

East Newark Public School
Mathematics Curriculum
Grade 2



Equity Statement:

East Newark Public School District does not discriminate on the basis of race, color, creed, religion, sex, ancestry, or national origin. The East Newark Board of Education ensures that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No student shall be denied access to or benefit from any educational program or activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.

Course Description:

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

Critical Area 1:

Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

Critical Area 2:

Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

Critical Area 3:

Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

Critical Area 4:

Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

Course Modifications:

The course instructor will determine, with the assistance of administrators, teacher assistants/aides, educational specialists, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

Grade 2 Pacing Guide:

UNIT		STANDARDS	PACING
Unit 1: Add and Subtract within 100 and Understand Place Value to 1,000			
1A	Bootcamp-Fluency for Addition and Subtraction	2.OA.B.2	18 days
1B	Understanding Place Value	2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.2, 2.NBT.A.3, 2.NBT.A.4, 2.NBT.B.8, 2.MD.C.8	23 days
1C	Addition and Subtraction within 100	2.OA.A.1, 2.NBT.B.5, 2.NBT.B.9, 2.MD.B.6	17 days
Unit 2: Applications of Addition and Subtraction within 1,000			
2A	Addition and Subtraction within 200	2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.7, 2.NBT.B.9	16 days
2B	Applying Addition and Subtraction Skills within 1,000	2.NBT.B.7, 2.NBT.B.8, 2.NBT.B.9	24 days
2C	Extending Addition and Subtraction using Data	2.MD.B.6, 2.MD.D.9, 2.MD.D.10	14 days
Unit 3: Measurement			
3A	Work with Money	2.NBT.B.5, 2.MD.C.8	10 days
3B	Measuring, Comparing and Ordering Lengths using Standard Units	2.MD.A.1, 2.MD.A.2, 2.MD.A.3, 2.MD.A.4, 2.MD.B.5, 2.MD.B.6	21 days
Unit 4: Equal Groups			
4A	Shapes, Fractions and Time	2.MD.C.7, 2.G.A.1, 2.G.A.2, 2.G.A.3	18 days
4B	Introduction to Multiplication and Division Concepts	2.OA.C.3, 2.OA.C.4, 2.G.A.2, 2.NBT.A.2	20 days

Marking Period	Unit Title	Recommended Instructional Days
1-2	Add and Subtract within 100 and Understand Place Value to 1,000	58
Domain:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-S-CLKS within Unit
Strand:	Progress Indicator:	Essential Question/s:
Operations and Algebraic Thinking	<ul style="list-style-type: none"> ● 2.OA.A.1: Represent and solve problems involving addition and subtraction. 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. ● 2.OA.B.2: Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers. 	<ol style="list-style-type: none"> 1. How can you use strategies to add and subtract with 20? 2. What is place value in three digit numbers? Q2. What kind of bundles does 100 represent? 3. How can I easily add or subtract by 100s within 900? 4. How can I count using fives, tens, and one hundreds, within 1000? 5. How can I read and write numbers in various forms to 1000? 6. How can I compare three digit numbers? 7. What are the ways I can add within 1000? 8. How can I easily add and subtract within 900? 9. Can we change the order of numbers when we subtract/add? Why? Why not? 10. Can we solve problems using more than one strategy? 11. Represent and solve word problems using various strategies and explain how the strategies are related?
Number and Operations in Base Ten	<ul style="list-style-type: none"> ● 2.NBT.A.1a: 100 can be thought of as a bundle of ten tens — called a “hundred.” ● 2.NBT.A.1b: 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). ● 2.NBT.A.2: Count within 1000; skip-count by 5s, 10s, and 100s. ● 2.NBT.A.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. ● 2.NBT.A.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, 	<p>Activity Description:</p> <ul style="list-style-type: none"> ● <i>Are You Ready?</i> activities (Into Math) ● Lesson Review (Into Math) ● Assessment Forms (Into Math) ● Mentally add or subtract fluently within 20. ● Identify addition (+) and subtraction (-) symbols. ● Counting on from a given number. ● Compose a number leading to a ten. ● Decompose a number leading to a ten. ● Use relationships between addition and subtraction to solve addition and subtraction problems.

