

**Becker School District Curriculum Alignment to
Minnesota K-12 Academic Standards in Mathematics (2007)**

	Strand	Standard	No.	Benchmark	Curriculum	Assessment
2	Number & Operation	Compare and represent whole numbers up to 1000 with an emphasis on place value and equality.	2.1.1.1	<i>Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</i>	Everyday Math Unit 1: 1.1., 1.4, 1.6, 1.7, 1.11 Unit 2: 2.9 Unit 3: 3.3 Unit 9: 9.9 Unit 11: 11.6 Number and Numeration Goal 5	Unit Assessments
			2.1.1.2	<i>Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds. For example: Writing 853 is a shorter way of writing 8 hundreds + 5 tens + 3 ones.</i>	Everyday Math Unit 1: 1.11 Unit 3: 3.1, 3.7 Unit 7: 7.2 Unit 8: 8.4 Unit 10: 10.1 Unit 11: 11.1	Unit Assessments
			2.1.1.3	<i>Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number. For example: Find the number that is 10 less than 382 and the number that is 100 more than 382.</i>	Everyday Math Unit 1: 1.7, 1.8 (only 2 digits) Unit 3: 3.6 (only 2 digits) Unit 4: 4.9 (only 2 digits) Gap in benchmark: 100 more or less Patterns, Functions, and Algebra: Goal 1	Unit Assessments
			2.1.1.4	<i>Round numbers up to the nearest 10 and 100 and round numbers down to the nearest 10 and 100. For example: If there are 17 students in the class and granola bars come 10 to a box, you need to buy 20 bars (2 boxes) in order to</i>	Everyday Math Unit 4: 4.8 Unit 5: 5.5 Operations and Computation: Goal 3	Unit Assessments

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				<i>have enough bars for everyone.</i>		
			2.1.1.5	<i>Compare and order whole numbers up to 1000.</i>	Everyday Math Unit 1: 1.1, 1.11 Number and Numeration: Goal 7	Unit Assessments
2	Number & Operation	Demonstrate mastery of addition and subtraction basic facts; add and subtract one- and two-digit numbers in real-world and mathematical problems.	2.1.2.1	<i>Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</i> <i>For example: Use the associative property to make tens when adding</i> $5 + 8 = (3 + 2) + 8 = 3 + (2 + 8) = 3 + 10 = 13.$	Everyday Math Unit 1: 1.4, 1.6, 1.9 Unit 2: 2.1, 2.2, 2.4, 2.5, 2.6, 2.9, 2.10, 2.12, 2.13 Unit 4: 4.1, 4.2, 4.7, 4.9 Unit 5: 5.6 Unit 6: 6.1 Unit 7: 7.2, 7.3 Unit 8: 8.2 Unit 9: 9.6 Unit 10: 10.7 Unit 11: 11.1, 11.3 Unit 12: 12.2 Operations and Computation: Goal 1, 2, and 4 Rocket Math (not all) iPad Apps	Unit Assessments
			2.1.2.2	<i>Demonstrate fluency with basic addition facts and related subtraction facts.</i>	Everyday Math Unit 1: 1.4, 1.9 Unit 2: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Unit 4: 4.7 Unit 8: 8.2	Unit Assessments
			2.1.2.3	<i>Estimate sums and differences up to 100.</i> <i>For example: Know that $23 + 48$ is about 70.</i>	Everyday Math Unit 4: 4.8 Unit 5: 5.5 Operations and Computation: Goal 1 and 2	Unit Assessments
			2.1.2.4	<i>Use mental strategies and algorithms based on knowledge of</i>	Everyday Math Everyday Math	Unit Assessments

