Second Grade Mathematics

Curriculum/Content Area: Mathematics	Course Length: School Year
Course Title: Second Grade Mathematics	Date last reviewed: February 2nd, 2016 **Previous Second Grade UBD**
Prerequisites: NA	Board approval date: TBD
Primary Resource: Bridges in Mathematics	

Desired Results

Course description and purpose: This framework for improving student learning focuses on high-quality math standards. It provides teachers with a clear set of math concepts and skills for students to understand and be able to do by the end of the school year.

Mathematical Practice Standards	
The Standards for Mathematical Practice are central to the teaching and learning of mathematics. These practices describe the behaviors and habits of mind that are exhibited by students who are mathematically proficient. Mathematical understanding is the intersection of these practices and mathematics content. It is critical that the Standards for Mathematical Practice are embedded in daily mathematics instruction.	

Mathematical Practice Standards		Grade Level/Course Explanation
Habits of Mind	MP.1 Make sense of problems and persevere in solving them	Second graders develop strategies for solving problems and persevere in their efforts to solve them. They evaluate whether their answers make sense and when they don't, they become better able to troubleshoot those challenges.
	MP.6 Attend to precision.	Second graders learn to attend to precision when taking measurements, performing calculations and when communicating their thinking both verbally and in written form. An appreciation for precision is developing as students understand its importance and self-correct as necessary.
Reasoning & Explaining	MP.2 Reason abstractly and quantitatively.	Second graders use manipulatives, drawings and equations to represent problems and their strategies for solving them. They can think about the problem in context (contextualize) and think about it out of context (decontextualize) when solving.
	MP.3 Construct viable	Second graders describe their understanding of a

	arguments and critique the reasoning of others.	problem and their strategies for solving them using pictures, equations, and words. They listen to others and ask questions to learn and make connections between others' thinking and their own.
Modeling & Using Tools	MP.4 Model with mathematics.	Second graders model mathematical situations with objects, drawings, actions, numbers, tables and graphs, drawing connections between these ways of modeling a situation or problem.
	MP.5 Use appropriate tools strategically.	Second graders use a variety of tools, manipulatives, computational strategies and technological materials with increased proficiency in their use and improve in their ability to select the appropriate helpful tool for the task at hand..
Seeing Structure & Generalizing	MP.7 Look for and make use of structure.	Second graders look for patterns and structure that contribute to their mathematical learning and development of efficient strategies for performing mathematical tasks.
	#8 Look for and express regularity in repeated reasoning.	Second graders notice repetitive actions when exploring new mathematical concepts that help them make generalizations and develop efficient strategies for counting, calculating, and more in depth problem solving.

Priority Standard Clusters

2.OA.A Represent and solve problems involving addition and subtraction.
- *2.OA.1* 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.1

2.OA.B Add and subtract within 20.
- *2.OA.2* Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.

2.NBT.A Understand Place Value.
- *2.NBT.1* 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:
- *2.NBT.1a* 100 can be thought of as a bundle of ten tens — called a "hundred."
- *2.NBT.1b* 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.2* Count within 1000; skip-count by 5s, 10s, and 100s.
- *2.NBT.3* Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- *2.NBT.4* 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 Use place value understanding and properties of operations to add and subtract.
- *2.NBT.5* 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.6* Add up to four two-digit numbers using strategies based on place value and properties of operations.
- *2.NBT.7* 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.8* 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.9* Explain why addition and subtraction strategies work, using place value and the properties of operations.

2.MD.A Measurement and estimate lengths in standard units.
- *2.MD.1* Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- *2.MD.2* 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.3* Estimate lengths using units of inches, feet, centimeters, and meters.
- *2.MD.4* Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

2.MD.B Relate addition and subtraction to length.
- *2.MD.5* 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.6* 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.

Supporting Standard Clusters

2.OA.C Work with equal groups of objects to gain foundations for multiplication.
- *2.OA.3* 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.4)* 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.MD.C Work with time and money.
- *2.MD.7* Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- *2.MD.8* Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

2.MD.D Represent and interpret data.
- *2.MD.9* 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.MD.10* Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

2.G.A Reason with shapes and their attributes.
- *2.G.1* 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.2* Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- *2.G.3* 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.

Unit 1 - Figure the Facts

Unit Overview: This unit works to develop number sense, operations and fact fluency to 20. The number rack, bead strings, and the number line are introduced as models and students are expected to develop proficiency at using strategies that emerge from these models.

Unit Standards

Priority Standards
2.OA.A Represent and solve problems involving addition and subtraction.
- *2.OA.1* 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 Add and subtract within 20.
- *2.OA.2* Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Supporting Standards
2.OA.C Work with equal groups of objects to gain foundations for multiplication.
- *2.OA.3* 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.MD.D Represent and interpret data.
- *2.MD.10* Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Prior Grade Priority Standards - Reviewed in Unit.
1.OA.A Represent and solve problems involving addition and subtraction.
- *1.OA.1* Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.B Understand and apply properties of operations and the relationship between addition and

subtraction.
- *1.OA.4* Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.

1.OA.C Add and subtract within 20.
- *1.OA.6* Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
- numerals and represent a number of objects with a written numeral.

Learning Targets

2nd Grade Priority:

Mathematical Practice Standard Connections		
Habits of Mind	**MP.1** ● Module 1 Session 4 ● Module 2 Session 2 ● Module 3 Sessions 1, 3 and 5 ● Module 4 Session 2	**MP.6** ● Module 1 Session 4
Reasoning & Explaining	**MP.2** ● Module 4 Session 3	**MP.3** ● Module 1 Session 4
Modeling & Tools	**MP.4** ● Module 1 Sessions 1, 3 and 4 ● Module 2 Session 1 ● Module 4 Session 2	**MP.5** ● Module 2 Session 2 ● Module 3 Sessions 1 and 2 ● Module 4 Sessions 1 and 4
Seeing Structure & Generalizing	**MP.7** ● Module 1 Sessions 1-3 ● Module 2 All Sessions ● Module 3 Sessions 1-4 ● Module 4 Sessions 1,3 and 4	**MP.8** ● Module 1 Sessions 2 ● Module 2 Sessions 3-5 ● Module 3 Sessions 4 and 5

2nd Grade Priority:
- I solve an addition number story or write a number story to describe a picture or number sentence. (2.OA.1)
  ○ Module 3 Session 3 How Many Ways to Seat the Guests?
  ○ Module 4 Session 2 Modeling and Solving Story Problems
- I solve one and two step addition/subtraction number stories and write a matching open number model with a variable for the unknown in all positions. (2.OA.1)
  ○ Module 3 Session 3 How Many Ways to Seat the Guests?
- I fluently add/subtract within 20 using mental strategies. (2.OA.2)
  ○ Module 2 Session 2 Flash Attack
  ○ Module 2 Session 4 The Double-Decker Bus
  ○ Module 3 Session 1 Doubles and Halves
  ○ Module 3 Session 2 Doubles Plus or Minus One

- ○ Module 3 Session 4 Battling Bugs
- ○ Module 3 Session 5 What's the Difference?
- ○ Module 4 Session 1 Racks, Strings and Number Lines
- ○ Module 4 Session 2 Modeling & Solving Story Problems
- ○ Module 4 Session 3 The Addition Table, Part 1
- ○ Module 4 Session 4 The Addition Table, Part 2

2nd Grade Supporting:
- I count up by 2s orally and in writing starting with a variety of even numbers. (2.OA.3)
  - ○ Module 3 Session 1 Doubles and Halves
- I identify 1-digit numbers as odd and even. (2.OA.3)
  - ○ Module 3 Session 2 Doubles Plus or Minus One
- I determine if a group of up to 20 objects or a number less than 1000 is odd or even. (2.OA.3)
  - ○ Module 3 Session 2 Doubles Plus or Minus One
- I write each even number up to 20 as the sum of two equal addends. (2.OA.3)
  - ○ Module 3 Session 2 Doubles Plus or Minus One
- I create a bar graph or pictograph to represent a data set up to four categories and analyze/synthesize the information displayed. (2.MD.10)
  - ○ Module 1 Session 4 Graphing the Beetles
  - ○ Module 3 Session 4 Battling Bugs
  - ○ Module 3 Session 5 What's the Difference?

