

Kansas
Curricular Standards
Mathematics - Grade 2
Correlations with Gourmet Curriculum Press, Inc.©
 1.800.900.2290

Benchmark Number	Benchmark • <i>Instructional Targets</i>	Gourmet Resource	Taught	Tested
1	Number and Computation (Standard) The student uses numerical and computational concepts and procedures in a variety of situations.			
1.1	Number Sense The student demonstrates number sense for three-digit whole numbers and simple fractions in a variety of situations.			
	Knowledge Base Indicators			
1.1.1	• <i>Compares and orders whole numbers to 1,000 and simple fractions (fourths, thirds, and halves) using concrete materials.</i>	Appetizers 1 A, G, & H; Main Dish Objective 1 (Number Concepts) Lessons 1, 7, & 8; Applications; Final Tests; Reasonableness Problems; Journal Topics		
1.1.2	• <i>Knows, explains, and represents whole numbers to 1,000.</i>	Appetizers 1 D & E; Main Dish Objective 1 (Number Concepts) Lessons 4 & 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
1.1.3	• <i>Uses addition and subtraction facts to show equivalent representations for whole numbers such as $8-5=2+1$ or $20+40=70-10$.</i>			
1.1.4	• <i>Identifies coins, states their values, and determines the total value (to \$1.00) of a mixed group of coins using pennies, nickels, dimes, quarters, or half-dollars.</i>	Appetizers 2 F; 6 C; 7 D; 10 C; Main Dish Objectives 2 (Mathematical Relations) Lesson 6; 6 (Addition) Lesson 3; 7 (Subtraction) Lesson 4; 10 (Estimation) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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1.1.5	<ul style="list-style-type: none"> Counts like combinations of the following bills: \$1, \$5, \$10, and \$20. 	Appetizers 6 C; 7 D; Main Dish Objectives 6 (Addition) Lesson 3; 7 (Subtraction) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
1.2	Number Systems and their Properties The student demonstrates an understanding of simple fractions (fourths, thirds, halves) and three-digit whole numbers with a special emphasis on place value, and recognizes, applies, and explains their properties.			
	Knowledge Base Indicators			
1.2.1	<ul style="list-style-type: none"> Identifies the place value of various digits in whole numbers to 1,000. 	Appetizers 1 D & E; Main Dish Objective 1 (Number Concepts) Lessons 4 & 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
1.2.2	<ul style="list-style-type: none"> Counts subsets of numbers from 1 to 1,000 forwards and backwards such as 311, 312, 313, ..., 317; 210, 209, 208, ..., 204. 	Appetizers 1 A; Main Dish Objective 1 (Number Concepts) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
1.2.3	<ul style="list-style-type: none"> Reads or writes whole numbers to 1,000 in numeric form and whole numbers from zero to 100 in words, such as 76 can be written as seventy-six. 	Appetizers 1 D & E; Main Dish Objective 1 (Number Concepts) Lessons 4 & 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
1.2.4	<ul style="list-style-type: none"> Uses concepts of the following whole number properties and demonstrates their meaning with concrete materials: 			
1.2.4.a	<ul style="list-style-type: none"> The commutative property of addition such as $3+2=2+3$. 	Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
1.2.4.b	<ul style="list-style-type: none"> The associative property of addition such as $(3+2)+4=3+(2+4)$ 	Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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1.2.4.c	<ul style="list-style-type: none"> The additive identity property (zero property of addition) such as $4+0=4$. 	Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
1.2.4.d	<ul style="list-style-type: none"> The symmetric property applied to basic addition and subtraction facts such as $10=2+8$ is the same as $2+8=10$ or $7=10-3$ is the same as $10-3=7$. 	Appetizers 2 A, B, C, & D; Main Dish Objective 2 (Mathematical Relations) Lessons 1, 2, 3, & 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
1.2.5	<ul style="list-style-type: none"> Identifies odd and even whole numbers to 100. 	Appetizers 1 F; Main Dish Objective 1 (Number Concepts) Lesson 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
1.3	<p>Estimation</p> <p>The student uses numerical estimation with whole numbers up to 999, simple fractions, and money.</p>			
	<p>Knowledge Base Indicators</p>			
1.3.1	<ul style="list-style-type: none"> Uses a variety of computational methods including mental mathematics, paper and pencil, concrete materials, and technological tools such as calculators and computers to estimate quantities involving whole numbers, simple fractions, and money. 	All Appetizers; All Main Dish Objectives; Applications; Final Tests; Reasonableness Problems; Journal Topics		
1.3.2	<ul style="list-style-type: none"> Uses various estimation techniques, including front-end with adjustment for two-digit numbers, and rounding to the nearest ten, with whole numbers to 1000. 	Appetizers 10 B; Main Dish Objective 10 (Estimation) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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1.4	Computation The student explains, models and performs computation with two-digit whole numbers in a variety of situations.			
