

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Mathematics
Grade 2
2023

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The Trumbull Board of Education, as a matter of policy, prohibits discrimination on the grounds of age, creed, religion, sex, race, color, handicap, political affiliation, marital status, sexual orientation, or national origin.

TRUMBULL CORE VALUES AND BELIEFS

Our mission states, “Trumbull Public Schools, in partnership with the community, strives to meet the educational needs of all students within a challenging and supportive academic environment that empowers each student to become a life-long learner and to live and participate in a democratic, diverse and global society.” Trumbull Public Schools believes in a shared, collaboratively created vision of success for all students in our district. We work throughout the year to ensure all instruction is in service of supporting students to achieve a shared vision of knowledge and skills.

- We believe that all individuals are capable of learning.
- We believe that all individuals should have the resources necessary to achieve success within a challenging curriculum.
- We believe that a family, school, and community partnership is essential to our success.
- We believe that a safe and orderly environment is critical to learning.
- We believe that there is strength in diversity and that all individuals are worthy of our respect and dignity.
- We believe that our school climate must be welcoming, caring, and supportive for all members of the learning community.
- We believe that a reflective evaluation of present practices and processes is necessary in order to plan for our future.

INTRODUCTION

The Elementary Math Curriculum was last revised in 2023 and was aligned to the State of Connecticut Common Core State Standards (CCSS). It includes specific grade level expectations and resources appropriate for this grade, making it a teacher-friendly instructional guide for ease in delivery. Appropriate professional development will further aid in fidelity to the implementation of the CCSS and assured use of the resources provided for instruction.

Trumbull Elementary Schools will provide all students access to a rigorous mathematics curriculum that will prepare them for success in an ever changing global society. Our students will learn to use mathematical reasoning and critical thinking to problem solve and communicate. This curriculum will include strong number sense as a foundation. All students will develop a strong mathematical voice where they will be able to transfer and discuss their foundational skills to problem solving skills. Our educators will be supported through professional development, meaningful feedback and opportunities for collaboration.

PHILOSOPHY

Success in mathematics depends upon active involvement in a variety of interrelated experiences. When students participate in stimulating learning opportunities, they can reach their full potential.

The Trumbull Mathematics Program embraces these goals for all students.

Successful mathematicians:

- develop and demonstrate a balanced understanding of mathematics as conceptual, procedural, and application of skills.
- make meaningful mathematical connections to their world through peer collaboration.
- communicate effectively using mathematical terminology, both independently and collaboratively.
- solve problems utilizing a variety of strategies.
- utilize technology as a tool to enhance the problem solving process.
- use sound mathematical reasoning by utilizing the power of conjecture and proof in their thinking.
- become reflective thinkers through continuous self evaluation.
- become independent, self motivated, lifelong learners.
- engage in robust conversations and peer to peer interactions.
- demonstrate perseverance while building stamina when faced with challenging tasks.
- embody a growth mindset.
- take ownership and communicate their understanding and purpose of their learning.
- extend their learning beyond the classroom.

The Trumbull Mathematics Program promotes equity by setting high expectations with strong support for all math students in a differentiated environment. Students are empowered to embrace the skills needed to become successful in the 21st century. Students expand their mathematical abilities by investigating real world phenomena. Through such experiences, students make real world math connections and discover that math can have more than one method for achieving a correct answer and they can truly appreciate the impact math has on the world in which they live.

GOALS: Major Focus Areas for Grade 2 Mathematics

1. Represent and solve problems involving addition and subtraction
2. Add and subtract within 20
3. Understand place value
4. Use place value understanding and properties of operations to add and subtract
5. Measure and estimate lengths in standard units
6. Relate addition and subtraction to length

Grade 2 Mathematics: Trimester 1 (61 days)

Grade 2 Trimester 1

Content and Skills

Mathematical Practices: See Addendum for Mathematical Practices Poster

Measurement, and Data:

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.

Operations and Algebraic Thinking:

- Add and subtract within 20.
- Represent and solve problems involving addition and subtraction.
- Use place value understanding and properties of operations to add and subtract.

Number and Operations in Base Ten:

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Essential Question(s): Taken from the CCSS Mathematical Practices

- What is the problem asking? Does this make sense? (MP1)
- **What do the numbers in the problem represent? (MP2)**
- Can I clearly explain my reasoning? Can I understand the reasoning of others? Do I agree or disagree? (MP3)
- Can I model my thinking using manipulatives, words, numbers or pictures? (MP4)
- **What mathematical tools could we use to visualize and represent the situation? (MP5)**
- Is my answer correct? How can I prove it mathematically? (MP6 and 7)
- **What ideas that we have learned before were useful in solving this problem? (MP7)**
- What is happening in this situation? (MP8)

Focus Question(s): These will be content specific (i.e. Explain how you arrived at an answer)

- Can you solve using a different strategy?
- Can you critique or agree with another person's strategy?

