PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Mathematics

Curriculum writing committee:
Jasmine Brillantino
Sarah Casey
Anne Connell

Grade Level:
2

Date of Board Approval: 2024_____

Course Weighting: Grade 2 Mathematics

Tests	**40%**
Performance Tasks	**25%**
Quizzes	**25%**
Homework/Classwork	**10%**
Total	**100%**

Curriculum Map

Overview: The following is the district's plan for the implementation of key instruction of PA Core Standards for mathematics. The focus is on number concepts, numbers to 1,000, basic facts and relationships, 2-digit addition and subtraction, money, time, length using customary units, geometry, fraction concepts, data, and 3-digit addition and subtraction.

Time/Credit for the Course: One full year, daily for 90 minutes

Goals:

1. **Marking Period One: Over a 45-day period of time, students will aim to understand:**
   Unit 0: Basic Math Concepts
   - Read, write, and show numbers to 120.
   - Review addition and subtraction strategies.

   Unit 1: Number Concepts
   - Place Value of Numbers to 1,000
   - Compare and Order Numbers to 1,000
   - Even and Odd Numbers
   - Equal Groups
2. **Marking Period Two: Over a 45-day period of time, students will aim to understand:**
   Unit 2: Addition and Subtraction Basic Facts & Relationships
   - Basic Fact Strategies for Addition and Subtraction
   - 2-digit Addition
   - 2-digit Subtraction
   - 3-digit Addition
   - 3-digit Subtraction
3. **Marking Period Three: Over a 45-day period of time, students will aim to understand:**
   Unit 3: Time and Money
   - Money
   - Time
4. **Marking Period Four: Over a 42-day period of time, students will aim to understand:**
   Unit 4: Measurement, Geometry, Fractions, and Data
   - Length in Metric and Customary Units
   - Geometry
   - Fractions
   - Data

Big Ideas:

Mathematical relationships among numbers can be represented, compared, and communicated.

Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations.

Patterns exhibit relationships that can be extended, described, and generalized.

Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization.

Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools.

Measurement attributes can be quantified and estimated using customary and non-customary units of measure.

Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions.

Data can be modeled and used to make inferences.

Patterns exhibit relationships that can be extended, described, and generalized.

Textbook and Supplemental Resources:
GoMath series
IXL program

Curriculum Plan

Unit 0: Basic Math Concepts **Time Range in Days: 10 days**

Standards:
CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects.
CC.2.1.1.B.2 Use place value concepts to represent amounts of tens and ones and to compare two digit numbers.
CC.2.2.2.A.2 Use mental strategies to add and subtract within 20

Objectives:
Students will be able to
1. Identify, write, and represent numbers to 120. (DOK 1)
2. Demonstrate addition and subtraction strategies.(DOK 2)

Core Activities and Corresponding Instructional Methods:
1. Use place value blocks, expanded form, standard form and word form to read and/or represent numbers
2. Discuss addition and subtraction strategies (doubles, counting on, counting back, number line, make a model, etc)

Extensions:
1. Identify, write, and represent numbers to 1000
2. Compare numbers to 1000

Corrections:
1. Use hundreds chart to identify what comes before and after numbers
2. Use number lines and make a model strategy to add and subtract

Assessments:

Diagnostic:
1. STAR
2. IXL Screener
3. HMH Growth Measure

Unit 1: Number Concepts **Time Range in Days:** 35 days

Standards:

CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.
CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000.
CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.

