

Cycle 1	38 Days		The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 26 – Oct. 18, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Mathematical Process Standards</b> Unit planning guides identify Process Standards that align to and support the development of the content standards covered in each unit.</p>	<p>Embedding process standards throughout all units of study supports students' development of mathematical proficiency.</p> <p>Renaissance 360 Screener BOY Sept. 3-20</p>	<p><b>Mathematical Process Standards</b> The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>Ⓟ <b>MATH.2.1A</b> Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p>Ⓟ <b>MATH.2.1B</b> Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p>Ⓟ <b>MATH.2.1C</b> Select tools, including real objects, manipulatives, paper/pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p>Ⓟ <b>MATH.2.1D</b> Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p>Ⓟ <b>MATH.2.1E</b> Create and use representations to organize, record, and communicate mathematical ideas.</p> <p>Ⓟ <b>MATH.2.1F</b> Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>Ⓟ <b>MATH.2.1G</b> Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>	

Cycle 1	38 Days	
	Aug. 26 – Oct. 18, 2019	
	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b><u><a href="#">Unit 1: Establish Math Routines and Understand Place Value to 999</a></u></b></p> <p>Students will establish procedures and routines for daily problem solving and number sense activities. Students will represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value up to 999.</p>	<p><b>13</b> 90-minute lessons</p> <p><b>Suggested Pacing:</b> Aug. 26 – Sept. 12</p> <p><i>Labor Day</i> Sept. 2</p> <p><b>Extend Review Assess Reteach</b> Sept. 13</p>	<p><b><u>Establish Math Routines and Understand Place Value to 999</u></b> (13 lessons)</p> <p><b>Number and Operations</b> The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. <b>MATH.2.2A</b> Use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones. <i>[up to 999]</i> <b>AR MATH.2.2B</b> Use standard, word, and expanded forms to represent numbers up to 1,200. <i>[up to 999]</i> <b>MATH.2.2C</b> Generate a number that is greater than or less than a given whole number up to 1,200. <i>[up to 999]</i> <b>AR MATH.2.2D</b> Use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (&gt;, &lt;, or =). <i>[to 999]</i> <b>MATH.2.2E</b> Locate the position of a given whole number on an open number line. <i>[up to 999]</i> <b>MATH.2.2F</b> Name the whole number that corresponds to a specific point on a number line. <i>[up to 999]</i></p> <p><b>Algebraic Reasoning</b> The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. <b>MATH.2.7B</b> Use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200. <i>[up to 999]</i></p>

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><a href="#">Unit 2: Establish Math Routines and Solve One-Step Addition and Subtraction Problems to 120</a></p> <p>Students will develop and use strategies and methods to represent, solve, and generate one-step addition and subtraction problems to 120 as related to models and problem structures.</p>	<p><b>7</b> 90-minute lessons</p> <p><b>Suggested Pacing:</b> Sept. 16-24</p> <p><b>Extend Review Assess Reteach</b> Sept. 25-27</p> <p><i>Early Dismissal</i> Sept. 27</p>	<p><b><u>Establish Math Routines and Solve One-Step Addition and Subtraction Problems to 120</u></b> (7 lessons)</p> <p><b>Number and Operations</b> The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy. <b>MATH.2.4A</b> Recall basic facts to add and subtract within 20 with automaticity. <b>MATH.2.4B</b> Add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations. Ⓜ <b>MATH.2.4C</b> Solve <b>one-step</b> and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms. [<i>up to 120</i>] Ⓜ <b>MATH.2.4D</b> Generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000. [<i>up to 120</i>]</p> <p><b>Algebraic Reasoning</b> The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. <b>MATH.2.7C</b> Represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem. [<i>up to 120</i>]</p>	
<p><a href="#">Unit 3: Data</a></p> <p>Students will organize data to make it useful for interpreting information and solving addition and subtraction problems.</p>	<p><b>6</b> 90-minute lessons</p> <p><b>Suggested Pacing:</b> Sept. 30 – Oct. 7</p> <p><b>Extend Review Assess Reteach</b> Oct. 8</p> <p><i>Fall Holiday</i> Oct. 9 (students only)</p>	<p><b><u>Data</u></b> (6 lessons)</p> <p><b>Data Analysis</b> The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. <b>MATH.2.10A</b> Explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category. <b>MATH.2.10B</b> Organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more. Ⓜ <b>MATH.2.10C</b> Write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one. <b>MATH.2.10D</b> Draw conclusions and make predictions from information in a graph.</p>	