Common Core State Standards for Mathematics <i>(See appendix for complete description)</i>	Time Allotment	Assured Learner Activities	Assessment																
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">2.OA.1</td> <td style="width: 50%; padding: 2px;">2.NBT.7</td> </tr> <tr> <td style="padding: 2px;">2.OA.2</td> <td style="padding: 2px;">2.MDA.1</td> </tr> <tr> <td style="padding: 2px;">2.NBT.1</td> <td style="padding: 2px;">2.MDA.3</td> </tr> <tr> <td style="padding: 2px;">2.NBT.2</td> <td style="padding: 2px;">2.MD.4</td> </tr> <tr> <td style="padding: 2px;">2.NBT.3</td> <td style="padding: 2px;">2.MD.5</td> </tr> <tr> <td style="padding: 2px;">2.NBT.4</td> <td style="padding: 2px;">2.MDB.6</td> </tr> <tr> <td style="padding: 2px;">2.NBT.6</td> <td style="padding: 2px;">2.MDD.10</td> </tr> <tr> <td style="padding: 2px;">2.NBT.7</td> <td></td> </tr> </table>	2.OA.1	2.NBT.7	2.OA.2	2.MDA.1	2.NBT.1	2.MDA.3	2.NBT.2	2.MD.4	2.NBT.3	2.MD.5	2.NBT.4	2.MDB.6	2.NBT.6	2.MDD.10	2.NBT.7		70 minutes daily per Trumbull Board of Education Policy # 6112.2	<ul style="list-style-type: none"> ▪ Great Minds: Eureka Math² ▪ Fact Fluency Practice 	<ul style="list-style-type: none"> ▪ Classroom mathematical discourse ▪ Eureka Math² Assessments ▪ i-Ready Diagnostic Universal Screener
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2.NBT.7																			
Technology Competency Standards <i>(See appendix for complete description)</i>																			
2. Communicate and Collaborate 5. Digital Citizenship																			

Vocabulary:

Module, Part 1:

Vocabulary: bar graph, benchmark, benchmark number, category, centimeter, compare, data, difference, endpoint, estimate, equation, expression, fewer than, fewest, graph, height, how many fewer, how many more, key, length, length unit, measure, meter, more than, most, number line, picture graph, related, represent, scale, shorter, symbol, table, taller, tick mark, total, unknown

Academic Verbs: support

Module 1, Part 2:

Vocabulary: altogether, bundling, compare, digit, efficient, equal to, equation, estimate, expanded form, expression, fewer than, greater than, grouping, how many fewer, how many more, hundred, less than, more than, number sentences, one, place value, related, rename, represent, standard form, symbol, ten, thousand, unit, unit form, value, word form

Academic Verbs: exchange

Module 2:

Vocabulary: addend, bar graph, benchmark number, bundle, centimeter, compare, compose, decompose, difference, efficiency, equal to, equation, expanded form, expression, graph, greater than, hundreds, less than, number bond, number sentence, ones, open number line, part, place value units, rename, scale, standard form, subtracting, sum, symbol, take away, take from, tens, total, unbundle, unit form, word form

Academic Verbs: defend, exchange, support

Grade 2 Mathematics: Trimester 2 (60 Days)

Grade 2 Mathematics: Trimester 2					
<p>Content and Skills</p> <p>Mathematical Practices: See Addendum for Mathematical Practices Poster</p> <p>Measurement and Data:</p> <ul style="list-style-type: none"> ▪ Work with time and money. <p>Operations and Algebraic Thinking:</p> <ul style="list-style-type: none"> ▪ Represent and solve problems involving addition and subtraction. ▪ Add and subtract within 20. <p>Number and Operations in Base Ten:</p> <ul style="list-style-type: none"> ▪ Understand place value. ▪ Use place value understanding and properties of operations to add and subtract. <p>Geometry:</p> <ul style="list-style-type: none"> ▪ Reason with shapes and their attributes. 					
<p>Essential Question(s): Taken from the CCSS Mathematical Practices</p> <ul style="list-style-type: none"> ▪ What is the problem asking? Does this make sense? (MP1) ▪ What do the numbers in the problem represent? (MP2) ▪ Can I clearly explain my reasoning? Can I understand the reasoning of others? Do I agree or disagree? (MP3) ▪ Can I model my thinking using manipulatives, words, numbers or pictures? (MP4) ▪ What mathematical tools could we use to visualize and represent the situation? (MP5) ▪ Is my answer correct? How can I prove it mathematically? (MP6 and 7) ▪ What ideas that we have learned before were useful in solving this problem? (MP7) ▪ What is happening in this situation? (MP8) <p>Focus Question(s): These will be content specific (i.e. Explain how you arrived at an answer)</p> <ul style="list-style-type: none"> ▪ Can you solve using a different strategy? ▪ Can you critique or agree with another person's strategy? 					
Common Core State Standards for Mathematics <i>(See appendix for complete description)</i>	Time Allotment	Assured Learner Activities	Assessment		
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<p>Technology Competency Standards <i>(See appendix for complete description)</i></p>					
<p>2. Communicate and Collaborate</p> <p>5. Digital Citizenship</p>					