Objectives:

Students will be able to:

1. Identify the value of a number based on what place it holds (DOK 1)
2. Tell numbers to 1,000 using base ten numbers, word form, and expanded form (DOK 1)
3. Differentiate that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. (DOK 3)
4. Mentally add or subtract 10 or 100 to a given number 100-900 (DOK 2)
5. Recall the number before or after a given number DOK 1)
6. Compare numbers based on their value from least to greatest or greatest to least (DOK 2)
7. Write an expression to compare two numbers using the correct symbol based on their meanings (DOK 3)
8. Differentiate whether a group of objects is an odd or even number. (DOK 3)

Core Activities and Corresponding Instructional Methods:

1. Model a three-digit number
    - Use place value blocks to represent 3-digit numbers
    - Go Math Lesson 1.3 Share and show
2. Write a 3-digit number in different ways
    - Use place value blocks, place value charts, standard form, and expanded form to show 3-digit numbers.
    - Go Math Lesson 1.4 Share and show
3. Identify the values of digits in numbers
    - Use place value chart to determine a digit's value in a 3-digit number
    - Go Math Lesson 1.5 Share and show
4. Write a 3-digit number using words
    - Use a reference sheet to read and write numbers using words.
    - Go Math Lesson 1.6 Share and show
5. Demonstrate 3 ways to write a 3-digit number
    - Construct numbers using standard form, expanded form, model form, and word form.
    - Go Math Lesson 1.7 Share and Show
6. Group tens as hundreds
    - Represent multiples of 100 using groups of tens.
    - Go Math Lesson 1.1 Share and Show
7. Write a 3-digit number for a group of tens
    - Identify the value of groups of tens up to 200
    - Go Math Lesson 1.2 Share and Show
8. Use models to show the value of numbers in different ways

- Show 3-digit numbers in equivalent ways using place value blocks and/or place value charts.
- Go Math Lesson 1.8 Share and Show

9. Count by 1s, 5s, and 10s with numbers less than 100
    - Use a hundreds chart and/or number line to identify counting patterns to 100
    - Go Math Lesson 2.1 Share and Show
10. Count by 1s, 5s, 10s, and 100s with number less than 1,000
    - Use a hundreds chart and/or number line to identify counting patterns to 1000
    - Go Math Lesson 2.2 Share and Show
11. Use place value to find 10 more, 10 less, 100 more, and 100 less than a 3-digit number
    - Use hundreds chart and/or place value concepts to mentally add 10 more/less and 100 more/less to a 3-digit number
    - Go Math Lesson 2.3 Share and Show
12. Make a model to compare numbers
    - Use place value blocks to compare two 3-digit numbers
    - Go Math Lesson 2.4 Share and Show
13. Use a number line to compare numbers
    - Place numbers of line to compare values
    - Go Math Lesson 2.5 Share and Show
14. Use symbols to compare 3-digit numbers
    - Use >,<,= symbols and language to compare 3-digit numbers
    - Go Math Lesson 2.6 Share and Show
15. Order 3-digit numbers
    - Place three 3-digit numbers on a number line from least to greatest and greatest to least and compare using >,<,= symbols.
    - Go Math Lesson 2.7 Share and Show
16. Identify Even and Odd numbers
    - Use ten frames to identify even and odd numbers.
    - Go Math Lesson 4.1 Share and Show
17. Explain why an even numbers is the sum of two equal addends
    - Use models to show that even numbers can be represented with equal addends.
    - Go Math Lesson 4.2 Share and Show
18. Solve Word Problems about equal groups
    - Create arrays to represent equal groups using repeated addition
    - Go Math Lesson 4.3 Share and Show
19. Write an addition equation for problems with equal group
    - Use arrays to identify repeated addition facts.
    - Go Math Lesson 4.4 Share and Show

Extensions:

1. Go Math Enrich lessons and activities
2. Waggle

Corrections:

1. Go Math Reteach lessons and activities
2. IXL skill plans

Assessments:

- **Diagnostic:**
  - STAR
  - IXL Diagnostic
  - HMH Growth Measure
- **Formative:**
  - Quiz 1: Place Value
  - Quiz 2: Comparing Numbers
  - Quiz 3: Even/Odd and Equal Shares
  - Go Math: Quick Check Problems
  - Performance Tasks
- **Summative:**
  - Test 1: Place Value
  - Test 2: Comparing Numbers
  - Test 3: Even/Odd and Equal Shares
  - Performance Task 1: Place Value
  - Performance Tasks 2: Comparing Numbers
  - Performance Task 3: Even/Odd and Equal Shares
  - HMH Growth Measure

Unit 2: Addition and Subtraction **Time Range in Days: 45 days**

Standards:

CC.2.2.2.A.2 Use mental strategies to add and subtract within 20
CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000.
CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100.