	<p>=, and < symbols to record the results of comparisons.</p> <ul style="list-style-type: none"> ● 2.NBT.B.5: Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction ● 2.NBT.B.8: Mentally add 10 or 100 to a given number 100 – 900, and mentally subtract 10 or 100 from a given number 100 – 900. ● 2.NBT.B.9: Explain why addition and subtraction strategies work, using place value and the properties of operations. 	<ul style="list-style-type: none"> ● Create equivalent but easier known sums. ● What is place value in three digit numbers? Q2. What kind of bundles does 100 represent? ● How can I easily add or subtract by 100s within 900? ● How can I count using fives, tens, and one hundreds, within 1000? ● How can I read and write numbers in various forms to 1000? ● How can I compare three digit numbers? ● Find sums and differences within 100 using a number line. ● Explain how place value helps us solve problems. ● Use properties of operations to solve word problems as a strategy to solve tasks. ● Represent word problems involving length with physical models and drawings. ● Write an equation for a word problem with a symbol for the unknown. ● Solve word problems involving length. ● Determine if the solution to a word problem is reasonable. ● Use various strategies to problem solve and explain why the strategies work and how they are related. <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p>Science -</p> <ul style="list-style-type: none"> ● 2-ESS1-1 - Use information from several sources to provide evidence that Earth events can occur quickly or slowly. ● 2-ESS2-2 - Develop a model to represent the shapes and kinds of land and bodies of water in an area. <p>Technology -</p> <ul style="list-style-type: none"> ● 8.1.2.AP.4: Break down a task into a sequence of steps.
<p>Measurement and Data</p>	<ul style="list-style-type: none"> ● 2.MD.B.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. ● 2.MD.C.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. 	
<p>Mathematics Practices</p>		
<ul style="list-style-type: none"> ● Make sense of problems and persevere in solving them. ● Reason abstractly and quantitatively. ● Construct viable arguments and critique the reasoning of others. ● Model with mathematics. ● Use appropriate tools strategically. ● Attend to precision. ● Look for and make use of structure. ● Look for and express regularity in repeated reasoning. 		
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	

<ul style="list-style-type: none"> • Self-Awareness • Self-Management • Responsible Decision Making • Social Awareness • Relationship Skills • Motivation 	<ul style="list-style-type: none"> • Emotional Awareness • Internal Regulation • Behavior Control • Goal Pursuance • Appreciating Social and Environment Diversity • Adaptive Behavior • Communication • Social Engagement • Constructive Thinking • Consequence Evaluation • Respect for Self and Others • Enthusiasm • Initiative • Resilience 		
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Check for Understanding Questions • Quizzes • Class activities/participation • Exit tickets 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • Module Assessment • iReady scores <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Module Test • Unit Assessment 	
<p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p align="center">Core Resources</p>	<p align="center">Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p align="center">ELL Core Resources</p>	<p align="center">Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> • <i>Into Math</i> Textbook, Modules 1, 4-6, 10-13 • Student Activity Cards • Teacher Activity Cards • Numeral Cards • Dot Cards • White Boards • Connecting Cubes • Number Cubes • Visual Representations of Numbers and Number of 	<ul style="list-style-type: none"> • <i>Into Math</i> Textbook, Modules 1, 4-6, 10-13 • Extra Practice pages • Anchor charts • Scaffolded explanations of topics • Manipulatives • Visual aids • Hands-on learning activities 	<ul style="list-style-type: none"> • <i>Into Math</i> Textbook, Modules 1, 4-6, 10-13 • Visual aids • Manipulatives • Vocabulary with images and examples • Hands-on learning activities • Extra Practice pages • Anchor charts 	<ul style="list-style-type: none"> • <i>Into Math</i> Textbook, Modules 1, 4-6, 10-13 • Student Activity Cards • Teacher Activity Cards • Numeral Cards • Dot Cards • White Boards • Connecting Cubes • Number Cubes • Visual Representations of Numbers and Number of Objects

<ul style="list-style-type: none"> • Objects • Counters 			<ul style="list-style-type: none"> • Counters
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Supplemental Resources

Technology:

- SmartBoards
- Chromebooks
- IXL
- Teacher Online Resources
- Applicable educational videos
- Splash Learn
- Virtual Manipulatives: Didax.com

