

Beaver Dam Unified School District  
Essential Standards Map

This map is created by the team and maintained at that level for each course. It should be shared across the building for access by administrators and staff who support the course.

Course: Math

Grade Level: 2nd Grade

Essential Standards	<a href="#">Learning Progression (simple to complex)</a>	In what units are we teaching this standard?	What unit should this be mastered in?	What does proficiency look like? (How will this look on the common assessment?)
<p><b>OA.A.1</b> - 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.</p>	<p><b>Learning Target 1:</b> I can fluently add and subtract within 100.</p> <p><b>Learning Target 2:</b> I can represent a one-step problem using pictures, open number lines, and abstract diagrams.</p> <p><b>Learning Target 3:</b> I can solve one-step story problems.</p> <p><b>Learning Target 4:</b> I can write an equation with a symbol for the unknown to represent a one-step story problem.</p>	<p>Unit 1: Lesson 3 (one step)</p>	<p>Unit 1</p>	<p><b><u>What does proficiency look like?</u></b> Students will show a number model/equation with a strategy. They will solve and include a unit.</p> <p>Possible Strategies:</p> <ul style="list-style-type: none"> <li>- Number line</li> <li>- Breaking apart numbers (number bonds)</li> <li>- Pictures (bar model)</li> <li>- Making a ten</li> </ul> <p><b><u>1 Step Proficiency Assessment</u></b> Weekly Assessment: Unit 1 Lesson 3 Problems 1 &amp; 2</p>
	<p><b>Learning Target 3:</b> I can represent a two-step problem using pictures, open number lines, and abstract diagrams.</p> <p><b>Learning Target 2:</b> I can solve two-step story problems.</p> <p><b>Learning Target 1:</b> I can write an equation with a symbol for the unknown to represent a two-step story problem.</p>	<p>Unit 1: Lesson 5 (two step)</p>	<p>Unit 1</p>	<p>Mid unit assessment Unit 1: Problem 2, 4, 7, 9, 10</p> <p>End of unit assessment Unit 1: Problem 3,6</p> <p>Unit 1 Lesson 3 Exit Tickets</p> <p>Unit 2 Lesson 8 Quiz: 3, 4 (story problems with numbers within 100)</p> <p>Unit 2 Lesson 9 Quiz: 1, 2, 5 (story problems with numbers within 100)</p>

				<p>Unit 2 Mid-Unit Assessment: 6,7,8</p> <p>Unit 2 Unit Assessment: 3, 11</p> <p><b><u>2 Steps Proficiency Assessment</u></b>  Weekly Assessment:  Unit 1 Lesson 5 Problems 1, 3,4</p> <p>End of unit assessment unit 1:  Problems 1</p>
<p><b>OA.B.2</b> - Fluently add and subtract within 20 using mental strategies.<sup>2</sup> By end of Grade 2, know from memory all sums of two one-digit numbers.</p>	<p><b>Learning Target 1:</b>  I can identify numbers 0-20.</p> <p><b>Learning Target 2:</b>  I can create combinations of 10 and doubles.</p> <p><b>Learning Target 3:</b>  I can use strategies to add facts through 20.</p> <p><b>Learning Target 4:</b>  I can use the relationship of addition and subtraction through fact families to solve problems.</p> <p><b>Learning Target 5:</b>  I can use strategies to subtract through 20.</p>	<p>Throughout the year (daily)</p>	<p>Unit 1</p>	<p><b><u>What does proficiency look like?</u></b>  Students can add and subtract fluently using a strategy</p> <p><b><u>Proficiency Assessment:</u></b>  Xtramath-  Addition completed by January  Subtraction completed by end of year</p> <p>Timed Fluency Worksheets/Tests</p> <p>Mid Unit Assessment 1: 1, 3, 5, 6, 8  End of Unit Assessment Unit 1: 1,7,9,11, 12</p>

