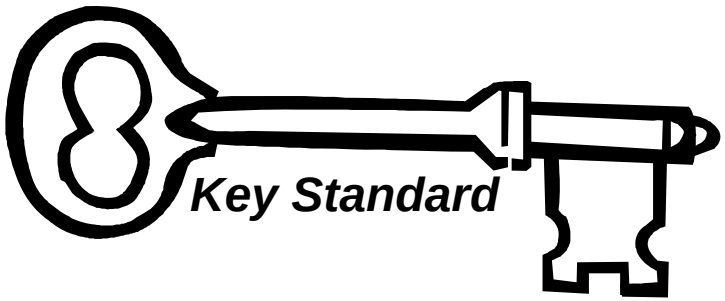
I know that the measurement of an object will be a different number if I measure it with something shorter (inches) or longer (yards).

Unit: 7

Mathematics - Grade 2
Measurement and Geometry

MG 1.3

I know how to measure the length of an object to the nearest inch and the nearest centimeter.



Unit: 7

Mathematics - Grade 2
Measurement and Geometry

MG 1.4

- I can tell time to the nearest quarter hour.
- I can say the number of minutes in one hour, hours in a day, days in a month and weeks in a year.

Unit: 7

Mathematics - Grade 2
Measurement and Geometry

MG 1.5

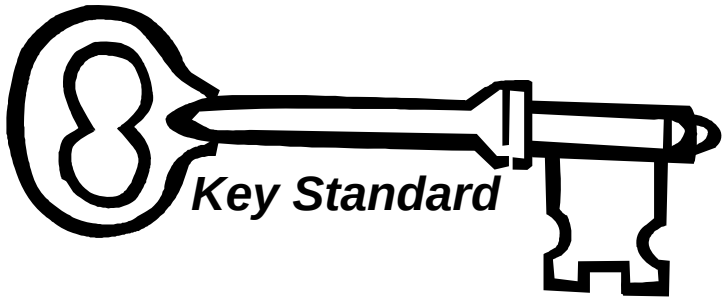
I can figure out how many hours have gone by between two times (for example, from 11:00 a.m. to 4:00 p.m.).

Unit: 7

Mathematics - Grade 2
Measurement and Geometry

MG 2.0

I can identify and describe flat and solid shapes.



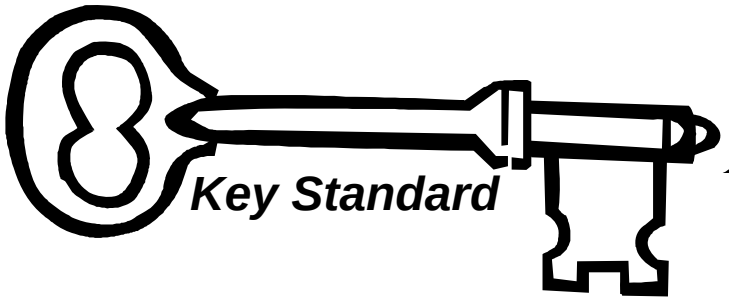
Unit: 6

***Overarching standard-descriptive statement that precedes a set of standards.**

Mathematics - Grade 2
Measurement and Geometry

MG 2.1

I can describe and sort flat and solid shapes using the terms "faces, edges and vertices" for circles, triangles, squares, rectangles, spheres, pyramids, cubes, and rectangular prisms.

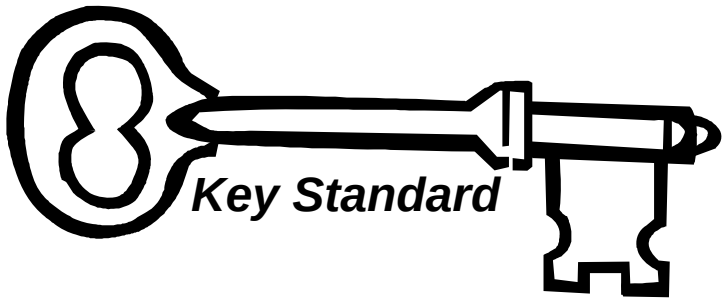


Unit: 6

Mathematics - Grade 2
Measurement and Geometry

MG 2.2

I can put shapes together and take them apart to form other shapes. (For example, I can put two congruent right triangles together to form a rectangle.)

