

# CCS COURSE MAP

## SUBJECT: MATH

**GRADE LEVEL 2<sup>nd</sup> GRADE**  
**COURSE LENGTH: YEAR**

**REVIEWED 2018-2019**

General Goals:					
		I	To realize that mathematical concepts are part of God’s structure and order of the world.		
		II	To develop thinking and reasoning skills, as well as improve problem-solving skills.		
		III	To understand the importance of using math in daily life.		
Student Outcomes:					
		I	The students will be able to understand numbers, relationships among numbers, and number systems.		
		II	The students will be able to develop speed and accuracy in computation of addition and subtraction skills.		
<b>The following Biblical concepts are integrated throughout the CCS Math curriculum:</b>					
<ul style="list-style-type: none"> <li>• We can learn more about God by studying Math.</li> <li>• God is a God of order.</li> <li>• God is faithful (as seen in patterns and seasons).</li> <li>• God is the reason Math works.</li> <li>• Being able to use Math skills and concepts well will help students be efficient, influential workers in God’s Kingdom. Almost every vocation needs knowledge of Math.</li> <li>• We bear the image of God, so we are able to be creative. Part of being creative involves knowledge of Math.</li> <li>• By using Math concepts, knowing about the world around us and how it works can help us be better stewards of this world. Humans are commanded to take care of God’s creation.</li> <li>• The ways we apply our Math concepts can either promote the evil and darkness in our world or help redeem the areas affected by sin. For example, we can use knowledge of Math to build better medical equipment to help people suffering from sickness and disease.</li> <li>• Even though we can learn a lot about Math and from Math, we need to recognize that Math is not the absolute truth in our world – God is. He’s the one who created Math, so He controls it.</li> <li>• The goal of teaching Math from a Biblical perspective is not to necessarily do it differently, but to do it faithfully and obediently.</li> </ul>					
UNIT/ WEEKS	STANDARD	OBJECTIVES	ACTIVITIES/ASSESSMENT	RESOURCES	BIBLICAL INTEGRATION

# CCS COURSE MAP

## SUBJECT: MATH

**GRADE LEVEL 2<sup>nd</sup> GRADE**  
**COURSE LENGTH: YEAR**

**REVIEWED 2018-2019**

<p>Topic 1 Understanding Addition and Subtraction</p> <p style="text-align: center;">2 weeks</p>	<p>MN Math Standards</p> <p style="text-align: center;">2.1.2.1</p> <p style="text-align: center;">2.1.2.2</p> <p style="text-align: center;">2.1.2.5</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• join two groups and write addition number sentences to tell how many in all.</li> <li>• model joining stories and write an addition number sentence.</li> <li>• solve problems by writing subtraction number sentences.</li> <li>• write subtraction sentences to solve stories about separating groups.</li> <li>• write subtraction sentences to solve stories about comparing groups.</li> <li>• write related addition and subtraction facts.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete related whole group and small group activities.</li> <li>• Classroom and small group discussions</li> <li>• Daily packet</li> <li>• Math games for review</li> <li>• Topic Test</li> </ul>	<ul style="list-style-type: none"> <li>• <i>EnvisionMath 2</i> Teacher Edition</li> <li>• <i>EnvisionMath 2</i> Student Worksheets</li> <li>• <i>EnvisionMath 2</i> online resources</li> <li>• <i>EnvisionMath 2</i> manipulatives</li> <li>• Various digital resources</li> <li>• Various math games</li> <li>• Various teacher resources</li> </ul>	<p>Understanding the concept of addition helps us understand concepts in the Bible. 2 Peter 1:5-7 speaks of adding character traits, and Acts (i.e. Acts 2:41; 5:14) speaks of adding believers.</p> <p>The consistency of mathematical truths demonstrates the orderliness, precision, and consistency of God.</p>
--	---	---	--	--	---