Knowledge Base Indicators				
1.4.1	<ul style="list-style-type: none"> Uses a variety of computational methods including mental arithmetic (doubles and neighbors), paper and pencil, concrete materials, and technological tools such as calculators and computers. 	Appetizers 2; 6; 7; 11; 12; Main Dish Objectives 2 (Mathematical Relations) All Lessons; 6 (Addition) All Lessons; 7 (Subtraction) All Lessons; 11 (Problem Solving) All Lessons; 12 (Mathematical Representation) All Lessons; Applications; Final Tests; Reasonableness Problems; Journal Topics		
1.4.2	<ul style="list-style-type: none"> States and uses whole number addition facts with sums to 20 or less and corresponding subtraction facts with efficiency and accuracy. 	Appetizers 2 A, B, & C; Main Dish Objective 2 (Mathematical Relations) Lessons 1, 2, & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
1.4.3	<ul style="list-style-type: none"> Explains and performs addition and subtraction on amounts of money to 99¢ using cent notation (25¢ + 52¢) and concrete materials. 	Appetizers 6 C; 7 D; 11 A; Main Dish Objectives 6 (Addition) Lesson 3; 7 (Subtraction) Lesson 4; 11 (Problem Solving) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
1.4.4	<ul style="list-style-type: none"> Explains and performs addition and subtraction with two-digit whole numbers with and without regrouping. 	Appetizers 6 B; 7 B; 11 A; 12 A & B; Main Dish Objectives 6 (Addition) Lesson 2; 7 (Subtraction) Lesson 2; 11 (Problem Solving) Lesson 1; 12 (Mathematical Representation) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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1.4.5	• <i>Skip counts by two's, five's, or ten's to 100 and three's to 36.</i>	Appetizers 1 F; Main Dish Objective 1 (Number Concepts) Lesson 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
1.4.6	• <i>Identifies addition and subtraction fact families.</i>	Appetizers 2 A, B, & C; Main Dish Objective 2 (Mathematical Relations) Lessons 1, 2, & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
1.4.7	• <i>Knows different ways to read and write the same subtraction expression such as $6-3$ is the same as $\begin{array}{r} 6 \\ -3. \end{array}$</i>	Appetizers 2 A, B, & C; Main Dish Objective 2 (Mathematical Relations) Lessons 1, 2, & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2	Algebra (Standard) The student uses algebraic concepts and procedures in a variety of situations.			
2.1	Patterns The student recognizes, describes, extends, develops, and explains relationships in patterns from a variety of situations.			
	Knowledge Base Indicators			
2.1.1	• <i>Identifies and continues patterns presented in a variety of formats: numeric, visual, oral, written, kinesthetic, pictorial, tabular, graphical, or listing.</i>	Appetizers 2 E; Main Dish Objective 2 (Mathematical Relations) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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2.1.2	<ul style="list-style-type: none"> creates a pattern. A partial list of patterns to help students meet these indicators could include: Whole number patterns such as 11, 22, 33 ... or 2, 4, 6. Measurement and geometric patterns. Calendar patterns. Money and time patterns such as 1:45, 1:30, 1:15... or \$5, \$10, \$15 ... Patterns occurring in nature such as seasons, temperature, or weather. Number theory patterns such as odds, evens, and skip counting by 3's and 4's. Simple kinesthetic patterns such as snapping fingers, clapping, or stomping feet. Visual patterns including shape or color. Special Note: Working with various types of patterns is an important precursor to working with functions and sequences in middle school and high school. 	Appetizers 1 F; 2 E, F, & G; Main Dish Objectives 1 (Number Concepts) Lesson 6; 2 (Mathematical Relations) Lessons 5, 6, & 7; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2.2	Variables, Equations, and Inequalities The student uses symbols and whole numbers up to 99 to solve addition and subtraction equations in a variety of situations.			