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Small group instruction • Peer tutoring • Modeling • Visual demonstrations • Encourage creative expression and thinking 	<ul style="list-style-type: none"> • Provide additional manipulatives to support instruction • Allow for alternative strategies to solve algorithms or tasks • Provide the steps needed to complete the task • Model frequently • Use visuals to demonstrate/model the processes • Extra time for work • Modified assignments • Small group work for more individualize attention 	<ul style="list-style-type: none"> • Use of translate materials and simplified language • Provide additional manipulatives to support instruction • Allow for alternative strategies to solve algorithms or tasks • Provide the steps needed to complete the task • Model frequently • Use visuals to demonstrate/model the processes • Extra time for work • Modified assignments <ul style="list-style-type: none"> • Small group work for more individualize attention 	<ul style="list-style-type: none"> • Enrichment book • Higher-level questions • Leading group work

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:	
	Core Ideas:	Brainstorming can create new, innovative ideas.
	Performance Expectation/s:	<ul style="list-style-type: none"> • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives • 9.4.2.CI.2: Demonstrate originality and inventiveness in work

	Career Readiness, Life Literacies, & Key Skills Practices
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community members and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence.

Marking Period	Unit Title	Recommended Instructional Days
2-3	Applications of Addition and Subtraction within 1,000	54
Domain:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-CLKS within Unit
Strand:	Progress Indicator:	Essential Question/s:
Number and Operations in Base Ten	<ul style="list-style-type: none"> ● 2.NBT.B.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. ● 2.NBT.B.6: Add up to four two-digit numbers using strategies based on place value and properties of operations. ● 2.NBT.B.7: Add and 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 	<ol style="list-style-type: none"> 1. What strategies can help us when adding and subtracting with and without regrouping? 2. What strategies will help me add multiple numbers quickly and accurately? 3. How can addition help us know we subtracted two numbers correctly? 4. How can mental math strategies, for example estimation and benchmark numbers, help us when adding and subtracting with regrouping? 5. How are addition and subtraction alike and how are they different? 6. How can we show/represent problems in different ways? 7. How are problem-solving strategies alike and different? 8. How can I learn to quickly calculate sums in my head? 9. In what type of situations do we add? Subtract?

	<p>and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <ul style="list-style-type: none"> ● 2.NBT.B.8: Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. ● 2.NBT.B.9: Explain why addition and subtraction strategies work, using place value and the properties of operation. 	<ol style="list-style-type: none"> 10. What are the different ways we can show or make (represent) a number? 11. What happens to the value of a number when we add 10 to it or subtract 10 from it? 12. What happens to the value of a number when we add or subtract 100 from it? What digits change, what digits stay the same? Why? 13. What strategies will help me add/subtract numbers quickly and accurately? 14. How does a line plot, bar graph, or picture graph help me share my data? 15. How can I compare collected data on a graph? 16. Why is it important to be able to organize and graph data? 17. How likely an event will happen?
<p>Measurement and Data</p>	<ul style="list-style-type: none"> ● 2.MD.B.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. ● 2.MD.D.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. ● 2.MD.D.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 problems⁴ using information presented in a bar graph. 	<p>Activity Description:</p> <ul style="list-style-type: none"> ● <i>Are You Ready?</i> activities (Into Math) ● Lesson Review (Into Math) ● Assessment Forms (Into Math) ● Add and subtract numbers with and without regrouping. ● Model and draw various strategies that represent addition and subtraction. ● Use addition and subtraction strategies to problem solve. ● Add up to four 2-digit numbers. ● Use various strategies to add and subtract within 1000. ● Explain why addition and subtraction strategies work. ● Use inverse operations to support accuracy of operations. ● Using place value and properties of operation to explain why addition and subtraction strategies work. ● Solve one and two step word problems using addition and subtraction strategies. ● Make a picture or bar graph with up to four categories to represent data. ● Compare data on a bar graph. ● Solve addition and subtraction problems using data from a picture or bar graph. ● Record the lengths of several objects to the nearest whole-number. ● Create a line plot with a horizontal scale marked off in whole-number units. ● Record length measurements on a line plot. S7. Predict the likelihood an event will occur.
Mathematics Practices		
<ul style="list-style-type: none"> ● Make sense of problems and persevere in solving them. ● Reason abstractly and quantitatively. ● Construct viable arguments and critique the reasoning of others. ● Model with mathematics. ● Use appropriate tools strategically. ● Attend to precision. ● Look for and make use of structure. ● Look for and express regularity in repeated reasoning. <p>Interdisciplinary Connections: Content: ;NJSLS#:</p>		