1st Grade Review:
- I solve addition and subtraction word problems. (1.OA.1)
  - ○ Module 2 Session 3 Fives and Tens
  - ○ Module 2 Session 4 The Double-Decker Bus
  - ○ Module 3 Session 4 Battling Bugs
  - ○ Module 3 Session 5 What's the Difference?
- I identify the unknown number in a story problem. (1.OA.1)
  - ○ Module 2 Session 3 Fives and Ten
- I understand I can use addition to solve subtraction problems. (1.OA.4)
  - ○ Module 2 Session 3 Fives and Tens
  - ○ Module 2 Session 4 The Double-Decker Bus
  - ○ Module 2 Session 5 Number Combinations to Ten & More
- I fluently add and subtract facts to 10. (1.OA.6)
  - ○ Module 2 Session 2 Flash Attack
  - ○ Module 4 Session 3 The Addition Table Part 1
  - ○ Module 4 Session 4 The Addition Table Part 2
- I use strategies to add and subtract fluently to 20. (1.OA.6)
  - ○ Module 2 Session 1 Getting to Know the Number Rack
  - ○ Module 2 Session 2 Flash Attack
  - ○ Module 4 Session 3 The Addition Table Part 1
  - ○ Module 4 Session 4 The Addition Table Part 2

Assessment Evidence	
Performance Assessment Options	**Other assessment options**

May include, but are not limited to the following:	*May include, but are not limited to the following:*
● Bridges Unit Pre Assessment ● Bridges Unit Checkpoints ● Bridges Unit Post Assessment	● Bridges Unit Observational Assessments ● Student Work Samples ● Classroom Exit Tickets

Digital Tools & Supplementary Resources

- Bridges Intervention
- ALEKS and Dreambox

Unit 2 -Place Value & Measurement with Jack's Beanstalks

Unit Overview: In this unit, students will count and group discrete objects by place value, measure lengths using unifix cubes, create measuring tapes using intervals of 5 and 10, and finally use an open number line to develop skills with double-digit addition.

Unit Standards

Priority Standards
2.OA.A Represent and solve problems involving addition and subtraction.
- *2.OA.1* 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.1

2.OA.B Add and subtract within 20.
- *2.OA.2* 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 Understand Place Value.
- *2.NBT.1* 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:
- *2.NBT.1a* 100 can be thought of as a bundle of ten tens — called a "hundred."
- *2.NBT.1b* 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.2* Count within 1000; skip-count by 5s, 10s, and 100s.
- *2.NBT.3* Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- *2.NBT.4* 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 Use place value understanding and properties of operations to add and subtract.
- *2.NBT.5* 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.6* Add up to four two-digit numbers using strategies based on place value and properties of operations.

2.MD.A Measurement and estimate lengths in standard units.
- *2.MD.4* Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

2.MD.B Relate addition and subtraction to length.
- *2.MD.6* 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.

Supporting Standards
2.OA.C Work with equal groups of objects to gain foundations for multiplication.
- *2.OA.3* 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.4)* 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.

Prior Grade/Course Priority Standards - Reviewed in Unit
1.MD.A Measure lengths indirectly and by iterating length units.
- *1.MD.2* Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

Learning Targets

2nd Grade Priority:

Mathematical Practice Standard Connections		
Habits of Mind	**MP.1** ● Module 2 Session 1 ● Module 3 Session 5	**MP.6** ● Module 1 Sessions 3, 5 and 6 ● Module 2 Sessions 2 and 3 ● Module 3 Session 2
Reasoning & Explaining	**MP.2** ● Module 2 Session 4 ● Module 3 Session 1	**MP.3** ● Module 3 Session 6 ● Module 4 Session 2
Modeling & Tools	**MP.4** ● Module 1 All Sessions ● Module 2 Sessions 1 and 4 ● Module 4 Session 1	**MP.5** ● Module 2 Session 2 ● Module 3 Session 4
Seeing Structure & Generalizing	**MP.7** ● Module 1 Sessions 1, 2, 4, and 6 ● Module 2 Session 3 ● Module 3 Sessions 1-5 and 7 ● Module 4 Sessions 1-3	**MP.8** ● Module 3 Sessions 3 and 6 ● Module 4 Sessions 2 and 3

2nd Grade Priority:
- I solve an addition number story or write a number story to describe a picture or number sentence. (2.OA.1)
  - Module 1 Session 3 How Many More? How Many Fewer?

- - Module 3 Session 5 Buckets of Beans
  - Module 3 Session 6 Turning Vines into Ropes
- I solve one and two step addition/subtraction number stories and write a matching open number model with a variable for the unknown in all positions. (2.OA.1)
  - Module 1 Session 3 How Many More? How Many Fewer?
  - Module 3 Session 5 Buckets of Beans
  - Module 3 Session 6 Turning Vines into Ropes
- I plot measurements on an open number line to solve addition and subtraction number stories and write the corresponding number model using a symbol for the unknown. (2.OA.1)
  - Module 3 Session 5 Buckets of Beans
  - Module 3 Session 6 Turning Vines into Ropes
- I fluently add/subtract within 20 using mental strategies. (2.OA.2)
  - Module 1 Session 5 Title Base Ten Riddles
  - Module 2 Session 1 Place Value Checkpoint/Number Line Race
  - Module 2 Session 4 Measuring Checkpoint/Pick Two, Roll & Subtract
  - Module 3 Session 3 Introducing Work Place 2E Steps & Leaps
- I know from memory all sums of 2 one digit numbers. (2.OA.2)
  - Module 3 Session 3 Introducing Work Place 2E Steps & Leaps
- I understand the three digits of a 3-digit number represent amounts and values of hundreds, tens, and ones. (2.NBT.1)
  - Module 1 Session 1 Counting Beans
  - Module 1 Session 2 Pre-assessment/ Scoop, Count and Compare
  - Module 1 Session 3 How Many More? How Many Fewer?
  - Module 1 Session 4 Show Me Tens & Order
  - Module 1 Session 5 Title Base Ten Riddles
  - Module 1 Session 6 Rows and Dots
- I count up by 5s, 10s orally and in writing, starting with a variety of numbers. (2.NBT.2)
  - Module 3 Session 2 Strips of Ten
  - Module 3 Session 3 Introducing Work Place 2E Steps & Leaps
- I skip count by 1s, 5s, 10s, and 100s up to 1,000. (2.NBT.2)
  - Module 1 Session 6 Rows and Dots
  - Module 2 Session 2 Title Measuring Beans for Jack
  - Module 2 Session 3 Jack's Garden Beds
  - Module 3 Session 1 Introducing the Number Line
  - Module 3 Session 3 Introducing Work Place 2E Steps & Leaps
  - Module 3 Session 4 Beans for Sale
- I read, write, and model numbers up to 4-digits shown with base-10 blocks, including numbers with 0 as a place holder. (2.NBT.3)
  - Module 1 Session 1 Counting Beans
  - Module 1 Session 2 Pre-assessment/ Scoop, Count and Compare
  - Module 1 Session 4 Show Me Tens & Order
  - Module 1 Session 5 Title Base Ten Riddles
  - Module 1 Session 6 Rows and Dots
- I order numbers or compare numbers less than 1,000 using <, >, = symbols. (2.NBT..4)
  - Module 1 Session 1 Title Counting Beans
  - Module 1 Session 2 Pre-Assessment/ Scoop, Count and Compare
- I 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.5)
- ○ Module 1 Session 2 Pre-Assessment/ Scoop, Count and Compare
- ○ Module 3 Session 3 Introducing Work Place 2E Steps & Leaps
- ○ Module 3 Session 4 Beans for Sale
- ○ Module 3 Session 5 Buckets of Beans
- ○ Module 3 Session 6 Turning Vines into Ropes
- I add up to four 2-digit numbers based on place value strategies. (2.NBT.6)
  - ○ Module 3 Session 4 Beans for Sale
  - ○ Module 3 Session 5 Buckets of Beans
  - ○ Module 3 Session 6 Turning Vines into Ropes
- I measure to find the difference in the length of two objects. (2.MD.4)
  - ○ Module 2 Session 2 Title Measuring Beans for Jack
- I plot measurements on an open number line to solve addition and subtraction number stories and write the corresponding number model using a symbol for the unknown. (2.MD.6)
  - ○ Module 2 Session 1 Place Value Checkpoint/Number Line Race
  - ○ Module 3 Session 1 Introducing the Number Line
  - ○ Module 3 Session 2 Strips of Ten
  - ○ Module 3 Session 4 Beans for Sale
  - ○ Module 3 Session 5 Buckets of Beans
  - ○ Module 3 Session 6 Turning Vines into Ropes

