Unit	State Standards	Outcomes	Essential Questions	Essential Skills	Assessments	Faith Integration
Entire Year						
Addition and Subtraction Within 20 *(updated 6/11/19)*	**2.OA.A.1(A)** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **2.OA.B.2(A)** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. **2.OA.C.3(A)** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. **2.NBT.B.5(A)** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. **2.NBT.B.6(A)** Add up to four two-digit numbers using strategies based on place value and properties of operations. **2.NBT.B.9(A)** Explain why addition and subtraction strategies work, using place value and the properties of operations.		1. Can I fluently add and subtract within 20? 2. Can I determine whether a group of objects (up to 20) has an odd or even number of members and write an equation to express an even number as the sum of two equal addends? 3. Can I add three or four 1-digit addends? 4. Can I use addition and subtraction within 20 to solve one- and two-step word problems?	1. Review the relationship between addition and subtraction equations, Math Mountains, and word problems. 2. Find teen Math Mountains and relate to addition problems with two unknown addends; practice addition and subtraction with totals less than or equal to 10. 3. Use the Make-a-Ten strategy to add single-digit addends that have a teen total. 4. Make a ten to solve unknown addend and subtraction word problems. 5. Practice solving addition, subtraction, and unknown addend equations with teen totals. 6. Identify numbers as odd or even. 7. Find totals using the Doubles Plus/Minus 1 or the Doubles Plus/Minus 2 strategies. 8. Write equations and equation chains and use vertical form for addition and subtraction. 9. Add three or four 1-digit addends using strategies based on properties of addition. 10. Represent and solve Add To and Take From word problems. 11. Create and solve Add To and Take From word problems- unknown in all six positions. 12. Introduce and solve Put Together and Take Apart Problems. 13. Solve Put Together/Take Apaprt problems that involve the use of group names and/or have both addends unknown. 14. Represent and solve Compare word problems. 15. Create, paraphrase, and solve Compare word problems. 16. Sovle mixed word problems and use the Make-a-Ten strategy to find totals.	Chapter test Daily work	1. God created order and numbers.

| Addition Within 200 *(updated 6/11/19)* | 2.OA.A.1(A) Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.OA.B.2(A) Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. 2.NBT.A.1(A) Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: •a. 100 can be thought of as a bundle of ten tens - called a hundred. •b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). 2.NBT.A.2(A) Count within 1000; skip-count by 5s, 10s, and 100s. 2.NBT.A.3(A) Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. 2.NBT.A.4(A) Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. 2.NBT.B.5(A) Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.B.6(A) Add up to four two-digit numbers using strategies based on place value and properties of operations. 2.NBT.B.7(A) Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. 2.NBT.B.8(A) Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. 2.NBT.B.9(A) Explain why addition and subtraction strategies work, using place value and the properties of operations. 2.MD.C.8(A) Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using dollars and cents symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? | | Do I understand the three digits of a three-digit number represent amounts of hundreds, tens, and ones? Can I use place value understanding and properties of operations to add? Can I fluently add within 100? Can I add up to four two-digit numbers? Can I explain why addition and subtraction strategies work? | 1. Represent numbers to 200 and identify patterns involving place value. 2. Represent numbers to 200 in different ways. 3. Represent numbers using base-ten numerals, expanded form, and number names. 4. Solve ten-based word problems and add 10 or 100 to a given number. 5. Compare two numbers using >, <, or = symbols. 6. Explore methods of 2-digit addition that involve making a new ten or hundred. 7. Apply addition concepts and strategies to real world situations, and solve 2-digit addition problems. 8. Solve 2-digit addition exercises using the New Groups Below method. 9. Choose a method to solve 2-digit addition exercises. 10. Compare various solution methods for 2-digit addition. 11. Solve word problems involving dollar bills, dimes, and pennies, sing $ and cent sign. 12. Skip count by 5s and find the values of collections of dimes, nickels and pennies. 13. Build fluency for addtion within 100. 14. Add three or four 2-digit addends. | Unit Assessment Daily work | Our world has order and numbers are a part of that order. I use my God-given abilities to solve problems. |