<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	<p>Science -</p> <ul style="list-style-type: none"> 2-PS1-1 - Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. 2-PS1-2 - Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. 2-LS2-2 - Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. 2-LS4-1 - Make observations of plants and animals to compare the diversity of life in different habitats. K-2 ETS1-1 - Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. K-2 ETS1-3 - Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. <p>Technology -</p> <ul style="list-style-type: none"> 8.1.2.AP.4: Break down a task into a sequence of steps. 	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Check for Understanding Questions Quizzes Class activities/participation Exit tickets 		<p>Benchmarks:</p> <ul style="list-style-type: none"> Module Assessment iReady scores <p>Summative Assessments:</p> <ul style="list-style-type: none"> Module Test Unit Assessment 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> <i>Into Math</i> Textbook, Modules 3, 14-17 Student Activity Cards 	<ul style="list-style-type: none"> <i>Into Math</i> Textbook, Modules 3, 14-17 Extra Practice pages 	<ul style="list-style-type: none"> <i>Into Math</i> Textbook, Modules 3, 14-17 Visual aids 	<ul style="list-style-type: none"> <i>Into Math</i> Textbook, Modules 3, 14-17 Student Activity Cards

<ul style="list-style-type: none"> ● Teacher Activity Cards ● Numeral Cards ● Dot Cards ● White Boards ● Connecting Cubes ● Number Cubes ● Visual Representations of Numbers and Number of Objects ● Counters 	<ul style="list-style-type: none"> ● Anchor charts ● Scaffolded explanations of topics ● Manipulatives ● Visual aids ● Hands-on learning activities 	<ul style="list-style-type: none"> ● Manipulatives ● Vocabulary with images and examples ● Hands-on learning activities ● Extra Practice pages ● Anchor charts 	<ul style="list-style-type: none"> ● Teacher Activity Cards ● Numeral Cards ● Dot Cards ● White Boards ● Connecting Cubes ● Number Cubes ● Visual Representations of Numbers and Number of Objects ● Counters
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Supplemental Resources

<p>Technology:</p> <ul style="list-style-type: none"> ● SmartBoards ● Chromebooks ● IXL ● Teacher Online Resources ● Applicable educational videos ● Splash Learn ● Virtual Manipulatives: Didax.com
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**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Small group instruction ● Peer tutoring ● Modeling ● Visual demonstrations ● Encourage creative expression and thinking 	<ul style="list-style-type: none"> ● Provide additional manipulatives to support instruction ● Allow for alternative strategies to solve algorithms or tasks ● Provide the steps needed to complete the task ● Model frequently ● Use visuals to demonstrate/model the processes ● Extra time for work ● Modified assignments ● Small group work for more individualize attention 	<ul style="list-style-type: none"> ● Use of translate materials and simplified language ● Provide additional manipulatives to support instruction ● Allow for alternative strategies to solve algorithms or tasks ● Provide the steps needed to complete the task ● Model frequently ● Use visuals to demonstrate/model the processes ● Extra time for work ● Modified assignments <ul style="list-style-type: none"> ● Small group work for more individualize attention 	<ul style="list-style-type: none"> ● Enrichment book ● Higher-level questions ● Leading group work

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:	
	Core Ideas:	Brainstorming can create new, innovative ideas.
	Performance Expectation/s:	<ul style="list-style-type: none"> ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives ● 9.4.2.CI.2: Demonstrate originality and inventiveness in work
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community members and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

Marking Period	Unit Title	Recommended Instructional Days
3	Measurement	31
Domain:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit
Strand:	Progress Indicator:	Essential Question/s:
Number and Operations in Base Ten	<ul style="list-style-type: none"> ● 2.NBT.B.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 	<ol style="list-style-type: none"> 1. What is money? 2. Why is money important? 3. How do the units of money (penny, nickel, dime, quarter, and dollar) relate to each other? 4. Is there only one way to make a certain amount of money? 5. How do I solve “real world” situations involving money?