	Knowledge Base Indicators			
2.2.1	<ul style="list-style-type: none"> Explains or uses symbols for whole number unknown quantities. 	Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2.2.2	<ul style="list-style-type: none"> Solves equations involving addition or subtraction in order to find the sum or difference such as $32+19=\text{Æ}$ or $79-46=\text{Æ}$. 	Appetizers 6 B; 7 B; Main Dish Objectives 6 (Addition) Lesson 2; 7 (Subtraction) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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2.2.3	<ul style="list-style-type: none"> Finds missing addends and subtrahends using basic addition and subtraction facts such as $7 + \text{Æ} = 12$ or $12 - \text{Æ} = 7$. 	Appetizers 2 A, B, & C; Main Dish Objective 2 (Mathematical Relations) Lessons 1, 2, & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2.2.4	<ul style="list-style-type: none"> Solves money equations involving up to two different coins such as nickel + penny = Æ ¢. 	Appetizers 6 C; 7 D; Main Dish Objectives 6 (Addition) Lesson 3; 7 (Subtraction) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2.2.5	<ul style="list-style-type: none"> Compares two whole numbers between 0 and 1,000 using symbols (<, >, or =) and words such as less than, greater than, or equal to. 	Appetizers 1 B & C; Main Dish Objective 1 (Number Concepts) Lessons 2 & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2.3	<p>Functions</p> <p>The student recognizes and describes relationships between whole numbers through 99 in a variety situations.</p>			
	<p>Knowledge Base Indicators</p>			
2.3.1	<ul style="list-style-type: none"> Uses a variety of methods to recognize relationships including mental mathematics, paper and pencil, and concrete materials. 	All Appetizers; All Main Dish Objectives; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2.3.2	<ul style="list-style-type: none"> Generalizes simple numeric patterns by stating the rule using symbol notation such as for 2, 4, 6, 8, 10 . . . ; the rule is + 2 each time. 	Appetizers 2 E; Main Dish Objective 2 (Mathematical Relations) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2.3.3	<ul style="list-style-type: none"> Uses numbers and symbols to describe whole number addition and subtraction relationships. $3 + 2 = 5$, $+ 2 = 5$. 	Appetizers 2 A, B, & C; Main Dish Objective 2 (Mathematical Relations) Lessons 1, 2, & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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2.3.4	<ul style="list-style-type: none"> Graphs ordered pairs on a given grid in the first quadrant. 			
2.3.5	<ul style="list-style-type: none"> Finds values or determines the rule from input/out machines, T-tables or function tables which involve addition or subtraction of whole numbers. 	Appetizers 1 F; 2 A, B, & C; Main Dish Objectives 1 (Number Concepts) Lesson 6; 2 (Mathematical Relations) Lessons 1, 2, & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2.4	Models The student develops and uses models to represent and show mathematical relationships found in a variety of situations.			
Knowledge Base Indicators				
2.4.1	<ul style="list-style-type: none"> Uses mathematical models to represent and explain mathematical concepts and procedures. 	Appetizers 12 B; Main Dish Objective 12 (Mathematical Representation) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2.4.2	<ul style="list-style-type: none"> Uses concrete objects, diagrams, pictures and dramatizations to show the relationship between two or more things. The student knows, explains, and uses mathematical models such as: graphs and tables using real objects, representational objects or abstract representations to display data. Place value models such as place value mats, hundreds charts, and base ten blocks. Process models for whole number operations such as pictures or objects representing addition and subtraction, the number line, or the hundreds chart. Venn Diagrams to sort data using two attributes. T-tables to find relationships between numbers. Diagrams and pictures to model situations. 	Appetizers 1 D, E, F, G, & H; 2 A, B, C, E, F, & G; 3 C; 5 A & B; 12 B; Main Dish Objectives 1 (Number Concepts) Lessons 4, 5, 6, 7, & 8; 2 (Mathematical Relations) Lessons 1, 2, 3, 5, 6, & 7; 3 (Geometry) Lesson 3; 5 (Probability/Statistics) Lessons 1 & 2; 12 (Mathematical Representation) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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3	Geometry (Standard) The student uses geometric concepts and procedures in a variety of situations.			
3.1	Geometric Figures and their Properties The student recognizes and describes properties of simple geometric shapes.			
Knowledge Base Indicators				
3.1.1	<ul style="list-style-type: none"> Uses appropriate technology, manipulatives and drawings to recognize or investigate properties of geometric figures. 	Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3.1.2	<ul style="list-style-type: none"> Compares the following geometric figures: circle, square, rectangle, triangle, and ellipse (oval). 	Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3.1.3	<ul style="list-style-type: none"> Recognizes, draws, and describes the following geometric figures: circle, square, rectangle, triangle, and ellipse (oval). 	Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3.1.4	<ul style="list-style-type: none"> Recognizes the following figures from a basic pattern block set: square, triangle, rhombus, hexagon, parallelogram and trapezoid. 	Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3.1.5	<ul style="list-style-type: none"> Recognizes the following geometric solids: cubes, cylinders, cones, and spheres. 	Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3.2	Measurement and Estimation The student estimates and measures using standard and nonstandard units in a variety of situations with an emphasis on the use of concrete materials.			
