KINDERGARTEN, 1ST AND 2ND GRADE
MATH
CURRICULUM

Middle Township Public Schools

216 S. Main Street

Cape May Court House, NJ 08210

Born: April 2024

Kindergarten

Unit Overview
Content Area: Math
Unit Title: Unit 1 Numbers to 10
Grade Level: Kindergarten   Timeline: 30-36 days
Unit Summary: **Solidify meaning of numbers to 10. Represent numbers from 0-10 using fingers, counters, and drawing in order to progress to comparing numbers and representing addition and subtraction.**

Instruction

Standard(s) & Math Practice(s)	Learning Targets (objective) - Students will...
Standards: MA.K.K.CC.A. MA.K.K.CC.A.1 MA.K.K.CC.A.3 MA.K.K.CC.B MA.K.K.CC.B.4c MA.K.K.CC.B.4 MA.K.K.CC.B.4a MA.K.K.CC.B.4b MA.K.K.CC.B.4c MA.K.K.CC.C.6 K.M.B.3	· To recognize number names and the count sequence to 10. · To write numbers 0-10 to represent a number of counted objects. · To count to tell the number of objects to 10. · To understand that each successive number name refers to a quantity that is 1 larger. · To understand the relationship between counting and quantities.

Math Practice Standards: MA.K12.2 MA.K-12.3 MA.K-12.4 MA.K-12.5 MA.K-12.7 MA.K-12.8	· To pair the number counted to one name. · To compare quantities of groups up to 10. To Identify the values of all U.S. coins and the one dollar bill

Interdisciplinary Connections

- **LA.L.K.5.A** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

- **LA.W.K.8** [*Progress Indicator*] - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

- **LA.RI.K.9** [*Progress Indicator*] - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

- **LA.RI.K.3** [*Progress Indicator*] - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

- **LA.RL.K.7** [*Progress Indicator*] - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

- **LA.SL.K.1** [*Progress Indicator*] - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- **LA.SL.K.1.A** Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

- **LA.SL.K.3** [*Progress Indicator*] - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Climate Change Integration

●K.DL.A.1 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Clarification: Limit category counts to be less than or equal to 10)

Integration of Technology

- **TECH.9.4.2.TL.1** [*Performance Expectation*] - Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)
  .

- **TECH.9.4.2.CT.2** [*Performance Expectation*] - Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

- **CS.K-2.8.2.2.ITH.3** [*Performance Expectation*] - Identify how technology impacts or improves life.

- **CS.K-2.8.1.2.AP.4** [*Performance Expectation*] - Break down a task into a sequence of steps.

Career Education- NJSLS 9

●**WRK.9.1.2.CAP.1** [*Performance Expectation*] - Make a list of different types of jobs and describe the skills associated with each job.

Unit Overview

Content Area: Math

Unit Title: Unit 2 Geometry, Measurement, and numbers to 20

Grade Level: Kindergarten   Timeline: 25-35 days

Unit Summary:

The focus of this unit is to provide time to develop and practice recognizing numbers to 20 and counting in the sequence, using measurement to describe measurable attributes of objects, and recognize and name 2D shapes.

Instruction

Standard(s) & Math Practice(s)	Learning Targets (objective) - Students will...
Standards: MA.K.K.CC.A.3 MA.K.K.CC.B MA.K.K.M.A.1 MA.K.K.MD.B MA.K.K.DL.A.1 MA.K.K.G.A.1 MA.K.K.G.A.2 **Math Practice Standards:** MA.K-12.2 MA.K-12.3 MA.K-12.4 MA.K-12.5 MA.K-12.7 MA.K-12.8	· Number names and the count sequence to 20. · Numbers 0-20 to represent a number of counted objects. · How to tell the number of objects to 20. · Names of 2D shapes. · How to use tools to measure and describe length and height of objects. · How to sort objects into categories by attribute.

