

Examples of Team Norms

Kindergarten Norms

1. After team discussion a consensus should be made based on the majority of the group.
2. Keep comments brief and to the point.
3. Maintain a relevant agenda.
4. Be professional and respectful to one another.
5. Everyone should provide input.

2nd Grade Norms

1. Use only the time needed to adhere to the agenda.
2. Create and reflect on lessons and/or common assessments during curriculum meetings.
3. Collaboratively discuss student progress, based on data, and share ideas on how to meet the needs for above, on, approaching, and below level learners.
4. Share best practices and teaching strategies to enhance student learning.

4th Grade Norms

1. To be committed in everything we do.
2. To promote a positive, professional atmosphere.
3. To listen with respect.
4. To actively participate and make decision cooperatively.
5. To be accountable and prepared.

2nd Grade Essential Math Standards

Standard #	Standard/Description	Skills Taught	Example/Rigor	Prior Skills Needed	Common Assessment	When Taught
CC.2.2.A.2	Use mental strategies to add and subtract within 20.	<ol style="list-style-type: none"> counting on and counting back doubles, near doubles to add and subtract, subtract all adding 3 numbers related facts/fact families missing addends 	Fill in the missing number of a given math sentence. Children explain how they solved the addition or subtraction problem.	Knowing addition math facts	<ol style="list-style-type: none"> timed tests flashcards check my progress chapter test 	August September
CC.2.1.2.B.2	Use place-value concepts to read, write, and skip count to 1000.	<ol style="list-style-type: none"> read & identify numbers 0-1000 write numbers 0-1000 in standard form write numbers in expanded form skip count to 100 (2, 5, 10) 	Number of the Day Solve and create number riddles using place value clues	Read and write numbers to 100.	<ol style="list-style-type: none"> check my progress chapter test 	October Ongoing the whole year
CC.2.2.A.1	Represent and solve problems involving addition and subtraction within 100	<ol style="list-style-type: none"> regrouping strategies adding & subtracting two digit numbers with and without regrouping rewriting horizontal to vertical adding three 2-digit numbers 	Students discuss strategies aloud, given an answer students create a problem, students are given mixed addition/subtraction problems with and without regrouping	knowing addition math facts; place value of ones, tens, and hundreds	<ol style="list-style-type: none"> check my progress chapter test 	October November December
CC.2.1.2.B.3	Use place-value understanding and properties of operations to add and subtract within 1000.	<ol style="list-style-type: none"> know thousands, hundreds, tens and ones mentally adding & subtracting hundreds, tens, ones adding & subtracting 3-digit numbers with and without regrouping rewriting 3-digit from vertical to horizontal subtracting across zeros 	Write equations to solve one and two step word problems; apply strategies to use when solving word problems with larger quantities; understand when to use addition or subtraction to solve word problems; construct models for numbers with 4, 3, and 2 digits and compare all place values	Knowledge of place value using place value blocks/manipulatives, basic addition and subtraction facts	<ol style="list-style-type: none"> check my progress chapter test 	January February
CC.2.4.2.A.3	Solve problems and make change using coins and paper currency with appropriate symbols.	<ol style="list-style-type: none"> identify coins by name and worth up to \$1.00 count mixed collections of coins find combinations of coins to \$1.00 use correct symbols when writing money 	Students solve real world problems using money, use money manipulatives to count and identify coin, students write amounts using correct symbols	Knowledge of coins and their worth, skip counting by 5	<ol style="list-style-type: none"> check my progress chapter test 	March
CC.2.4.2.A.2	Tell and write time to the nearest 5 minutes using both analog and digital clocks.	<ol style="list-style-type: none"> tell time to the hour, half hour, quarter hour, 5 minutes understand A.M. and P.M. know & understand digital & analog clock features (hands of clock, hours, minutes) 	Students can solve real world problems using time, students use mini clocks to show time and clock features	Knowledge of skip counting by 5, basic knowledge of a clock	<ol style="list-style-type: none"> check my progress chapter test 	March