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			2.1.2.4	<p><i>Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</i></p> <p><i>For example: Using decomposition, $78 + 42$, can be thought of as:</i></p> $78 + 2 + 20 + 20 = 80 + 20 + 20 = 100 + 20 = 120$ <p><i>and using expanded notation, $34 - 21$ can be thought of as:</i></p> $30 + 4 - 20 - 1 = 30 - 20 + 4 - 1 = 10 + 3 = 13.$	<p>Everyday Math Everyday Math Unit 4: 4.7, 4.8, 4.9 Unit 6: 6.1 Unit 7: 7.2, 7.3 Unit 11: 11.1, 11.3</p> <p>Operations and Computation: Goal 1 and 2</p>	Unit Assessments
			2.1.2.5	<p><i>Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</i></p>	<p>Everyday Math Unit 1: 1.6 Unit 2: 2.1, 2.7 Unit 4: 4.1, 4.2 Unit 11: 11.1</p>	Unit Assessments
2	Number & Operation	Demonstrate mastery of addition and subtraction basic facts; add and subtract one- and two-digit numbers in real-world and	2.1.2.6	<p><i>Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.</i></p>	<p>Everyday Math Unit 6: 6.3 Unit 7: 7.8 Unit 12: 12.6, 12.7</p> <p>Data Chance: Goal 1</p>	Unit Assessments

**Becker School District Curriculum Alignment to
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	Algebra	Recognize, create, describe, and use patterns and rules to solve real-world and mathematical problems.	2.2.1.1	<p><i>Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</i></p> <p><i>For example: Skip count by 5s beginning at 3 to create the pattern 3, 8, 13, 18,</i></p> <p><i>Another example: Collecting 7 empty milk cartons each day for 5 days will generate the pattern 7, 14, 21, 28, 35, resulting in a total of 35 milk cartons.</i></p>	<p>Everyday Math Unit 1: 1.7, 1.8 Unit 2: 2.3, 2.8, 2.10, 2.11 Unit 3: 3.6 Unit 5: 5.7 Unit 7: 7.4 Unit 9: 9.8 Unit 10: 10.5 Unit 11: 11.6</p> <p>Number and Numeration: Goal 1 Patterns, Functions, and Algebra: Goal 2</p>	Unit Assessments
		Use number sentences involving addition, subtraction and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.	2.2.2.1	<p><i>Understand how to interpret number sentences involving addition, subtraction and unknowns represented by letters. Use objects and number lines and create real-world situations to represent number sentences.</i></p> <p><i>For example: One way to represent $n + 16 = 19$ is by comparing a stack of 16 connecting cubes to a stack of 19 connecting cubes; $24 = a + b$ can be represented by a situation involving a birthday party attended by a total of 24 boys and girls.</i></p>	<p>Everyday Math Unit 1: 1.6 Unit 2: 2.7, 2.11</p> <p>Operations and Computation: Goal 1 Patterns, Functions, and Algebra: Goal 2</p>	Unit Assessments
2	Algebra	Use number sentences involving addition,	2.2.2.2	<p><i>Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number</i></p>	<p>Everyday Math Unit 1: 1.6 Unit 2: 2.7, 2.11</p>	Unit Assessments

**Becker School District Curriculum Alignment to
Minnesota K-12 Academic Standards in Mathematics (2007)**

	Geometry & Measurement	Identify, describe and compare basic shapes according to their geometric attributes.	2.3.1.1	<i>Describe, compare, and classify two- and three-dimensional figures according to number and shape of faces, and the number of sides, edges and vertices (corners).</i>	Everyday Math Unit 5: 5.4 only 2 dimensional shapes 5.6 (taught and not assessed 3 dimensional) Geometry: Goal 2 3D shapes from Media Center	
			2.3.1.2	<i>Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.</i> <i>For example: Use a drawing program to show several ways that a rectangle can be decomposed into exactly three triangles.</i>	Everyday Math Unit 5: 5.4 only 2 dimensional shapes 5.6 (taught and not assessed 3 dimensional) Geometry: Goal 2 3D shapes from Media Center	

**Becker School District Curriculum Alignment to
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		Understand length as a measurable attribute; use tools to measure length.	2.3.2.1	<p><i>Understand the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object.</i></p> <p><i>For example: It will take more paper clips than whiteboard markers to measure the length of a table.</i></p>	<p>Everyday Math Unit 7: 7.6 Unit 9: 9.1 (taught and not assessed) Measurement and Reference Frames: Goal 1</p>	
2	Geometry & Measurement	Understand length as a measurable attribute; use tools to measure length.	2.3.2.2	<p><i>Demonstrate an understanding of the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch.</i></p> <p><i>For example: Draw a line segment that is 3 inches long.</i></p>	<p>Everyday Math Unit 9: 9.2, 9.3, 9.4 Measurement and Reference Frames: Goal 1</p>	
		Use time and money in real-world and mathematical situations.	2.3.3.1	<p><i>Tell time to the quarter-hour and distinguish between a.m. and p.m.</i></p>	<p>Everyday Math Unit 3: 3.3, 3.4 half hour Unit 4: 4.6 quarter hour Unit 12: 12.2 5 minutes Measurement and Reference Frames: Goal 6</p>	
			2.3.3.2	<p><i>Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.</i></p> <p><i>For example: 50 cents can be made up of 2 quarters, or 4 dimes and 2 nickels, or many other combinations.</i></p>	<p>Everyday Math Unit 1: 1.2, 1.6 (not assessed) Unit 3: 3.2, 3.6 (not assessed) Unit 6: 6.6 Unit 10: 10.1, 10.2, 10.3, 10.4 Unit 11: 11.1</p>	

