

CURRICULUM UNIT MAP
1ST QUARTER

COURSE TITLE: Second Grade Mathematics

GRADE: 2nd

<i>Unit Title and Objectives</i>	<i>List CLTs for Each Objective</i>	<i>Brief Description of Formative Assessment(s)</i>	<i>End-of-Unit Benchmark or Performance Assessment</i>
Unit: Review of 1st Grade GLE's WEEKS 1-3 – OBJECTIVES Review basic 1 st grade math skills in preparation for 2 nd grade math curriculum	Time: identify whole hour & half hour	Students take a weekly math quiz on Friday that has 3-5 questions...1 question per skill covered during the week Given on Smartboard or paper/pencil	End-of-Unit Benchmark Assessment of basic 1 st grade math skills
	Word Problems: addition & subtraction		
	Coins: Identify coin and value		
	Thermometer: read		
	Shapes and Figures: identify		
	Compare Numbers: >, <, =		
	Numbers: even/odd		
	Numbers: skip counting		
	Numbers: rounding		
	Measuring: inches		
Unit: Numbers WEEK 4-6—OBJECTIVES Recognize, Write, and Order numbers up to and including 3 digits Compare 2-digit numbers using >, <, = Describe & Extend Simple Numeric Patterns	Identify ones/tens/hundreds place	Students take a weekly math quiz on Friday that has 3-5 questions...1 question per skill covered during the week Given on Smartboard or paper/pencil	Benchmark Assessment over place value, compose/decompose numbers, number order, before/after/between, least to greatest/greatest to least, number words, ordinal numbers, and patterns Benchmark Assessment over comparing numbers
	Read, write, & show a number in different ways (models, words, numbers)		
	Put numbers in order (before/after/between/least to greatest/greatest to least/ordinal numbers)		
	Recognize symbols >, <, = and use		
	Identify evens, odds		
	Skip count by 2's, 3's, 5's, & 10's		
	Rule of a pattern		
	Compose and decompose numbers		

Unit: Addition and Subtraction Facts WEEK 7-13 (INTO 2ND QUARTER) Demonstrate fluency with basic number relationships of addition and subtraction for numbers up to 20 Model addition and subtraction of whole numbers using pictures, objects, and symbols Solve problems with whole numbers using the Commutative and Associative Properties of Addition	Complete math facts	Students take a weekly math quiz on Friday that has 3-5 questions...1 question per skill covered during the week Given on Smartboard or paper/pencil	Benchmark Assessment over the basic concept of addition (joining two groups together/write a number sentence/add single-digit numbers to find a sum/add in any order (comm. prop.) Benchmark Assessment over addition strategies (doubles/doubles + 1/make 10/3 addends (assoc. prop.)/count on/missing addend/determine whether to add or subtract/write a number sentence/write a story problem Benchmark Assessment over subtraction strategies (doubles/relating addition to subtraction/missing addend/facts/fact families)
	Write a addition and subtraction number sentence		
	Use strategies (taking away, counting back, comparing to find how many more, make 10, missing number, addends, add in any order, count on, doubles, doubles + 1, adding 3 numbers, use data, related facts)		
	Complete fact families		
	Determine whether to add/subtract using clue words in a word problem		
	Write a story problem		

CURRICULUM UNIT MAP
2nd QUARTER

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<i>Unit Title and Objectives</i>	<i>List CLTs for Each Objective</i>	<i>Brief Description of Formative Assessment(s)</i>	<i>End-of-Unit Benchmark or Performance Assessment</i>
Unit: 2-digit Addition WEEK 14-15—OBJECTIVES Describe and apply strategies used to compute multi-digit addition and subtraction problems with and without regrouping Model addition and subtraction of whole numbers using pictures, objects, and symbols	Recognize ones/tens place	Students take a weekly math quiz on Friday that has 3-5 questions...1 question per skill covered during the week Given on Smartboard or paper/pencil	Benchmark Assessment over recognizing when to regroup/2-digit addition without regrouping/2-digit addition with regrouping/writing an addition problem vertically
	Use mental math to recognize when to carry		
	Write an addition problem vertically		
	Carry		
	Model a 2-digit addition problem using base ten blocks		
Unit: 2-digit Subtraction WEEK 16-17 – OBJECTIVES Describe and apply strategies used to compute multi-digit addition and subtraction problems with and without regrouping Model addition and subtraction of whole numbers using pictures, objects, and symbols	Recognize ones/tens place	Students take a weekly math quiz on Friday that has 3-5 questions...1 question per skill covered during the week Given on Smartboard or paper/pencil	Benchmark Assessment over recognizing when to regroup/2-digit subtraction without regrouping/2-digit subtraction with regrouping/writing a subtraction problem vertically
	Use mental math to recognize when to borrow		
	Write an addition problem vertically		
	Borrow		
	Model a 2-digit subtraction problem using base ten blocks		