Objectives:

Students will be able to:

- Use addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem (DOK 1)
- Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (DOK 1)
- Add and subtract within 20 using various strategies (e.g. counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums) (DOK 1)
- Make sense of a word problem and understand what it is asking for (DOK 3)
- Understand subtraction as an unknown-addend problem. (e.g. subtract 10 – 8 by finding the number that makes 10 when added to 8) (DOK 2)
- Look for patterns (e.g. making ten, fact families, doubles) (DOK 2)
- Practice mathematical communication skills (DOK 3)
- Fluently add and subtract within 20 using mental strategies (DOK 1)
- Realize that doing mathematics involves solving problems and discussing how the problems were solved (DOK 3)
- Explain the meaning of a problem and look for ways to solve it (DOK 3)

Core Activities and Corresponding Instructional Methods:

1. Use a strategy to for solving basic addition facts
    - Introduce addition strategies such as mental math, make a model, use a number line, use a hundreds chart, doubles, and/or make 10 to add
2. Practice Basic addition facts
    - Apply strategies to solve basic addition facts
    - GoMath Lesson 3.2 Share and Show
3. Relate addition and subtraction facts
    - Use fact families to relate addition and subtraction facts
    - GoMath Lesson 3.4 Share and Show
4. Use a strategy for solving basic subtraction facts
    - Introduce subtraction strategies such as mental math, make a model, number line, use a hundreds chart, count on/back, and/or count up
5. Practice Basic subtraction facts
    - Apply strategies to solve basic subtraction facts
    - GoMath Lesson 3.5 Share and Show
6. Solve word problems involving addition and subtraction facts

- Introduce addition and subtraction key words and use problem solving strategies to solve word problems
- GoMath Lesson 3.7 Share and Show

7. Solve two-digit addition problems without regrouping
    - Model and practice lining up place values to add two-digit numbers without regrouping
    - IXL Math Skill Plan- Second Grade N.4 Add two-digit numbers without regrouping- sums to 100
8. Use a strategy to solve two-digit addition problems with regrouping
    - Introduce two-digit addition strategies such as break apart tens and ones, standard algorithm, expanded form, and/or make a model to add
9. Practice solving two-digit addition problems with and without regrouping
    - Apply strategies to solve two-digit addition problems with and without regrouping
    - GoMath Lesson 5.5, 6.1, 6.2 Share and Show
10. Rewrite two-digit addition
    - Write addition problems vertically and horizontally
    - GoMath Lesson 6.3 Share and Show
11. Find the sum of three or four addends with sums less than 100
    - Add 3 and 4 two-digit addends up to 100
    - GoMath Lesson 6.6, 6.7 Share and Show
12. Solve word problems involving two-digit addition with up to two steps
    - Review key words and problem-solving strategies to solve addition word problems with two-digit addends with sums up to 100.
    - GoMath Lesson 6.4, 6.5 Share and Show
13. Solve two-digit subtraction problems without regrouping
    - Model and practice lining up place values to subtract two-digit numbers without regrouping
    - IXL Math Skill Plan- Second Grade P. 5 Subtract two-digit numbers without regrouping
14. Use a strategy to solve two-digit subtraction problems with regrouping
    - Introduce two-digit subtraction strategies such as standard algorithm, make model, break apart tens and ones, use a hundreds chart
    - GoMath Lesson Share and Show
15. Practice solving two-digit subtraction problems with regrouping
    - Apply strategies to solve two-digit subtraction problems with and without regrouping
    - GoMath Lesson 7.4, 8.1, 8.2 Share and Show
16. Rewrite two-digit subtraction
    - Write subtraction problems vertically and horizontally
    - GoMath Lesson 8.3 Share and Show
17. Solve word problems involving two-digit subtraction with up to two steps
    - Review key words and problem-solving strategies to solve subtraction word problems with two-digit numbers
    - GoMath Lesson 8.5, 8.6 Share and Show
18. Find the sum of three-digit numbers with regrouping ones