2nd Grade Supporting:
- I count up by 2s orally and in writing starting with a variety of even numbers. (2.OA.3)
  - ○ Module 4 Session 3 Extending the Twos Chart
- I identify 1-digit numbers as odd and even. (2.OA.3)
  - ○ Module 4 Session 3 Extending the Twos Chart
- I determine if a group of up to 20 objects or a number less than 1000 is odd or even. (2.OA.3)
  - ○ Module 4 Session 3 Extending the Twos Chart
- I represent multiplication problems by creating a model and write an equation to find the total as a sum of equal addends. (2.OA.4)
  - ○ Module 4 Session 1 Thinking About Twos
  - ○ Module 4 Session 2 Examining the Twos Chart
  - ○ Module 4 Session 3 Extending the Twos Chart

1st Grade Review:
- I measure an object using a shorter object. (1.MD.2)
  - ○ Module 2 Session 2 Measuring Beans for Jack
  - ○ Module 2 Session 3 Jack's Garden
  - ○ Module 3 Session 1 Introducing the Number Line
  - ○ Module 3 Session 2 Strips of Ten
- I use same size objects to measure with no gaps or overlaps. (1.MD.2)
  - ○ Module 2 Session 2 Measuring Beans for Jack
  - ○ Module 2 Session 3 Jack's Garden Beds
  - ○ Module 3 Session 1 Introducing the Number Line
  - ○ Module 3 Session 2 Strips of Ten

Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:* ● Bridges Unit Pre Assessment ● Bridges Unit Checkpoints ● Bridges Unit Post Assessment	Other assessment options *May include, but are not limited to the following:* ● Bridges Unit Observational Assessments ● Student Work Samples ● Classroom Exit Tickets

Digital Tools & Supplementary Resources
● Bridges Intervention ● ALEKS and Dreambox

Unit 3- Addition and Subtraction within One Hundred

Unit Overview: This unit addresses various strategies for multi-digit addition and subtraction within 100. The number line model is emphasized as a computational tool and transitions to using the base ten structure.

Unit Standards

Priority Standards

2.OA.A Represent and solve problems involving addition and subtraction.
- *2.OA.1* 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.1

2.OA.B Add and subtract within 20.
- *2.OA.2* Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.

2.NBT.A Understand Place Value.
- *2.NBT.1* 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:
- *2.NBT.1a* 100 can be thought of as a bundle of ten tens — called a "hundred."
- *2.NBT.1b* 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.2* Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.B Use place value understanding and properties of operations to add and subtract.
- *2.NBT.5* 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.6* Add up to four two-digit numbers using strategies based on place value and properties of operations.
- *2.NBT.9* Explain why addition and subtraction strategies work, using place value and the properties of operations.

2.MD.B Relate addition and subtraction to length.
- *2.MD.6* 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.

Learning Targets

2nd Grade Priority:

Mathematical Practice Standard Connections		
Habits of Mind	**MP.1** ● Module 1 Session 2 ● Module 2 Sessions 2 and 3 ● Module 3 Sessions 2-7 ● Module 4 Session 1	**MP.6** ● Module 3 Sessions 2, 6 and 7 ● Module 4 Session 1
Reasoning & Explaining	**MP.2** ● Module 2 Session 4 ● Module 3 Session 1	**MP.3** ● Module 2 Sessions 2 and 3 ● Module 3 Session 5
Modeling & Tools	**MP.4** ● Module 1 Session 4 ● Module 2 Sessions 1 and 4 ● Module 3 Sessions 3 and 4 ● Module 4 Sessions 2 and 3	**MP.5** ● Module 1 Session 2 ● Module 2 Session 1
Seeing Structure & Generalizing	**MP.7** ● Module 1 Session 3 ● Module 4 Session 2	**MP.8** ● Module 3 Sessions 3 and 6 ● Module 4 Sessions 2 and 3

2nd Grade Priority:
- I solve an addition number story or write a number story to describe a picture or number sentence. (2.OA.1)
    - Module 2 Session 1 How Much Older?
    - Module 2 Session 2 Solving Problems on the Open Number Line
    - Module 3 Session 2 Solving Picture Problems
    - Module 3 Session 3 Creating Picture Problems, Part 1
    - Module 3 Session 4 Creating Picture Problems, Part 2
    - Module 3 Session 5 Solving Student-Posed Story Problems
    - Module 3 Session 6 Shopping for Story Problems
- I solve one and two step addition/subtraction number stories and write a matching open number model with a variable for the unknown in all positions. (2.OA.1)
    - Module 2 Session 1 How Much Older?
    - Module 2 Session 2 Solving Problems on the Open Number Line
    - Module 2 Session 3 Height & Length Problems
    - Module 3 Session 2 Solving Picture Problems
    - Module 3 Session 3 Creating Picture Problems, Part 1
    - Module 3 Session 4 Creating Picture Problems, Part 2
    - Module 3 Session 5 Solving Student-Posed Story Problems
    - Module 3 Session 6 Shopping for Story Problems
- I plot measurements on an open number line to solve addition and subtraction number stories and write the corresponding number model using a symbol for the unknown. (2.OA.1)
    - Module 2 Session 3 Height & Length Problems
- I fluently add/subtract within 20 using mental strategies. (2.OA.2)

