

The PCPS scope and sequence/pacing guide contains key topics that MUST be cross referenced continuously with the VDOE enhanced scope and sequence and the VDOE curriculum framework

2017-18 Math SOL CROSSWALK Pacing Guide Second Grade - Quarterly Overview Sheet

This is the quarter where the skill will be tested. Manipulatives should be utilized throughout the entire school year to enhance number sense and promote mastery of concepts and facts. Weekly math drills should start during the first 9 weeks.

1 st Quarter (2009 SOL)	1 st Quarter (2016 SOL)	2 nd Quarter (2009 SOL)	2 nd Quarter (2016 SOL)
<p>Strand: Number and Number Sense</p> <p>2.1 The student will a) read, write, and identify the place value of each digit in a three-digit numeral, using numeration models; b) round two-digit numbers to the nearest ten; and c) compare two whole numbers between 0 and 999, using symbols (>, <, or =) and words (<i>greater than</i>, <i>less than</i>, or <i>equal to</i>).</p> <p>2.2 The student will a) identify the ordinal positions first through twentieth, using an ordered set of objects; and b) write the ordinal numbers.</p> <p>2.4 The student will a) count forward by twos, fives, and tens to 100, starting at various multiples of 2, 5, or 10; b) count backward by tens from 100; and c) recognize even and odd numbers. (Moved to 2.2)</p> <p>2.5 The student will recall addition facts with sums to 20 or less and the corresponding subtraction facts</p> <p>2.9 The student will recognize and describe the related facts that represent and describe the inverse relationship between addition and subtraction. (Moved to 2.5)</p> <p>Strand: Patterns, Functions, and Algebra</p> <p>2.20 The student will identify, create, and extend a wide variety of patterns.</p>	<p>Strand: Number and Number Sense</p> <p>2.1 The student will a) read, write, and identify the place and value of each digit in a three-digit numeral, with and without models; b) identify the number that is 10 more, 10 less, 100 more, and 100 less than a given number up to 999; c) compare and order whole numbers between 0 and 999; and</p> <p>2.2 The student will a) count forward by twos, fives, and tens to 120, starting at various multiples of 2, 5, or 10; b) count backward by tens from 120</p> <p>2.3 The student will a) count and identify the ordinal positions first through twentieth, using an ordered set of objects; and b) write the ordinal numbers, 1st through 20th.</p> <p>2.5 The student will recognize and use the relationships between addition and subtraction to solve single-step practical problems, with whole numbers to 20; and demonstrate fluency with addition and subtraction within 20.</p> <p>Strand: Patterns, Functions, and Algebra</p> <p>2.16 The student will identify, describe, create, extend, and transfer patterns found in objects, pictures, and numbers.</p>	<p>Strand: Number and Number Sense</p> <p>2.3 The student will a) identify the parts of a set and/or region that represent fractions for halves, thirds, fourths, sixths, eighths, and tenths; b) write the fractions; and c) compare the unit fractions for halves, thirds, fourths, sixths, eighths, and tenths.</p> <p>2.6 The student, given two whole numbers whose sum is 99 or less, will a) estimate the sum; and b) find the sum, using various methods of calculation.</p> <p>2.7 The student, given two whole numbers, each of which is 99 or less, will a) estimate the difference; and (Moved to 2.6a) b) find the difference, using various methods of calculation. (Moved to 2.6b)</p> <p>2.8 The student will create and solve one- and two-step addition and subtraction problems, using data from simple tables, picture graphs, and bar graphs. (Moved to 2.6c)</p> <p>Strand: Patterns, Functions, and Algebra</p> <p>2.21 The student will solve problems by completing numerical sentences involving the basic facts for addition and subtraction. The student will create story problems, using the numerical sentences. (Included in 2.5 and 2.6)</p> <p>2.22 The student will demonstrate an understanding of equality by recognizing that the symbol = in an equation indicates equivalent quantities and the symbol ≠ indicates that quantities are not equivalent.</p>	<p>Strand: Number and Number Sense</p> <p>2.1 The student will d) round two-digit numbers to the nearest ten.</p> <p>2.2 The student will c) use objects to determine whether a number is even or odd</p> <p>2.6 The student will a) estimate sum and differences; determine sums and differences, using various methods; and b) create and solve single-step and two-step practical problems involving addition and subtraction. (Moved from 2.8 to 2.21)</p> <p>Strand: Patterns, Functions, and Algebra</p> <p>2.17 The student will demonstrate an understanding of equality through the use of the equal symbol and the use of the not equal symbol.</p>