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b><u>Unit 4: Money</u></b> Students will develop and use strategies to determine the value of a collection of coins and use money notations to name the value of a collection of coins.</p>	<p><b>5</b> 90-minute lessons</p> <p><b>Suggested Pacing:</b> Oct. 10-16</p> <p><b>Extend Review Assess Reteach</b> Oct. 17-18</p> <p><i>Early Dismissal</i> Oct. 18</p>	<p><b><u>Money</u></b> (5 lessons)</p> <p><b>Number and Operations</b> The student applies mathematical process standards to determine the value of coins in order to solve monetary transactions.</p> <p>Ⓜ <b>MATH.2.5A</b> Determine the value of a collection of coins up to one dollar. <b>MATH.2.5B</b> Use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins.</p>

Cycle 2	39 Days		The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Mathematical Process Standards</b> Unit planning guides identify Process Standards that align to and support the development of the content standards covered in each unit.</p>	<p>Embedding process standards throughout all units of study supports students' development of mathematical proficiency.</p> <p>Renaissance 360 Screener Progress Monitoring Oct. 14 – Nov. 1</p>	<p><b>Mathematical Process Standards</b> The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>Ⓟ <b>MATH.2.1A</b> Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p>Ⓟ <b>MATH.2.1B</b> Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p>Ⓟ <b>MATH.2.1C</b> Select tools, including real objects, manipulatives, paper/pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p>Ⓟ <b>MATH.2.1D</b> Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p>Ⓟ <b>MATH.2.1E</b> Create and use representations to organize, record, and communicate mathematical ideas.</p> <p>Ⓟ <b>MATH.2.1F</b> Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>Ⓟ <b>MATH.2.1G</b> Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>	

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	Oct. 21 – Dec. 19, 2019	
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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b><u><a href="#">Unit 5: One-Step Addition and Subtraction Problems to 120</a></u></b>            Students will develop and use strategies and methods to represent, solve, and generate one-step addition and subtraction problems to 120 as related to models and problem structures. Students will also determine whether a number up to 40 is even or odd using pairings of objects.</p>	<p><b>9</b> 90-minute lessons</p> <p><b>Suggested Pacing:</b> Oct. 21-31</p> <p><b>Snapshot 1 Suggested Window:</b> Oct. 28 – Nov. 1</p> <p><a href="#">See Outline for TEKS Details</a></p> <p><b>Extend Review Assess Reteach</b> Nov. 1</p>	<p><b><u>One-Step Addition and Subtraction Problems to 120</u></b> (9 lessons)</p> <p><b>Number and Operations</b> The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy.  <b>MATH.2.4B</b> Add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.  <b>AR MATH.2.4C</b> Solve <b>one-step</b> and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms. <i>[up to 120]</i>  <b>AR MATH.2.4D</b> Generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000. <i>[up to 120]</i></p> <p><b>Algebraic Reasoning</b> The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.  <b>MATH.2.7A</b> Determine whether a number up to 40 is even or odd using pairings of objects to represent the number.  <b>MATH.2.7C</b> Represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem. <i>[up to 120]</i></p> <p><b>Data Analysis</b> The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems.  <b>AR MATH.2.10C</b> Write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one.</p>
<p><b><u>Unit 6: Time</u></b> Students will read and write time to the nearest one-minute increment.</p>	<p><b>7</b> 90-minute lessons</p> <p><b>Suggested Pacing</b> Nov. 4-12</p> <p><i>Early Dismissal</i> Nov. 8</p> <p><b>Extend Review Assess Reteach</b> Nov. 13</p>	<p><b><u>Time</u></b> (7 lessons)</p> <p><b>Geometry and Measurement</b> The student applies mathematical process standards to select and use units to describe length, area, and time.  <b>AR MATH.2.9G</b> Read and write time to the nearest one-minute increments using analog and digital clocks and distinguish between a.m. and p.m.</p>

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b><u>Unit 7: Place Value to 1,200</u></b> Students will represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value up to 1,200.</p>	<p><b>9</b> 90-minute lessons</p> <p><b>Suggested Pacing:</b> Nov. 14 – Dec. 3</p> <p><i>Thanksgiving Holiday</i> Nov. 25-29</p> <p><b>Extend Review Assess Reteach</b> Dec. 4</p>	<p><b><u>Place Value to 1,200</u></b> (9 lessons)</p> <p><b>Number and Operations</b> The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.</p> <p><b>MATH.2.2A</b> Use concrete and pictorial models to compose and decompose numbers up to 1, 200 in more than one way as a sum of so many thousands, hundreds, tens, and ones.</p> <p><b>AR MATH.2.2B</b> Use standard, word, and expanded forms to represent numbers up to 1,200.</p> <p><b>MATH.2.2C</b> Generate a number that is greater than or less than a given whole number up to 1,200.</p> <p><b>AR MATH.2.2D</b> Use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (&gt;, &lt;, or =).</p> <p><b>MATH.2.2E</b> Locate the position of a given whole number on an open number line.</p> <p><b>MATH.2.2F</b> Name the whole number that corresponds to a specific point on a number line.</p> <p><b>Algebraic Reasoning</b> The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.</p> <p><b>MATH.2.7B</b> Use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200.</p>	