Interdisciplinary Connections

- **LA.L.K.5.A** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

- **LA.W.K.8** [*Progress Indicator*] - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

- **LA.RI.K.9** [*Progress Indicator*] - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

- **LA.RI.K.3** [*Progress Indicator*] - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

- **LA.RL.K.7** [*Progress Indicator*] - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

- **LA.SL.K.1** [*Progress Indicator*] - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- **LA.SL.K.1.A** Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

- **LA.SL.K.3** [*Progress Indicator*] - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Climate Change Integration

●**TECH.9.4.2.CT.1** [*Performance Expectation*] - Gather information about an issue, such as climate change,

and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

- **TECH.9.4.2.DC.7** [*Performance Expectation*] - Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
- **K.G.B.5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

Integration of Technology

- **TECH.9.4.2.TL.1** [*Performance Expectation*] - Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)
.

- **TECH.9.4.2.CT.2** [*Performance Expectation*] - Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

- **CS.K-2.8.2.2.ITH.3** [*Performance Expectation*] - Identify how technology impacts or improves life.

- **CS.K-2.8.1.2.AP.4** [*Performance Expectation*] - Break down a task into a sequence of steps.

Career Education- NJSLS 9

●**WRK.9.1.2.CAP.1** [*Performance Expectation*] - Make a list of different types of jobs and describe the skills associated with each job.

Unit Overview
Content Area: Math
Unit Title: Unit 3 Decomposing #'s 1-10 , teen numbers (11-19), comparing numbers and numerals (0-10)
Grade Level: Kindergarten Timeline: 26-30 days
Unit Summary: **Solidify meaning of numbers to 20. Represent numbers as parts of the whole (decomposing) in order to progress to addition and subtraction. Comparing groups of objects (0-10) in order to develop number sense and compare numerals (0-10).**

Instruction

Standard(s) & Math Practice(s)	Learning Targets (objective) - Students will...
Standards: MA.K.K.CC.A.3 MA.K.K.CC.B.5 MA.K.K.CC.C.6 MA.K.K.CC.C.7 MA.K.K.OA.A.3 MA.K.K.CC.A.1 **Math Practice Standards:** MA.K-12.1 MA.K-12.2 MA.K-12.3 MA.K-12.4 MA.K-12.5	· Number names and the count sequence to 20. · Numbers 0-20 to represent a number of counted objects. · How to tell the number of objects to 20. · Names of 2D shapes. · How to use tools to measure and describe length and height of objects. · How to sort objects into categories by attribute.

| MA.K-12.6
MA.K-12.7
MA.K-12.8 | |

Interdisciplinary Connections

- **LA.L.K.5.A** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

- **LA.W.K.8** [*Progress Indicator*] - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

- **LA.RI.K.9** [*Progress Indicator*] - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

- **LA.RI.K.3** [*Progress Indicator*] - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

- **LA.RL.K.7** [*Progress Indicator*] - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

- **LA.SL.K.1** [*Progress Indicator*] - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- **LA.SL.K.1.A** Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

- **LA.SL.K.3** [*Progress Indicator*] - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Climate Change Integration

●K.DL.A.1 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Clarification: Limit category counts to be less than or equal to 10)

Integration of Technology

- **TECH.9.4.2.TL.1** [*Performance Expectation*] - Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)

.

- **TECH.9.4.2.CT.2** [*Performance Expectation*] - Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

- **CS.K-2.8.2.2.ITH.3** [*Performance Expectation*] - Identify how technology impacts or improves life.

- **CS.K-2.8.1.2.AP.4** [*Performance Expectation*] - Break down a task into a sequence of steps.

Career Education- NJSLS 9

●**WRK.9.1.2.CAP.1** [*Performance Expectation*] - Make a list of different types of jobs and describe the skills associated with each job.

Unit Overview

Content Area: Math

Unit Title: Unit 4 Addition and Subtraction

Grade Level: Kindergarten Timeline: 32-40 days

Unit Summary:

●Students will begin to understand the concept of addition and subtraction and that addition is adding to or putting together and that subtraction is taking away or taking from. Students need to have a basic understanding of the concept of addition and subtraction before they can progress to solving equations independently.

Instruction

Standard(s) & Math Practice(s)	Learning Targets (objective) - Students

	will...
Standards: MA.K.K.OA.A.1 MA.K.K.OA.A.2 MA.K.K.OA.A.4 MA.K.K.OA.A.5 **Math Practice Standards:** MA.K-12.1 MA.K-12.2 MA.K-12.3 MA.K-12.4 MA.K-12.5 MA.K-12.6 MA.K-12.7 MA.K-12.8	· Solve a single digit addition or subtraction problem using various strategies and tools. · Create verbal addition and subtraction stories · Read and write number equations. · Show the missing addend, using manipulatives or drawings, for sums up to 10. · Understand addition, subtraction, and equals symbols (+, -, =).