Knowledge Base Indicators				
3.2.1	<ul style="list-style-type: none"> Measures length to the nearest inch, to the nearest centimeter, and nonstandard units of length to the nearest whole unit; volume to the nearest pint, cup, quart, gallon or liter; temperature to the nearest degree. 	Appetizers 4 A, B, C, D, & E; Main Dish Objective 4 (Measurement) Lessons 1, 2, 3, 4, & 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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3.2.2	<ul style="list-style-type: none"> • <i>Selects or uses measurement tools for length, volume, temperature, and weight, and units of measure appropriate for the given situation.</i> 	Appetizers 4 A, B, C, D, & E; Main Dish Objective 4 (Measurement) Lessons 1, 2, 3, 4, & 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3.2.3	<ul style="list-style-type: none"> • <i>States the number of minutes in an hour.</i> 	Appetizers 4 D; Main Dish Objective 4 (Measurement) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3.2.4	<ul style="list-style-type: none"> • <i>Reads and tells time to the nearest quarter-hour using analog and digital clocks.</i> 	Appetizers 4 D; Main Dish Objective 4 (Measurement) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3.3	<p>Transformational Geometry The student recognizes and describes a single geometric transformation of simple shapes or objects in a variety of situations.</p>			
Knowledge Base Indicators				
3.3.1	<ul style="list-style-type: none"> • <i>Recognizes when a simple shape has undergone one transformation (rotation/turn, reflection/flip, and translation/slide).</i> 	Appetizers 3 B; Main Dish Objective 3 (Geometry) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3.3.2	<ul style="list-style-type: none"> • <i>Recognizes two- or three-dimensional objects as they would appear from near or far.</i> 	Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3.4	<p>Geometry from an Algebraic Perspective The student identifies one or more points on a simple coordinate system (number line or grid) in a variety of situations.</p>			
Knowledge Base Indicators				
3.4.1	<ul style="list-style-type: none"> • <i>Uses the number line to represent the distance between two whole numbers.</i> 	Appetizers 3 C; Main Dish Objective 3 (Geometry) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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3.4.2	<ul style="list-style-type: none"> Uses a number line to model addition and subtraction. 	Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3.4.3	<ul style="list-style-type: none"> Places or locates whole numbers to 1,000 on a number line. 	Appetizers 3 C; Main Dish Objective 3 (Geometry) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
4	Data (Standard) The student uses concepts and procedures of data analysis in a variety of situations.			
4.1	Probability The student uses probability to make predictions and decisions in a variety of situations.			
Knowledge Base Indicators				
4.1.1	<ul style="list-style-type: none"> Lists some of the possible outcomes of a simple experiment. 	Appetizers 5 C; Main Dish Objective 5 (Probability/Statistics) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
4.1.2	<ul style="list-style-type: none"> Recognizes and explains whether outcomes of a simple event are equally likely to occur. 	Appetizers 5 C; Main Dish Objective 5 (Probability/Statistics) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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4.2	Statistics The student collects, displays, and explains whole number and other data in a variety of situations.			
Knowledge Base Indicators				
4.2.1	<ul style="list-style-type: none"> Organizes, displays and reads, numerical (quantitative) and non-numerical (qualitative) data in a clear, organized and accurate manner including correct titles, labels, categories or whole number intervals (includes knowing the importance of using the same size pictures or intervals to ensure the information is conveyed accurately at a glance). Specific graphical displays of whole number, monetary unit, and categorical data include: frequency tables using tally marks. graphs using concrete materials. bar graphs. Venn diagrams and other pictorial displays. 	Appetizers 5 A & B; Main Dish Objective 5 (Probability/Statistics) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
4.2.2	<ul style="list-style-type: none"> Knows, explains, and conducts sampling techniques (observations, polling, tallying, and interviews) for gathering data. 	Appetizers 5 A & B; Main Dish Objective 5 (Probability/Statistics) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
4.2.3	<ul style="list-style-type: none"> Identifies the largest and smallest data value. 	Appetizers 1 B & C; Main Dish Objective 1 (Number Concepts) Lessons 2 & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
4.2.4	<ul style="list-style-type: none"> Identifies the mode for a data set containing up to two-digit whole numbers or identifies the category which occurs most often. 	Appetizers 1 B & C; 5 A & B; Main Dish Objectives 1 (Number Concepts) Lessons 2 & 3; 5 (Probability/Statistics) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		