# CCS COURSE MAP

## SUBJECT: MATH

**GRADE LEVEL 2<sup>nd</sup> GRADE**  
**COURSE LENGTH: YEAR**

**REVIEWED 2018-2019**

<p style="text-align: center;">Topic 2 Addition Strategies</p> <p style="text-align: center;">2 weeks</p>	<p>MN Math Standards</p> <p style="text-align: center;">2.1.2.1</p> <p style="text-align: center;">2.1.2.2</p> <p style="text-align: center;">2.1.2.5</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• master addition facts involving 0, 1, or 2.</li> <li>• master addition facts where the addends are the same.</li> <li>• master addition facts where the addends are 1 apart.</li> <li>• use the cumulative property to find sums.</li> <li>• find the sum of three addends using any order.</li> <li>• find sums by making 10 when adding 9.</li> <li>• find sums by making 10 when adding with 8.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete related whole group and small group activities.</li> <li>• Classroom and small group discussions</li> <li>• Daily packet</li> <li>• Math games for review</li> <li>• Topic Test</li> </ul>	<ul style="list-style-type: none"> <li>• <i>EnvisionMath 2</i> Teacher Edition</li> <li>• <i>EnvisionMath 2</i> Student Worksheets</li> <li>• <i>EnvisionMath 2</i> online resources</li> <li>• <i>EnvisionMath 2</i> manipulatives</li> <li>• Various digital resources</li> <li>• Various math games</li> <li>• Various teacher resources</li> </ul>	<p>Understanding the concept of addition helps us understand concepts in the Bible. 2 Peter 1:5-7 speaks of adding character traits, and Acts (i.e. Acts 2:41; 5:14) speaks of adding believers.</p> <p>Man’s creativity, like God’s, often requires mathematical understanding. God designed man to be creative, and we can be creative in math by using different strategies to solve problems.</p>
---	---	--	--	--	---

# CCS COURSE MAP

## SUBJECT: MATH

**GRADE LEVEL 2<sup>nd</sup> GRADE**  
**COURSE LENGTH: YEAR**

**REVIEWED 2018-2019**

<p>Topic 3 Subtraction Strategies</p> <p style="margin-top: 20px;">1 week</p>	<p>MN Math Standards</p> <p style="margin-left: 20px;">2.1.2.1</p> <p style="margin-left: 20px;">2.1.2.2</p> <p style="margin-left: 20px;">2.1.2.5</p> <p style="margin-left: 20px;">2.2.2.1</p> <p style="margin-left: 20px;">2.2.2.2</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• subtract 0, 1, and 2 from a number by applying the concepts of 0-less-than, 1-less-than, and 2-less-than a number.</li> <li>• use addition doubles facts to subtract.</li> <li>• find differences by using related addition facts to 10.</li> <li>• find differences by using related addition facts to 18.</li> <li>• subtract by finding missing addends.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete related whole group and small group activities.</li> <li>• Classroom and small group discussions</li> <li>• Daily packet</li> <li>• Math games for review</li> <li>• Topic Test</li> </ul>	<ul style="list-style-type: none"> <li>• <i>EnvisionMath 2</i> Teacher Edition</li> <li>• <i>EnvisionMath 2</i> Student Worksheets</li> <li>• <i>EnvisionMath 2</i> online resources</li> <li>• <i>EnvisionMath 2</i> manipulatives</li> <li>• Various digital resources</li> <li>• Various math games</li> <li>• Various teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>• Man's creativity, like God's, often requires mathematical understanding. God designed man to be creative, and we can be creative in math by using different strategies to solve problems.</li> </ul>
---	--	---	--	--	---

# CCS COURSE MAP

## SUBJECT: MATH

**GRADE LEVEL 2<sup>nd</sup> GRADE**  
**COURSE LENGTH: YEAR**

**REVIEWED 2018-2019**

<p style="text-align: center;">Topic 4 Place Value: Numbers to 100</p> <p style="text-align: center;">2 weeks</p>	<p>MN Math Standards</p> <p>2.1.1.1</p> <p>2.1.1.2</p> <p>2.1.1.5</p> <p>2.2.1.1</p>	<p>• Students will:</p> <ul style="list-style-type: none"> <li>• represent numbers as groups of 10.</li> <li>• group objects into tens and ones to show two-digit numbers.</li> <li>• read and write number words for numbers 0-99.</li> <li>• compare two-digit numbers using models.</li> <li>• compare two-digit numbers using symbols.</li> <li>• identify and write numbers that are one before, one after, or between given numbers.</li> <li>• order 3 two-digit numbers from least to greatest and from greatest to least.</li> <li>• identify and extend number patterns on a hundreds chart.</li> <li>• learn to identify even and odd</li> </ul>	<ul style="list-style-type: none"> <li>• Complete related whole group and small group activities.</li> <li>• Classroom and small group discussions</li> <li>• Daily packet</li> <li>• Math games for review</li> <li>• Timed Test</li> <li>• Topic Test</li> </ul>	<ul style="list-style-type: none"> <li>• <i>EnvisionMath 2</i> Teacher Edition</li> <li>• <i>EnvisionMath 2</i> Student Worksheets</li> <li>• <i>EnvisionMath 2</i> online resources</li> <li>• <i>EnvisionMath 2</i> manipulatives</li> <li>• Various digital resources</li> <li>• Various math games</li> <li>• Various teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>• The consistency of mathematical truths demonstrates the orderliness, precision, and consistency of God.</li> </ul>
---	--	---	--	--	---