Interdisciplinary Connections

- **LA.L.K.5.A** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

- **LA.W.K.8** [*Progress Indicator*] - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

- **LA.RI.K.9** [*Progress Indicator*] - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

- **LA.RI.K.3** [*Progress Indicator*] - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

- **LA.RL.K.7** [*Progress Indicator*] - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

- **LA.SL.K.1** [*Progress Indicator*] - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- **LA.SL.K.1.A** Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

- **LA.SL.K.3** [*Progress Indicator*] - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Climate Change Integration

- ●K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Integration of Technology

- **TECH.9.4.2.TL.1** [*Performance Expectation*] - Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)

- **TECH.9.4.2.CT.2** [*Performance Expectation*] - Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

- **CS.K-2.8.2.2.ITH.3** [*Performance Expectation*] - Identify how technology impacts or improves life.

- **CS.K-2.8.1.2.AP.4** [*Performance Expectation*] - Break down a task into a sequence of steps.

Career Education- NJSLS 9

- ●**WRK.9.1.2.CAP.1** [*Performance Expectation*] - Make a list of different types of jobs and describe the skills associated with each job.

Unit Overview

Content Area: Math

Unit Title: Unit 5 Numbers to 100 /Compose and Decomposing teen numbers

Grade Level: Kindergarten   Timeline: 24-30 days

Unit Summary:

Students will develop fluency with counting by ones and tens to 100. Working with teen numbers by composing and decomposing as a group of 10 ones and more ones in order to gain foundations for place value in first grade.

Instruction

Standard(s) & Math Practice(s)	Learning Targets (objective) - Students will...
Standards: MA.K.K.CC.A.1 MA.K.K.NBT.A.1 MA.K.K.CC.A.2 MA.K.K.CC.B.4a MA.K.K.CC.B.4c **Math Practice Standards:** MA.K-12.1 MA.K-12.2 MA.K-12.3 MA.K-12.4 MA.K-12.5 MA.K-12.6 MA.K-12.7 MA.K-12.8	· Begin a rote forward counting sequence from a number other than 1. · Use number names and the count sequence. · Represent a quantity of objects with its corresponding numeral or picture up to 19. · Compose and decompose numbers into different combinations of a ten and some ones without changing the value by using numerals, objects, drawings or equations.

Interdisciplinary Connections

- **LA.L.K.5.A** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

- **LA.W.K.8** [*Progress Indicator*] - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

- **LA.RI.K.9** [*Progress Indicator*] - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

- **LA.RI.K.3** [*Progress Indicator*] - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

- **LA.RL.K.7** [*Progress Indicator*] - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

- **LA.SL.K.1** [*Progress Indicator*] - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- **LA.SL.K.1.A** Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

- **LA.SL.K.3** [*Progress Indicator*] - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Climate Change Integration

- K.DL.A.1 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Clarification: Limit category counts to be less than or equal to 10)

- K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Integration of Technology

- **TECH.9.4.2.TL.1** [*Performance Expectation*] - Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)
  .

- **TECH.9.4.2.CT.2** [*Performance Expectation*] - Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

- **CS.K-2.8.2.2.ITH.3** [*Performance Expectation*] - Identify how technology impacts or improves life.

- **CS.K-2.8.1.2.AP.4** [*Performance Expectation*] - Break down a task into a sequence of steps.

Career Education- NJSLS 9

- WRK.9.1.2.CAP.1 [*Performance Expectation*] - Make a list of different types of jobs and describe the skills associated with each job.

Unit Overview
Content Area: Math
Unit Title: Unit 6 : Geometry and Measurement
Grade Level: Kindergarten   Timeline: 10-16 days
Unit Summary: ●Continue practicing measuring length and height of objects. Progressing with describing measurable attributes and comparing measurable attributes of objects. Solidify knowledge of shapes by defining attributes. Compare shapes by attributes and describe orientation of shapes in the environment using positional words.

