MASTERY VIEW
Predictive Assessments

South Carolina 2nd Grade Math Pacing Guide

Note: The South Carolina College- and Career-Ready (SCCCR) Mathematical Process Standards describe the varieties of expertise that mathematics educators should seek to develop in their students. While they are not specifically stated in this pacing guide, students should be developing these skills throughout the school year.

Unit	Standards	Major Topics/Concepts
Place Value Concepts	2.NR.1.1 2.NR.1.2 2.NR.1.3 2.NR.2.1 2.NR.3.1 2.NR.3.2 2.PAFR.1.8	Read, write, and represent numbers up to 999 using concrete models, drawings, standard form, base ten language, and equations in expanded form. Represent and explain that whole numbers 1 through 999 are organized into groups of hundreds, tens, and ones, and a digit has a different value depending on its placement. Compose and decompose whole numbers from 1 through 999 in more than one way using hundreds, tens, and ones. Explain and demonstrate each composition or decomposition with the use of concrete models, drawings, and equations. Count forward and backward by ones, tens, and hundreds from any number within 999 and identify patterns in the sequence. Compare representations of whole numbers up to 999 and write a comparison statement using words and symbols. Limit *to is equal to* (=), *is less than* (<), and/or *is greater than* (>). When given a two-digit number, identify which multiple of 10 the number is closest to. Sort a collection of 20 or fewer objects into two groups to determine if the number of objects is even or odd.
Developing Concepts of Addition and Subtraction	2.NR.1.4 2.PAFR.1.1 2.PAFR.1.2 2.PAFR.1.5 2.PAFR.1.6 2.PAFR.1.7	Apply place value reasoning to identify the number that is 10 more, 10 less, 100 more, and 100 less than a given three-digit number through 999. Use a strategy to accurately find sums and differences of two-digit numbers within 100 and justify the sum or difference. Determine and explain if an equation (within 20) is true using a variety of equation formats. Add and subtract number combinations flexibly and accurately within 20. Apply the *Associative Property of Addition* to find the sum (through 20) of three addends and explain that the value can be found using various grouping strategies.

Unit	Standards	Major Topics/Concepts
		Determine the unknown number in addition and subtraction equations within 20, with the unknown in any position.
1st Cumulative Assessment (covering all content to this point)		
Application of Addition and Subtraction	2.PAFR.1.3 2.PAFR.1.4 2.PAFR.1.9 2.PAFR.2.1 2.PAFR.2.2	Solve one-step add-to, take-from, part-part-whole, and additive comparison real-world situations through 99 with the unknown in any position. For any number from 0 to 99, find the number that makes 100 when added to the given number. Find the total number of objects arranged in equal groups or in a rectangular array and write an addition equation to express the total as a sum (up to 25) of equal addends. Describe, extend, and create a growing shape pattern with up to three terms within a sequence. Create, describe, and extend an appropriate one-step rule for number patterns using addition and subtraction within 100.
Attributes of Polygons and Fractional Parts	2.MGSR.2.1 2.MGSR.2.2 2.MGSR.2.3 2.NR.4.1 2.NR.4.2	Identify and describe a given shape in everyday situations to include two-dimensional shapes and three-dimensional shapes. Limit to triangle, quadrilateral, pentagon, hexagon, octagon, circle, cone, cube, cylinder, rectangular prism, square pyramid, and sphere. Classify shapes as polygons or non-polygons and defend that determination based on their attributes. Classify two-dimensional shapes as triangles or quadrilaterals and justify each classification. Partition in multiple ways squares, rectangles, and circles into two or four equal sized parts, and describe the parts using the words halves, fourths, a half of, and a fourth of (not quarters). Explain that when partitioning a square, rectangle, or circle into two or four equal parts, the parts become smaller as the number of parts increases.
2nd Cumulative Assessment (covering all content to this point)		
Measurement: Length	2.MGSR.1.1	Select and use appropriate tools to estimate and measure the length of an object or distance to the nearest customary unit. Limit to inches, feet, and yards.
Measurement: Time and Money	2.MGSR.1.2 2.MGSR.1.3	Use analog and digital clocks to tell and record time in five-minute intervals, identifying AM and PM. Determine the value of mixed sets of coins or bills in mathematical and real-world situations and record the value using a ¢ or $ symbol. Limit to pennies, nickels, dimes, and quarters up to a dollar; one-dollar bills, five-dollar bills, ten-dollar bills, and twenty-dollar bills up to $100, and add-to or take-from problem types.

Unit	Standards	Major Topics/Concepts
Creating and Understanding Data	2.DPSR.1.1	Create a survey question and collect data with up to four categories. Create tally charts, picture graphs, dot plots, and bar graphs with a single-unit scale to read the graph, answer questions, and draw conclusions. Limit to one-step add-to, take-from, part-part-whole, and comparison questions.
Final Comprehensive Assessment (covering all content)		