# CCS COURSE MAP

## SUBJECT: MATH

**GRADE LEVEL 2<sup>nd</sup> GRADE**  
**COURSE LENGTH: YEAR**

**REVIEWED 2018-2019**

		numbers.			
<p>Topic 5 Counting Money</p> <p>1 week</p>	<p>MN Math Standards</p> <p>2.3.3.2</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• identify the value of a group of dimes, nickels, and pennies through 99 cents.</li> <li>• count a collection of coins that includes half-dollars, quarters, dimes, nickels, and pennies.</li> <li>• count collections of coins that include half-dollars, quarters, dimes, nickels, and pennies.</li> <li>• show the same amount of money</li> </ul>	<ul style="list-style-type: none"> <li>• Complete related whole group and small group activities.</li> <li>• Classroom and small group discussions</li> <li>• Daily packet</li> <li>• Math games for review</li> <li>• Timed Test</li> <li>• Topic Test</li> </ul>	<ul style="list-style-type: none"> <li>• <i>EnvisionMath 2</i> Teacher Edition</li> <li>• <i>EnvisionMath 2</i> Student Worksheets</li> <li>• <i>EnvisionMath 2</i> online resources</li> <li>• <i>EnvisionMath 2</i> manipulatives</li> <li>• Various digital resources</li> <li>• Various math games</li> <li>• Various teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>• We need to understand money and how to use it so we can be good stewards of the money God blesses us with.</li> </ul>

# CCS COURSE MAP

## SUBJECT: MATH

**GRADE LEVEL 2<sup>nd</sup> GRADE**  
**COURSE LENGTH: YEAR**

**REVIEWED 2018-2019**

		<p>using different sets of coins.</p> <ul style="list-style-type: none"> <li>• count money amounts greater than one dollar and write the amount with a dollar sign and a decimal point.</li> </ul>			
<p style="text-align: center;">Topic 6 Mental Addition</p> <p style="text-align: center;">1 week</p>	<p>MN Math Standards</p> <p style="text-align: center;">2.1.1.1</p> <p style="text-align: center;">2.1.1.3</p> <p style="text-align: center;">2.1.2.2</p> <p style="text-align: center;">2.1.2.4</p>	<ul style="list-style-type: none"> <li>• Students will:</li> <li>• mentally add multiples of 10 to a two-digit number.</li> <li>• add a two-digit number to a two-digit number using mental math.</li> <li>• use a hundreds chart to add 2 two-digit numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete related whole group and small group activities.</li> <li>• Classroom and small group discussions</li> <li>• Daily packet</li> <li>• Math games for review</li> <li>• Timed Test</li> <li>• Topic Test</li> </ul>	<ul style="list-style-type: none"> <li>• <i>EnvisionMath 2</i> Teacher Edition</li> <li>• <i>EnvisionMath 2</i> Student Worksheets</li> <li>• <i>EnvisionMath 2</i> online resources</li> <li>• <i>EnvisionMath 2</i> manipulatives</li> <li>• Various digital resources</li> <li>• Various math games</li> <li>• Various teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>• The consistency of mathematical truths demonstrates the orderliness, precision, and consistency of God.</li> <li>• We are to work at whatever we do with all our heart (Colossians 3:23), including mathematics.</li> </ul>