CURRICULUM UNIT MAP

3rd QUARTER

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GRADE: 2nd

<i>Unit Title and Objectives</i>	<i>List CLTs for Each Objective</i>	<i>Brief Description of Formative Assessment(s)</i>	<i>End-of-Unit Benchmark or Performance Assessment</i>
Unit: Rounding/Estimating Sums & Differences WEEK 18-19—OBJECTIVES Estimate sums and differences of 2-digit numbers by rounding to the nearest ten	Round a 2-digit number to the nearest ten..."ABOUT"	Students take a weekly math quiz on Friday that has 3-5 questions...1 question per skill covered during the week Given on Smartboard or paper/pencil	Benchmark Assessment over rounding to the nearest ten/estimate sums & differences
	Round 2, 2-digit addends/minuend & subtrahend		
	Add the estimate of each addend to estimate a sum		
	Subtract the estimates of the minuend/subtrahend to estimate a difference		
Unit: Coins WEEK 20-21 – Objectives Count sets of coins that include half dollars, quarters, dimes, nickels, and pennies to a dollar Make change from a dollar	Identify coins and their values	Students take a weekly math quiz on Friday that has 3-5 questions...1 question per skill covered during the week Students will show a given amount using coins Given on Smartboard or paper/pencil	Benchmark Assessment over identifying/counting sets of coins/show different amounts using various coins/comparing sets of coins/counting on to make change from \$1
	Count mixed amounts of dimes/nickels/pennies		
	Count quarters/half dollars to one dollar		
	Count mixed amounts of half dollars, quarters, dimes, nickels, and pennies		
	Compare money amounts		
	Count on to make change		
Unit: Fractions WEEK 22 – Objectives Recognize and identify the fractional concepts of $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$	Show a fraction using shapes, numbers, or pictures	Students take a weekly math quiz on Friday that has 3-5 questions...1 question per skill covered during the week Given on Smartboard or paper/pencil	Benchmark Assessment over identifying equal & unequal parts/labeling a given fraction/matching a fraction to a picture/color and & label fractions
	Identify & write the fraction show in a picture/equal & unequal parts		
	Color & label a given fraction		
	Match a fraction to a picture		
Unit: Time WEEK 23-24 – Objectives Tell time to the quarter hour	Identify the hour/minute hand	Students take a weekly math quiz on Friday that has 3-5 questions...1 question per skill covered during the week Students will show time on a Judy clock Given on Smartboard or paper/pencil	Benchmark Assessment over identifying the hour & minute hand/telling time to nearest hour/half hour/quarter hour
	Tell time to the whole/half/quarter hour		
	Use the terms o'clock, half-past, quarter-past, quarter-to, quarter-after, 15 minutes after, 15 minutes to		

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4th QUARTER

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Unit: Plane & Solid Figures WEEK 25-26—OBJECTIVES Identify and describe the attributes of 2-D plane figures and 3-D solid figures	Identify square, rectangle, circle, triangle, trapezoid, rhombus, hexagon, octagon	Students take a weekly math quiz on Friday that has 3-5 questions...1 question per skill covered during the week Students will label vertices/edges/faces Given on Smartboard or paper/pencil	Benchmark Assessment over identifying plane shapes and solid figures/identifying number of flat surfaces, vertices, & edges/relating plane shapes to solid figures
	Identify vertices/corners/points and edges/sides of plane figures		
	Identify sphere, pyramid, cone, cylinder, cube, rectangular prism		
	Identify vertices/points, edges, and flat surfaces/faces of solid figures		
	Relate plane shapes to solid figures		
Unit: Symmetry, Congruency/Slides, Flips, & Turns WEEK 27-28—OBJECTIVES Identify and create plane figures with congruency and symmetry Identify and demonstrate slides, flips, and turns	Identify congruent figures	Students take a weekly math quiz on Friday that has 3-5 questions...1 question per skill covered during the week Students will demonstrate a slide, flip, & turn using pattern blocks Given on Smartboard or paper/pencil	Benchmark Assessment over identifying congruent shapes/identifying lines of symmetry/identify & demonstrate slides, flips, & turns
	Create congruent figures		
	Define congruency		
	Identify lines of symmetry		
	Create line(s) of symmetry		
	Define symmetry		
	Draw a shape in different positions (slides/flips/turns)		
Unit: Measurement WEEK 29-30 – OBJECTIVES Select and use appropriate units (inch, cm, degree, pound), tools, and attributes (size, temperature, weight)	Identify if a shape has been repositioned to a slide/flip/turn	Students take a weekly math quiz on Friday that has 3-5 questions...1 question per skill covered during the week Given on Smartboard or paper/pencil	Benchmark Assessment over reading a thermometer/measuring inches & centimeters/perimeter/identify which tool you would use
	Compare objects according to size, temp, weight		
	Measure objects/lines using inches, cm and record		
	Read a thermometer to tell/record temp		
	Show the temp on a thermometer		
	Measure/record the weight of an object		
	Perimeter		

Unit: Pictographs, Bar Graphs WEEK 31-32 – OBJECTIVES Read and interpret data using pictographs and bar graphs	Read data on a bar graph/pictograph	Students take a weekly math quiz on Friday that has 3-5 questions...1 question per skill covered during the week Given on Smartboard or paper/pencil	Benchmark Assessment over reading and using data on a bar graph & pictograph/compare categories/create, title, & label a bar graph & pictograph
	Organize data/One-to-many correspondence		
	Sort and classify attributes		
	Use data from bar graph/pictograph to answer questions/compare categories		
	Create/title/label a bar graph/pictograph		
	Solve problems using data from bar graphs/pictographs		
Unit: Coordinates Week 32 – OBJECTIVES Find and name simple relationships/locations on a map	Use positional words, grid, coordinate graph, ordered pair, location	Students take a weekly math quiz on Friday that has 3-5 questions...1 question per skill covered during the week Given on Smartboard or paper/pencil	Benchmark Assessment over finding/naming simple relationships/locations on a grid/map