Length and Shapes
 	
(updated 6/11/19)
	2.OA.B.2(A)
	    Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
	2.NBT.A.4(A)
	    Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
	2.NBT.B.5(A)
	    Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
	2.NBT.B.6(A)
	    Add up to four two-digit numbers using strategies based on place value and properties of operations.
	2.MD.A.1(A)
	    Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
	2.MD.A.2(A)
	    Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
	2.MD.A.3(A)
	    Estimate lengths using units of inches, feet, centimeters, and meters.
	2.MD.A.4(A)
	    Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
	2.MD.D.9(A)
	    Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
	2.G.A.1(A)
	    Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
			Can I estimate and measure lengths using inches, feet, centimeters, and meters?
			Can I measure to determine how much longer one object is than another?
			Can I describe how two measurements relate to size of the unit chosen?
			Can I show measurement data by making a line plot?
			Can I recognize and draw 2- and 3- dimensional shapes having specified attributes?
				1. Measure line segments. Break apart centimeter lengths into partner lengths.
				2. Describe properties of squares, rectangles, triangles, pentagons, and hexagons.
				3. Estimate and measure the sides and the distances around squares and rectangles.
				4. Draw and name shapes with 3,4, 5, or 6 angles and estimate and measure sides of triangles.
				5. Understand how 2-dimensional and 3-dimensional shapes are related, and draw rectangular prisms and cubes using faces.
				6. Estimate and measre with centimeters, and use a line plot to display measurement data.
				7. Estimate and measure with inches, feet, and yards. Show measurement data on a line plot.
				8. Measure length and show the data on a line plot. Determine the relationship between length and the size of the measurement unit.
					Unit test
					Daily assignments
						God created a diverse world. I can measure things in God's creation.

Subtract 2-Digit Numbers
 	
(updated 6/11/19)
	2.OA.A.1(A)
	    Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
	2.OA.B.2(A)
	    Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
	2.NBT.A.1(A)
	    Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
	•a. 100 can be thought of as a bundle of ten tens - called a hundred.
	•b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
	2.NBT.A.4(A)
			Can I solve problems involving dollar bills, quarters, dimes, nickels, and pennies, using dollar signs and cent signs appropriately?
			Can I fluently subtract within 100?
			Can I use place value understanding and properties of operations to subtract within 1000?
			Can I explain why addition and subtraction strategies work using place value and the properties of operations?
			Can I use addtion and subtraction within 100 to solve one- and two-step word problems by using drawings and equations?
				1. Count by quarters, dimes, nickels, and pennies up to different totals.
				2. Find the value of a collection of dollar bills, quarters, dimes, nickels and pennies.
				3. Find unknown addends, and use different methods to find addends for 100.
				4. Use student-generated methods to solve subtraction word problems. Decide when to ungroup and when not to ungroup.
				5. Solve 2-digit subtraction problems using the Expanded Method and the Ungroup First Method.
				6. Solve subtraction word problems using a preferred method and explain the
					Unit Assessment
					Daily work
						I can use money to serve in God's world.

	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
	2.NBT.B.5(A)
	   Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
	2.NBT.B.6(A)
	   Add up to four two-digit numbers using strategies based on place value and properties of operations.
	2.NBT.B.7(A)
	   Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
	2.NBT.B.9(A)
	   Explain why addition and subtraction strategies work, using place value and the properties of operations.
	2.MD.C.8(A)
	   Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using dollars and cents symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
				method used.
				7. Review 2-digit subtraction methods and apply those methods to subtracting from 200.
				8. Decide when to ungroup in subtraction and subtract a 2-digit nmber from any number $\leq$ 200.
				9. Subtract 2-digit numbers from numbers with a zero in the tens or ones place.
				10. Relate ungrouping hundreds and tens in subtraction to ungrouping dollars and dimes.
				11. Build fluency for subtraction within 100.
				12. Compare addition and subtraction methods and use addition and subtraction to solve word problems.
				13. Generate eight equations from a Math Mountain and practice solving different types of word problems.
				14. Practice addition and subtraction within 100 and use those skills to solve word problems.
				15. Add up to calculate change from one dollar.
				16. Add up to solve unknown addend word problems.
				17. Solve word problems with start unknown or change unknown.
				18. Represent and solve Compare word problems.
				19. Solve mixed word problems.
				20. Solve two-step word problems.		

