

Semester: 1

Grade Level/Department: 2nd

Subject: Math

Team Members: Brianna & Darcy

Standard #	Description	Example or Rigor	Prior Skills Needed	Assessment	When Taught?
2.1.2.1	Demonstrate mastery of addition and subtraction basic facts; add and subtract one- and two-digit numbers in real-world and mathematical problems.	Use strategies to generate addition facts including making tens, fact families, doubles plus or minus one, counting on, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts. Demonstrate fluency with basic addition facts and related subtraction facts. Solve real-world and mathematical addition problems. Use addition to create and obtain information from tables, bar graphs and tally charts.	Number sense, 1 st grade addition and subtraction skills	Chapter 1 Test Daily assignments Classroom activities	August – October
2.1.2.2					
2.1.2.5					
2.1.2.6				Chapter 8 Test	December
2.1.1.1	Compare and represent whole numbers up to 1000 with an emphasis on place value and equality.	Read, write and represent whole numbers up to 100. Representations may include numerals, addition, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks. Use place value to describe whole numbers between 10 and 100. Know that 100 is 10 tens. Round numbers up to the nearest 10 and round numbers down to the nearest 10.	Number sense, 1 st grade addition skills	Chapter 3 test Daily assignments Classroom activities	November
2.1.1.2					
2.1.1.4					
2.2.1.1	Recognize, create, describe, and use patterns and rules to solve real-world and mathematical problems.	Identify, create and describe simple number patterns involving repeated addition and skip counting. Use patterns to solve problems in various contexts. <i>For example:</i> Skip count by 5s beginning at 3 to create the pattern 3, 8, 13, 18, ...	Basic counting skills and number sense	Chapter 3 Test Daily assignments Classroom activities	November

		Understand how to interpret number sentences involving addition and unknowns. Use objects and number lines and create real-world situations to represent number sentences.	1 st grade addition skills, number sense	Chapter 4 test Daily assignments Classroom activities	November - December
2.2.2.1	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				
2.3.1.1	Identify, describe and compare basic shapes according to their geometric attributes.	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).	Knowledge of basic shapes	Chapter 7 Test Daily assignments Classroom activities	December (finish 2 nd semester)
2.3.1.2		Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.			

Description—What is the essential standard to be learned? Define in student-friendly vocabulary.

Example or Rigor—What does this look like? Provide an example or sample problem.

Prior Skills Needed—What knowledge or skills must the student already have in order to master this standard?

Assessment—How will student mastery be measured?

When Taught—What is the proposed time frame for teaching this standard?

**Adapted from Solution-Tree 2009 Reproducibles*

Springfield Elementary—Essential Standards

Semester: 2 Grade Level/Department: 2nd Subject: Math Team Members: Brianna & Darcy

Standard #	Description	Example or Rigor	Prior Skills Needed	Assessment	When Taught?
2.2.1.1.	Recognize, create, describe, and use patterns and rules to solve real world and mathematical problems.	Skip counting by: 2, 3, 4, 5, 10,	Counting skills, knowledge of the hundreds chart,	Chap. 3 test	January
2.3.3.2	Use time and money in real world and mathematical situations.	Identify pennies, nickels, dimes, and quarters. Find value of a group of coins and determine combination of coins that equal a given amount.	Knowledge of coins, counting skills	Chap. 3 test	January - February
2.1.1.3	Compare and represent whole numbers up to 1000 with an emphasis on place value and equality.	Find 10 more, 10 less or 100 more, 100 less than a given 3-digit number.	Counting skills, skip counting skills (by 10's), knowledge of hundreds chart	Chap. 4 test	January - February
2.1.2.3	Demonstrate mastery of addition and subtraction basic facts; add and subtract one- and two-digit numbers in real world and mathematical problems.	Estimating sums up to 100. Use mental strategies and algorithms based on knowledge of place value and equality to add two-digit numbers	Knowledge of basic addition facts/strategies and estimation	Chap. 5 test	January-February
2.1.2.4					
2.1.2.1	Demonstrate mastery of addition and subtraction basic facts; add and subtract one- and two-digit numbers in real world and mathematical problems.	Use strategies to generate subtraction facts. Demonstrate fluency with subtraction facts.	Knowledge of basic addition facts and fact families	Chap. 2 test	February
2.1.2.2					
2.1.2.5		Solve subtraction and			

2.1.2.6		<p>addition problems involving numbers with up to 2-digits.</p> <p>Use subtraction to create and obtain info. from tables, bar graphs, and tally charts.</p>			
2.2.2.1	<p>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.</p>	<p>Understand how to interpret number sentences involving subtraction and unknowns represented by letters.</p>	<p>Knowledge basic subtraction skills</p>	<p>Chap. 2 test</p>	<p>February-March</p>
2.2.2.2		<p>Use number sentences involving addition, subtraction and unknowns to represent given problem situations.</p>			
2.1.1.1	<p>Compare and represent whole numbers up to 1000 with an emphasis on place value and equality.</p>	<p>Read, write, and represent whole numbers up to 1000.</p>	<p>Knowledge of numbers up to 100 or higher, counting by 100's, knowledge of basic rounding and place value strategies</p>	<p>Chap. 10 test</p>	<p>March</p>
2.1.1.2		<p>Use place value to describe whole numbers between 10 and 1000.</p>			
2.1.1.4		<p>Round numbers up to the nearest 100.</p>			
2.1.1.5		<p>Compare and order whole numbers up to 1000.</p>			

Springfield Elementary—Essential Standards

	Use time and money in real world and mathematical situations.	Tell time to the quarter hour and distinguish between a.m. and p.m.	Knowledge of digital and analog clocks, telling time to the hour	Chap. 8 test	March
2.3.3.1				Chap. 8 test	
2.3.2.1	Understand length and measurable attribute; use tools to measure length.	Understand relationship between size of unit of measurement and number of units needed to measure the length.	Knowledge of number lines and counting, knowing where to begin measuring with a ruler	Chap. 9 test	April
2.3.2.2		Demonstrate an understanding of the relationship between length and numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch.			

Description—What is the essential standard to be learned? Define in student-friendly vocabulary.

Example or Rigor—What does this look like? Provide an example or sample problem.

Prior Skills Needed—What knowledge or skills must the student already have in order to master this standard?

Assessment—How will student mastery be measured?

When Taught—What is the proposed time frame for teaching this standard?

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