Instruction

Standard(s) & Math Practice(s)	Learning Targets (objective) - Students will...
Standards: MA.K.K.G.A.1 MA.K.K.G.A.2 MA.K.K.G.A.3 MA.K.K.G.B.4 MA.K.K.G.B.5 MA.K.K.G.B.6 MA.K.K.M.A.1 MA.K.K.M.A.2 MA.K.K.DL.A.1 **Math Practice Standards:** MA.K-12.1 MA.K-12.2 MA.K-12.3	· Identify and describe shapes · Use positional words to describe objects in the environment. · Identify and define shapes, flats and solids. · Analyze, compare, create and compose shapes. · Recall various attributes in order to create a

MA.K-12.4 MA.K-12.5 MA.K-12.6 MA.K-12.7 MA.K-12.8	particular shape. · Manipulate 2 or more shapes to create a new shape.

Interdisciplinary Connections

- **LA.L.K.5.A** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

- **LA.W.K.8** [*Progress Indicator*] - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

- **LA.RI.K.9** [*Progress Indicator*] - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

- **LA.RI.K.3** [*Progress Indicator*] - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

- **LA.RL.K.7** [*Progress Indicator*] - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

- **LA.SL.K.1** [*Progress Indicator*] - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- **LA.SL.K.1.A** Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

- **LA.SL.K.3** [*Progress Indicator*] - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Climate Change Integration

●K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

Integration of Technology

- **TECH.9.4.2.TL.1** [*Performance Expectation*] - Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)

- **TECH.9.4.2.CT.2** [*Performance Expectation*] - Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

- **CS.K-2.8.2.2.ITH.3** [*Performance Expectation*] - Identify how technology impacts or improves life.

- **CS.K-2.8.1.2.AP.4** [*Performance Expectation*] - Break down a task into a sequence of steps.

Career Education- NJSLS 9

- **WRK.9.1.2.CAP.1** [*Performance Expectation*] - Make a list of different types of jobs and describe the skills associated with each job.

Resources & Materials

- Everyday Math Teacher Lesson Guide, Everyday Math student workbooks, www.everydaymath.com , https://connected.mcgraw-hill.com

Assessments

Formative	- White board assessments - Progress monitoring - Classwork/Homework - Guided Practice
Summative	- Diagnostic assessments - Star Assessment
Benchmark	Teacher Created Assessment (beginning of year, mid-year, end of year
Alternative	Teacher Created Performance Tasks, Math Games

Accommodations and Modifications	
Special Education	• Follow 504/IEP accommodations • Step by step examples • Visual demonstration of skill or activity • Allow for flexible grouping • Student centered activities • Learning Stations • Small group & large group discussions • Problem solving situations • Restate, reword, clarify directions • Provide Educational "breaks" as necessary • Utilize visual and audio cues
English Language Learners	• Step by step examples • Visual demonstration of skill or activity • Allow for flexible grouping • Student centered activities • Learning Stations • Small group & large group discussions • Problem solving situations • Utilize visual and audio cues • Highlight, define, or demonstrate important vocabulary • Restate, reword, clarify directions

Students At-Risk of School Failure	● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions ● Chunking content into small segments ● Shorten or reduce assignment to focus on one specific skill
Gifted and Talented	● Student Choice ● Student centered activities ● Enhance skill or activity based on Individual Student Need ● Allow for flexible grouping ● Problem solving situations

Students with 504 Plans	● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational "breaks" as necessary ● Utilize visual and audio cues

First Grade

Unit Overview
Content Area: Mathematics
Unit Title: Unit 1 Number Sense to 120
Grade Level: First grade   Timeline: 38 Days
Unit Summary: ●Solidify meaning of numbers to 120. Students compare whole numbers to 120 to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

Instruction	
Standard(s) & Math Practice(s)	**Learning Targets (objective) - Students will...**
MA.1.1.NBT.A.1 MA.1.1.NBT.B.2a MA.1.1.NBT.B.2b MA.1.1.NBT.B.2c **Math Practice Standards:** MA.K-12.1 MA.K-12.2 MA.K-12.3 MA.K-12.4 MA.K-12.5	*Recognize number names and the count sequence to 120 * Know a bundle represents 10 * Know that addition and subtraction are related to counting *Know that a digit represents a place in a number * Two digit numbers are made of tens and ones

MA.K-12.6	
MA.K-12.7	
MA.K-12.8	
MA.1.1.OA.C.5 MA.1.1.NBT.B.3	

Interdisciplinary Connections

LA.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.L.1.5.A L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

LA.RI1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

LA.SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

    A. Follow agreed-upon norms for discussions (e.g., listening to

      others with care, speaking one at a time about the topics and texts

      under discussion).

