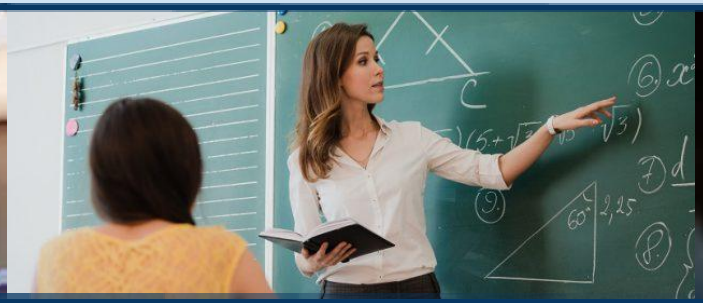
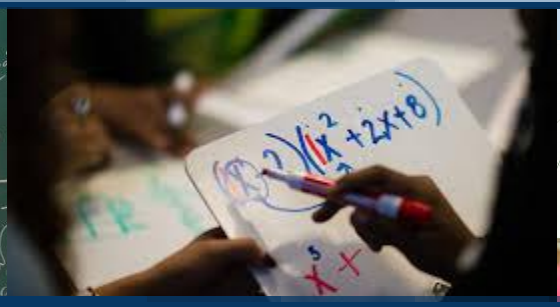
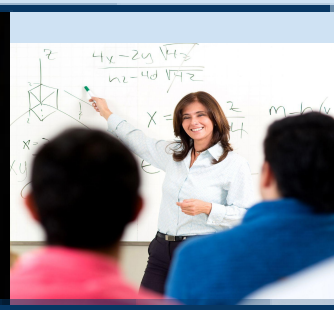
# Catoosa County Public Schools

## Teaching and Learning Standards

*Every Child, Every Day, Without Exception*

2nd Grade Mathematics

## District Essential Standards and Learning Targets

**1.1 Explain the value of a three digit number using hundreds, tens, and ones in a variety of ways.**

- I can explain the value of a three-digit number using hundreds, tens, and ones in a variety of ways.

**1.2 Count forward and backward by ones from any number within 1000. Count forward by fives from multiples of 5 within 1000. Count forward and backward by 10s and 100s from any number within 1000. Count forward by 25s from 0.**

- I can count by 1's forward from any number within 1,000.
- I can count by 1's backward from any number within 1,000.
- I can count by 10's forward from any number within 1,000.
- I can count by 10's backward from any number within 1,000.
- I can count by 100's forward from any number within 1,000.
- I can count by 100's backward from any number within 1,000.
- I can count forward by 5's within 1,000.
- I can count forward by 25's within 1,000.

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**1.3 Represent, compare, and order whole numbers to 1,000 with an emphasis on place value and equality. Use >, <, + symbols to record the results of comparisons.**

- I can represent a number within 1,000 using place value.
- I can compare numbers within 1,000 using <, >, and =.
- I can order numbers from least to greatest within 1,000.
- I can order numbers from greatest to least within 1,000.

**2.1 Fluently add and subtract within 20 using a variety of mental, part-whole strategies.**

- I can fluently solve real-life addition problems within 20 using a variety of strategies.
- I can fluently solve real-life subtraction problems within 20 using a variety of strategies.

**2.3 Solve problems involving the addition and subtraction of two-digit numbers using part-whole strategies.**

- I can solve two-digit addition problems using part-whole strategies.
- I can solve two-digit subtraction problems using part-whole strategies.

**2.4 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.**

- I can fluently add within 100 using a strategy of my choice.
- I can fluently subtract within 100 using a strategy of my choice.

**7.3 Partition circles and rectangles into two, three, or four equal shares. Identify and describe equal-sized parts of the whole using fractional names (halves, thirds, fourths, half of, third of, quarter of, etc.)**

- I can partition circles and rectangles into two, three, or four equal parts.
- I can identify equal size parts of the whole.
- I can use fractional names to describe a partitioned shape.

2nd Grade Mathematics

**5.2 Estimate and measure the length of an object or distance to the nearest whole unit using appropriate units and standard measuring tools. (inches, feet, yards)**

- I can estimate the length of an object to the nearest whole unit.
- I can choose the appropriate unit of measurement when solving a real-life problem.
- I can use appropriate tools to measure length and distance to the nearest whole unit.

**6.1 Tell and write time from analog and digital clocks to the nearest five minutes, and estimate and measure elapsed time using a timeline, to the hour or half hour on the hour or half hour.**

- I can tell and write time to the nearest five minutes using an analog clock.
- I can tell and write time to the nearest five minutes using a digital clock.
- I can estimate elapsed time to the hour using a timeline.
- I can measure elapsed time to the hour using a timeline.
- I can estimate elapsed time to the half hour using a timeline.
- I can measure elapsed time to the half hour using a timeline.