# CCS COURSE MAP

## SUBJECT: MATH

**GRADE LEVEL 2<sup>nd</sup> GRADE**  
**COURSE LENGTH: YEAR**

**REVIEWED 2018-2019**

<p style="text-align: center;">Topic 7 Mental Subtraction</p> <p style="text-align: center;">1 week</p>	<p>MN Math Standards</p> <p style="text-align: center;">2.1.1.1</p> <p style="text-align: center;">2.1.1.3</p> <p style="text-align: center;">2.1.2.2</p> <p style="text-align: center;">2.1.2.4</p>	<p>Students will</p> <ul style="list-style-type: none"> <li>• subtract multiples of 10 from two-digit numbers using mental math.</li> <li>• find the missing part of 100 by counting up from the given part.</li> <li>• find the difference between two-digit numbers less than 100.</li> <li>• subtract a two-digit number from a two-digit number mentally or with models.</li> </ul>	<ul style="list-style-type: none"> <li>• bullet point</li> </ul>	<ul style="list-style-type: none"> <li>• <i>EnvisionMath 2</i> Teacher Edition</li> <li>• <i>EnvisionMath 2</i> Student Worksheets</li> <li>• <i>EnvisionMath 2</i> online resources</li> <li>• <i>EnvisionMath 2</i> manipulatives</li> <li>• Various digital resources</li> <li>• Various math games</li> <li>• Various teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>• The consistency of mathematical truths demonstrates the orderliness, precision, and consistency of God.</li> <li>• We are to work at whatever we do with all our heart (Colossians 3:23), including mathematics.</li> </ul>
<p style="text-align: center;">Topic 8 Adding Two-Digit Numbers</p> <p style="text-align: center;">2 weeks</p>	<p>MN Math Standards</p> <p style="text-align: center;">2.1.1.1</p> <p style="text-align: center;">2.1.1.3</p> <p style="text-align: center;">2.1.2.1</p> <p style="text-align: center;">2.1.2.2</p> <p style="text-align: center;">2.1.2.4</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• use models to add a one-digit number to a two-digit number.</li> <li>• use concrete models to add a one-digit number to a two-digit number.</li> <li>• add a one-digit number to a two-digit number,</li> </ul>	<ul style="list-style-type: none"> <li>• bullet point</li> </ul>	<ul style="list-style-type: none"> <li>• <i>EnvisionMath 2</i> Teacher Edition</li> <li>• <i>EnvisionMath 2</i> Student Worksheets</li> <li>• <i>EnvisionMath 2</i> online resources</li> <li>• <i>EnvisionMath 2</i> manipulatives</li> <li>• Various digital resources</li> <li>• Various math games</li> </ul>	<ul style="list-style-type: none"> <li>• Man's creativity, like God's, often requires mathematical understanding. God designed man to be creative, and we can be creative in math by using different strategies to solve problems.</li> </ul>

# CCS COURSE MAP

## SUBJECT: MATH

**GRADE LEVEL 2<sup>nd</sup> GRADE**  
**COURSE LENGTH: YEAR**

**REVIEWED 2018-2019**

	2.1.2.5	<p>regroup if necessary.</p> <ul style="list-style-type: none"> <li>• Children will use place-value models and the standard algorithm to add 2 two-digit numbers.</li> <li>• use the standard algorithm symbolically to add two-digit numbers with and without regrouping.</li> <li>• use paper and pencil</li> </ul>		<ul style="list-style-type: none"> <li>• Various teacher resources</li> </ul>	
<p style="text-align: center;">Topic 9 Subtracting Two-Digit Numbers</p> <p style="text-align: center;">2 weeks</p>	<p>MN Math Standards</p> <p>2.1.1.1</p> <p>2.1.1.3</p> <p>2.1.2.1</p> <p>2.1.2.2</p> <p>2.1.2.4</p> <p>2.1.2.5</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• regroup 1 ten and 10 ones when subtracting.</li> <li>• use models to subtract a one-digit number from a two-digit number with or without regrouping</li> <li>• subtract a one-digit number from a two-digit number with or without regrouping using</li> </ul>	<ul style="list-style-type: none"> <li>• bullet point</li> </ul>	<ul style="list-style-type: none"> <li>• <i>EnvisionMath 2</i> Teacher Edition</li> <li>• <i>EnvisionMath 2</i> Student Worksheets</li> <li>• <i>EnvisionMath 2</i> online resources</li> <li>• <i>EnvisionMath 2</i> manipulatives</li> <li>• Various digital resources</li> <li>• Various math games</li> <li>• Various teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>• Man's creativity, like God's, often requires mathematical understanding. God designed man to be creative, and we can be creative in math by using different strategies to solve problems.</li> </ul>

