

<p><b>Operations and Algebraic Thinking</b>  <b>Recognize God's truth through the beauty of mathematical laws.</b></p>
<p><b>Represent and solve problems involving addition and subtraction</b></p>
<p>1. – Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
<p><b>Example with infusion:</b> Use the story of The Lost Sheep create addition and subtraction story problems.</p>
<p><b>Add and subtract within 20</b></p>
<p>2. – Fluently (efficiently, accurately, and flexibly) add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>
<p><b>Work with equal groups of objects to gain foundations for multiplication</b></p>
<p>3. – Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by twos; write an equation to express an even number as a sum of two equal addends.</p>
<p>4. – Use addition to find the total number of objects arranged in rectangular arrays with up to five rows and up to five columns; write an equation to express the total as a sum of equal addends.</p>
<p><b>Examples with infusion:</b> 1. - Write an equation to express the number of animals on Noah's Ark. 2. - Connect the rectangular arrays to the pews in a church.</p>
<p><b>Number and Operations in Base Ten</b>  <b>Understand the organization of God's creation.</b></p>
<p><b>Understand place value</b></p>
<p>1. – Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p>
<ul style="list-style-type: none"> <li>• 100 can be thought of as a bundle of ten tens - called a "hundred".</li> <li>• The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</li> <li>• Show flexibility in composing and decomposing hundreds, tens, and ones (e.g. 207 can be composed from 2 hundreds 7 ones or 20 tens 7 ones or 207 ones or 1 hundred 10 tens 7 ones or 1 hundred 9 tens 17 ones, etc.</li> </ul>
<p>2. – Count within 1000; skip-count by fives, tens, and hundreds.</p>
<p>3. – Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>
<p>4. – Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p>
<p><b>Example with infusion:</b> Use service projects, such as food drives, to count and skip count by 5s, 10s or 100s, i.e., number of cans collected.</p>
<p><b>Use place value understanding and properties of operations to add and subtract</b></p>
<p>5. – Fluently (efficiently, accurately, and flexibly) add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>
<p>6. – Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>
<p>7. – Add or subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p>
<p>8. – Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p>
<p>9. – Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>
<p><b>Example with infusion:</b> Use the Bible as a resource to reinforce reading and writing numbers within 1000.</p>
<p><b>Measurement and Data</b></p>

<b>Recognize the orderliness of God's creation.</b>
<b>Measure and estimate lengths in standard unit</b>
1. – Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2. – Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
3. – Estimate lengths using units of inches, feet, centimeters, and meters.
4. – Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
<b>Example with infusion:</b> Estimate and measure areas of a church using standard units.
<b>Relate addition and subtraction to length</b>
5. – Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
6. – Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
<b>Example with infusion:</b> Model lengths and heights found in bible stories, i.e., the height of Goliath compared to a student or the length of Noah's Ark.
<b>Work with time and money</b>
7. – Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
8. – Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and c symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
<b>Examples with infusion:</b> 1. - Using analog and digital clocks, have students estimate the time of day bible stories occurred. i.e. Jesus's birth, creation, crucifixion, flight into Egypt, etc. 2. - Count money collected for charitable causes, i.e., rice bowls, coin drives, collections, etc.
<b>Represent and interpret data</b>
9. – Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
10. – Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
<b>Examples with infusion:</b> 1. Recognize that the human body is the handiwork of God by using our hands and feet to measure lengths of objects. 2. - Graph amount of shapes used in stained glass window activity (see geometry standard below).
<b>Geometry</b>
<b>Identify the beauty of God's creation in geometric shapes.</b>
<b>Reason with shapes and their attributes</b>
1. – Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2. – Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
3. – Partition circles and rectangles into two, three or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
<b>Example with infusion:</b> Design a stained glass window made of triangles, quadrilaterals, pentagons, hexagons, and cubes.