    B. Build on others' talk in conversations by responding to the

      comments of others through multiple exchanges.

    C. Ask questions to clear up any confusion about the topics and texts

      under discussion.

Climate Change Integration

1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Integration of Technology

CS.K-2.8.1.2.AP.4 [*Performance Expectation*] - Break down a task into a sequence of steps.

CS.K-2.8.1.2.DA.3 [*Performance Expectation*] - Identify and describe patterns in data visualizations.

CS.K-2.8.1.2.DA.4 [*Performance Expectation*] - Make predictions based on data using charts or graphs.

TECH.K-12.1.2.a

Career Education- NJSLS 9
WRK.9.1.2.CAP.1 [*Performance Expectation*] - Make a list of different types of jobs and describe the skills associated with each job.

Unit Overview
Content Area: Mathematics : Operations and Algebraic thinking
Unit Title: Operations and Algebraic Thinking
Grade Level: First Grade   Timeline: 70 days
Unit Summary: ●Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction. Students develop, discuss, and use efficient, accurate, and generalization methods to add within 100 and subtract multiples of 10.

Instruction

Standard(s) & Math Practice	Learning Targets (objective) - Students will...
MA.1.1.OA.A.1 MA.1.1.OA.A.2 MA.1.1.OA.B.3 MA.1.1.OA.B.4 MA.1.1.OA.C.5 MA.1.1.OA.C.6 MA.1.1.OA.D.7 MA.1.1.OA.D.8	*Recognize +, -, and = signs * Know addition is putting together sets * Know subtraction is taking from/apart a set * Know that addition and subtraction are related to each other *Know addition is counting on * Know Subtraction is counting back * Know some facts are easier to memorize than others * Know that when adding or subtracting 2 digit numbers, the tens are computed together and the same for the ones. * Know that when adding 2 digit numbers the combined ones can compose to ten
Math Practice Standards: MA.K-12.1 MA.K-12.2 MA.K-12.3 MA.K-12.4 MA.K-12.5 MA.K-12.6 MA.K-12.7 MA.K-12.8	

Interdisciplinary Connections

LA.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.L.1.5.A L.1.5. With guidance and support from adults, demonstrate understanding of

figurative language, word relationships and nuances in word meanings.

LA.RI1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

LA.SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., listening to

others with care, speaking one at a time about the topics and texts

under discussion).

B. Build on others' talk in conversations by responding to the

comments of others through multiple exchanges.

C. Ask questions to clear up any confusion about the topics and texts

under discussion.

Climate Change Integration

●1.DL.A.1 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Integration of Technology

CS.K-2.8.1.2.AP.4 [*Performance Expectation*] - Break down a task into a sequence of steps.

CS.K-2.8.1.2.DA.3 [*Performance Expectation*] - Identify and describe patterns in data visualizations.

CS.K-2.8.1.2.DA.4 [*Performance Expectation*] - Make predictions based on data using charts or graphs.

TECH.K-12.1.2.a

Career Education- NJSLS 9
●**WRK.9.1.2.CAP.1** [*Performance Expectation*] - Make a list of different types of jobs and describe the skills associated with each job.

Unit Overview
Content Area: Mathematics
Unit Title: Measurement and Data
Grade Level: First Grade   Timeline: 53 days
Unit Summary: ●Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

Instruction

Standard(s) & Math Practice(s)	Learning Targets (objective) - Students will
MA.1.1.M.A.1 MA.1.1.M.A.2 MA.1.1.M.B.3 MA.1.1.DL.A1 MA.1.1.M.C.4	*Understand how a clock tells time *Understand that data can be collected and represented in different ways * Know that objects can be measured using length units * Understand that the lengths of two objects can be compared indirectly by using a 3rd object *Students will know the comparative values of coins and dollar bills.