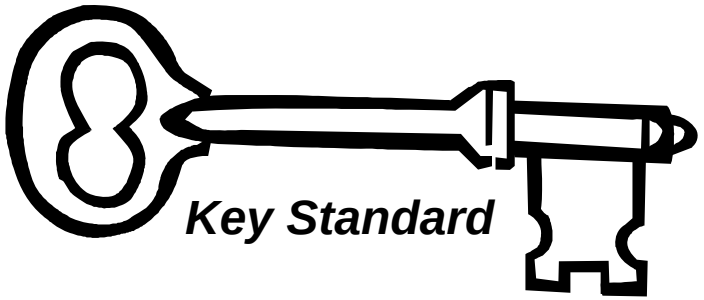


Unit: 6

Mathematics - Grade 2
Statistics, Data Analysis and Probability

SDAP 1.0

I can collect data and organize, display, and interpret data on bar graphs and other charts.



Unit: 1

***Overarching standard-descriptive statement that precedes a set of standards.**

Mathematics - Grade 2
Statistics, Data Analysis and Probability

SDAP 1.1

I can record data using tally marks, symbols, or tables to keep track of what has been counted.

Unit: 1

Mathematics - Grade 2
Statistics, Data Analysis and Probability

SDAP 1.2

I can represent the same set of data in more than one way, such as with bar graphs and charts with tallies.

Unit: 1

Mathematics - Grade 2
Statistics, Data Analysis and Probability

SDAP 1.3

I know what "range" and "mode" mean when talking about sets of data.

Unit: 1

Mathematics - Grade 2
Statistics, Data Analysis and Probability

SDAP 1.4

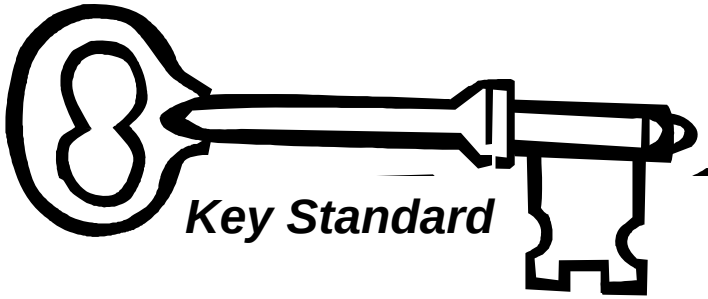
I know how to ask and answer simple questions related to data charts, tables, and graphs.

Units: 1, 4, 6, 7, 8, 9, and 10

Mathematics - Grade 2
Statistics, Data Analysis and Probability

SDAP 2.0

I know about patterns and can describe how to extend them.



Unit: 2, 4, 6, 8, 9 and 10

***Overarching standard-descriptive statement that precedes a set of standards.**

Mathematics - Grade 2
Statistics, Data Analysis and Probability

SDAP 2.1

I can describe and continue a pattern (for example, 4, 8, 12, …; the number of ears on one horse, two horses, three horses, etc.)

Units: 2, 4, 6, 8, and 9

Mathematics - Grade 2
Statistics, Data Analysis and Probability

SDAP 2.2

I can solve problems where I need to figure out the pattern.

Units: 2, 5, 9, and 10

Mathematics - Grade 2
Mathematical Reasoning

MR 1.1

I can figure out how to solve math problems and what I need to solve them, such as objects or pencil and paper.

*Embedded across all strands

Mathematics - Grade 2
Mathematical Reasoning

MR 1.2

I can draw my answers or use objects to show how to solve a problem.

*Embedded across all strands

Mathematics - Grade 2
Mathematical Reasoning

MR 2.1

I can explain my answers to others and why I have solved a problem in that way.

*Embedded across all strands

Mathematics - Grade 2
Mathematical Reasoning

MR 2.2

I can solve problems and check my answers to make sure that they are right.

*Embedded across all strands