# Course: 5012040 Mathematics - Grade Two

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## BASIC INFORMATION

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| **Course Number:** | 5012040 |
| **Course Title:** | Mathematics - Grade Two |
| **Course Abbreviated Title:** | Mathematics - Grade Two |
| **Course Path:** | **Section:**Grades PreK to 12 Education Courses» **Grade Group:**Grades PreK to 5 Education Courses » **Subject:**Mathematics » **SubSubject:**General Mathematics » |
| **Number of Credits:** | NA |
| **Course Length:** | Year |
| **Course Type:** | Core |
| **Course Level:** | 1 |
| **Status:** | State Board Approved |

## STANDARDS (21)

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| **MA.2.A.1.1:** | Identify relationships between the digits and their place values through the thousands, including counting by tens and hundreds. |
| **MA.2.A.1.2:** | Identify and name numbers through thousands in terms of place value, and apply this knowledge to expanded notation. |
| **MA.2.A.1.3:** | Compare and order multi-digit numbers through the thousands. |
| **MA.2.A.2.1:** | Recall basic addition and related subtraction facts. |

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| **MA.2.A.2.2:** | Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures. |
| **MA.2.A.2.3:** | Estimate solutions to multi-digit addition and subtraction problems through three digits. |
| **MA.2.A.2.4:** | Solve addition and subtraction problems that involve measurement and geometry. |
| **MA.2.A.4.1:** | Extend number patterns to build a foundation for understanding multiples and factors – for example, skip counting by 2's, 5's, 10's. |
| **MA.2.A.4.2:** | Classify numbers as odd or even and explain why. |
| **MA.2.A.4.3:** | Generalize numeric and non-numeric patterns using words and tables. |
| **MA.2.A.4.4:** | Describe and apply equality to solve problems, such as in balancing situations. |
| **MA.2.A.4.5:** | Recognize and state rules for functions that use addition and subtraction. |
| **MA.2.A.6.1:** | Solve problems that involve repeated addition. |
| **MA.2.G.3.1:** | Estimate and use standard units, including inches and centimeters, to partition and measure lengths of objects. |

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| **MA.2.G.3.2:** | Describe the inverse relationship between the size of a unit and number of units needed to measure a given object. |
| **MA.2.G.3.3:** | Apply the Transitive Property when comparing lengths of objects. |
| **MA.2.G.3.4:** | Estimate, select an appropriate tool, measure, and/or compute lengths to solve problems. |
| **MA.2.G.5.1:** | Use geometric models to demonstrate the relationships between wholes and their parts as a foundation to fractions. |
| **MA.2.G.5.2:** | Identify time to the nearest hour and half hour. |
| **MA.2.G.5.3:** | Identify, combine, and compare values of money in cents up to $1 and in dollars up to $100, working with a single unit of currency. |
| **MA.2.G.5.4:** | Measure weight/mass and capacity/volume of objects. Include the use of the appropriate unit of measure and their abbreviations including cups, pints, quarts, gallons, ounces (oz), pounds (lbs), grams (g), kilograms (kg), milliliters (mL) and liters (L). |

## RELATED CERTIFICATIONS (4)

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| **Option 1:** | ELEMENTARY EDUCATION (GRADES 1 - 6) |
| **Option 2:** | PRIMARY EDUCATION (GRADES K - 3) |
| **Option 3:** | ELEMENTARY EDUCATION (GRADES K - 6) |
| **Option 4:** | PREKINDERGARTEN/PRIMARY EDUCATION (AGE 3 - GRADE 3) |

## RELATED GLOSSARY TERM DEFINITIONS (40)

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| **Addend:** | Any number being added. |
| **Algorithm:** | An algorithm is a specific set of instructions for carrying out a procedure or solving a problem, usually with the requirement that the procedure terminate at some point. |
| **Array:** | A set of objects or numbers arranged in rows and columns. |
| **Capacity:** | The amount of space that can be filled in a container. Both capacity and volume are used to measure three-dimensional spaces. |
| **Chart:** | A data display that presents information in columns and rows. |
| **Cube:** | Solid figure with six congruent, square faces |
| **Customary units:** | The units of measure developed, based on units in use in Great Britain before 1824, and used in the United States. Customary units for length are inches, feet, yards, and miles. Customary units for weight are ounces, pounds, and tons. Customary units for volume are cubic inches, cubic feet, and cubic years. Customary units for capacity are fluid ounces, cups, pints, quarts, and gallons. |
| **Digit:** | A symbol used to name a number. There are ten digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. In the number 49, 4 and 9 are digits. |
| **Equal:** | Having the same value (=). |
| **Equality:** | A mathematical statement of the equivalence of two quantities. Equivalence properties of equality includes reflexive (a=a), symmetric (if a=b, then b=a), and transitive (if a=b and b=c, then a=c) properties. A balanced equation will remain balanced if you add, subtract, multiply or divide (excluding division by zero) both sides by the same number. |
| **Equivalent:** | Having the same value. |