- - Module 1 Session 3 Introducing Work Place 3A Star Power
    - Module 2 Session 4 Introducing Work Place 3C Hit the Zone
    - Module 3 Session 5 Solving Student-Posed Story Problems
- I know from memory all sums of 2 one digit numbers. (2.OA.2)
    - Module 1 Session 3 Introducing Work Place 3A Star Power
    - Module 2 Session 4 Introducing Work Place 3C Hit the Zone
    - Module 3 Session 5 Solving Student-Posed Story Problems
- I understand the three digits of a 3-digit number represent amounts and values of hundreds, tens, and ones. (2.NBT.1)
    - Module 1 Session 4 Sticks & Bundles
    - Module 3 Session 1 Introducing Parcels & Presents
- I count up by 5s, 10s orally and in writing, starting with a variety of numbers. (2.NBT.2)
    - Module 1 Session 2 Skip Trips
    - Module 1 Session 3 Introducing Work Place 3A Star Power
    - Module 2 Session 1 How Much Older?
    - Module 3 Session 1 Introducing Parcels & Presents
- I skip count by 1s, 5s, 10s, and 100s up to 1,000. (2.NBT.2)
    - Module 1 Session 2 Skip Trips
    - Module 1 Session 3 Introducing Work Place 3A Star Power
    - Module 1 Session 4 Sticks & Bundles
    - Module 2 Session 1 How Much Older?
    - Module 3 Session 1 Introducing Parcels & Presents
- I 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.5)
    - Module 1 Session 3 Introducing Work Place 3A Star Power
    - Module 1 Session 4 Sticks & Bundles
    - Module 1 Session 5 Stick Flash
    - Module 3 Session 2 Solving Picture Problems
    - Module 3 Session 3 Creating Picture Problems, Part 1
    - Module 3 Session 5 Solving Student-Posed Story Problems
    - Module 3 Session 6 Shopping for Story Problems
- I add up to four 2-digit numbers based on place value strategies. (2.NBT.6)
    - Module 3 Session 2 Solving Picture Problems
    - Module 4 Session 1 The Many Colors Project, Part 1
- I explain why addition/subtraction strategies work. (2.NBT.9)
    - Module 1 Session 4 Sticks & Bundles
    - Module 3 Session 2 Solving Picture Problems
    - Module 3 Session 3 Creating Picture Problems, Part 1
    - Module 3 Session 5 Solving Student-Posed Story Problems
    - Module 3 Session 6 Shopping for Story Problems
    - Module 4 Session 1 The Many Colors Project, Part 1
- I plot measurements on an open number line to solve addition and subtraction number stories and write the corresponding number model using a symbol for the unknown. (2.MD.6)
    - Module 1 Session 2 Skip Trips
    - Module 2 Session 1 How Much Older?
    - Module 2 Session 2 Solving Problems on the Open Number Line
    - Module 2 Session 3 Height & Length Problems

- ○ Module 2 Session 4 Introducing Work Place 3C Hit the Zone
- ○ Module 3 Session 5 Solving Student-Posed Story Problems
- ○ Module 3 Session 6 Shopping for Story Problems

Assessment Evidence

Performance Assessment Options
May include, but are not limited to the following:
- ● Bridges Unit Pre Assessment
- ● Bridges Unit Checkpoints
- ● Bridges Unit Post Assessment

Other assessment options
May include, but are not limited to the following:
- ● Bridges Unit Observational Assessments
- ● Student Work Samples
- ● Classroom Exit Tickets

Digital Tools & Supplementary Resources

- ● Bridges Intervention
- ● ALEKS and Dreambox

Unit 4 - Measurement

Unit Overview: This unit explores measurement. Students engage in activities that foster an understanding of the importance of standard units of measurement. Informal experiences are provided regarding ratios and proportional reasoning which lays the groundwork for multiplicative comparison and proportional reasoning skills expected in later grades. The relationship between repeated addition and multiplication is explored.

Unit Standards

Priority Standards
2.OA.A Represent and solve problems involving addition and subtraction.
- ● *2.OA.1* 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.1
2.NBT.B Use place value understanding and properties of operations to add and subtract.
- ● *2.NBT.5* Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
2.MD.A Measurement and estimate lengths in standard units.
- ● *2.MD.1* Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- ● *2.MD.2* 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.3* Estimate lengths using units of inches, feet, centimeters, and meters.
- ● *2.MD.4* Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
2.MD.B Relate addition and subtraction to length.
- ● *2.MD.5* 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.

Learning Targets

2nd Grade Priority:

Mathematical Practice Standard Connections		
Habits of Mind	**MP.1** ● Module 4 Session 1	**MP.6**
Reasoning & Explaining	**MP.2** ● Module 2 Session 3 ● Module 3 All Sessions	**MP.3** ● Module 4 Session 1
Modeling & Tools	**MP.4** ● Module 4 Sessions 1-3	**MP.5** ● Module 1 All Sessions ● Module 2 All Sessions ● Module 3 Sessions 1 and 2
Seeing Structure & Generalizing	**MP.7** ● Module 3 Sessions 3-6 ● Module 4 Sessions 2-4	**MP.8** ● Module 4 Session 4

2nd Grade Priority:
- I solve an addition number story or write a number story to describe a picture or number sentence. (2.OA.1)
    - Module 2 Session 5 Inches, Feet, & Yards Checkpoint/Work Places 4D Climb the Beanstalk
    - Module 3 Session 2 Yardworms
    - Module 4 Session 1 The Paper Circles Problems
    - Module 4 Session 2 Thinking About Threes
    - Module 4 Session 3 The Snow PeopleThrees Chart
    - Module 4 Session 4 Patterns & Problems with Threes
- I solve one and two step addition/subtraction number stories and write a matching open number model with a variable for the unknown in all positions. (2.OA.1)
    - Module 2 Session 5 Inches, Feet, & Yards Checkpoint/Work Places 4D Climb the Beanstalk
    - Module 3 Session 2 Yardworms
    - Module 4 Session 1 The Paper Circles Problems
    - Module 4 Session 2 Thinking About Threes
    - Module 4 Session 3 The Snow PeopleThrees Chart
    - Module 4 Session 4 Patterns & Problems with Threes
- I 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.5)
    - Module 3 Session 2 Yardworms
- I measure an object to the nearest inch and to the nearest centimeter.(2.MD.1)
    - Module 1 Session 1 Teacher Feet
    - Module 1 Session 2 Giant Feet

- - Module 1 Session 4 Inchworm Rulers
  - Module 1 Session 5 Estimate & Measure Inches
  - Module 2 Session 1 From Feet to Yards
  - Module 2 Session 3 Twice as Tall
  - Module 2 Session 4 Introducing Work Place 4C Measure & Compare
  - Module 3 Session 1 Footworms
- I can estimate length and select the appropriate measuring tool in the US Customary System (inch, foot, yard) and Metric System (centimeter, meter). (2.MD.1)
  - Module 1 Session 1 Teacher Feet
  - Module 1 Session 2 Giant Feet
  - Module 1 Session 4 Inchworm Rulers
  - Module 1 Session 5 Estimate & Measure Inches
  - Module 2 Session 1 From Feet to Yards
  - Module 2 Session 3 Twice as Tall
  - Module 2 Session 4 Introducing Work Place 4C Measure & Compare
  - Module 3 Session 1 Footworms
- I measure the same object using different units and describe how the measurements relate to the size of the units. (2.MD.2)
  - Module 1 Session 1 Teacher Feet
  - Module 1 Session 2 Giant Feet
  - Module 1 Session 3 Head Strings
  - Module 2 Session 1 From Feet to Yards
  - Module 3 Session 1 Footworms
  - Module 3 Session 2 Yardworms
  - Module 3 Session 3 Outside the Giant's Door
  - Module 3 Session 4 How Tall Is the Giant's Door
- I estimate a length and select the appropriate measuring tool in the US Customary System (inch, foot, yard) and Metric System (centimeter, meter). (2.MD.3)
  - Module 1 Session 1 Teacher Feet
  - Module 1 Session 2 Giant Feet
  - Module 1 Session 3 Head Strings
  - Module 1 Session 4 Inchworm Rulers
  - Module 1 Session 5 Estimate & Measure Inches
  - Module 2 Session 1 From Feet to Yards
  - Module 3 Session 1 Footworms
  - Module 3 Session 4 How Tall Is the Giant's Door
- I measure to find the difference in the length of two objects. (2.MD.4)
  - Module 2 Session 4 Introducing Work Place 4C Measure & Compare
- I use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units using drawings and equations with a symbol for the unknown. (2.MD.5)
  - Module 2 Session 4 Introducing Work Place 4C Measure & Compare

Assessment Evidence

Performance Assessment Options	Other assessment options
May include, but are not limited to the following:	*May include, but are not limited to the following:*

● Bridges Unit Pre Assessment ● Bridges Unit Checkpoints ● Bridges Unit Post Assessment	● Bridges Unit Observational Assessments ● Student Work Samples ● Classroom Exit Tickets

Digital Tools & Supplementary Resources

- Bridges Intervention
- ALEKS and Dreambox

Unit 5 - Place Value to One Thousand

Unit Overview: This unit solidifies student understanding of place value to 1000. Manipulatives are used to count in groups of 10s and 100s, and students practice adding and subtracting in multiples of 10 and 100 on and off the decade. Place value is also developed through the context of money as students count by 5, 10 and 25 cents as units. Students also have the opportunity to describe and build sequences as they search for patterns and make generalizations.