- Model and practice lining up place values to add three-digit numbers with regrouping ones
- Go Math Lesson 10.3 Share and Show

19. Find the sum of three-digit numbers with regrouping tens
    - Model and practice lining up place values to add three-digit numbers with regrouping tens
    - Go Math Lesson 10.4 Share and Show
20. Find the sum of three-digit numbers with regrouping ones and tens
    - Model and practice lining up place values to add three-digit numbers with regrouping ones and tens
    - Go Math Lesson 10.5 Share and Show
21. Find the difference of three-digit numbers with regrouping tens
    - Model and practice lining up place values to subtract three-digit numbers with regrouping tens
    - Go Math Lesson 10.7 Share and Show
22. Find the difference of three-digit numbers with regrouping hundreds
    - Model and practice lining up place values to subtract three-digit numbers with regrouping hundreds
    - Go Math Lesson 10.8 Share and Show
23. Solve word problems involving three-digit addition and subtraction
    - Review key words and problem-solving strategies to solve addition and subtraction word problems with three-digit numbers
    - IXL Math Skill Plan- Second Grade R. 1 Addition and subtraction word problems up to 100

Extensions:

1. Go Math Enrich lessons and activities
2. Waggle

Corrections:

1. Go Math Reteach lessons and activities
2. IXL skill plans

Assessments:

Diagnostic:

- Go Math: Chapter Show What You Know
- STAR
- IXL Diagnostic
- HMH Growth Measure

Formative:

- Quiz 4: Basic Facts
- Quiz 5: 2-Digit Addition
- Quiz 6: 2-Digit Subtraction
- Quiz 7: 3-Digit Addition and Subtraction
- Go Math: Quick Check Problems

Summative:

- Test 4: Basic Facts

- Test 5: 2-Digit Addition
- Test 6: 2-Digit Subtraction
- Test 7: 3-Digit Addition and Subtraction
- Performance Tasks 4: Basic Facts
- Performance Task 5: 2-Digit Addition
- Performance Task 6: 2-Digit Subtraction
- Performance Task 7: 3 Digit Addition and Subtraction

Unit 3: Time and Money **Time Range in Days: 45 days**

Standards:
CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools.
CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks.
CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols.
CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.

Objectives:
Students will be able to:

- Find the value of a group of coins. (DOK 1)
- Use coins to show the value of a dollar. (DOK 1)
- Tell the values of $1, $5, and $10 dollar bills. (DOK 1)
- Find the value of a group of bills. (DOK 1)
- Solve problems involving money. (DOK 2)
- Tell time to 15 minutes on an analog or digital clock. (DOK 1)
- Tell and write time to the nearest five minutes. (DOK 1)
- Practice telling time on digital and analog clocks. (DOK 2)
- Tell and write time using a.m. and p.m. (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Identify and sort coins by name and value
    - IXL Math Skill Plan Kindergarten XX. Money 1 & 2
2. Add coins of the same value
    - IXL Math Skill Plan Kindergarten XX. Money 3-5
3. Find the total value of mixed coins
    - Go Math Lesson 11.1 Share & Show
    - IXL Math Skill Plan First Grade HH. Money 3 & 4
4. Show values in different ways and identify equal groups
    - Go Math Lesson 11.2 Share & Show
5. Show the value of a dollar using coins
    - Go Math Lesson 11.3 Share & Show
6. Name the values of $1, $5, $10, $20 bills up to 100
    - Go Math Lessons 11.4 11.5 Share & Show
7. Solve word problems involving money up to 100
    - Go Math Lesson 11.6 Share & Show
    - IXL Math Skill Plan Kindergarten XX. Money 9
8. Discuss parts of a clock and vocabulary, including minute hand, hour hand, analog clock, and digital clock
9. Build an analog clock with hours and minutes labeled
10. Tell and write time from analog and digital clocks to the nearest hour and half hour
11. Tell and write time from analog and digital clocks to the nearest 15 minutes
    - Go Math Lesson 12.1 Share & Show
12. Tell and write time from analog and digital clocks to the nearest 5 minutes
    - Go Math Lesson 12.2 Share & Show