# CCS COURSE MAP

## SUBJECT: MATH

**GRADE LEVEL 2<sup>nd</sup> GRADE**  
**COURSE LENGTH: YEAR**

**REVIEWED 2018-2019**

		<p>the standard algorithm.</p> <ul style="list-style-type: none"> <li>• use models to subtract two-digit numbers, with and without regrouping.</li> <li>• use the standard algorithm to subtract a two-digit number from another two-digit number.</li> <li>• relate addition to subtraction by using one operation to check the other.</li> </ul>			
<p style="text-align: center;">Topic 10 Using Addition and Subtraction</p> <p style="text-align: center;">2 weeks</p>	<p>MN Math Standards</p> <p style="text-align: center;">2.1.1.1</p> <p style="text-align: center;">2.1.1.3</p> <p style="text-align: center;">2.1.2.1</p> <p style="text-align: center;">2.1.2.2</p> <p style="text-align: center;">2.1.2.4</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• complete and record addition problems using two-digit coin amounts.</li> <li>• estimate the sum of 2 two-digit numbers.</li> <li>• use different methods to help them solve addition problems.</li> </ul>	<ul style="list-style-type: none"> <li>• bullet point</li> </ul>	<ul style="list-style-type: none"> <li>• <i>EnvisionMath 2</i> Teacher Edition</li> <li>• <i>EnvisionMath 2</i> Student Worksheets</li> <li>• <i>EnvisionMath 2</i> online resources</li> <li>• <i>EnvisionMath 2</i> manipulatives</li> <li>• Various digital resources</li> <li>• Various math games</li> </ul>	<ul style="list-style-type: none"> <li>• We need to understand how to add and subtract, because we can use it in so many areas of life. It makes us more effective kingdom workers.</li> </ul>

# CCS COURSE MAP

## SUBJECT: MATH

**GRADE LEVEL 2<sup>nd</sup> GRADE**  
**COURSE LENGTH: YEAR**

**REVIEWED 2018-2019**

	2.1.2.5	<ul style="list-style-type: none"> <li>• subtract using two-digit coin amounts.</li> <li>• tell if the difference between two numbers is more or less than a given multiple of ten.</li> <li>• use different methods to solve two-digit subtraction problems.</li> </ul>		<ul style="list-style-type: none"> <li>• Various teacher resources</li> </ul>	
<p>Topic 11 Geometry</p> <p>2 weeks</p>	<p>MN Math Standards</p> <p>2.3.1.1</p> <p>2.3.1.2</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• identify solid figures by their faces or flat surfaces, edges, and vertices.</li> <li>• identify the plane shapes that form the flat surfaces of solid figures.</li> <li>• recognize and name trapezoids, parallelograms, and hexagons and identify the number of sides and vertices in each shape.</li> </ul>	<ul style="list-style-type: none"> <li>• bullet point</li> </ul>	<ul style="list-style-type: none"> <li>• <i>EnvisionMath 2</i> Teacher Edition</li> <li>• <i>EnvisionMath 2</i> Student Worksheets</li> <li>• <i>EnvisionMath 2</i> online resources</li> <li>• <i>EnvisionMath 2</i> manipulatives</li> <li>• Various digital resources</li> <li>• Various math games</li> <li>• Various teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>• bullet point</li> </ul>

# CCS COURSE MAP

## SUBJECT: MATH

**GRADE LEVEL 2<sup>nd</sup> GRADE**  
**COURSE LENGTH: YEAR**

**REVIEWED 2018-2019**

		<ul style="list-style-type: none"> <li>• cut shapes apart to make new shapes.</li> <li>• identify and create figures that are the same size and the same shape.</li> <li>• recognize and apply translations, reflections, and rotations to geometric shapes.</li> <li>• identify objects that have symmetry and draw lines of symmetry.</li> </ul>			
<p style="text-align: center;">Topic 12 Fractions  1 week</p>	<p style="text-align: center;">MN Math Standards  3.1.3.1</p>	<ul style="list-style-type: none"> <li>• determine whether a shape has been divided into equal or unequal parts. If the parts are equal, children will count the number of parts.</li> <li>• identify and show a unit fraction of a region.</li> <li>• identify and show any fraction of a region.</li> <li>• estimate the</li> </ul>	<ul style="list-style-type: none"> <li>• bullet point</li> </ul>	<ul style="list-style-type: none"> <li>• <i>EnvisionMath 2</i> Teacher Edition</li> <li>• <i>EnvisionMath 2</i> Student Worksheets</li> <li>• <i>EnvisionMath 2</i> online resources</li> <li>• <i>EnvisionMath 2</i> manipulatives</li> <li>• Various digital resources</li> <li>• Various math games</li> <li>• Various teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>• bullet point</li> </ul>

