


Alabama
Curricular Standards
Mathematics - Grade 2
Correlations with Gourmet Curriculum Press, Inc.®
1.800.900.2290

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
Number Sense, Number Systems, Number Theory				
1 Stanford 9	<ul style="list-style-type: none"> • <i>Demonstrate proficiency in the use of basic number concepts and skills.</i> <ul style="list-style-type: none"> - <i>Counting forward by ones, twos, threes, fives, and tens</i> - <i>Reading, writing, ordering, and comparing whole numbers from 0 through 100</i> - <i>Recognizing written words for numbers from 0 through 20</i> - <i>Using ordinal numbers, first through twentieth</i> - <i>Using + and - symbols</i> 	Appetizers 1 A & E; 2 E; Main Dish Objectives 1 (Number Concepts) Lessons 1 & 5; 2 (Mathematical Relations) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2 Stanford 9	<ul style="list-style-type: none"> • <i>Develop an understanding of basic number concepts and skills.</i> <ul style="list-style-type: none"> - <i>Counting backward by ones, twos, fives, and tens</i> - <i>Recognizing odd and even numbers</i> - <i>Reading, writing, ordering, and comparing whole numbers from 0 through 1000</i> - <i>Comprehending and using number words and numerals in everyday situations</i> - <i>Using >, <, and = symbols</i> 	Appetizers 1 A, B, C, D, E, & F; 2 E & F; Main Dish Objectives 1 (Number Concepts) Lessons 1, 2, 3, 4, 5, & 6; 2 (Mathematical Relations) Lessons 5 & 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3	<ul style="list-style-type: none"> • <i>Demonstrate oral and written proficiency in using basic addition facts to sums of 20 and in the corresponding basic subtraction facts.</i> 	Appetizers 2 A, B, & C; 6 A; 7 A; Main Dish Objectives 2 (Mathematical Relations) Lessons 1, 2, & 3; 6 (Addition) Lesson 1; 7 (Subtraction) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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4	<ul style="list-style-type: none"> Find the sum using more than two addends. Examples: horizontal forms, vertical forms 	Appetizers 6 B; Main Dish Objective 6 (Addition) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5	<ul style="list-style-type: none"> Recognize and use multiple representations for a given number. Examples: $10 + 5 + 5 = 20$ $30 - 10 = 20$ $10 + 10 = 20$ 	Appetizers 2 C; Main Dish Objective 2 (Mathematical Relations) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
6 Stanford 9	<ul style="list-style-type: none"> Develop an understanding of addition and subtraction of two-digit numbers with and without regrouping. Examples: using manipulatives, mental math, paper and pencil, calculators 	Appetizers 6 B; 7 B; Main Dish Objectives 6 (Addition) Lesson 2; 7 (Subtraction) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
7	<ul style="list-style-type: none"> Estimate answers to addition and subtraction problems. <ul style="list-style-type: none"> Determining whether results are reasonable Using calculators to check estimates 	Appetizers 13 B; Main Dish Objective 13 (Reasonableness) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
8 Stanford 9	<ul style="list-style-type: none"> Create and solve word problems originating from real-life situations. 	Appetizers 11; 12; Main Dish Objectives 11 (Problem Solving) All Lessons; 12 (Mathematical Representation) All Lessons; Applications; Final Tests; Reasonableness Problems; Journal Topics		
9 Stanford 9	<ul style="list-style-type: none"> Determine which operations are needed to solve problems. 	Appetizers 11; 12; Main Dish Objectives 11 (Problem Solving) All Lessons; 12 (Mathematical Representation) All Lessons; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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10 Stanford 9	<ul style="list-style-type: none"> Express multiplication as repeated addition. - Using physical materials Example:  Make four groups of three counters each to show $3 + 3 + 3 + 3 = 4 \times 3$ Using symbolic representation Example: $6 + 6 + 6 = 3 \times 6$ 	Appetizers 8 A; Main Dish Objective 8 (Multiplication) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