Time, Graphs, and Word Problems
 	
(updated 6/11/19)
	2.OA.A.1(A)
	   Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
	2.OA.B.2(A)
	   Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
	2.NBT.A.2(A)
	   Count within 1000; skip-count by 5s, 10s, and 100s.
	2.NBT.A.4(A)
	   Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
	2.NBT.B.5(A)
	   Fluently add and subtract within 100 using
			Can I tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.?
			Can I draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories?
			Can I solve simple put together, take-apart, and compare problems using information presented in a bar graph?
				1. Tell and write time to the hour, including A.M. and P.M.
				2. Tell time to 5 minutes.
				3. Draw picture graphs and solve problems using information from the graphs.
				4. Comapre and Put Together/Take Apart problems using information from a picture graph.
				5. Draw bar graphs.
				6. Read and analyze information in horizontal and vertical bar graphs.
				7. Use information in bar graphs to solve Put Together/Take Apart and Compare problems having one or more steps to solve.
					Unit Assessment
					Daily work
						I can use time to honor God and serve in His kingdom.

	strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. **2.NBT.B.6(A)** Add up to four two-digit numbers using strategies based on place value and properties of operations. **2.MD.C.7(A)** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. **2.G.A.3(A)** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.			8. Gather, organize, and display data. 9. Interpret data in graphs and use the data for problem solving.		
3-Digit Addition and Subtractions *(updated 6/11/19)*	**2.OA.A.1(A)** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **2.NBT.A.1(A)** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: •a. 100 can be thought of as a bundle of ten tens - called a hundred. •b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). **2.NBT.A.2(A)** Count within 1000; skip-count by 5s, 10s, and 100s. **2.NBT.A.3(A)** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **2.NBT.A.4(A)** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **2.NBT.B.7(A)** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. **2.NBT.B.9(A)** Explain why addition and subtraction strategies work, using place value and the properties of operations.		Do I understand that three digits of a three-digit number represent amounts of hundreds, tens, and ones? Can I count within 1000? Can I read and write numbers to 1000, using base-ten numerals, number names, and expanded form? Can I add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction?	1. Count to 1,000 and represent 3-digit numbers. 2. Understand the value of the digits in a 30digit number and write 3-digit numbers in expanded form. 3. Compare numbers within 999. 4. Count by ones and tens, add and subtract 10 from a number, and read and write nmber names for 3-digit numbers. 5. Use addition exercises to show place value, and apply knowledge of place value to word problems. 6. Explain the methods used to solve addition problems, and discuss good explanations and good questions. 7. Add within 1,000 using drawings and strategies based on place value. 8. Use the Addiong Up Method to solve unknown addend problems containing 3-digit numbers. 9. Subract 3-digit numbers from hundreds numbers through 1,000. 10. Subtract from 3-digit numbers with a zero in the ones or tens place. 11. Subtract from any 3-digit number, with or without ungrouping. 12. Practice subtracting 3-digit numbers with and without regrouping. 13. Practice addition and subtraction with 3-digit numbers and use the relationship between addition and subtraction to check answers. 14. Use addition and	Unit test Daily work	God created an ordered world. Numbers are part of this order.

					subtraction within 1,000 to solve word problems.		
Arrays, Equal Shares, and Adding or Subtracting Lenghts *(updated 6/11/19)*	**2.OA.A.1(A)** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **2.OA.C.3(A)** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. **2.OA.C.4(A)** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. **2.NBT.B.5(A)** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. **2.NBT.B.6(A)** Add up to four two-digit numbers using strategies based on place value and properties of operations. **2.MD.A.1(A)** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. **2.MD.B.5(A)** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. **2.MD.B.6(A)** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. **2.G.A.1(A)** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **2.G.A.2(A)** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. **2.G.A.3(A)** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.		Can I use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns? Can I partition a rectangle into rows and colmns of same-size squares and count to find the total number of them? Can I partition circles and retangles into two, three, or four equal shares and describe the shares using the words halves, thirds, fourths? Can I recognize that equal shares of identical wholes need not have the same shape? Can I use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units? Can I represent whole-number sums and differences within 100 on a number line diagram?	1. Arrange items in rectangular arrays and partition rectangles into equal shares. 2. Fold and draw equal shares to show halves, thirds, and fourths. 3. Solve word problems involving lengths and use a number line to diagram involving lengths and use a number line to diagram to add and subract within 100. 4. Add three and four lengths to solve word problems. 5. Solve problems involving adding and subtracting lengths; represent sums and differences within 100 on a number line diagram.	Unit test Daily work	I use the order God created to solve problems.