Unit Standards

Priority Standards
2.NBT.A Understand Place Value.
- *2.NBT.1* 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:
- *2.NBT.1a* 100 can be thought of as a bundle of ten tens — called a "hundred."
- *2.NBT.1b* 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.2* Count within 1000; skip-count by 5s, 10s, and 100s.
- *2.NBT.3* Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- *2.NBT.4* 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 Use place value understanding and properties of operations to add and subtract.
- *2.NBT.5* 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.7* 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.8* Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

2.MD.B Relate addition and subtraction to length.
- *2.MD.6* 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.

Supporting Standards

2.MD.C Work with time and money.

- *2.MD.8* Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Learning Targets

2nd Grade Priority:

Mathematical Practice Standard Connections		
Habits of Mind	**MP.1** ● Module 2 Session 4	**MP.6** ● **Module 1 Sessions 2, 3 and 5** ● **Module 2 Session 6** ● **Module 3 Sessions 1-4**
Reasoning & Explaining	**MP.2** ● Module 1 Sessions 1 and 4 ● Module 2 Sessions 2, 3 5 and 6 ● Module 4 All Sessions	**MP.3** ● Module 1 Session 3 ● Module 2 Sessions 1-4 and 6 ● Module 4 Sessions 1-4
Modeling & Tools	**MP.4** ● Module 1 Sessions 1, 2 and 4 ● Module 3 Session 5	**MP.5**
Seeing Structure & Generalizing	**MP.7** ● Module 1 Session 5 ● Module 2 Session 1 ● Module 3 Sessions 1-4	**MP.8** ● Module 2 Session 5 ● Module 3 Session 5

2nd Grade Priority:

- I understand the three digits of a 3-digit number represent amounts and values of hundreds, tens, and ones. (2.NBT.1)
  - Module 1 Session 2 Pick-Up Sticks
  - Module 1 Session 3 One Thousand Cubes?
  - Module 1 Session 4 Place Value Triple Roll
  - Module 3 Session 1 One Thousand Paper Clips
  - Module 3 Session 2 Measuring with Paper Clips
  - Module 3 Session 3 Broken Chains
- I count up by 5s, 10s orally and in writing, starting with a variety of numbers. (2.NBT.2)
  - Module 1 Session 2 Pick-Up Sticks
  - Module 1 Session 5 Introducing Work Place 5A Jump-A-Ten
  - Module 2 Session 1 Two Dimes & a Nickel
  - Module 2 Session 2 Introducing Work Place 5B Close to 25¢
  - Module 2 Session 3 Introducing Work Place 5C Beat You to $1.00
  - Module 2 Session 4 Pocketful of Coins
  - Module 3 Session 1 One Thousand Paper Clips
  - Module 3 Session 2 Measuring with Paper Clips
  - Module 3 Session 3 Broken Chains

- - Module 3 Session 4 From Chain to Number Line
- I skip count by 1s, 5s, 10s, and 100s up to 1,000. (2.NBT.2)
  - Module 1 Session 2 Pick-Up Sticks
  - Module 1 Session 3 One Thousand Cubes?
  - Module 1 Session 4 Place Value Triple Roll
  - Module 1 Session 5 Introducing Work Place 5A Jump-A-Ten
  - Module 2 Session 1 Two Dimes & a Nickel
  - Module 2 Session 2 Introducing Work Place 5B Close to 25¢
  - Module 2 Session 3 Introducing Work Place 5C Beat You to $1.00
  - Module 2 Session 4 Pocketful of Coins
  - Module 3 Session 1 One Thousand Paper Clips
  - Module 3 Session 2 Measuring with Paper Clips
  - Module 3 Session 3 Broken Chains
  - Module 3 Session 4 From Chain to Number Line
  - Module 3 Session 5 Post-Assessment/Work Place 5E Jump a Hundred
- I read, write, and model numbers up to 4-digits shown with base-10 blocks, including numbers with 0 as a place holder. (2.NBT.3)
  - Module 1 Session 2 Pick-Up Sticks
  - Module 1 Session 3 One Thousand Cubes?
  - Module 1 Session 4 Place Value Triple Roll
  - Module 1 Session 5 Introducing Work Place 5A Jump-A-Ten
  - Module 2 Session 2 Introducing Work Place 5B Close to 25¢
  - Module 3 Session 2 Measuring with Paper Clips
  - Module 3 Session 3 Broken Chains
  - Module 3 Session 4 From Chain to Number Line
  - Module 3 Session 5 Post-Assessment/Work Place 5E Jump a Hundred
- I write numbers up to 1,000 in expanded form. (2.NBT.3)
  - Module 1 Session 3 One Thousand Cubes?
  - Module 3 Session 2 Measuring with Paper Clips
- I order numbers or compare numbers less than 1,000 using <, >, = symbols. (2.NBT..4)
  - Module 1 Session 2 Pick-Up Sticks
  - Module 1 Session 4 Place Value Triple Roll
  - Module 2 Session 6 Introducing Work Place 5D Three Spins to Win
  - Module 3 Session 5 Post-Assessment/Work Place 5E Jump a Hundred
- I solve addition and subtraction problems within 1,000 using an open number line and/or computation strategy. (2.NBT.7)
  - Module 1 Session 2 Pick-Up Sticks
  - Module 1 Session 3 One Thousand Cubes?
  - Module 3 Session 3 Broken Chains
  - Module 3 Session 4 From Chain to Number Line
  - Module 3 Session 5 Post-Assessment/Work Place 5E Jump a Hundred
- I mentally add and subtract 10 or 100 to/from 2-digit and 3-digit numbers (11 to 999). (2.NBT.8)
  - Module 1 Session 5 Introducing Work Place 5A Jump-A-Ten
  - Module 2 Session 1 Two Dimes & a Nickel
  - Module 3 Session 1 One Thousand Paper Clips
  - Module 3 Session 2 Measuring with Paper Clips

- - - Module 3 Session 3 Broken Chains
    - Module 3 Session 4 From Chain to Number Line
    - Module 3 Session 5 Post-Assessment/Work Place 5E Jump a Hundred
  - I plot measurements on an open number line to solve addition and subtraction number stories and write the corresponding number model using a symbol for the unknown. (2.MD.6)
    - Module 3 Session 3 Broken Chains
    - Module 3 Session 4 From Chain to Number Line
    - Module 3 Session 5 Post-Assessment/Work Place 5E Jump a Hundred