<p>Measurement and Data</p>	<ul style="list-style-type: none"> ● 2.MD.A.1: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. ● 2.MD.A.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. ● 2.MD.A.3: Estimate lengths using units of inches, feet, centimeters, and meters. ● 2.MD.A.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. ● 2.MD.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. ● 2.MD.B.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. ● 2.MD.C.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? 	<ol style="list-style-type: none"> 6. How can we tell if an estimate is reasonable? 7. How does using a different unit change our measurement? 8. Why do we need to be able to estimate a measurement or value? 9. Why is it important for us to know how to measure different units of measurement? 10. What are the appropriate tools to measure lengths of various objects? <p>Activity Description:</p> <ul style="list-style-type: none"> ● <i>Are You Ready?</i> activities (Into Math) ● Lesson Review (Into Math) ● Assessment Forms (Into Math) ● Recognize the importance of money in their lives. ● Identify the measurable and visual attributes of various coins to express differences. ● Use the cent (¢) symbol, dollar (\$) symbol and decimal point (.) to write a value of money. ● Solve “real world” tasks involving money. ● Use the appropriate tools to measure length. ● Use benchmarks to estimate lengths of objects. S3. Compare lengths of various objects. ● Use both standard and non-standard units of measurement to measure length. ● Apply conceptual understanding of measurement to solve two-step word problems. <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p>Science -</p> <ul style="list-style-type: none"> ● 1-ESS2-1 - Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. <p>Technology -</p> <ul style="list-style-type: none"> ● 8.1.2.AP.4: Break down a task into a sequence of steps.
<p>Mathematics Practices</p>		
<ul style="list-style-type: none"> ● Make sense of problems and persevere in solving them. ● Reason abstractly and quantitatively. ● Construct viable arguments and critique the reasoning of others. ● Model with mathematics. ● Use appropriate tools strategically. ● Attend to precision. ● Look for and make use of structure. 		

<ul style="list-style-type: none"> Look for and express regularity in repeated reasoning. 			
Social and Emotional Learning: <i>Competencies</i>		Social and Emotional Learning: <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> Self-Awareness Self-Management Responsible Decision Making Social Awareness Relationship Skills Motivation 		<ul style="list-style-type: none"> Emotional Awareness Internal Regulation Behavior Control Goal Pursuance Appreciating Social and Environment Diversity Adaptive Behavior Communication Social Engagement Constructive Thinking Consequence Evaluation Respect for Self and Others Enthusiasm Initiative Resilience 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: <ul style="list-style-type: none"> Check for Understanding Questions Quizzes Class activities/participation Exit tickets 		Benchmarks: <ul style="list-style-type: none"> Module Assessment iReady scores Summative Assessments: <ul style="list-style-type: none"> Module Test Unit Assessment 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> <i>Into Math</i> Textbook, Modules 7-8, 18-20 Student Activity Cards Teacher Activity Cards Numeral Cards 	<ul style="list-style-type: none"> <i>Into Math</i> Textbook, Modules 7-8, 18-20 Extra Practice pages Anchor charts Scaffolded explanations of topics 	<ul style="list-style-type: none"> <i>Into Math</i> Textbook, Modules 7-8, 18-20 Visual aids Manipulatives Vocabulary with images and 	<ul style="list-style-type: none"> <i>Into Math</i> Textbook, Modules 7-8, 18-20 Student Activity Cards Teacher Activity Cards Numeral Cards

<ul style="list-style-type: none"> • Dot Cards • White Boards • Connecting Cubes • Number Cubes • Visual Representations of Numbers and Number of Objects • Counters 	<ul style="list-style-type: none"> • Manipulatives • Visual aids • Hands-on learning activities 	<p>examples</p> <ul style="list-style-type: none"> • Hands-on learning activities • Extra Practice pages • Anchor charts 	<ul style="list-style-type: none"> • Dot Cards • White Boards • Connecting Cubes • Number Cubes • Visual Representations of Numbers and Number of Objects • Counters
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Supplemental Resources

<p>Technology:</p> <ul style="list-style-type: none"> • SmartBoards • Chromebooks • IXL • Teacher Online Resources • Applicable educational videos • Splash Learn • Virtual Manipulatives: didax.com
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**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Small group instruction • Peer tutoring • Modeling • Visual demonstrations • Encourage creative expression and thinking 	<ul style="list-style-type: none"> • Provide additional manipulatives to support instruction • Allow for alternative strategies to solve algorithms or tasks • Provide the steps needed to complete the task • Model frequently • Use visuals to demonstrate/model the processes • Extra time for work • Modified assignments • Small group work for more individualize attention 	<ul style="list-style-type: none"> • Use of translate materials and simplified language • Provide additional manipulatives to support instruction • Allow for alternative strategies to solve algorithms or tasks • Provide the steps needed to complete the task • Model frequently • Use visuals to demonstrate/model the processes • Extra time for work • Modified assignments <ul style="list-style-type: none"> • Small group work for more individualize attention 	<ul style="list-style-type: none"> • Enrichment book • Higher-level questions • Leading group work