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><a href="#">Unit 8: One-Step Addition and Subtraction Problems to 1,000</a></p> <p>Students will develop and use strategies and methods to represent, solve, and generate one-step addition and subtraction problems to 120 as related to models and problem structures. Students will also determine whether a number up to 40 is even or odd using pairings of objects.</p>	<p><b>9</b> 90-minute lessons</p> <p><b>Suggested Pacing:</b> Dec. 5-17</p> <p><b>Snapshot 2 Suggested Window:</b> Dec. 9-13</p> <p><a href="#">See Outline for TEKS Details</a></p> <p><b>Extend Review Assess Reteach</b> Dec. 18-19</p> <p><i>Teacher Preparation Day</i> Dec. 20</p> <p><i>Winter Break</i> Dec. 23 – Jan. 3</p>	<p><b>One-Step Addition and Subtraction Problems to 1,000</b> (9 lessons)</p> <p><b>Number and Operations</b> The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy. <b>MATH.2.4A</b> Recall basic facts to add and subtract within 20 with automaticity. <b>MATH.2.4B</b> Add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations. Ⓡ <b>MATH.2.4C</b> Solve <b>one-step</b> and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms. Ⓡ <b>MATH.2.4D</b> Generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000.</p> <p><b>Algebraic Reasoning</b> The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. <b>MATH.2.7C</b> Represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem.</p> <p><b>Data Analysis</b> The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. Ⓡ <b>MATH.2.10C</b> Write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one.</p>



Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Mathematical Process Standards</b> Unit planning guides identify Process Standards that align to and support the development of the content standards covered in each unit.</p>	<p>Embedding process standards throughout all units of study supports students' development of mathematical proficiency.</p> <p>Renaissance 360 Screener MOY Jan. 6-24</p>	<p><b>Mathematical Process Standards</b> The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>Ⓟ <b>MATH.2.1A</b> Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p>Ⓟ <b>MATH.2.1B</b> Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p>Ⓟ <b>MATH.2.1C</b> Select tools, including real objects, manipulatives, paper/pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p>Ⓟ <b>MATH.2.1D</b> Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p>Ⓟ <b>MATH.2.1E</b> Create and use representations to organize, record, and communicate mathematical ideas.</p> <p>Ⓟ <b>MATH.2.1F</b> Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>Ⓟ <b>MATH.2.1G</b> Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>
<p><b><u><a href="#">Unit 9: Area of Rectangles</a></u></b> Students will select and use units to describe area and will use concrete models of square units to find the area of rectangles.</p>	<p>6 90-minute lessons</p> <p><b>Suggested Pacing</b> Jan. 6-13</p> <p><b>Extend Review Assess Reteach</b> Jan. 14</p>	<p><b><u>Area of Rectangles</u></b> (6 lessons)</p> <p><b>Geometry and Measurement</b> The student applies mathematical process standards to select and use units to describe length, area, and time.</p> <p>ⒶⓅ <b>MATH.2.9F</b> Use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit.</p>