# CCS COURSE MAP

## SUBJECT: MATH

**GRADE LEVEL 2<sup>nd</sup> GRADE**  
**COURSE LENGTH: YEAR**

**REVIEWED 2018-2019**

		<p>fraction for a given part of a region.</p> <ul style="list-style-type: none"> <li>• identify and show fractions of a set.</li> </ul>			
<p>Topic 13 Measurement: Length and Area</p> <p>2 weeks</p>	<p>MN Math Standards</p> <p>2.3.2.1</p> <p>2.3.2.2</p> <p>3.3.2.2</p> <p>3.3.2.3</p>	<ul style="list-style-type: none"> <li>• describe attributes of objects and ways to measure objects.</li> <li>• measure the lengths of objects using nonstandard units.</li> <li>• estimate and measure the lengths and heights of objects using non standard units.</li> <li>• estimate and measure items that are about an inch, foot, and yard.</li> <li>• estimate and measure the lengths and heights of objects in centimeters and meters.</li> <li>• count units around shapes to find perimeter.</li> </ul>	<ul style="list-style-type: none"> <li>• bullet point</li> </ul>	<ul style="list-style-type: none"> <li>• <i>EnvisionMath 2</i> Teacher Edition</li> <li>• <i>EnvisionMath 2</i> Student Worksheets</li> <li>• <i>EnvisionMath 2</i> online resources</li> <li>• <i>EnvisionMath 2</i> manipulatives</li> <li>• Various digital resources</li> <li>• Various math games</li> <li>• Various teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>• God is concerned that we be accurate and orderly in our use of weights, measures, and numbers (e.g. Proverbs 11:1; Leviticus 19:35, 36)</li> </ul>

# CCS COURSE MAP

## SUBJECT: MATH

**GRADE LEVEL 2<sup>nd</sup> GRADE**  
**COURSE LENGTH: YEAR**

**REVIEWED 2018-2019**

		<ul style="list-style-type: none"> <li>• find the area of closed figures using same-sized objects to cover the space inside the figure.</li> </ul>			
<p style="text-align: center;">Topic 14 Measurement: Capacity and Weight  2 weeks</p>	<p style="text-align: center;">MN Math Standards  K.3.2.2  6.3.3.2</p>	<ul style="list-style-type: none"> <li>• compare the capacities of containers.</li> <li>• estimate and measure capacity using nonstandard units.</li> <li>• estimate capacity in cups, pints, and quarts.</li> <li>• estimate and measure capacity in liters.</li> <li>• compare the weight of two objects.</li> <li>• compare and estimate the weight of objects in ounces and</li> </ul>	<ul style="list-style-type: none"> <li>• bullet point</li> </ul>	<ul style="list-style-type: none"> <li>• <i>EnvisionMath 2</i> Teacher Edition</li> <li>• <i>EnvisionMath 2</i> Student Worksheets</li> <li>• <i>EnvisionMath 2</i> online resources</li> <li>• <i>EnvisionMath 2</i> manipulatives</li> <li>• Various digital resources</li> <li>• Various math games</li> <li>• Various teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>• God is concerned that we be accurate and orderly in our use of weights, measures, and numbers (e.g. Proverbs 11:1; Leviticus 19:35, 36)</li> </ul>

# CCS COURSE MAP

## SUBJECT: MATH

**GRADE LEVEL 2<sup>nd</sup> GRADE**  
**COURSE LENGTH: YEAR**

**REVIEWED 2018-2019**

		<p>pounds.</p> <ul style="list-style-type: none"> <li>• measure objects that are more than, less than, or about one gram and one kilogram.</li> </ul>			
<p>Topic 15 Time and Temperature</p> <p>1 week</p>	<p>MN Math Standards</p> <p>2.3.3.1</p> <p>3.3.3.2</p> <p>3.3.3.4</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• learn to associate numerals on an analog clock face with increments of five minutes.</li> <li>• read and express time in terms of quarter and half past an hour and before an hour.</li> <li>• develop a sense of comparative time durations and the kinds of estimations they can make with them.</li> <li>• complete, read, and use a calendar.</li> </ul>	<ul style="list-style-type: none"> <li>• bullet point</li> </ul>	<ul style="list-style-type: none"> <li>• <i>EnvisionMath 2</i> Teacher Edition</li> <li>• <i>EnvisionMath 2</i> Student Worksheets</li> <li>• <i>EnvisionMath 2</i> online resources</li> <li>• <i>EnvisionMath 2</i> manipulatives</li> <li>• Various digital resources</li> <li>• Various math games</li> <li>• Various teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>• Our time is a gift from God and we want to use it well.</li> </ul>