11	<ul style="list-style-type: none"> Develop vocabulary associated with operations. Examples: addend, product 	Appetizers 6 A; 8 A; Main Dish Objectives 6 (Addition) Lesson 1; 8 (Multiplication) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
12	<ul style="list-style-type: none"> Investigate the concept of division. Example: dividing a group of 20 pennies into groups of four 	Appetizers 9 A; Main Dish Objective 9 (Division) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
13 Stanford 9	<ul style="list-style-type: none"> Solve problems using a variety of tools, models, and techniques. Examples: tools: manipulatives, calculator; models: number line, tally marks, lists, drawings, tables, graphs; techniques: estimation, mental math dramatization, patterns 	Appetizers 2 E, F, & G; 5 A; 10; 11; 12; 13; Main Dish Objectives 2 (Mathematical Relations) Lessons 5, 6, & 7; 5 (Probability/Statistics) Lesson 1; 10 (Estimation) All Lessons; 11 (Problem Solving) All Lessons; 12 (Mathematical Representation) All Lessons; 13 (Reasonableness) All Lessons; Applications; Final Tests; Reasonableness Problems; Journal Topics		
14	<ul style="list-style-type: none"> Explain the results of mathematical actions. Examples: Asking, "Why does my answer make sense?" Asking, "What did I learn from this?" 	Appetizers 13 A & B; Main Dish Objective 13 (Reasonableness) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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15 Stanford 9	<ul style="list-style-type: none"> • <i>Demonstrate relationships between operations.</i> <i>Examples: "I can find the difference in a subtraction problem by adding."</i> $18 - 9 = 9$ because $9 + 9 = 18$ 	Appetizers 2 A, B, & C; Main Dish Objective 2 (Mathematical Relations) Lessons 1, 2, & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
16 Stanford 9	<ul style="list-style-type: none"> • <i>Identify the value of a digit in the ones, tens, and hundreds place.</i> <ul style="list-style-type: none"> - <i>Using manipulatives</i> <i>Examples: base 10 materials, place value charts</i> - <i>Using pictorial representations</i> - <i>Determining the value of a number expressed in expanded notation</i> 	Appetizers 1 D & E; Main Dish Objective 1 (Number Concepts) Lessons 4 & 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
17	<ul style="list-style-type: none"> • <i>Demonstrate proficiency in determining the value of a digit in the ones and tens place.</i> 	Appetizers 1 D & E; Main Dish Objective 1 (Number Concepts) Lessons 4 & 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
18 Stanford 9	<ul style="list-style-type: none"> • <i>Identify a number that is 100 more or 100 less than a given number.</i> 	Appetizers 1 D & E; Main Dish Objective 1 (Number Concepts) Lessons 4 & 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
19 Stanford 9	<ul style="list-style-type: none"> • <i>Identify a fraction model that is part of a whole or part of a set.</i> <ul style="list-style-type: none"> - <i>One-half</i> - <i>One-third</i> - <i>One-fourth</i> 	Appetizers 1 G & H; Main Dish Objective 1 (Number Concepts) Lessons 7 & 8; Applications; Final Tests; Reasonableness Problems; Journal Topics		
20	<ul style="list-style-type: none"> • <i>Use the numerical representations $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ for fractional parts.</i> 	Appetizers 1 G & H; Main Dish Objective 1 (Number Concepts) Lessons 7 & 8; Applications; Final Tests; Reasonableness Problems; Journal Topics		