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	Jan. 6 – Mar. 13, 2020	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b><u><a href="#">Unit 10: One- and Two-Step Addition and Subtraction Problems to 120</a></u></b> Students will develop and use a variety of strategies for addition and subtraction to represent, solve, and generate one- and two-step word problems to 120, including one-step problems using data from graphs.</p>	<p><b>7</b> 90-minute lessons</p> <p><b>Suggested Pacing:</b> Jan. 15-24</p> <p><i>Early Dismissal</i> Jan. 17</p> <p><i>MLK Jr. Day</i> Jan. 20</p> <p><b>Extend Review Assess Reteach</b> Jan. 27-28</p> <p><b>Snapshot 3 Suggested Window:</b> Jan. 27-31</p> <p><a href="#">See Outline for TEKS Details</a></p>	<p><b><u>One- and Two-Step Addition and Subtraction Problems to 120</u></b> (7 lessons)</p> <p><b>Number and Operations</b> The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy. <b>MATH.2.4B</b> Add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations. Ⓜ <b>MATH.2.4C</b> Solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms. [<i>up to 120</i>] Ⓜ <b>MATH.2.4D</b> Generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000. [<i>up to 120</i>]</p> <p><b>Algebraic Reasoning</b> The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. <b>MATH.2.7C</b> Represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem. [<i>up to 120</i>]</p> <p><b>Data Analysis</b> The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. Ⓜ <b>MATH.2.10C</b> Write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one.</p>
<p><b><u><a href="#">Unit 11: Fractional Parts Beyond One Whole</a></u></b> Students will use concrete models to recognize, represent, and explain fractional units. Students will use concrete objects to count fractional parts beyond one whole.</p>	<p><b>11</b> 90-minute lessons</p> <p><b>Suggested Pacing:</b> Jan. 29 – Feb. 12</p> <p><b>Extend Review Assess Reteach</b> Feb. 13-14</p> <p><i>Early Dismissal</i> Feb. 14</p>	<p><b><u>Fractional Parts Beyond One Whole</u></b> (11 lessons)</p> <p><b>Number and Operations</b> The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole. <b>MATH.2.3A</b> Partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words. Ⓜ <b>MATH.2.3B</b> Explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part. <b>MATH.2.3C</b> Use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole. <b>MATH.2.3D</b> Identify examples and non-examples of halves, fourths, and eighths.</p>

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><a href="#">Unit 12: Two-Step Addition and Subtraction Problems to 1,000</a></p> <p>Students will develop and use strategies and methods to represent, solve, and generate two-step addition and subtraction problems to 1,000 as related to models and problem structures.</p>	<p>6 90-minute lessons</p> <p><b>Suggested Pacing:</b> Feb. 17-24</p> <p><b>Extend Review Assess Reteach</b> Feb. 25-26</p>	<p><b>Two-Step Addition and Subtraction Problems to 1,000</b> (6 lessons)</p> <p><b>Number and Operations</b> The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy.                      Ⓐ <b>MATH.2.4C</b> Solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms.                      Ⓐ <b>MATH.2.4D</b> Generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000.</p> <p><b>Algebraic Reasoning</b> The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.  <b>MATH.2.7C</b> Represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem.</p>
<p><a href="#">Unit 13: Length</a></p> <p>Students will select and use units to describe length and solve problems involving length.</p>	<p>9 90-minute lessons</p> <p><b>Suggested Pacing:</b> Feb. 27 – Mar. 10</p> <p><b>Extend Review Assess Reteach</b> Mar. 11-13</p> <p><i>Spring Break Mar. 16-20</i></p>	<p><b>Length</b> (9 lessons)</p> <p><b>Geometry and Measurement</b> The student applies mathematical process standards to select and use units to describe length, area, and time.  <b>MATH.2.9A</b> Find the length of objects using concrete models for standard units of length.  <b>MATH.2.9B</b> Describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object.  <b>MATH.2.9C</b> Represent whole numbers as distances from any given location on a number line.  <b>MATH.2.9D</b> Determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes.                      Ⓐ <b>MATH.2.9E</b> Determine a solution to a problem involving length, including estimating lengths.</p>

Cycle 4	47 Days	
	Mar. 23 – May 29, 2020	
<p>The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</p>		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Mathematical Process Standards</b> Unit planning guides identify Process Standards that align to and support the development of the content standards covered in each unit.</p>	<p>Embedding process standards throughout all units of study supports students' development of mathematical proficiency.</p> <p>Renaissance 360 Screener EOY Apr. 20 – May 22</p>	<p><b>Mathematical Process Standards</b> The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>Ⓟ <b>MATH.2.1A</b> Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p>Ⓟ <b>MATH.2.1B</b> Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p>Ⓟ <b>MATH.2.1C</b> Select tools, including real objects, manipulatives, paper/pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p>Ⓟ <b>MATH.2.1D</b> Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p>Ⓟ <b>MATH.2.1E</b> Create and use representations to organize, record, and communicate mathematical ideas.</p> <p>Ⓟ <b>MATH.2.1F</b> Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>Ⓟ <b>MATH.2.1G</b> Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>
<p><b>Unit 14:</b> <b><u>Two- and Three-Dimensional Figures</u></b> Students will analyze attributes of two- and three-dimensional figures to develop generalizations about their properties.</p>	<p>13 90-minute lessons</p> <p><b>Suggested Pacing:</b> Mar. 23 – Apr. 9</p> <p><b>Snapshot 4 Window:</b> Mar. 23-27</p> <p><a href="#">See Outline for TEKS Details</a></p> <p><i>Chávez/Huerta Day</i> Mar. 30</p> <p><i>Spring Holiday</i> Apr. 10</p> <p><b>Extend Review Assess Reteach</b> Apr. 13</p>	<p><b>Two- and Three-Dimensional Figures</b> (13 lessons)</p> <p><b>Geometry and Measurement</b> The student applies mathematical process standards to analyze attributes of two- dimensional shapes and three-dimensional solids to develop generalizations about their properties.</p> <p><b>MATH.2.8A</b> Create two-dimensional shapes based on given attributes, including number of sides and vertices.</p> <p>Ⓡ <b>MATH.2.8B</b> Classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language.</p> <p>Ⓡ <b>MATH.2.8C</b> Classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices.</p> <p><b>MATH.2.8D</b> Compose two-dimensional shapes and three-dimensional solids with given properties or attributes.</p> <p><b>MATH.2.8E</b> Decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts.</p>