Language Arts

Foundational Skills in Reading

Phonics and Word Recognition

- Distinguish long and short vowels when reading regularly spelled one-syllable words
- Use knowledge of r-controlled vowels for decoding words
- Reads word with basic vowel teams
- Read words with vowel digraphs/diphthongs
- Use knowledge of suffixes to decode words
- Read 200 high-frequency words

Fluency

- Read grade-level text orally with accuracy and appropriate pace
- Use context to solve unknown words

Literature - Comprehension

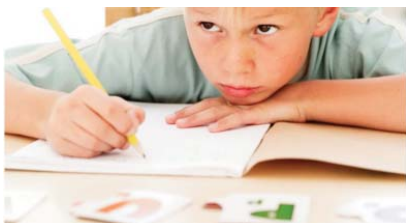
- Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text
- Describe the overall structure of a story
- Recount a story's central message or theme
- Compare and contrast stories
- Understand author's purpose

Information Text - Comprehension

- Identify the main idea and key details in non-fiction text
- Read a diagram to support comprehension in non-fiction text

Writing

- Write narratives and other creative texts including a sequence of events supported by describing actions, thoughts, and feelings, provide a conclusion (first, next, last)
- Write and support an opinion of a topic or book, provide a conclusion.
- Write informative text supplying facts about the topic, provide a conclusion
- Edit, revise, and publish writing with adult support, use digital tools
- Participate in shared research and writing projects using personal experiences or resources



Physical Education

- Demonstrate competency in developmentally appropriate motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrate understanding of movement concepts, principals, strategies and tactics as they apply to the learning and performance of physical activities
- Participate regularly in physical activity
- Exhibit responsible personal and social behavior that respects self and others in physical settings
- Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction



Music

- Identify the elements of music including melody, rhythm, harmony, dynamics
- Read and notate music
- Sing and play with accurate pitch, rhythm
- Recognize music from a variety of cultures
- Improvise and compose using rhythm instruments
- Sing and play simple rhythms and melodies

The Becker School District Second Grade Curriculum is based on Minnesota State Academic Standards and designed to provide developmentally appropriate readiness for Third Grade. Student progress on these outcomes is reported on the grade level report card. If you have questions please contact Jean Duffy, Director of Curriculum and Instruction: jduffy@becker.k12.mn.us, Dale Christensen, Building Principal: dchristensen@becker.k12.mn.us, or your child's classroom teacher.

Parent Resources:

Becker School District Literacy Hub
<http://isd726literacyhub.weebly.com/>

updated 8/5/2013

Becker Public Schools



*Preparing Self-Directed Learners
to Thrive in a
Changing Global Community*

Grade 2 Essential Outcomes



ISD No. 726
Office of Curriculum and Instruction
Becker, Minnesota

Mathematics

Numbers and Operations

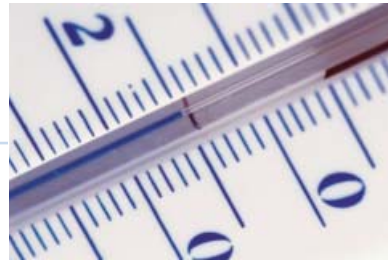
- Read, write, and represent whole numbers up to 1000
- Use place value to describe numbers 10 to 1000
- Identify, create and describe simple number patterns and arrays of objects such as counters or tiles
- Demonstrate fluency with basic addition and subtraction facts up to 18

Algebra

- Identify, create and describe simple number patterns
- Identify, create and describe simple number patterns involving repeated addition or subtraction and skip counting
- Use patterns to solve problems in various contexts
- Solve number sentence problems involving addition and subtraction to find values for unknowns
- Understand how to interpret number sentences involving addition, subtraction and unknowns represented by letters
- Use objects and number lines and create real-world situations to represent number sentences

Geometry and Measurement

- Identify pennies, nickels, dimes, and quarters
- Identify and name basic two- and three-dimensional shapes
- Find the value of a group of coins and determine combinations of coins that equal a given amount
- Tell time to quarter-hour and distinguish between a.m. and p.m.