2nd Grade Supporting:
- I count a collection of coins to an identified value. (2.MD.8)
  - Module 2 Session 1 Two Dimes & a Nickel
  - Module 2 Session 2 Introducing Work Place 5B Close to 25¢
  - Module 2 Session 3 Introducing Work Place 5C Beat You to $1.00
  - Module 2 Session 4 Pocketful of Coins
  - Module 2 Session 5 Dollars & Cents
  - Module 2 Session 6 Introducing Work Place 5D Three Spins to Win
- I calculate the value of coin and bill combinations using a cents symbol and dollar sign or draw a value using $1, quarters, dimes, nickels, and pennies including those in number stories. (2.MD.8)
  - Module 2 Session 2 Introducing Work Place 5B Close to 25¢
  - Module 2 Session 3 Introducing Work Place 5C Beat You to $1.00
  - Module 2 Session 4 Pocketful of Coins
  - Module 2 Session 5 Dollars & Cents
  - Module 2 Session 6 Introducing Work Place 5D Three Spins to Win
- I solve word problems involving dollar bills, quarters, dimes, nickels, and pennies. (2.MD.8)
  - Module 2 Session 2 Introducing Work Place 5B Close to 25¢
  - Module 2 Session 3 Introducing Work Place 5C Beat You to $1.00
  - Module 2 Session 4 Pocketful of Coins
  - Module 2 Session 5 Dollars & Cents
  - Module 2 Session 6 Introducing Work Place 5D Three Spins to Win

Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:*	**Other assessment options** *May include, but are not limited to the following:*
● Bridges Unit Pre Assessment ● Bridges Unit Checkpoints ● Bridges Unit Post Assessment	● Bridges Unit Observational Assessments ● Student Work Samples ● Classroom Exit Tickets

Digital Tools & Supplementary Resources

- Bridges Intervention
- ALEKS and Dreambox

Unit 6 - Geometry
Unit Overview: Using a variety of models, students investigate two-dimensional shapes, fractions, congruence, symmetry, and transformations. Strong emphasis is placed on identifying, describing, constructing, drawing, comparing and contrasting, and sorting various types of triangles, quadrilaterals and other shapes throughout the unit. Students are introduced to concepts of tessellating and finding the area of shapes by counting the number of units it takes to cover them without gaps or holes.

Unit Standards

Priority Standards
NONE
 	
Supporting Standards
2.OA.C Work with equal groups of objects to gain foundations for multiplication.
    ● *2.OA.4* 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.G.A Reason with shapes and their attributes.
    ● *2.G.1* 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.2* Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
    ● *2.G.3* 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.

Learning Targets

2nd Grade Priority:

Mathematical Practice Standard Connections		
Habits of Mind	**MP.1** ● Module 1 Sessions 1, 4 and 5 ● Module 2 Session 3 ● Module 3 Sessions 1 and 6 ● Module 4 Sessions 1 ,2 and 4	**MP.6** ● Module 3 Sessions 2 and 6
Reasoning & Explaining	**MP.2** ● Module 2 Session 2	**MP.3** ● Module 1 Sessions 2-5 ● Module 2 Sessions 1, 2, 3 and 5 ● Module 3 Sessions 1, 4 and 5 ● Module 4 Sessions 2 and 4
Modeling & Tools	**MP.4** ● Module 1 Sessions 2 and 3 ● Module 2 All Sessions	**MP.5** ● Module 2 Session 4

	● Module 3 Sessions 3, 5 and 6	
Seeing Structure & Generalizing	**MP.7** ● Module 3 Sessions 2, 3, 4 and 6 ● Module 4 Session 3	**MP.8** ● Module 1 Session 1 ● Module 4 Sessions 1 and 3

2nd Grade Supporting:
- I represent multiplication problems by creating a model and write an equation to find the total as a sum of equal addends. (2.OA.4)
  - Module 2 Session 3 Exploring Area with Geoboards
  - Module 2 Session 4 Work Place 6B Find the Area & Work Place 6C Make the Area
  - Module 2 Session 3 Exploring Area with Geoboards
  - Module 2 Session 5 Measuring Paper Rectangles
  - Module 3 Session 2 The Churn Dash Quilt, Part 1
  - Module 3 Session 3 The Churn Dash Quilt, Part 2
- I identify, draw, and describe 2- dimensional shapes based on their attributes. (2.G.1)
  - Module 1 Session 1 Last Shape in Wins
  - Module 1 Session 2 The Greedy Triangle Learns a Lesson
  - Module 1 Session 3 Constructing & Drawing Quadrilaterals
  - Module 1 Session 4 Sorting Triangles & Quadrilaterals
  - Module 1 Session 5 Guess My Shape
  - Module 2 Session 1 Exploring Area with Pattern Blocks
  - Module 2 Session 2 More Area Explorations with Pattern Blocks
  - Module 2 Session 3 Exploring Area with Geoboards
  - Module 2 Session 4 Work Place 6B Find the Area & Work Place 6C Make the Area
  - Module 2 Session 5 Measuring Paper Rectangles
  - Module 3 Session 1 A Cloak for the Dreamer: Exploring Tessellations
  - Module 3 Session 2 The Churn Dash Quilt, Part 1
  - Module 3 Session 4 The Churn Dash Quilt, Part 3
- I divide shapes into equal parts. (2.G.2)
  - Module 1 Session 1 Last Shape in Wins
  - Module 2 Session 3 Exploring Area with Geoboards
  - Module 2 Session 4 Work Place 6B Find the Area & Work Place 6C Make the Area
  - Module 2 Session 5 Measuring Paper Rectangles
  - Module 3 Session 1 A Cloak for the Dreamer: Exploring Tessellations
  - Module 3 Session 2 The Churn Dash Quilt, Part 1
  - Module 3 Session 3 The Churn Dash Quilt, Part 2
  - Module 3 Session 4 The Churn Dash Quilt, Part 3
  - Module 4 Session 1 Eight-Part Inventions: Creating Patchwork Blocks
- I use fractions to describe the equal parts of a shape. (2.G.2)
  - Module 3 Session 2 The Churn Dash Quilt, Part 1
  - Module 4 Session 1 Eight-Part Inventions: Creating Patchwork Blocks
  - Module 4 Session 4 The Sandwich Problem
- I identify or represent a fraction of a region. (2.G.3)
  - Module 3 Session 2 The Churn Dash Quilt, Part 1
  - Module 4 Session 1 Eight-Part Inventions: Creating Patchwork Blocks

- - Module 4 Session 3 Making Patchwork Mini-Quilts
    - Module 4 Session 4 The Sandwich Problem
- I divide a circle or rectangle into 2, 3, or 4 equal parts and describe the whole in terms of the parts. (2.G.3)
    - Module 3 Session 2 The Churn Dash Quilt, Part 1
    - Module 4 Session 1 Eight-Part Inventions: Creating Patchwork Blocks
    - Module 4 Session 2 Exploring Symmetry in Quilt Blocks
    - Module 4 Session 3 Making Patchwork Mini-Quilts
    - Module 4 Session 4 The Sandwich Problem
- I demonstrate my understanding that equal sizes of the same whole may have different shapes. (2.G.3)
    - Module 3 Session 2 The Churn Dash Quilt, Part 1
    - Module 4 Session 1 Eight-Part Inventions: Creating Patchwork Blocks
    - Module 4 Session 3 Making Patchwork Mini-Quilts
    - Module 4 Session 4 The Sandwich Problem

Assessment Evidence

Performance Assessment Options	Other assessment options
May include, but are not limited to the following:	*May include, but are not limited to the following:*
● Bridges Unit Pre Assessment ● Bridges Unit Checkpoints ● Bridges Unit Post Assessment	● Bridges Unit Observational Assessments ● Student Work Samples ● Classroom Exit Tickets

Digital Tools & Supplementary Resources

Bridges Intervention
ALEKS and Dreambox

Unit 7 - Measurement, Fractions & Multi-Digit Computation with Hungry Ants

Unit Overview: This unit addresses metric measurement, fractions and multi-digit addition and subtraction. Students measure in metric units, investigate division and fractions and have opportunities to create and solve problems around these concepts.

Unit Standards

Priority Standards
2.OA.A Represent and solve problems involving addition and subtraction.
- *2.OA.1* 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.B Use place value understanding and properties of operations to add and subtract.
- *2.NBT.7* 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.9* Explain why addition and subtraction strategies work, using place value and the properties of operations.

