

# Financial Fitness for Life: Pocket Power Mathematics Curriculum Framework Correlation

## Second Grade

↓ Frameworks / Lessons →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>NUMBERS AND OPERATIONS</b>																
<b>Standard 1: Number Sense: Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems</b>																
<b>Whole Numbers</b>																
<b>NO.1.2.1</b> Use efficient strategies to count a given set of objects in groups of 2s and 5s to 100 and in groups of 3s to 30					√											
<b>NO.1.2.2.</b> Represent a whole number in multiple ways using composition and decomposition	√															
<b>NO.1.2.3</b> Connect various physical models and representations to the quantities they represent using number names, numerals and number words up to 100 with and without appropriate technology	√				√	√	√	√	√							√
<b>NO.1.2.4</b> Represent numbers to 100 in various forms	√				√	√	√	√	√						√	√
<b>NO.1.2.7</b> Compare 2 numbers, less than 100 using numerals and =, <, > with and without appropriate technology	√					√		√	√							
<b>Rational Numbers</b>																
<b>NO.1.2.9</b> Represent fractions (halves, thirds, fourths, sixths and eighths) using words, numerals and physical models															√	
<b>Standard 2: Properties of Number Operations: Students shall understand meanings of operations and how they relate to one another</b>																
<b>Number Theory</b>																

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<b>NO.2.2.1</b> Count on (forward) and back (backward) on a number line and a 100s chart starting at any whole number up to 100														√		
<b>NO.2.2.4</b> Apply number theory: determine if a 1-digit number is odd or even; use the terms sum and difference in appropriate context; use conventional symbols (+, -, =) to represent the operations of addition and subtraction						√								√		
<b>Whole Number Operations</b>																
<b>NO.2.2.5</b> Demonstrate various meanings of addition and subtraction					√	√	√							√	√	
<b>NO.2.2.6</b> Demonstrate various addition and subtraction relationships (property) to solve problems in contextual situations involving whole numbers				√		√	√	√	√					√	√	
<b>NO.2.2.7</b> Model, represent and explain division as sharing equally and repeated subtraction in contextual situations						√										
<b>Standard 3: Numerical Operations and Estimation: Students shall compute fluently and make reasonable estimates</b>																
<b>Computational Fluency-Addition and Subtraction</b>																
<b>NO.3.2.1</b> Develop strategies for basic addition facts: counting all, counting on, one more, two more, doubles, doubles plus one or minus one, make ten, using ten frames, identify property (adding zero)	√				√	√	√							√		
<b>NO.3.2.2</b> Demonstrate multiple strategies for adding or subtracting 2-digit whole numbers: compatible numbers; compensatory numbers; informal use of commutative and associative properties of addition														√		

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<b>NO.3.2.3</b> Demonstrate computational fluency (accuracy, efficiency and flexibility) in addition facts with addends through 9 and corresponding subtractions; add and subtract multiples of ten						√										
<b>Application of Computation</b>																
<b>NO.3.2.4</b> Solve problems using a variety of methods and tools: objects, mental computation, paper and pencil and with and without appropriate technology	√				√	√	√	√	√		√				√	
<b>Estimation</b>																
<b>NO.3.2.5</b> Use estimation strategies to solve addition and subtraction problems and judge the reasonableness of the answer														√		
<b>ALGEBRA</b>																
<b>Standard 4: Patterns, Relations and Functions: Students shall recognize, describe and develop patterns, relations and functions</b>																
<b>Recognize, Describe and Develop Patterns</b>																
<b>A.4.2.3.</b> Use patterns to count forward and backward when given a number less than or equal to 100					√											
<b>A.4.2.5</b> Identify a number that is more or less than any whole number less than 100 using multiples of ten									√							
<b>Standard 5: Algebraic Representations: Students shall represent and analyze mathematical situations and structures using algebraic symbols</b>																
<b>Expressions, Equations and Inequalities</b>																
<b>A.5.2.1</b> Select and/or write number sentences to find the unknown in problem-solving contexts involving two-digit addition and subtraction using appropriate labels															√	
<b>A.5.2.2</b> Express mathematical relationships using equalities and inequalities(>, <, =, □)						√		√						√		





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<b>DATA ANALYSIS AND PROBABILITY</b>																
<b>Standard 14: Data Representation: Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them</b>																
<b>Collect, Organize and Display Data</b>																
<b>DAP.14.2.1</b> Identify the purpose for data collection and collect, organize, record and display the data using physical materials (pictographs, Venn diagrams and vertical and horizontal bar graphs)	√						√	√				√				
<b>Standard 15: Data Analysis: Students shall select and use appropriate statistical methods to analyze data</b>																
<b>Data Analysis</b>																
<b>DAP.15.2.1</b> Analyze and make predictions from data represented in charts and graphs	√						√	√	√		√	√			√	
<b>DAP.15.2.2</b> Make true statements comparing data displayed on a graph or chart	√						√	√	√		√	√			√	
<b>Inferences and Predictions</b>																
<b>DAP 16.2.1</b> Make simple predictions for a given set of data	√		√				√	√	√		√		√	√	√	