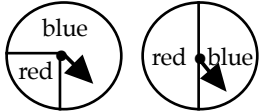
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21	<ul style="list-style-type: none"> Recognize the decimal numbers .10, .25, .50, and .75 in everyday situations. Examples: money, stopwatch 	Appetizers 6 C; 7 D; Main Dish Objectives 6 (Addition) Lesson 3; 7 (Subtraction) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
22	<ul style="list-style-type: none"> Solve simple word problems. <ul style="list-style-type: none"> Distinguishing between relevant and irrelevant information Translating story information into number sentences Using a variety of strategies to determine solution(s) Explaining and justifying thinking orally and in writing 	Interactive discussion throughout Appetizers; Main Dish Objectives 11 (Problem Solving) All Lessons; 12 (Mathematical Representation) All Lessons; Applications; Final Tests; Reasonableness Problems; Journal Topics		
23 Stanford 9	<ul style="list-style-type: none"> Recognize that the order of the addends does not affect the sum (commutative property of addition). Example: $2 + 3 = 3 + 2$ 	Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
24	<ul style="list-style-type: none"> Recognize that grouping addends differently does not affect the sum (associative property of addition). Example: $(2 + 3) + 4 = 2 + (3 + 4)$ 	Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
25 Stanford 9	<ul style="list-style-type: none"> Use the inverse relationship of addition and subtraction. Example: $7 + 8 = 15$, $8 + 7 = 15$, $15 - 8 = 7$, $15 - 7 = 8$ 	Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
26 Stanford 9	<ul style="list-style-type: none"> Explore the identity property of multiplication. Example: $1 \times 3 = 3$ 	Appetizers 8 A; Main Dish Objective 8 (Multiplication) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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27	<ul style="list-style-type: none"> Recognize that the order of factors does not affect the product (commutative property of multiplication). Example: $5 \times 3 = 3 \times 5$ 	Appetizers 8 A; Main Dish Objective 8 (Multiplication) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
28	<ul style="list-style-type: none"> Apply the knowledge that adding zero will not affect the sum (identity property of addition). Example: $1 + 0 = 1$ 			
Geometry, Spatial Sense, Measurement				
29 Stanford 9	<ul style="list-style-type: none"> Describe and compare attributes of plane and solid figures using appropriate terms. <ul style="list-style-type: none"> Side Surface Edge Vertex 	Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
30	<ul style="list-style-type: none"> Identify solid figures. Examples: cube, cone, cylinder, sphere 	Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
31 Stanford 9	<ul style="list-style-type: none"> Identify geometric shapes from the environment. <ul style="list-style-type: none"> Plane figures Solid figures 	Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
32 Stanford 9	<ul style="list-style-type: none"> Identify symmetry in plane figures. 	Appetizers 3 B; Main Dish Objective 3 (Geometry) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
33 Stanford 9	<ul style="list-style-type: none"> Identify congruent figures. 	Appetizers 3 B; Main Dish Objective 3 (Geometry) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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34 Stanford 9	<ul style="list-style-type: none"> • <i>Demonstrate an understanding of spatial relationships.</i> <ul style="list-style-type: none"> - <i>Relating personal position to surrounding space</i> - <i>Determining orientation, direction, perspective of objects in space</i> <i>Examples: behind, below, between, left, right, near, far</i> - <i>Observing result of rotations (turns) and reflections (flips)</i> - <i>Comparing relative size and proximity of objects</i> - <i>Visualizing results of combined shapes</i> <i>Example: tangrams</i> 	Appetizers 3 A & B; Main Dish Objective 3 (Geometry) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
35	<ul style="list-style-type: none"> • <i>Develop an understanding of perimeter and area.</i> 			
36 Stanford 9	<ul style="list-style-type: none"> • <i>Select appropriate units for measuring.</i> <i>Example: using centimeters to measure length</i> 	Appetizers 4 A; Main Dish Objective 4 (Measurement) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
37 Stanford 9	<ul style="list-style-type: none"> • <i>Estimate and measure length using appropriate units.</i> <ul style="list-style-type: none"> - <i>Nonstandard units</i> - <i>Customary units</i> - <i>Metric units</i> 	Appetizers 4 A; Main Dish Objective 4 (Measurement) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