2.MD.A Measurement and estimate lengths in standard units.
- *2.MD.1* Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- *2.MD.3* Estimate lengths using units of inches, feet, centimeters, and meters.
- *2.MD.4* Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

2.MD.B Relate addition and subtraction to length.
- *2.MD.5* 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.

Supporting Standards
2.MD.C Work with time and money.
- *2.MD.8* Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

2.G.A Reason with shapes and their attributes.
- *2.G.3* 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.

Learning Targets

2nd Grade Priority:

Mathematical Practice Standard Connections		
Habits of Mind	**MP.1** ● Module 1 Session 5 ● Module 2 Sessions 1 and 2 ● Module 3 Sessions 2-5 ● Module 4 Sessions 2-5	**MP.6** ● Module 1 Sessions 2-5 ● Module 3 Sessions 1 and 5
Reasoning & Explaining	**MP.2** ● Module 2 Sessions 4 and 5	**MP.3** ● Module 1 Sessions 1 and 5 ● Module 2 Sessions 2-5 ● Module 3 Session 4 ● MOdule 4 Sessions 1-3
Modeling & Tools	**MP.4** ● Module 1 Session 5 ● Module 3 Sessions 2, 3 and 5 ● Module 4 Sessions 1 and 3	**MP.5** ● Module 1 Sessions 2-4 ● Module 2 Session 1
Seeing Structure &	**MP.7** ● Module 1 Session 1	**MP.8** ● Module 4 Sessions 3, 4 and 5

Generalizing	● Module 2 Session 3 ● Module 3 Session 1	

2nd Grade Priority:
- I solve an addition number story or write a number story to describe a picture or number sentence. (2.OA.1)
    - Module 3 Session 2 Introducing Toy Store Problems
    - Module 3 Session 3 Solving Toy Store Picture Problems
    - Module 4 Session 1 Creating Toy Store Problems, Part 1
    - Module 4 Session 2 Creating Toy Store Problems, Part 2
- I solve one and two step addition/subtraction number stories and write a matching open number model with a variable for the unknown in all positions. (2.OA.1)
    - Module 3 Session 2 Introducing Toy Store Problems
    - Module 3 Session 3 Solving Toy Store Picture Problems
    - Module 4 Session 1 Creating Toy Store Problems, Part 1
    - Module 4 Session 1 Creating Toy Store Problems, Part 2
- I plot measurements on an open number line to solve addition and subtraction number stories and write the corresponding number model using a symbol for the unknown. (2.OA.1)
    - Module 3 Session 2 Introducing Toy Store Problems
    - Module 3 Session 3 Solving Toy Store Picture Problems
    - Module 4 Session 1 Creating Toy Store Problems, Part 1
    - Module 4 Session 2 Creating Toy Store Problems, Part 2
- I solve addition and subtraction problems within 1,000 using an open number line and/or computation strategy. (2.NBT.7)
    - Module 1 Session 1 Introducing Work Place 7A Race to the Cookie Jar
    - Module 1 Session 5 Ant Paths
    - Module 2 Session 4 Bug Spinner Experiment, Part 1
    - Module 2 Session 5 Bug Spinner Experiments, Part 2
    - Module 3 Session 1 The Ants' Toy Store
    - Module 3 Session 3 Solving Toy Store Picture Problems
    - Module 3 Session 4 A Closer Look at Our Strategies
    - Module 4 Session 2 Creating Toy Store Problems, Part 2
    - Module 4 Session 3 Solving Story Problems Together
    - Module 4 Session 4 Shopping for Toy Store Problems, Part 1
    - Module 4 Session 5 Shopping for Toy Store Problems, Part 2
- I explain why addition/subtraction strategies work. (2.NBT.9)
    - Module 1 Session 1 Introducing Work Place 7A Race to the Cookie Jar
    - Module 3 Session 3 Solving Toy Store Picture Problems
    - Module 3 Session 4 A Closer Look at Our Strategies
    - Module 4 Session 3 Solving Story Problems Together
    - Module 4 Session 4 Shopping for Toy Store Problems, Part 1
    - Module 4 Session 5 Shopping for Toy Store Problems, Part 2
- I measure an object to the nearest inch and to the nearest centimeter.(2.MD.1)
    - Module 1 Session 2 How Long Is an Army Ant
    - Module 1 Session 3 Estimate & Measure Centimeters
    - Module 1 Session 4 One Hundred Army Ants & More
    - Module 1 Session 5 Ant Paths

- I estimate a length and select the appropriate measuring tool in the US Customary System (inch, foot, yard) and Metric System (centimeter, meter). (2.MD.3)
  - Module 1 Session 2 How Long Is an Army Ant
  - Module 1 Session 3 Estimate & Measure Centimeters
  - Module 1 Session 4 One Hundred Army Ants & More
  - Module 1 Session 5 Ant Paths
- I measure to find the difference in the length of two objects. (2.MD.4)
  - Module 1 Session 5 Ant Paths
- I use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units using drawings and equations with a symbol for the unknown. (2.MD.5)
  - Module 1 Session 4 One Hundred Army Ants & More

2nd Grade Supporting:
- I count a collection of coins to an identified value. (2.MD.8)
  - Module 1 Session 1 Introducing Work Place 7A Race to the Cookie Jar
- I calculate the value of coin and bill combinations using a cents symbol and dollar sign or draw a value using $1, quarters, dimes, nickels, and pennies including those in number stories. (2.MD.8)
  - Module 3 Session 2 Introducing Toy Store Problems
  - Module 4 Session 2 Creating Toy Store Problems, Part 2
- I solve word problems involving dollar bills, quarters, dimes, nickels, and pennies. (2.MD.8)
  - Module 3 Session 2 Introducing Toy Store Problems
  - Module 4 Session 1 Creating Toy Store Problems, Part 1
  - Module 4 Session 2 Creating Toy Store Problems, Part 2
- I identify or represent a fraction of a region. (2.G.3)
  - Module 2 Session 2 Ant Treats
  - Module 2 Session 3 Fraction Races
  - Module 2 Session 4 Bug Spinner Experiments, Part 1
  - Module 2 Session 5 Bug Spinner Experiments, Part 2
- I divide a circle or rectangle into 2, 3, or 4 equal parts and describe the whole in terms of the parts. (2.G.3)
  - Module 2 Session 2 Ant Treats
  - Module 2 Session 3 Fraction Races
  - Module 2 Session 4 Bug Spinner Experiments, Part 1
  - Module 2 Session 5 Bug Spinner Experiments, Part 2
  - Module 3 Session 1 The Ants' Toy Store
- I demonstrate my understanding that equal sizes of the same whole may have different shapes. (2.G.3)
  - Module 2 Session 2 Ant Treats
  - Module 2 Session 3 Fraction Races
  - Module 2 Session 4 Bug Spinner Experiments, Part 1
  - Module 2 Session 5 Bug Spinner Experiments, Part 2

Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:*	**Other assessment options** *May include, but are not limited to the following:*

● Bridges Unit Pre Assessment ● Bridges Unit Checkpoints ● Bridges Unit Post Assessment	● Bridges Unit Observational Assessments ● Student Work Samples ● Classroom Exit Tickets

Digital Tools & Supplementary Resources
Bridges Intervention ALEKS and Dreambox

Unit 8 - Measurement, Data & Multi-Digit Computation with Marble Rolls
Unit Overview: This unit reviews place value and three-digit computation and the focus is on data collection and analysis.
Unit Standards

Priority Standards
2.NBT.A Understand Place Value.
- *2.NBT.1* 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:
- *2.NBT.1a* 100 can be thought of as a bundle of ten tens — called a "hundred."
- *2.NBT.1b* 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.2* Count within 1000; skip-count by 5s, 10s, and 100s.
- *2.NBT.3* Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- *2.NBT.4* 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 Use place value understanding and properties of operations to add and subtract.
- *2.NBT.7* 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.8* 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.9* Explain why addition and subtraction strategies work, using place value and the properties of operations.