Vocabulary:

Module 2:

Vocabulary: addend, bar graph, benchmark number, bundle, centimeter, compare, compose, decompose, difference, efficiency, equal to, equation, expanded form, expression, graph, greater than, hundreds, less than, number bond, number sentence, ones, open number line, part, place value units, rename, scale, standard form, subtracting, sum, symbol, take away, take from, tens, total, unbundle, unit form, word form

Academic Verbs: defend, exchange, support

Module 3:

Vocabulary: angle, attribute, circle, cube, edge, face, fourth of, fourths, fraction, geometry, half of, half, halves, hexagon, horizontal, parallel, parallelogram, partition, pentagon, polygon, quadrilateral, quarter, quarter of, quarter past, quarter to, rectangle, rhombus, right angle, side, square, square corner, third of, thirds, three-dimensional shape, trapezoid, triangle, two-dimensional shape, vertex, vertical

Academic Verbs: create, defend, exchange, support

Module 4:

Vocabulary: addend, benchmark number, column, compose, confirm, decomposition, difference, efficiency, endpoint, equation, expression, fewer, horizontal, length, less, more, number bond, number line, number sentence, part-total, record, rename, strategy, subtraction, tape diagram, unit, unknown, unlabeled, vertical

Academic Verbs: create, defend, exchange, support

Grade 2 Mathematics: Trimester 3 (60 Days)

Grade 2 Mathematics: Trimester 3			
<p>Content and Skills</p> <p>Mathematical Practices: See Addendum for Mathematical Practices Poster</p> <p>Measurement, and Data:</p> <ul style="list-style-type: none"> ▪ Measure and estimate lengths in standard units. ▪ Relate addition and subtraction to length. ▪ Work with time and money. ▪ Represent and interpret data. <p>Operations and Algebraic Thinking:</p> <ul style="list-style-type: none"> ▪ Represent and solve problems involving addition and subtraction. ▪ Add and subtract within 20. ▪ Work with equal groups of objects to gain foundations for multiplication. <p>Number and Operations in Base Ten:</p> <ul style="list-style-type: none"> ▪ Use place value understanding and properties of operations to add and subtract. <p>Geometry:</p> <ul style="list-style-type: none"> ▪ Reason with shapes and their attributes. 			
<p>Essential Question(s): Taken from the CCSS Mathematical Practices</p> <ul style="list-style-type: none"> ▪ What is the problem asking? Does this make sense? (MP1) ▪ What do the numbers in the problem represent? (MP2) ▪ Can I clearly explain my reasoning? Can I understand the reasoning of others? Do I agree or disagree? (MP3) ▪ Can I model my thinking using manipulatives, words, numbers or pictures? (MP4) ▪ What mathematical tools could we use to visualize and represent the situation? (MP5) ▪ Is my answer correct? How can I prove it mathematically? (MP6 and 7) ▪ What ideas that we have learned before were useful in solving this problem? (MP7) ▪ What is happening in this situation? (MP8) <p>Focus Question(s): These will be content specific (i.e. Explain how you arrived at an answer)</p> <ul style="list-style-type: none"> ▪ Can you solve using a different strategy? ▪ Can you critique or agree with another person's strategy? 			
Common Core State Standards <i>(See appendix for complete description)</i>	Time Allotment	Assured Learner Activities	Assessment
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Technology Competency Standards <i>(See appendix for complete description)</i>			
2. Communicate and Collaborate 5. Digital Citizenship			

Vocabulary:

Module 4:

Vocabulary: addend, benchmark number, column, compose, confirm, decomposition, difference, efficiency, endpoint, equation, expression, fewer, horizontal, length, less, more, number bond, number line, number sentence, part-total, record, rename, strategy, subtraction, tape diagram, unit, unknown, unlabeled, vertical

Academic Verbs: create, defend, exchange, support

Module 5:

Vocabulary: benchmark, bill, cent, centimeter, change, coin, data, dime, dollar, estimate, exchange, foot, inch, interval, length, line plot, measure, measurement, nickel, penny, quarter, ruler, scale, value, yard

Academic Verbs: create, defend, exchange, support

Module 6:

Vocabulary: addend, array, attribute, column, compose, decompose, double, equal groups, equations, even number, horizontal, odd number, part, rectangle, repeated addition, row, square, sum, total, unit, vertical, whole

Academic Verbs: create, defend, exchange, support

INSTRUCTIONAL STRATEGIES

The curriculum writing team recognizes that these facilitation styles and routines are used in each unit. Within each unit is an outline for methods to reteach, support, and challenge all learners including multilingual.

