Teacher: Helsel, Long, Barbarini	Course: Mathematics	Grade Level(s): 2

	Month: SEPTEMBER Topic(s): • TOPIC 1: Understanding Addition and Subtraction • TOPIC 2: Addition Strategies • TOPIC 3: Subtraction Strategies
Content/Big Ideas	OPERATIONS & ALGEBRAIC THINKING (OA) • Comparison and Relationships • Operation Meanings and Relationships • Properties • Basic Facts and Algorithms • Practices, Processes, and Proficiencies
Essential Questions	What are some ways to think about addition and subtraction? What are strategies for finding addition facts? What are strategies for finding subtraction facts?
Concepts	Extending understanding of base-ten notation • Represent and solve problems involving addition and subtraction • Add and subtract within 20
Competencies	• Use addition and subtraction within 100 to solve one- and two-step word problems. • Fluently add within 20. • Fluently subtract within 20.
Standards/Benchmarks	• CC.2.2.2.A.1 • CC.2.2.2.A.2 • CC.2.1.2.B.3
Activities & Assessments	• Daily Common Core Reviews • Quick Checks • Leveled Homework • Topic Tests • Fact Fluency

Teacher: Helsel, Long, Barbarini, Davis	Course: Mathematics	Grade Level(s): 2

	Month: OCTOBER Topic(s): • TOPIC 4: Working with equal groups • TOPIC 5: Place value to 100
Content/Big Ideas	OPERATIONS & ALGEBRAIC THINKING (OA) • Comparison and Relationships • Operation Meanings and Relationships • Properties • Basic Facts and Algorithms • Practices, Processes, and Proficiencies NUMBER AND OPERATIONS IN BASE TEN • Number Uses, Classification, and Representation • Numbers and the Number Line • The Base-Ten Numeration System • Patterns, Relations, and Functions
Essential Questions	What is the relationship between arrays and repeated addition? How can numbers to 100 be shown and compared?
Concepts	Extending understanding of base-ten notation • Represent and solve problems involving addition and subtraction • Add and subtract within 20 Building Fluency with addition and subtraction • Understand place value
Competencies	• Show addition using arrays and number sentences. • Read, write, count, and compare numbers
Standards/Benchmarks	• CC.2.2.2.A.1 • CC.2.2.2.A.2 • CC.2.2.2.A.3 • CC.2.1.2.B.1 • CC.2.1.2.B.2 • CC.2.1.2.B.3
Activities & Assessments	• Daily Common Core Reviews • Quick Checks • Leveled Homework • Topic Tests • Fact Fluency

	Month: NOVEMBER Topic(s): • TOPIC 6: Mental addition • TOPIC 8: Adding two-digit numbers
Content/Big Ideas	NUMBER AND OPERATIONS IN BASE TEN • Comparison and Relationships • Operation Meanings and Relationships • Properties • Basic Facts and Algorithms • Practices, Processes, and Proficiencies • Number Uses, Classification, and Representation • Numbers and the Number Line • The Base-Ten Numeration System • Patterns, Relations, and Functions
Essential Questions	How can sums be found mentally? What is a standard procedure for adding two-digit numbers?
Concepts	Building Fluency with addition and subtraction • Understand place value • Use place value understanding and properties of operations to add and subtract
Competencies	• Add using strategies based on place value and properties of operations. • Fluently add two-digit numbers within 100.
Standards/Benchmarks	• CC.2.2.2.A.1 • CC.2.2.2.A.2 • CC.2.1.2.B.2 • CC.2.1.2.B.3 • CC.2.4.2.A.6
Activities & Assessments	• Daily Common Core Reviews • Quick Checks • Leveled Homework • Topic Tests • Fact Fluency

	Month: DECEMBER Topic(s): • TOPIC 7: Mental subtraction • TOPIC 9: Subtracting two-digit numbers
Content/Big Ideas	NUMBER AND OPERATIONS IN BASE TEN • Comparison and Relationships • Operation Meanings and Relationships • Properties • Basic Facts and Algorithms • Practices, Processes, and Proficiencies • Number Uses, Classification, and Representation • Numbers and the Number Line • The Base-Ten Numeration System • Patterns, Relations, and Functions
Essential Questions	How can differences be found mentally? What is a standard procedure for subracting two-digit numbers?
Concepts	Building Fluency with addition and subtraction • Understand place value • Use place value understanding and properties of operations to add and subtract
Competencies	• Subtract using strategies based on place value and properties of operations. • Fluently subtract two-digit numbers within 100.
Standards/Benchmarks	• CC.2.2.2.A.1 • CC.2.1.2.B.3 • CC.2.4.2.A.6
Activities & Assessments	• Daily Common Core Reviews • Quick Checks • Leveled Homework • Topic Tests • Fact Fluency