3 rd Quarter (2009 SOL)	3 rd Quarter (2016 SOL)	4 th Quarter (2009 SOL)	4 th Quarter (2016 SOL)
<p>Strand: Measurement and Geometry</p> <p>2.15 The student will a) draw a line of symmetry in a figure; and b) identify and create figures with at least one line of symmetry.</p> <p>2.16 The student will identify, describe, compare, and contrast plane and solid geometric figures (circle/sphere, square/cube, and rectangle/rectangular prism).</p> <p>Strand: Probability and Statistics</p> <p>2.17 The student will use data from experiments to construct picture graphs, pictographs, and bar graphs.</p> <p>2.18 The student will use data from experiments to predict outcomes when the experiment is repeated. (Moved to 2.14)</p> <p>2.19 The student will analyze data displayed in picture graphs, pictographs, and bar graphs. (Moved to 2.15b)</p>	<p>Strand: Number and Number Sense</p> <p>2.4 The student will a) name and write fractions represented by a set, region, or length model for halves, fourths, eighths, thirds, and sixths; b) represent fractional parts with models and with symbols; and c) compare the unit fractions for halves, fourths, eighths, thirds, and sixths, with models.</p> <p>Strand: Measurement and Geometry</p> <p>2.12 The student will a) draw a line of symmetry in a figure; and b) identify and create figures with at least one line of symmetry</p> <p>2.13 The student will identify, describe, compare, and contrast plane and solid figures (circles/spheres, squares/cubes, and rectangles/rectangular prisms)</p> <p>Strand: Probability and Statistics</p> <p>2.14 The student will use data from probability experiments to predict outcomes when the experiment is repeated. (Moved from 2.18)</p> <p>2.15 The student will a) collect, organize, and represent data in pictographs and bar graphs; and b) read and interpret data represented in pictographs and bar graphs. (Moved from 2.19)</p>	<p>Strand: Measurement and Geometry</p> <p>2.10 The student will a) count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less; and b) correctly use the cent symbol (¢), dollar symbol (\$), and decimal point (.).</p> <p>2.11 The student will estimate and measure a) length to the nearest centimeter and inch; (Centimeters included in 3.8) b) weight/mass of objects in pounds/ounces and kilograms/grams, using a scale; and (Ounces, kilograms/grams included in 4.8) c) liquid volume in cups, pints, quarts, gallons, and liters. (Included in 3.8)</p> <p>2.12 The student will tell and write time to the nearest five minutes, using analog and digital clocks.</p> <p>2.13 The student will a) determine past and future days of the week; and b) identify specific days and dates on a given calendar.</p> <p>2.14 The student will read the temperature on a Celsius and/or Fahrenheit thermometer to the nearest 10 degrees. (Temperature in Celsius included in 3.10)</p>	<p>Strand: Measurement and Geometry</p> <p>2.7 The student will a) count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less; and b) use the cent symbol (¢), dollar symbol (\$), and decimal point (.) to write a value of money</p> <p>2.8 The student will estimate and measure a) length to the nearest inch; and b) weight to the nearest pound.</p> <p>2.9 The student will tell time and write time to the nearest five minutes, using analog and digital clocks.</p> <p>2.10 The student will a) determine past and future days of the week; and b) identify specific days and dates on a given calendar.</p> <p>2.11 The student will read temperature to the nearest 10 degrees.</p>