Facilitation Styles	<ul style="list-style-type: none"> ▪ Direct instruction ▪ Guided instruction ▪ Group work ▪ Partner work ▪ Independent practice ▪ Formative and summative assessments ▪ Brainstorming
Routines	<ul style="list-style-type: none"> ▪ Math Chat ▪ Five Framing Questions ▪ Fluency ▪ Always, Sometimes, Never ▪ Choral Response ▪ Read, Draw, Write ▪ Sprints ▪ Which One Doesn't Belong?

Primary Resource

<i>Title</i>	<i>Publisher</i>	<i>Date of Publication</i>
Eureka Math ²	Great Minds	2021

Additional Resources:

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Date of Publication</i>
<i>Investigation 2 Common Core Supplement</i>	<i>Susan Jo Russell Karen Economopoulos Keith Cochran</i>	<i>Scott Foresman</i>	2012

SUPPLEMENTARY MATERIALS/ RESOURCES/ WEBSITES

Supplementary Materials

Manipulative Materials for Grade 2

- 10 cm Cards
- 100 Bead Demonstration Rekenrek
- Base Ten Blocks
- Centimeter Cubes
- Coin Set
- Color Tiles
- Craft Sticks
- Demonstration Clock
- Dot Dice
- Eureka Math Talking Tool Poster, Grades 2-8
- Meter Sticks
- Measuring Tapes
- Numeral Cards
- Place Value Disks, Set 1
- Pattern Blocks
- Personal Whiteboards
- Rulers
- Tangrams
- Unifix Cubes
- Whole Number Place Value Cards
- Whole Number Place Value Cards, Demo Set

Websites:

- [Common Core State Standards for Mathematics](#)
- [National Council of Teachers of Mathematics](#)
- [Smarter Balanced Assessment Consortium](#)
- [Great Minds: Eureka Math²](#)
- [Khan Academy](#)
- [iReady Teacher Toolbox](#)
- [International Society for Technology in Education](#)

Connecticut's Common Core Standards

Mathematics – 2nd Grade Standards

Operations and Algebraic Thinking -

Represent and solve problems involving addition and subtraction.

2.OA.A.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. (Note: See Glossary, Table 1.)

Add and subtract within 20.

2.OA.B.2: Fluently add and subtract within 20 using mental strategies. (Note: See standard 1.OA.6 for a list of mental strategies). By the end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication.

2.OA.C.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.C.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.

Number and Operations in Base Ten -

Understand place value.

2.NBT.A.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:

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: Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.A.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.NBT.A.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.

Use place value understanding and properties of operations to add and subtract.

2.NBT.B.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.B.6: Add up to four two-digit numbers using strategies based on place value and properties of operations.

2.NBT.B.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.C.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.B.9: Explain why addition and subtraction strategies work, using place value and the properties of operations. (Note: Explanations may be supported by drawings or objects.)

Measurement and Data -

Measure and estimate lengths in standard units.

- 2.MD.A.1: 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: 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: Estimate lengths using units of inches, feet, centimeters, and meters.
- 2.MD.A.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate addition and subtraction to length.

- 2.MD.B.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.B.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.

Work with time and money.

- 2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- 2.MD.C.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?*

Represent and interpret data.

- 2.MD.D.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.D.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. (Note: See Glossary, Table 1.)

Geometry -

Reason with shapes and their attributes.

- 2.G.A.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Note: Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- 2.G.A.2: Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- 2.G.A.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.

Mathematical Practices

- 1. Make sense of problems and persevere in solving them.**
- 2. Reason abstractly and quantitatively.**
- 3. Construct viable arguments and critique the reasoning of others.**
- 4. Model with mathematics.**
- 5. Use appropriate tools strategically.**
- 6. Attend to precision.**
- 7. Look for and make use of structure.**
- 8. Look for and express regularity in repeated reasoning.**

Technology Competency Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information.
4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
6. Technology Operations and Concepts – Students demonstrate a sound understanding of technology concepts, systems, and operations.