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Arizona Mathematics Standards Correlated to *Moving with Math Extensions Grade 2*

		Student Book	Skill Builders
	STRAND 1: NUMBER AND OPERATION		
	Concept 1: Number Sense		
PO.1	Express whole numbers 0 to 1000, in groups of hundreds, tens and ones using and connecting multiple representations.	5, 25-28	5-1
PO.2	Count forward to 1000 and backward from 1000 by 1's, 10's and 100's using different starting points.	19, 20, 23, 29	5-2, 30-1
PO.3	identify numbers which are 100 more or less than a given number to 900.		
PO.4	Compare and order whole numbers through 1000 by applying the concept of place value.	21	9-1
PO.5	Count money to $1.00.	57-60	46-1, 47-1, 48-1
PO.6	Sort whole numbers through 1000 into odd and even, and justify the sort.	23 (T.G.)	30-2
	Concept 2: Numerical Operations		
PO.1	Solve contextual problems using multiple representations involving		
•	addition and subtraction with one- and/or two-digit numbers,	9, 13, 37-40, 45, 47	27-1, 28-1, 29-1, 29-2
•	multiplication for 1's, 2's, 5's, and 10's and		
•	adding and subtracting money to $1.00.		
PO.2	Demonstrate the ability to add and subtract whole numbers (to two digits) and decimals (in the context of money)	33, 35, 36, 43, 51	17-1, 23-1
•	with up to three addends and		17-1, 23-1
•	to $1.00.		
PO.3	Demonstrate fluency of addition and subtraction facts.	35, 36	18-2, 19-2
PO.4	Apply and interpret the concept of addition and subtraction as inverse operations to solve problems.	16	16-3
PO.5	Create and solve word problems based on addition and subtraction of two-digit numbers.	47 (T.G.)	
PO.6	Demonstrate the concept of multiplication for 1's, 2's, 5's, and 10's.		30-3
PO.7	Describe the effect of operations (addition and subtraction) on the size of whole numbers.	10, 14	16-1, 20-1

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PO.8	Apply properties to solve addition/subtraction problems	12, 15, 33	15-1
•	identity property of addition/subtraction	15, 33	
•	commutative property of addition, and	12	15-1
•	associative property of addition.		
	Concept 3: Estimation		
PO.1	Use estimation to determine if sums of two 2-digit numbers are more or less than 20, more or less than 50, or more or less than 100.		24-4
	STRAND 2: DATA ANALYSIS, PROBABILITY, AND DISCRETE MATHEMATICS		
	Concept 1: Data Analysis (Statistics)		
PO.1	Collect, record, organize, and display data using pictographs, frequency tables, or single bar graphs.	62	50-2
PO.2	Formulate and answer questions by interpreting displays of data, including pictographs, frequency tables, or single bar graphs.		50-2
	Concept 2: Probability		
	No performance objectives at this grade level.		
	Concept 3: Systematic Listing and Counting		
PO.1	List all possibilities in counting situations.		50-3
PO.2	Solve a variety of problems based on the addition principle of counting.		
	Concept 4: Vertex-Edge Graphs		
PO.1	Color simple pictures or maps using the least number of colors and justify the coloring.		
PO.2	Build vertex-edge graphs using concrete materials and explore properties of vertex-edge graphs		
•	number of vertices and edges		
•	neighboring vertices, and		
•	paths in a graph.		
PO.3	Construct simple vertex-edge graphs from simple pictures or maps.		
	STRAND 3: PATTERNS, ALGEBRA, AND FUNCTIONS		
	Concept 1: Patterns		
PO.1	Recognize, describe, extend, create, and find missing terms in a numerical or symbolic pattern.	8, 24	14-1
PO.2	Explain the rule for a given numerical or symbolic pattern and verify that the rule works.		

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	Concept 2: Functions and Relationships		
PO.1	Describe a rule that represents a given relationship between two quantities using words or pictures.		
	Concept 3: Algebraic Representations		
PO.1	Record equivalent forms of whole numbers to 1000 by constructing models and using numbers.	26, 28, 30	5-1
PO.2	Compare expressions using spoken words and the symbols =, ≠, <, and >.	12	
PO.3	Represent a word problem requiring addition or subtraction through 100 using an equation.	37, 38	27-1, 28-1, 29-1, 29-2
PO.4	Identify the value of an unknown number in an equation involving an addition or subtraction fact.	38	16-4
	Concept 4: Analysis of Change		
	No performance objectives at this grade level.		
	STRAND 4: GEOMETRY AND MEASUREMENT		
	Concept 1: Geometric Properties		
PO.1	Describe and compare the attributes of polygons up to six sides using the terms side, vertex, point, and length.		
	Concept 2: Transformation of Shapes		
PO.1	Identify, with justification, whether a 2-dimensional figure has lines of symmetry.	63 (T.G.)	41-2, 42-2
	Concept 3: Coordinate Geometry		
	No performance objective at this grade level.		
	Concept 4: Measurement		
PO.1	Tell time to the nearest minute using analog and digital clocks.	54, 55	49-2
PO.2	Apply measurement skills to measure the attributes of an object (length, capacity, weight).	61	50-1
PO.3	Read temperatures on a thermometer using Fahrenheit and Celsius.		49-4
PO.4	Demonstrate unit conversions		
•	1 foot = 12 inches,		
•	1 quart = 4 cups,		
•	1 pound = 16 ounces,		
•	1 hour = 60 minutes		
•	1 day = 24 hours		
•	1 week = 7 days		
•	1 year = 12 months.		

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	STRAND 5: STRUCTURE AND LOGIC		
	Concept 1: Algorithms and Algorithmic Thinking		
	No performance objectives at this grade level		
	Concept 2: Logic, Reasoning, Problem Solving, and Proof		
PO.1	Identify the question(s) asked and any other questions that need to be answered in order to find a solution.	38-40	27-1, 28-1, 29-1, 29-2
PO.2	Identify the given information that can be used to find a solution.	38-40	27-1, 28-1, 29-1, 29-2
PO.3	Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.	38-40	
PO.4	Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.	38-40	29-1, 29-2
PO.5	Explain and clarify mathematical thinking.	journal prompts throughout	29-1, 29-2
PO.6	Determine whether a solution is reasonable.	45	24-4