Teacher: Helsel, Long, Barbarini, Davis	Course: Mathematics	Grade Level(s): 2

	Month: JANUARY Topic(s): • TOPIC 10: Place Value to 1,000 • TOPIC 11: Three-digit Addition and Subtraction
Content/Big Ideas	NUMBER AND OPERATIONS IN BASE TEN • Comparison and Relationships • Operation Meanings and Relationships • Properties • Basic Facts and Algorithms • Practices, Processes, and Proficiencies • Number Uses, Classification, and Representation • Numbers and the Number Line • The Base-Ten Numeration System • Patterns, Relations, and Functions
Essential Questions	What number patterns are helpful in reading and writing numbers to 1,000? What are the ways to add and subtract three-digit numbers?
Concepts	Building Fluency with addition and subtraction • Use place value understanding and properties of operations to add and subtract
Competencies	• Read, write, and count numbers to 1,000, compare 2 three-digit numbers. • Add and subtract within 1,000 using models and strategies
Standards/Benchmarks	• CC.2.1.2.B.1 • CC.2.1.2.B.2 • CC.2.1.2.B.3
Activities & Assessments	• Daily Common Core Reviews • Quick Checks • Leveled Homework • Topic Tests • Fact Fluency
Teacher: Helsel, Long, Barbarini, Davis	Course: Mathematics Grade Level(s): 2

	Month: FEBRUARY Topic(s): • TOPIC 12: Geometry • TOPIC 13: Counting Money
Content/Big Ideas	GEOMETRY • Equivalence • Geometric figures • Practices, Processes, and Proficiencies MEASUREMENT AND DATA • Comparison and Relationships • Operation Meanings and Relationships • Basic Facts and Algorithms • Estimation • Measurement • Data Collection and Representation
Essential Questions	How can shapes and solids be described, compared, and used to make other shapes? What strategies can be used to count money?
Concepts	Describing and analyzing shapes • Reason with shapes and their attributes Using standard units of measurement • Working with time and money
Competencies	• Reason with shapes and their attributes • Work with money
Standards/Benchmarks	• CC.2.3.2.A.1 • CC.2.3.2.A.1 • CC.2.3.2.A.2 • CC.2.4.2.A.3
Activities & Assessments	• Daily Common Core Reviews • Quick Checks • Leveled Homework • Topic Tests • Fact Fluency

Teacher: Helsel, Long, Barbarini, Davis	Course: Mathematics	Grade Level(s): 2

	Month: MARCH Topic(s): • TOPIC 14: Money • TOPIC 15: Measuring length
Content/Big Ideas	MEASUREMENT AND DATA • Equivalence • Comparison and Relationships • Operation Meanings and Relationships • Basic Facts and Algorithms • Estimation • Measurement • Data Collection and Representation • Practices, Processes, and Proficiencies
Essential Questions	How can sums and differences be estimated? What is the process for measuring length?
Concepts	Using standard units of measurement • Working with time and money • Measure and estimate lengths in standard units
Competencies	• Work with money • Measure and estimate lengths in standard units
Standards/Benchmarks	• CC.2.4.2.A.1 • CC.2.4.2.A.6 • CC.2.4.2.A.3 • CC.2.1.2.B.3
Activities & Assessments	• Daily Common Core Reviews • Quick Checks • Leveled Homework • Topic Tests • Fact Fluency

Teacher: Helsel, Long, Barbarini, Davis	Course: Mathematics	Grade Level(s): 2

	Month: APRIL Topic(s): • TOPIC 16: Time, Graphs, and Data
Content/Big Ideas	MEASUREMENT AND DATA • Equivalence • Comparison and Relationships • Operation Meanings and Relationships • Basic Facts and Algorithms • Estimation • Measurement • Data Collection and Representation • Practices, Processes, and Proficiencies
Essential Questions	How can clocks, bar graphs, and pictographs be used to show data and answer questions?
Concepts	Using standard units of measurement • Working with time and money
Competencies	• Work with time, represent and interpret data
Standards/Benchmarks	• CC.2.4.2.A.2 • CC.2.4.2.A.3 • CC.2.4.2.A.4
Activities & Assessments	• Daily Common Core Reviews • Quick Checks • Leveled Homework • Topic Tests • Fact Fluency

Teacher: Helsel, Long, Barbarini, Davis	Course: Mathematics	Grade Level(s): 2

	Month: MAY Topic(s): • Step Up to Grade 3
Content/Big Ideas	OPERATIONS AND ALGEBRAIC THINKING • Operation Meanings and Relationships • Basic Facts and Algorithms • Data Collection and Representation • Practices, Processes, and Proficiencies NUMBER AND OPERATIONS- FRACTIONS • Equivalence • Comparison and Relationships GEOMETRY • Geometric Figures
Essential Questions	How do you use arrays to multiply? How is multiplication related to division? How can you represent a fraction with a given set? What are the attributes of a polygon?
Concepts	• Writing Multiplication Stories • Division as Sharing • Writing Division Stories • Relating Multiplication and Division • Unit Fractions and Regions • Naming Fractions of a Set • Showing Fractions of a Set • Polygons • Adding and Subtracting in Geometry
Competencies	• Understand multiplication using arrays • Relationship between multiplication and division • Meaning of fractions • Attributes of shapes
Standards/Benchmarks	• CC.2.2.3.A.1 • CC.2.2.3.A.3 • CC.2.1.3.C.1 • CC.2.3.3.A.1 • CC.2.4.3.A.6
Activities & Assessments	• Daily Common Core Reviews • Quick Checks • Leveled Homework • Fact Fluency