13. Use a.m. and p.m. to describe times of day.
    - Go Math Lesson 12.4 Share & Show

Extensions:

3. Go Math Enrich lessons and activities
4. Waggle

Corrections:

3. Go Math Reteach lessons and activities
4. IXL skill plans

Assessments:

Diagnostic:

- Go Math: Chapter Show What You Know
- STAR
- IXL Diagnostic
- HMH Growth Measure

Formative:

- Quiz 8: Money
- Quiz 9: Telling Time
- Go Math: Quick Check Problems

Summative:

- Test 8: Money
- Test 9: Telling Time
- Performance Task 8: Money
- Performance Task 9: Telling Time

Unit 4: Measurement, Geometry, Fractions, and Data **Time Range in Days: 42 days**

Standards:
CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools.
CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.
CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes.
CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds.
CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs.

Objectives:
Students will be able to:

- Estimate the length of objects in feet. (DOK 2)
- Estimate the lengths of objects in yards. (DOK 2)
- Estimate lengths to solve measurement problems. (DOK 2)
- Select appropriate tools for measuring different lengths. (DOK 2)
- Measure the lengths of objects and use a line plot to display the measurement data. (DOK 1)
- Use a concrete model to measure the lengths of objects in centimeters. (DOK 1)
- Estimate lengths of objects in centimeters by comparing them to known lengths. (DOK 2)
- Measure lengths of objects to the nearest centimeter using a centimeter ruler. (DOK 1)
- Solve problems involving adding and subtracting lengths by using the strategy *draw a diagram.* (DOK 2)
- Measure the lengths of objects in both centimeters and meters to explore the inverse relationship between size and number of units. (DOK 1)
- Estimate the lengths of objects in meters. (DOK 2)
- Measure and then find the difference in the lengths of two objects. (DOK 1)
- Identify and name three-dimensional shapes and objects that match. (DOK 1)
- Identify and describe three-dimensional shapes according to the number of faces, edges, and vertices. (DOK 1)
- Name 3-, 4-, 5-, and 6-sided figures according to the number of sides and angles. (DOK 1)
- Identify the number of sides and the number of angles of a polygon. (DOK 1)
- Draw two-dimensional figures. (DOK 1)
- Sort two-dimensional figures according to their attributes. (DOK 1)
- Partition rectangles into equal-sized squares and find the total number of these squares. (DOK 2)
- Identify and name equal parts of circles and rectangles as halves, thirds, or fourths. (DOK 1)
- Partition shapes to show halves, thirds, or fourths. (DOK 2)
- Identify and describe one equal part as a half of, a third of, or a fourth of a whole. (DOK 1)
- Solve problems involving wholes divided into equal shares by using the strategy *draw a diagram.* (DOK 2)
- Collect data in a survey and record that data in a tally chart. (DOK 2)
- Interpret Data in a picture graph and use that information to solve problems. (DOK 2)

- Make picture graphs to represent data. (DOK 2)
- Interpret data in bar graphs and use that information to solve problems. (DOK 2)
- Make bar graphs to represent data. (DOK 2)
- Make a picture graph and a bar graph using a scale of 1.(DOK 2)

Core Activities and Corresponding Instructional Methods:

1. Measure lengths using 1-inch tiles
    - Use concrete models to measure the lengths of objects in inches.
    - Go Math Lesson 13.1 Share & Show
2. Estimate lengths in inches
    - Estimate the lengths of objects by mentally partitioning the lengths into inches.
    - Go Math Lesson 13.3 Share & Show
3. Measure with an inch ruler
    - Use classroom objects to demonstrate how to use an inch ruler to measure lengths.
    - Go Math Lesson 13.4 Share & Show
4. Add and subtract lengths in inches
    - Use addition and subtraction within 100 to solve word problems involving length in standard units
    - Go Math Lesson 13.5 Share & Show
5. Measure in inches and feet
    - Measure the lengths of objects in both inches and feet to explore the inverse relationship between size and number of units.
    - Go Math Lesson 13.6, 13.7, 13.9 Share & Show
6. Estimate lengths in yards
    - Go Math Lesson 13.8 Share & Show
7. Measure the length of an object using the appropriate tool such as rulers, yardsticks, meter sticks, and measuring tapes.
    - Go Math Lesson 13.10 Share & Show
8. Display measure data using graphs
    - Measure the lengths of objects and use a line plot to display the measurement data.
    - Go Math Lesson 13.11 Share & Show
9. Measure lengths using a centimeter ruler
    - Go Math Lesson 14.3 Share & Show
10. Measure lengths using a meter stick
    - Go Math Lesson 14.5 Share & Show
11. Estimate lengths in centimeters and meters
    - Go Math Lesson 14.2, 14.6 Share & Show
12. Use addition and subtraction within 100 to solve word problems involving length in metric units
    - Go Math Lesson 14.4 Share & Show
13. Measure to find the difference in length between two objects
    - Go Math Lesson 14.7 Share & Show
14. Draw two-dimensional shapes.
    - Go Math Lesson 15.5
15. Sort two-dimensional figures according to their attributes.

- Go Math Lesson 15.6 Share & Show

16. Identify and name three-dimensional shapes and objects that match.
    - Find objects within the classroom that identify as three-dimensional shapes.
    - Go Math Lesson 15.1 Share & Show
17. Use attributes to identify three-dimensional shapes.
    - Identify and describe three-dimensional shapes according to the number of faces, edges, and vertices.
    - Go Math Lesson 15.2 Share & Show
18. Identify figures by the number of sides and angles.
    - Name 3-, 4-, 5-, and 6- sided figures according to the number of sides and angles.
    - Identify the number of sides and the number of angles of a polygon.
    - Go Math Lesson 15.3 and 15.4 Share & Show
19. Partition rectangles
    - Partition rectangles into equal-sized squares and find the total number of these squares.
    - Go Math Lesson 15.7 Share & Show
20. Equal parts of circles and rectangles.
    - Identify, name, and describe equal parts of circles and rectangles as halves, thirds, and fourths.
    - Go Math Lesson 16.1, 16.2, and 16.3 Share & Show
21. Draw a diagram to solve problems
    - Solve problems involving wholes divided into equal shares by using the strategy draw a diagram.
    - Go Math Lesson 16.4 Share & Show
22. Use a tally chart to record data.
    - Collect data in a survey and record that data in a tally chart.
    - Go Math Lesson 17.1 Share & Show
23. Read picture graphs
    - Interpret data in a picture graph and use that information to solve problems.
    - Go Math Lesson 17.2 Share & Show
24. Make picture graphs to represent data.
    - Go Math Lesson 17.3 Share & Show
25. Read bar graphs.
    - Interpret data in bar graphs and use that information to solve problems.
    - Go Math Lesson 17.4 Share & Show
26. Make bar graphs to represent data.
    - Go Math Lesson 17.5 Share & Show

Extensions:

1. Go Math Enrich lessons and activities
2. Waggle

Corrections:

1. Go Math Reteach lessons and activities
2. IXL Skill Plans

Assessments:

Diagnostic:

- Go Math: Chapter Show What You Know
- STAR
- IXL Diagnostic
- HMH Growth Measure

Formative:

- Quiz 10: Measurement
- Quiz 11: Geometry
- Quiz 12: Fractions
- Quiz 13: Data
- Go Math: Quick Check Problems

Summative:

- Test 10: Measurement
- Test 11: Geometry
- Test 12: Fractions
- Test 13: Data
- Performance Task 10: Measurement
- Performance Task 11: Geometry
- Performance Task 12: Fractions
- Performance Task 13: Data