# CCS COURSE MAP

## SUBJECT: MATH

**GRADE LEVEL 2<sup>nd</sup> GRADE**  
**COURSE LENGTH: YEAR**

**REVIEWED 2018-2019**

		<ul style="list-style-type: none"> <li>• show, read, and write temperatures shown on Fahrenheit and Celsius thermometers.</li> </ul>			
<p style="text-align: center;">Topic 16 Graphs and Probability</p> <p style="text-align: center;">2 weeks</p>	<p style="text-align: center;">MN Math Standards</p> <p style="text-align: center;">2.1.2.6</p> <p style="text-align: center;">6.4.1.3</p>	<ul style="list-style-type: none"> <li>• Students will represent a set of data in a tally chart and in a bar graph.</li> <li>• make and use a pictograph to solve problems.</li> <li>• use data in a tally chart to make a bar graph and answer questions about the data represented in the bar graph.</li> <li>• locate and name points on a coordinate grid.</li> <li>• use data to describe events as more likely or less likely.</li> </ul>	<ul style="list-style-type: none"> <li>• bullet point</li> </ul>	<ul style="list-style-type: none"> <li>• <i>EnvisionMath 2</i> Teacher Edition</li> <li>• <i>EnvisionMath 2</i> Student Worksheets</li> <li>• <i>EnvisionMath 2</i> online resources</li> <li>• <i>EnvisionMath 2</i> manipulatives</li> <li>• Various digital resources</li> <li>• Various math games</li> <li>• Various teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>• God has created his universe with order and systems, and has given us the ability to learn about them.</li> </ul>

# CCS COURSE MAP

## SUBJECT: MATH

**GRADE LEVEL 2<sup>nd</sup> GRADE**  
**COURSE LENGTH: YEAR**

**REVIEWED 2018-2019**

		<ul style="list-style-type: none"> <li>record and analyze data to determine if an event is certain, probable, or impossible.</li> </ul>			
<p style="text-align: center;">Topic 17 Numbers and Patterns to 1,000</p> <p style="text-align: center;">2 weeks</p>	<p>MN Math Standards</p> <p>2.1.1.1</p> <p>2.1.1.2</p> <p>2.1.1.3</p> <p>2.1.2.1</p> <p>2.1.2.2</p> <p>2.1.2.4</p> <p>2.1.2.5</p>	<ul style="list-style-type: none"> <li>count by hundreds to 1,000.</li> <li>use place-value models to show numbers up 1,000.</li> <li>identify and record three-digit numbers in expanded form, standard form, and number word form.</li> <li>add and subtract multiples of 10 or 100 to and from a three-digit number without regrouping.</li> <li>find, identify, and apply number patterns to numbers on a hundreds chart.</li> <li>compare three-digit numbers using the symbols <math>&lt;</math>, <math>=</math>, and <math>&gt;</math>.</li> </ul>	<ul style="list-style-type: none"> <li>bullet point</li> </ul>	<ul style="list-style-type: none"> <li><i>EnvisionMath 2</i> Teacher Edition</li> <li><i>EnvisionMath 2</i> Student Worksheets</li> <li><i>EnvisionMath 2</i> online resources</li> <li><i>EnvisionMath 2</i> manipulatives</li> <li>Various digital resources</li> <li>Various math games</li> <li>Various teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>The consistency of mathematical truths demonstrates the orderliness, precision, and consistency of God.</li> <li>God counts even bigger numbers- the stars, the hairs on our heads, and beyond any number we could ever understand.</li> </ul>