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| **Estimate:** | Is an educated guess for an unknown quantity or outcome based on known information. An estimate in computation may be found by rounding, by using front-end digits, by clustering, or by using compatible numbers to compute. |
| **Even number:** | An integer that is a multiple of 2. |
| **Factor:** | A number or expression that is multiplied by one or more other numbers or expressions to yield a product. |
| **Geometry:** | The branch of mathematics that explores the position, size, and shape of figures. |
| **Length:** | A one-dimensional measure that is the measurable property of line segments. |
| **Line:** | A collection of an infinite number of points in a straight pathway with unlimited length and having no width. |
| **Mass:** | The amount of matter of an object. |
| **Model:** | To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols. |
| **Multiples:** | The numbers that result from multiplying a given whole number by the set of whole numbers. |
| **Numeral:** | A symbol representing a number. Hindu-Arabic numerals (0-9) are the ones most commonly used today. Other types include Egyptian, Babylonian, Mayan, Greek, and Roman numerals. |
| **Odd number:** | An integer that is not divisible by two without leaving a remainder. |
| **Odds:** | The ratio of one event occurring (favorable outcome) to it not occurring (unfavorable outcome) if all outcomes are equally likely. |

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| **Pattern:** | A predictable or prescribed sequence of numbers, objects, etc. Patterns and relationships may be described or presented using multiple representations such as manipulatives, tables, graphics (pictures or drawings), or algebraic rules (functions). |
| **Perimeter:** | The distance around a two dimensional figure. |
| **Place value:** | The value of a digit in a number, based on the location of the digit. |
| **Procedure:** | A specific prescription for carrying out a mathematical task such as adding, multiplying, simplifying, and factoring. |
| **Rule:** | A general statement written in numbers, symbols, or words that describes how to determine any term in a pattern or relationship. Rules or generalizations may include both recursive and explicit notation. In the recursive form of pattern generalization, the rule focuses on the rate of change from one element to the next. Example: Next = Now + 2; Next = Now x 4. In the explicit form of pattern generalization, the formula or rule is related to the order of the terms in the sequence and focuses on the relationship between the independent variable and the dependent variable. For example: y=5t - 3 Words may also be used to write a rule in recursive or explicit notation. Example: to find the total fee, multiply the total time with 3; take the previous number and add two to get the next number. |
| **Sequence:** | A list of numbers set apart by commas, such as -1, 1, -1, 1, -1, … |
| **Side:** | The edge of a polygon (e.g., a triangle has three sides), the face of a polyhedron, or one of the rays that make up an angle. |

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| **Standard algorithm (for division):** | A procedure for finding a two- or more-place quotient of a division problem when a two or more-step procedure is used (steps include dividing, multiplying, comparing, subtracting, and regrouping). |
| **Table:** | A data display that organizes information about a topic into categories using rows and columns. |
| **Transitive property:** | When the first element has a particular relationship to a second element that in turn has the same relationship to a third element; the first has this same relationship to the third element ( If a = b and b = c, then a = c.) |
| **Triangle:** | A polygon with three sides. |
| **Unit:** | A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement. |
| **Fraction:** | A rational number expressed in the form $^{a}/_{b}$, where a is called the numerator and b is called the denominator. A fraction may mean part of a whole, ratio of two quantities, or may imply division. |
| **Function:** | A relation in which each value of *x* is paired with a unique value of *y*. More formally, a function from A to B is a relation *f* such that every $a \in A$ is uniquely associated with an object $F(a) \in B$. |
| **Volume:** | A measure of the amount of space an object takes up; also the loudness of a sound or signal. |
| **Weight:** | The force with which a body is attracted to Earth or another celestial body, equal to the product of the mass of the object and the acceleration of gravity. |
| **Whole Number:** | The numbers in the set {0, 1, 2, 3, 4, ...} |