Science

The Nature of Science and Engineering

- Understand and explain how engineered or designed items from everyday life benefit people

Physical Science

- Observe, record, and recognize that water can be a solid or a liquid and can change from one state to the other
- Describe how push and pull forces can make objects move
- Describe how things near Earth fall to the ground unless something holds them up

Life Science

- Describe and sort plants according to their physical characteristics and behavior
- Describe the characteristics of plants at different stages of their life cycle

Media

- Understand how books are arranged on shelves and how to use a shelf marker
- Locate designated areas in a library media center
- Identify and describe different places to access information
- Identify the difference between fiction and non-fiction
- Read, view and listen for pleasure and personal growth, exploration, or interest
- Engage in appropriate opportunities for open-ended exploration of applications and technologies
- Explain what they have learned from their exploration
- Navigate in virtual environments with assistance, as needed
- Understand and use technology equipment
- Perform basic operations of computer and network use
- Transfer knowledge and adapt strategies from one technology to another



Visual Arts

- Identify the elements of visual art including color, line, shape, texture and space
- Identify the tools, materials and techniques from a variety of two- and three-dimensional media such as drawing, printmaking, ceramics or sculpture
- Identify the characteristics of visual artworks from a variety of cultures including the contributions of Minnesota American Indian tribes and communities
- Create original two- and three- dimensional artworks to express ideas, experiences or stories
- Revise an artwork based on the feedback of others
- Share and describe a personal artwork
- Reflect on a presentation based on the feedback of others
- Compare and contrast the characteristics of a variety of works of visual art

Social Studies

Citizenship & Government

- Understand how to vote and why voting is important

Economics

- Understand the difference between human made and natural resources

History

- Use historical records and artifacts to describe how life has changed over time

Geography

- Use and name the basic elements on a map and a globe including poles, equator, oceans, and continents

Student: [REDACTED]
2nd Grade



Becker Primary School
2013 - 2014

Grade Mark Legend

- S Satisfactory
- S- Some Improvement Needed
- N Needs Improvement
- M Meets Standards
- P Partially Meets Standards
- DN Does Not Meet Standards

Class : 2nd Grade
Teacher: [REDACTED]

Language Arts

Foundational Skills in Reading	
Literature: Comprehension	
Informational Text: Comprehension	
Writing	

Math

Numbers & Operations	
Algebra	
Geometry & Measurement	

Social Studies

Social Studies	
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Science

Science	
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Personal Development

Follows directions	
Listens attentively	
Starts/completes work on time	
Returns completed homework on time	
Works independently	
Demonstrates organizational skills	
Works neatly	
Participates in class	
Puts forth best effort	
Follows class and school rules	
Shows respect for others and their property	
Interacts well with others	
Responds appropriately to authority	
Demonstrates self-control	
Controls talking	

Class : ART
Teacher: [REDACTED]

Art

Skill/Concepts	
Cooperation/Participation	

Class : Media
Teacher: [REDACTED]

Media

Skill/Concepts	
Cooperation/Participation	

Class : MUSIC SECOND GRADE
Teacher: [REDACTED]

Music

Bulldog Best - kind, ready, safe, caring	
Effort/Participation	

Class : PE SECOND GRADE
Teacher: [REDACTED]

Physical Education

Bulldog Best - kind, ready, safe, caring	
Effort/Participation	

BECKER MCA RESULTS 2012 AND 2013

Becker MMR Ranking vs MN Schools	2012	2013
Intermediate School		
Rank	571 of 902	238 of 914
Percentile	37	74
Middle School		
Rank	12 of 225	2 of 225
Percentile	95	99
High School		
Rank	305 of 477	153 of 466
Percentile	36	67