# CCS COURSE MAP

## SUBJECT: MATH

**GRADE LEVEL 2<sup>nd</sup> GRADE**  
**COURSE LENGTH: YEAR**

**REVIEWED 2018-2019**

		<ul style="list-style-type: none"> <li>• identify and write numbers that are one before, one after, or between given three-digit numbers.</li> <li>• order 3 three-digit numbers from least to greatest and greatest to least.</li> </ul>			
<p style="text-align: center;">Topic 18 Three Digit Addition and Subtraction</p> <p style="text-align: center;">2 weeks</p>	<p>MN Math Standards</p> <p style="text-align: center;">2.1.1.1</p> <p style="text-align: center;">2.1.1.2</p> <p style="text-align: center;">2.1.1.3</p> <p style="text-align: center;">2.1.2.1</p> <p style="text-align: center;">2.1.2.2</p> <p style="text-align: center;">2.1.2.4</p> <p style="text-align: center;">2.1.2.5</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• add three-digit numbers mentally without regrouping.</li> <li>• choose a method to see if the sum of 2 three-digit numbers is enough to equal or exceed a given number.</li> <li>• use place-value blocks to add 2 three-digit numbers with regrouping.</li> <li>• use paper and pencil to add 2 three-digit numbers with</li> </ul>	<ul style="list-style-type: none"> <li>• bullet point</li> </ul>	<ul style="list-style-type: none"> <li>• <i>EnvisionMath 2</i> Teacher Edition</li> <li>• <i>EnvisionMath 2</i> Student Worksheets</li> <li>• <i>EnvisionMath 2</i> online resources</li> <li>• <i>EnvisionMath 2</i> manipulatives</li> <li>• Various digital resources</li> <li>• Various math games</li> <li>• Various teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>• Man’s creativity, like God’s, often requires mathematical understanding. God designed man to be creative, and we can be creative in math by using different strategies to solve problems.</li> </ul>

# CCS COURSE MAP

## SUBJECT: MATH

**GRADE LEVEL 2<sup>nd</sup> GRADE**  
**COURSE LENGTH: YEAR**

**REVIEWED 2018-2019**

		<ul style="list-style-type: none"> <li>regrouping.</li> <li>• be given a quantity and one of its parts and then will find the missing part by counting on or counting back.</li> <li>• use estimation to select two numbers that have a given difference.</li> <li>• use models to subtract three-digit numbers with regrouping.</li> <li>• subtract three-digit numbers using a standard algorithm.</li> </ul>			
<p>Topic 19 Multiplication Concepts</p> <p>1 week</p>	<p>MN Math Standards</p> <p>3.1.2.3</p> <p>3.1.2.4</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• model multiplication by repeated addition of concrete objects.</li> <li>• build arrays to model multiplication situations.</li> <li>• use multiplication number sentences to write and solve story problems.</li> </ul>	<ul style="list-style-type: none"> <li>• bullet point</li> </ul>	<ul style="list-style-type: none"> <li>• <i>EnvisionMath 2</i> Teacher Edition</li> <li>• <i>EnvisionMath 2</i> Student Worksheets</li> <li>• <i>EnvisionMath 2</i> online resources</li> <li>• <i>EnvisionMath 2</i> manipulatives</li> <li>• Various digital resources</li> <li>• Various math games</li> </ul>	<ul style="list-style-type: none"> <li>• God talks about multiplying blessings (Jeremiah 33:22) which has a greater effect than adding blessings.</li> </ul>

# CCS COURSE MAP

## SUBJECT: MATH

**GRADE LEVEL 2<sup>nd</sup> GRADE**  
**COURSE LENGTH: YEAR**

**REVIEWED 2018-2019**

		<ul style="list-style-type: none"> <li>• write multiplication problems in both horizontal and vertical forms.</li> <li>• use arrays to investigate multiplication in any order.</li> </ul>		<ul style="list-style-type: none"> <li>• Various teacher resources</li> </ul>	
<p style="text-align: center;">Topic 20 Division Concepts and Facts</p> <p style="text-align: center;">1 week</p>	<p style="text-align: center;">MN Math Standards</p> <p style="text-align: center;">3.1.2.3</p> <p style="text-align: center;">3.1.2.4</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• solve division problems by sharing objects equally among groups.</li> <li>• solve division problems by using repeated subtraction.</li> <li>• use division number sentences to solve story problems.</li> <li>• use multiplication to solve related division problems.</li> </ul>	<ul style="list-style-type: none"> <li>• bullet point</li> </ul>	<ul style="list-style-type: none"> <li>• <i>EnvisionMath 2</i> Teacher Edition</li> <li>• <i>EnvisionMath 2</i> Student Worksheets</li> <li>• <i>EnvisionMath 2</i> online resources</li> <li>• <i>EnvisionMath 2</i> manipulatives</li> <li>• Various digital resources</li> <li>• Various math games</li> <li>• Various teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>• Man's creativity, like God's, often requires mathematical understanding. God designed man to be creative, and we can be creative in math by using different strategies to solve problems.</li> </ul>

**CCS COURSE MAP**  
**SUBJECT: MATH**

**GRADE LEVEL 2<sup>nd</sup> GRADE**  
**COURSE LENGTH: YEAR**

**REVIEWED 2018-2019**