2.MD.A Measurement and estimate lengths in standard units.
- *2.MD.1* Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- *2.MD.3* Estimate lengths using units of inches, feet, centimeters, and meters.
- *2.MD.4* Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

2.MD.B Relate addition and subtraction to length.
- *2.MD.5* 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.6* 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.

Supporting Standards
2.MD.D Represent and interpret data.
- *2.MD.9* 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.

Learning Targets

2nd Grade Priority:

Mathematical Practice Standard Connections		
Habits of Mind	**MP.1** ● Module 1 Session 3 ● Module 2 Sessions 1-3 ● Module 3 Sessions 5 and 6 ● Module 4 Session 1 ●	**MP.6** ● Module 2 Session 4 ● Module 3 Sessions 1 and 3 ● Module 4 Sessions 2 and 3
Reasoning & Explaining	**MP.2** ● Module 1 Sessions 4-6 ● Module 2 Session 5 ● Module 3 Sessions 2 and 4	**MP.3** ● Module 1 Sessions 4, 5 and 6 ● Module 2 Sessions 2, 3 and 5 ● Module 3 Sessions 2, 4, 5 and 6
Modeling & Tools	**MP.4** ● Module 1 Sessions 1 and 2 ● Module 4 Session 3	**MP.5** ● Module 2 Sessions 1-4 ● Module 2 Session 4 ● Module 3 Sessions 1 and 3 ● Module 4 Sessions 2 and 3
Seeing Structure & Generalizing	**MP.7** ● Module 1 Session 2 ● Module 4 Session 3	**MP.8** ● Module 1 Sessions 1 and 3

2nd Grade Priority:
- I understand the three digits of a 3-digit number represent amounts and values of hundreds, tens, and ones. (2.NBT.1)
  - Module 1 Session 1 Target Seven Hundred
  - Module 1 Session 2 Unit 8 Pre-Assessment/Four Digit Shuffle
  - Module 1 Session 4 Introducing Work Place 8A Sum It Up
  - Module 1 Session 6 Roll & Subtract One Thousand
- I count up by 5s, 10s orally and in writing, starting with a variety of numbers. (2.NBT.2)
  - Module 1 Session 1 Target Seven Hundred
  - Module 1 Session 2 Unit 8 Pre-Assessment/Four Digit Shuffle
- I skip count by 1s, 5s, 10s, and 100s up to 1,000. (2.NBT.2)

- ○ Module 1 Session 1 Target Seven Hundred
- ○ Module 1 Session 2 Unit 8 Pre-Assessment/Four Digit Shuffle
- I read, write, and model numbers up to 4-digits shown with base-10 blocks, including numbers with 0 as a place holder. (2.NBT.3)
    - ○ Module 1 Session 1 Target Seven Hundred
    - ○ Module 1 Session 2 Unit 8 Pre-Assessment/Four Digit Shuffle
- I write numbers up to 1,000 in expanded form. (2.NBT.3)
    - ○ Module 1 Session 1 Target Seven Hundred
    - ○ Module 1 Session 2 Unit 8 Pre-Assessment/Four Digit Shuffle
- I order numbers or compare numbers less than 1,000 using <, >, = symbols. (2.NBT.A.4)
    - ○ Module 1 Session 1 Target Seven Hundred
    - ○ Module 1 Session 2 Unit 8 Pre-Assessment/Four Digit Shuffle
    - ○ Module 1 Session 4 Introducing Work Place 8A Sum It Up
    - ○ Module 1 Session 6 Roll & Subtract One Thousand
- I solve addition and subtraction problems within 1,000 using an open number line and/or computation strategy. (2.NBT.7)
    - ○ Module 1 Session 1 Target Seven Hundred
    - ○ Module 1 Session 3 Solving Story Problems
    - ○ Module 1 Session 4 Introducing Work Place 8A Sum It Up
    - ○ Module 1 Session 6 Roll & Subtract One Thousand
- I mentally add and subtract 10 or 100 to/from 2-digit and 3-digit numbers (11 to 999). (2.NBT.8)
    - ○ Module 1 Session 6 Roll & Subtract One Thousand
- I explain why addition/subtraction strategies work. (2.NBT.9)
    - ○ Module 1 Session 3 Solving Story Problems
    - ○ Module 1 Session 4 Introducing Work Place 8A Sum It Up
    - ○ Module 1 Session 6 Roll & Subtract One Thousand
- I measure an object to the nearest inch and to the nearest centimeter.(2.MD.1)
    - ○ Module 2 Session 1 Exploring Marbles & Ramps
    - ○ Module 2 Session 2 Introducing Longer Tubes
    - ○ Module 2 Session 3 Introducing Marbles That Differ in Mass
    - ○ Module 2 Session 4 Marble Roll Experiment 1: Ramp Height
    - ○ Module 3 Session 1 Marble Roll Experiment 2: Marble Mass
    - ○ Module 3 Session 3 Marble Roll Experiment 3: Ramp Length
    - ○ Module 3 Session 6 Building Mega-Marble Rolls
    - ○ Module 4 Session 1 Find Someone Who...
- I estimate a length and select the appropriate measuring tool in the US Customary System (inch, foot, yard) and Metric System (centimeter, meter). (2.MD.3)
    - ○ Module 2 Session 1 Exploring Marbles & Ramps
    - ○ Module 2 Session 2 Introducing Longer Tubes
    - ○ Module 2 Session 3 Introducing Marbles That Differ in Mass
    - ○ Module 3 Session 6 Building Mega-Marble Rolls
    - ○ Module 4 Session 1 Find Someone Who...
- I measure to find the difference in the length of two objects. (2.MD.4)
    - ○ Module 2 Session 5 Plotting & Analyzing the Ramp Height Data
    - ○ Module 3 Session 2 Plotting & Analyzing the Marble Mass Data
    - ○ Module 3 Session 4 Plotting & Analyzing the Ramp Length Data

- I use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units using drawings and equations with a symbol for the unknown. (2.MD.5)
  - Module 1 Session 3 Solving Story Problems
  - Module 2 Session 5 Plotting & Analyzing the Ramp Height Data
  - Module 3 Session 2 Plotting & Analyzing the Marble Mass Data
  - Module 3 Session 4 Plotting & Analyzing the Ramp Length Data
- I plot measurements on an open number line to solve addition and subtraction number stories and write the corresponding number model using a symbol for the unknown. (2.MD.6)
  - Module 2 Session 5 Plotting & Analyzing the Ramp Height Data
  - Module 3 Session 2 Plotting & Analyzing the Marble Mass Data
  - Module 3 Session 4 Plotting & Analyzing the Ramp Length Data

2nd Grade Supporting:
- I create a line plot to represent a data set up to four categories and analyze/synthesize the information displayed. (2.MD.9)
  - Module 2 Session 4 Marble Roll Experiment 1: Ramp Height
  - Module 2 Session 5 Plotting & Analyzing the Ramp Height Data
  - Module 3 Session 1 Marble Roll Experiment 2: Marble Mass
  - Module 3 Session 2 Plotting & Analyzing the Marble Mass Data
  - Module 3 Session 3 Marble Roll Experiment 3: Ramp Length
  - Module 3 Session 4 Plotting & Analyzing the Ramp Length Data
  - Module 4 Session 1 Find Someone Who...

Assessment Evidence

Performance Assessment Options *May include, but are not limited to the following:*	**Other assessment options** *May include, but are not limited to the following:*
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