Math Teachers Press, Inc.

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SOUTH CAROLINA ACADEMIC STANDARDS FOR MATHEMATICS CORRELATED TO *MOVING WITH MATH PRIMARY CONNECTIONS GRADE 2*

		Student Book	Skill Builders
	MATHEMATICAL PROCESSES		
2-1:	The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representations.		
2-1.1	Apply substantive mathematical problem-solving strategies.	137, 139, 143	
2-1.2	Generate conjectures and exchange mathematical ideas.	58, 158	
2-1.3	Explain and justify answers to simple problems.	91, 93	
2-1.4	Analyze patterns by reasoning systematically.	14	
2-1.5	Generalize mathematical concepts.	85	
2-1.6	Use a variety forms of mathematical communication.	120-125	
2-1.7	Generalize connections among mathematics, the environment, and other subjects.	17, 44	
2-1.8	Use multiple informal representations to convey mathematical ideas.	45, 100, 116	
	NUMBER AND OPERATIONS		
2-2:	The student will demonstrate through the mathematical processes an understanding of the base-ten numeration system; place values; and accurate, efficient, and generalizable methods of adding and subtracting whole numbers.		
2-2.1	Generate estimation strategies to determine the approximate number of objects in a set of no more than 1,000 objects.	85	8-2
2-2.2	Represent quantities in word form through *twenty*.	40	
2-2.3	Represent multiples of ten in word form through *ninety*.	82	
2-2.4	Compare whole-number quantities through 999 by using the term *is less than, is greater than,* and *is equal to* and the symbols <, >, and =.	89, 90	3-1, 6-1, 8-3

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2-2.5	Interpret models of equal grouping (multiplication) as repeated addition and arrays.	234, 238	50-1, 50-2, 50-4
2-2.6	Interpret models of sharing equally (division) in as repeated subtraction and arrays.	202, 203	37-2
2-2.7	Generate strategies to add and subtract pairs of two-digit whole numbers with regrouping.	169-172, 191-194	47-1, 47-3, 48-2, 48-3
2-2.8	Generate addition and subtraction strategies to find missing addends and subtrahends in number combinations through 20.	144	28-7, 28-8
2-2.9	Generate strategies to round numbers through 90 to the nearest 10.		
2-2.10	Analyze the magnitude of digits through 9,999 on the basis of their place values.	88, 92, 223	11-2, 45-1
	ALGEBRA		
2-3:	**The student will demonstrate through the mathematical processes an understanding of numeric patterns and quantitative and qualitative change.**		
2-3.1	Analyze numeric patterns in skip counting that uses the numerals 1 through 10.	83, 96	10-2
2-3.2	Translate patterns into rules for simple multiples.	59	
2-3.3	Analyze relationships to complete and extend growing and repeating patterns involving numbers, symbols, and objects.	42, 46	2-1
2-3.4	Identify quantitative and qualitative change over time.		
2-3.5	Analyze quantitative and qualitative change over time.		
	GEOMETRY		
2-4:	**The student will demonstrate through the mathematical processes an understanding of basic spatial reasoning and the connection between the identification of basic attributes and the classification of three-dimensional shapes.**		
2-4.1	Analyze the three-dimensional shapes spheres, cubes, cylinders, prisms, pyramids, and cones according to the number and shape of the faces, edges, corners, and bases of each.	18-20	15-1
2-4.2	Identify multiple lines of symmetry.	8 (T.G.)	
2-4.3	Predict the results of combining and subdividing polygons and circles.	15	44-2, 44-3
	MEASUREMENT		

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2-5:	The student will demonstrate through the mathematical processes an understanding of the value of combinations of coins and ills and the measurement of length, weight, time, and temperature.		
2-5.1	Use a counting procedure to determine the value of a collection of coins and bills.	108, 109, 110	24-1
2-5.2	use coins to make change up to one dollar.		24-2
2-5.3	Use appropriate tools to measure objects to the nearest whole unit: measuring length in centimeters, feet, and yards; measuring liquid volume in cups, quarts, and gallons; measuring weight in ounces and pounds; and measuring temperature on Celsius and Fahrenheit thermometers.	119, 121, 124-128	19-2, 20-1
2-5.4	Generate common measurement referents for feet, yards, and centimeters.	120, 121	19-1
2-5.5	Use common measurement referents to make estimates in feet, yards, and centimeters.	120	19-1
2-5.6	Predict whether the measurement will be greater or smaller when different units are used to measure the same object.		
2-5.7	Use analog and digital clocks to tell and record time to the nearest quarter hour and to the nearest five-minute interval.	104, 105	18-2
2-5.8	Match *a.m.* and *p.m.* to familiar situations.	107 (T.G.)	
2-5.9	Recall equivalencies associated with length and time: 12 inches = 1 foot, 3 feet = 1 yard, 60 minutes = 1 hour, and 24 hours = 1 day.	119	
	DATA ANALYSIS AND PROBABILITY		
	The student will demonstrate through the mathematical processes an understanding of creating questions to collect data, organizing data, describing trends of a data set, and making predictions based on data.		
2-6.1	Create survey questions to collect data.	120 (T.G.)	38-1
2-6.2	Organize data in charts, pictographs, and tables.	22, 24	
2-6.3	Infer trends in a data set as increasing, decreasing, or random.		
2-6.4	Predict on the basis of data whether events are *more likely* or *less likely* to occur.	216	