38	<ul style="list-style-type: none"> • <i>Estimate and compare weights.</i> 	Appetizers 4 B; Main Dish Objective 4 (Measurement) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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39	<ul style="list-style-type: none"> Estimate and compare capacities of containers. 	Appetizers 10 A; Main Dish Objective 10 (Estimation) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
40	<ul style="list-style-type: none"> Read temperature on a thermometer. <ul style="list-style-type: none"> Using the Fahrenheit scale Using the Celsius scale 	Appetizers 4 E; Main Dish Objective 4 (Measurement) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
41	<ul style="list-style-type: none"> Compare daily temperature changes. 	Appetizers 4 E; Main Dish Objective 4 (Measurement) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
42 Stanford 9	<ul style="list-style-type: none"> Demonstrate proficiency in finding a data on a calendar. 			
43 Stanford 9	<ul style="list-style-type: none"> Tell time using analog and digital clocks. <ul style="list-style-type: none"> Half hour Minute 	Appetizers 4 D; Main Dish Objective 4 (Measurement) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
44	<ul style="list-style-type: none"> Demonstrate proficiency in matching coins to their monetary value. <ul style="list-style-type: none"> Pennies Nickels Dimes Quarters 	Appetizers 2 F & G; 6 C; Main Dish Objectives 2 (Mathematical Relations) Lessons 6 & 7; 6 (Addition) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
45 Stanford 9	<ul style="list-style-type: none"> Use skills associated with money. <ul style="list-style-type: none"> Determining the value of money Comparing values of sets of coins and bills Solving real-life problems involving money Trading coins 	Appetizers 2 F & G; 6 C; 7 D; Main Dish Objectives 2 (Mathematical Relations) Lessons 6 & 7; 6 (Addition) Lesson 3; 7 (Subtraction) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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46	<ul style="list-style-type: none"> Identify monetary symbols. <ul style="list-style-type: none"> Dollars (\$) Cents (¢) Decimal point (.) 	Appetizers 6 C; 7 D; Main Dish Objectives 6 (Addition) Lesson 3; 7 (Subtraction) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
Patterns, Functions, Algebra				
47 Stanford 9	<ul style="list-style-type: none"> Extend and create patterns using objects, symbols, and numbers. Examples: $\triangle \circ \square \triangle \circ \square$; 1, 2, 4, 7, 11 	Appetizers 2 E; Main Dish Objective 2 (Mathematical Relations) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
48	<ul style="list-style-type: none"> Determine missing elements in number patterns. Example: 2, 4, __, 8, 10 	Appetizers 2 E; Main Dish Objective 2 (Mathematical Relations) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
Probability, Statistics, Discrete Mathematics				
49 Stanford 9	<ul style="list-style-type: none"> Analyze information collected from real-life situations. <ul style="list-style-type: none"> Organizing data Displaying data Examples: pictographs, tally charts, lists, bar graphs, tables Describing data 	Appetizers 5 A; Main Dish Objective 5 (Probability/Statistics) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
50 Stanford 9	<ul style="list-style-type: none"> Apply inquiry skills. <ul style="list-style-type: none"> Identify the question or problem and determining the operation Identifying appropriate information Collecting, organizing, and interpreting information Drawing conclusions Evaluating data 	Appetizers 11; 12; Main Dish Objectives 11 (Problem Solving) All Lessons; 12 (Mathematical Representation) All Lessons; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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51 Stanford 9	• <i>Make predictions from a sampling.</i>	Appetizers 5 C; Main Dish Objective 5 (Probability/Statistics) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
52 Stanford 9	• <i>Predict outcomes of experiments.</i> - <i>Most likely outcomes</i> - <i>Least likely outcomes</i> - <i>Equally likely outcomes</i> <i>Examples: tossing number cubes and coins, using counters</i>	Appetizers 5 C; Main Dish Objective 5 (Probability/Statistics) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
53	• <i>Explore probability through experimentation.</i> <i>Example: using spinners with equal and unequal parts</i> 	Appetizers 5 C; Main Dish Objective 5 (Probability/Statistics) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		

Stanford Achievement, Ninth Edition Primary 2 objectives not included in this course:

MEASUREMENT - Compare lengths. (addressed in first grade)
 - Determine elapsed time. (addressed in third grade)
 - Make change. (addressed in third grade)

NUMBER - Count from an initial number. (addressed in first grade)
 - Identify the set with the fewest and most elements. (addressed in first grade)

FRACTION AND DECIMAL CONCEPTS - Identify models divided into equal parts. (addressed in first grade)