Cycle 4	47 Days		The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b><u>Unit 15: Multiplication and Division Situations</u></b> Students will apply concepts of repeated addition and repeated subtraction to represent and solve problems.</p>	<p><b>10</b> 90-minute lessons</p> <p><b>Suggested Pacing</b> Apr. 14-27</p> <p><b>Extend Review Assess Reteach</b> Apr. 28-29</p>	<p><b><u>Multiplication and Division Situations</u></b> (10 lessons)</p> <p><b>Number and Operations</b> The student applies mathematical process standards to connect repeated addition and subtraction to multiplication and division situations that involve equal groupings and shares. <b>MATH.2.6A</b> Model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined. <b>MATH.2.6B</b> Model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets.</p>	
<p><b><u>Unit 16: Financial Literacy</u></b> Students will develop strategies for managing financial resources effectively.</p>	<p><b>6</b> 90-minute lessons</p> <p><b>Suggested Pacing</b> Apr. 30 – May 7</p> <p><b>Extend Review Assess Reteach</b> May 8</p>	<p><b><u>Financial Literacy</u></b> (6 lessons)</p> <p><b>Personal Financial Literacy</b> The student applies mathematical process standards to manage one’s financial resources effectively for lifetime financial security. <b>MATH.2.11A</b> Calculate how money saved can accumulate into a larger amount over time. <b>MATH.2.11B</b> Explain that saving is an alternative to spending. <b>MATH.2.11C</b> Distinguish between a deposit and a withdrawal. <b>MATH.2.11D</b> Identify examples of borrowing and distinguish between responsible and irresponsible borrowing. <b>MATH.2.11E</b> Identify examples of lending and use concepts of benefits and costs to evaluate lending decisions. <b>MATH.2.11F</b> Differentiate between producers and consumers and calculate the cost to produce a simple item.</p>	

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	Mar. 23 – May 29, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Unit 17:</b> <a href="#">Multi-Step Addition and Subtraction Problems to 1,000</a></p> <p>Students will develop and use a variety of strategies for addition and subtraction to represent, solve, and generate multi-step word problems to 1,000.</p>	<p><b>4</b> 90-minute lessons</p> <p><b>Suggested Pacing:</b> May 11-14</p> <p><b>Extend Review Assess Reteach</b> May 15</p>	<p><b>Multi-Step Addition and Subtraction Problems to 1,000</b> (4 lessons)</p> <p><b>Number and Operations</b> The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy.  <b>Ⓜ MATH.2.4C</b> Solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms.  <b>Ⓜ MATH.2.4D</b> Generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000.</p> <p><b>Algebraic Reasoning</b> The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.  <b>MATH.2.7C</b> Represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem. intervals of one.</p>	
<p><b>Unit 18:</b> <a href="#">Cumulative Review</a></p> <p>Students will receive differentiated instruction based on areas of need according to assessment data</p>	<p><b>7</b> 90-minute lessons</p> <p><b>Suggested Pacing</b> May 18-27</p> <p><i>Memorial Day</i> May 25</p> <p><b>Extend Review Assess Reteach</b> May 28-29</p>	<p><b>Cumulative Review</b> (7 lessons)</p> <p><b>MATH.2.1A–MATH.2.11F</b> During this unit, teachers will gather individual student data from various campus and district-level assessments administered during the academic year. Teachers will review student progress tracking records to determine individual student areas of need to be addressed during the cumulative review. Students should be placed in small groups according to student expectations and receive immediate feedback during the re-teaching of lessons. Teachers will model various problem-solving strategies to allow students to choose the strategy they are most comfortable with and, thereafter, replicate independently.</p>	