	Disciplinary Concept:
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Core Ideas:	Brainstorming can create new, innovative ideas.
	Performance Expectation/s:	<ul style="list-style-type: none"> ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives ● 9.4.2.CI.2: Demonstrate originality and inventiveness in work
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community members and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

Marking Period	Unit Title	Recommended Instructional Days
4	Equal Groups	38
Domain:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit
Strand:	Progress Indicator:	Essential Question/s:
Operations and Algebraic Thinking	<ul style="list-style-type: none"> ● 2.OA.C.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 2s; write an equation to express an even number as a sum of two equal addends. ● 2.OA.C.4: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 	<ol style="list-style-type: none"> 1. How do we describe geometric figures? 2. Where can we find geometric figures in the world around us? 3. How do we use the following terms: angle, vertex, face, side, and edge to describe geometric figures? 4. How do we apply the use of fractions in everyday life? 5. How do we know how many fractional parts make a whole? 6. When is it appropriate to use fractions? 7. How do I determine if a number is odd or even? 8. What strategies can I use to tell if a number is odd or even?

	columns; write an equation to express the total as a sum of equal addends.	<p>9. What is odd? What is even?</p> <p>10. How are arrays and repeated addition related?</p> <p>11. How can rectangular arrays help us with repeated addition?</p> <p>12. How can we model repeated addition equations with an array?</p> <p>13. How does skip counting help us solve repeated addition problems?</p> <p>14. What is an array?</p> <p>15. What is repeated addition?</p> <p>Activity Description:</p> <ul style="list-style-type: none"> • <i>Are You Ready?</i> activities (Into Math) • Lesson Review (Into Math) • Assessment Forms (Into Math) • Draw and recognize specific shapes by their attributes. • Partition rectangles into rows and columns and use repeated addition or skip counting to total them. • Partition circles and rectangles into halves, thirds, and fourths. • Use partitioning of a circle (half and quarters) to tell time. • Tell and write time on an analog and digital clock. • Identify and use a.m. and p.m. appropriately when telling time. • Construct arrays for a given repeated addition sentence. • Write a repeated addition equation for a given array. • Determine how the addition sentence for a given array changes when the array is rotated. • Write an equation to express an even number. • Identify if a number is even or odd by modeling the number in pairs. • Explore and be able to explain even and odd numbers while using manipulatives <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p>Science -</p> <ul style="list-style-type: none"> • 2-ESS1-1 - Use information from several sources to provide evidence that Earth events can occur quickly or slowly. <p>Technology -</p> <ul style="list-style-type: none"> • 8.1.2.AP.4: Break down a task into a sequence of steps.
Number and Operations in Base Ten	<ul style="list-style-type: none"> • 2.NBT.A.2: Count within 1000; skip-count by 5s, 10s, and 100s 	
Measurement and Data	<ul style="list-style-type: none"> • 2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 	
Geometry	<ul style="list-style-type: none"> • 2.G.A.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. 1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. • 2.G.A.2: Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. • 2.G.A.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. 	
Mathematics Practices		
<ul style="list-style-type: none"> • Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Use appropriate tools strategically. • Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning. 		
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	

<ul style="list-style-type: none"> • Self-Awareness • Self-Management • Responsible Decision Making • Social Awareness • Relationship Skills • Motivation 	<ul style="list-style-type: none"> • Emotional Awareness • Internal Regulation • Behavior Control • Goal Pursuance • Appreciating Social and Environment Diversity • Adaptive Behavior • Communication • Social Engagement • Constructive Thinking • Consequence Evaluation • Respect for Self and Others • Enthusiasm • Initiative • Resilience 		
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<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Check for Understanding Questions • Quizzes • Class activities/participation • Exit tickets 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • Module Assessment • iReady scores <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Module Test • Unit Assessment 	
<p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p align="center">Core Resources</p>	<p align="center">Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p align="center">ELL Core Resources</p>	<p align="center">Gifted & Talented Core Resources</p>
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<ul style="list-style-type: none"> • Objects • Counters 			<ul style="list-style-type: none"> • Counters
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Supplemental Resources

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- IXL
- Teacher Online Resources
- Applicable educational videos
- Splash Learn
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**Differentiated Student Access to Content:
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	<ul style="list-style-type: none"> ● Act as a responsible and contributing community members and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence.

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)								
	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>