<p><b>NBT.A.1</b> - 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.</p>	<p><b>Learning Target 1:</b> I can name digits 0-9.</p> <p><b>Learning Target 2:</b> I can identify the ones, tens, and hundreds place.</p> <p><b>Learning Target 3:</b> I can represent two and three digit numbers using base 10 blocks, shorthand, and expanded form.</p>	<p>Unit 3</p>	<p>Learning Target 1: 1st Grade</p> <p>Learning Target 2 needs to be mastered by the end of Unit 3</p> <p>Learning Target 3 needs to be mastered by the end of Unit 3</p>	<p><b><u>What does proficiency look like?</u></b></p> <ul style="list-style-type: none"> <li>Understand that three digits numbers represent amounts of hundreds, tens, and ones.</li> </ul> <p><b><u>Proficiency Assessments:</u></b> Lesson 12 Quiz Problems 1, 2, 3, 4</p> <p>Mid Unit 3 Assessment Problems 1, 5, 6</p> <p>Unit 3 Assessment Problems 11, 12</p>
<p><b>NBT.A.4</b> - Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p>	<p><b>Learning Target 1:</b> I can understand that three digit numbers represent amounts of hundreds, tens and ones.</p> <p><b>Learning Target 2:</b> I can read and write 3-digit numbers.</p> <p><b>Learning Target 3:</b> I can know the meaning of <math>&gt;</math>, <math>=</math>, <math>&lt;</math></p> <p><b>Learning Target 4:</b> I can compare two, two digit numbers based on meanings of tens and ones.</p> <p><b>Learning Target 5:</b> I can compare two, three digit numbers based on meanings of tens and ones.</p>	<p>Unit 3, Lesson 14</p>	<p>Learning Target 1: 1st Grade</p> <p>Learning Target 2: Unit 3/Lesson 12</p> <p>Learning Target 3: Unit 3/Lesson 13</p>	<p><b><u>What does proficiency look like?</u></b></p> <ul style="list-style-type: none"> <li>Understand the meaning of greater than, less than, equal to</li> <li>Uses comparing symbols (<math>&lt;</math>, <math>&gt;</math>, <math>=</math>) correctly</li> </ul> <p><b><u>Proficiency Assessments:</u></b> Unit 3 Lesson 14 Quiz Problems 3, 4, 5.</p> <p>Unit 3 Unit Review Problem 1</p> <p>Unit 3 Assessment Problem 3</p>
<p><b>NBT.B.5</b> - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p><b>Learning Target 1:</b> I can decompose a 2-digit number into 10s and 1s.</p> <p><b>Learning Target 2:</b> I can regroup and group 10's and 1's.</p>	<p>Unit 2, Lesson 6, 7, 8</p>	<p>Learning Target 1: <b>End of lesson 6</b></p> <p>Learning Target 2:</p>	<p><b><u>What does proficiency look like?</u></b></p> <ul style="list-style-type: none"> <li>Use a strategy to solve a two digit addition and subtraction problem.</li> <li>Possible strategies: <ul style="list-style-type: none"> <li>Open number line</li> <li>Base 10 blocks</li> </ul> </li> </ul>

	<p><b>Learning Target 3:</b> I can represent an equation using a variety of strategies that may include number lines, base 10 blocks, drawings, or expanded form.</p> <p><b>Learning Target 4:</b> I can recognize that subtraction is the inverse (or opposite) of addition and can be represented by using a variety of models (bar model, tape diagram, number bond).</p>		<p><b>End of lesson 7</b> Learning Target 3: <b>End of lesson 8</b> Learning Target 4: <b>End of lesson 8</b></p>	<ul style="list-style-type: none"> <li>○ Breaking apart numbers</li> <li>○ Pictures</li> <li>○ Number grid</li> </ul> <p><b>Proficiency Assessments:</b> Unit 2 Lesson 6 Quiz: 2, 3, 4</p> <p>Unit 2 Lesson 7 Quiz: 1, 3,</p> <p>Unit 2 Lesson 8 Quiz: none (all word problems)</p> <p>Unit Lesson 9 Quiz: none (story problems)</p> <p>Unit 2 Mid-Unit Assessment: 1-9</p> <p>Unit 2 Unit Assessment: 6, 9, 10</p>
<p><b>MD.A.1</b> - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>	<p><b>Learning Target 1:</b> I can recognize that an object can represent a length.</p> <p><b>Learning Target 2:</b> I can identify different tools to measure length (rulers, measuring tape, yardsticks).</p> <p><b>Learning Target 3:</b> I can describe the different units of measurement used to measure length (cm, in., ft., yard, meter)</p> <p><b>Learning Target 4:</b> I can use the appropriate unit to measure lengths (cm, in, foot, yard, meter).</p> <p><b>Learning Target 5:</b> I can measure the lengths of objects using a variety of tools (standard- rulers, tape measure, meter stick and nonstandard- tiles, paperclips).</p>	<p>Unit 4: Lessons 20, 21</p>	<p>End of unit 4</p>	<p><b>What does proficiency look like?</b> Students will select the appropriate unit and tool to measure objects. (This can be a pictorial representation of the tool as well).</p> <p>Students will correctly measure to the nearest inch, centimeter, meter, and foot.</p> <p><b>Proficiency Assessments:</b> Lesson 20 Quiz: 1,2,3 Lesson 21 Quiz: 1,2</p> <p>Unit 4 Mid Unit: 1, 2, 4, 6, 9 Unit 4 Assessment: 5</p>

<p><b>MD.C.7</b> - Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>	<p><b>Learning Target 1:</b> I can differentiate between am and pm.</p> <p><b>Learning Target 2:</b> I can state and write the time on a digital clock.</p> <p><b>Learning Target 3:</b> I can identify the hour and minute hand on an analog clock.</p> <p><b>Learning Target 4:</b> I can identify and write the time on an analog clock to the nearest hour.</p> <p><b>Learning Target 5:</b> I can tell and write time on an analog and digital clock to the nearest five minutes.</p>	<p>Unit 2 - Lesson 11</p> <p>Teachers need to be aware to embed this skill throughout the year with practice and explicit instruction</p>	<p>Learning Targets 1-2 by the end of quarter 1</p> <p>Learning Target 3 by the end of quarter 2</p> <p>Learning Target 4 by the end of Unit 3</p>	<p><b><u>What does proficiency look like?</u></b> Students will correctly identify AM and PM. Students will correctly identify time to the nearest 5 minutes on both analog and digital clocks.</p> <p><b><u>Proficiency Assessments</u></b> Lesson 11 Quiz: 1, 2, 3, 4 Unit 2 end of unit assessment: 2, 5, 8</p>
<p><b>MD.C.8</b> - Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</p>	<p><b>Learning Target 1:</b> I can skip count by 5, 10, 25 within 100.</p> <p><b>Learning Target 2:</b> I can name coins and bills</p> <p><b>Learning Target 3:</b> I can identify the values of coins and bills, and use appropriate symbols (\$ or ¢).</p> <p><b>Learning Target 4:</b> I can count coin combinations.</p> <p><b>Learning Target 5:</b> I can identify the operation to solve a word problem involving money.</p> <p><b>Learning Target 6:</b> I can find the sum or difference of a group of coins and dollar bills.</p>	<p>Unit 2, Lesson 10</p> <p>Teachers need to be aware to embed this skill throughout the year with practice and explicit instruction</p>	<p>Learning Target 1: By 10's - First Grade; by 25's and 5's Second Grade by the end unit 2</p> <p>Learning Targets 2-6: By the end of Unit 2</p>	<p><b><u>What does proficiency look like?</u></b></p> <ul style="list-style-type: none"> <li>• Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies</li> <li>• Use \$ and ¢ symbols appropriately.</li> </ul> <p><b><u>Proficiency Assessments:</u></b> Lesson 10 Quiz Problems 1, 2, 3, 5</p> <p>Unit 2 Assessment Problems 4, 7</p>
<p><b>G.A.3</b> - Partition circles and rectangles into two, three, or four equal</p>	<p><b>Learning Target 1:</b> I can partition shapes into 2, 3, or 4 equal parts.</p>	<p>Unit 5, Lesson 29</p> <p>*Supplement as</p>	<p>Unit 5, Lesson 29</p>	<p><b><u>What does proficiency look like?</u></b> Students will partition circles and rectangles into 2, 3, or 4 equal parts.</p>

<p>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.</p>	<p><b>Learning Target 2:</b> I can identify the fractional parts by name (half, third, fourth).</p> <p><b>Learning Target 3:</b> I can describe a whole in terms of the number of fractional parts it contains (two halves, three thirds, four fourths)</p> <p><b>Learning Target 4:</b> I can recognize that equal shares of identical wholes need not have the same shape.</p>	<p>needed.</p>		<p>They will also be able to describe the shares using fraction words. Students will recognize that shares of the same shape may be different shapes.</p> <p><b><u>Proficiency Assessments:</u></b> Lesson 29 Quiz Problems 1,2, 3, 4, and 5.</p> <p>Unit 5 Assessment # 5, 7, 12</p>
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