	*Use the appropriate notation for money
	*Use dollars in the solutions of problems up to $20
	*Show monetary values in multiple ways
Math Practice Standards: MA.K-12.1 MA.K-12.2 MA.K-12.3 MA.K-12.4 MA.K-12.5 MA.K-12.6 MA.K-12.7 MA.K-12.8	

Interdisciplinary Connections

LA.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.L.1.5.A L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

LA.RI1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

LA.SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

    A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

    B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

    C. Ask questions to clear up any confusion about the topics and text under discussion.

Climate Change Integration

●1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

- 1.DL.A.1 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Integration of Technology

CS.K-2.8.1.2.AP.4 [*Performance Expectation*] - Break down a task into a sequence of steps.

CS.K-2.8.1.2.DA.3 [*Performance Expectation*] - Identify and describe patterns in data visualizations.

CS.K-2.8.1.2.DA.4 [*Performance Expectation*] - Make predictions based on data using charts or graphs.

TECH.K-12.1.2.a

Career Education- NJSLS 9

●**WRK.9.1.2.CAP.1** [*Performance Expectation*] - Make a list of different types of jobs and describe the skills associated with each job.

Unit Overview

Content Area: Mathematics

Unit Title: Geometry

Grade Level: First Grade   Timeline: 34 days

Unit Summary:

Students compose and decompose plane or solid figures and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

Instruction

Standard(s) & Math Practice(s)	Learning Targets (objective) - Students will...
MA.1.1.G.A.1 MA.1.1.G.A.2 MA.1.1.G.A.3	*Identify and name two and three dimensional shapes * Identify attributes of each shape * Identify a composite shape * Recognize the difference between a two dimensional and three dimensional shape * Identify a shape divided into two or four equal parts and describe the parts (halves, fourths, quarters) * Understand that decomposing into more equal shares creates smaller shares
Math Practice Standards: MA.K-12.1 MA.K-12.2 MA.K-12.3 MA.K-12.4 MA.K-12.5 MA.K-12.6 MA.K-12.7 MA.K-12.8	

Interdisciplinary Connections

LA.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.L.1.5.A L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

LA.RI1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

LA.SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

 A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

 B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

 C. Ask questions to clear up any confusion about the topics and texts under discussion.

Climate Change Integration

●1.DL.A.1 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Integration of Technology

CS.K-2.8.1.2.AP.4 [*Performance Expectation*] - Break down a task into a sequence of steps.

CS.K-2.8.1.2.DA.3 [*Performance Expectation*] - Identify and describe patterns in data visualizations.

CS.K-2.8.1.2.DA.4 [*Performance Expectation*] - Make predictions based on data using charts or graphs.

TECH.K-12.1.2.a

Career Education- NJSLS 9
19.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Resources & Materials
●Everyday Math Teacher Lesson Guide, Everyday Math student workbooks, www.everydaymath.com , https://connected.mcgraw-hill.com

Assessments

Formative	●Teacher observation, Guided practice, White boards, Classwork, Homework
Summative	● Unit Assessments, STAR test
Benchmark	●Beginning of the year assessment, mid year assessment, end of the year assessment
Alternative	●math games,exit slips,

Accommodations and Modifications	
Special Education	• Follow 504/IEP accommodations • Step by step examples • Visual demonstration of skill or activity • Allow for flexible grouping • Student centered activities • Learning Stations • Small group & large group discussions • Problem solving situations • Restate, reword, clarify directions • Provide Educational "breaks" as necessary • Utilize visual and audio cues
English Language Learners	• Step by step examples • Visual demonstration of skill or activity • Allow for flexible grouping • Student centered activities • Learning Stations • Small group & large group discussions • Problem solving situations • Utilize visual and audio cues • Highlight, define, or demonstrate important vocabulary • Restate, reword, clarify directions

Students At-Risk of School Failure	● Step by step examples
	● Visual demonstration of skill or activity
	● Allow for flexible grouping
	● Student centered activities
	● Learning Stations
	● Small group & large group discussions
	● Problem solving situations
	● Utilize visual and audio cues
	● Highlight, define, or demonstrate important vocabulary
	● Restate, reword, clarify directions
	● Chunking content into small segments
	● Shorten or reduce assignment to focus on one specific skill
Gifted and Talented	● Student Choice
	● Student centered activities
	● Enhance skill or activity based on Individual Student Need
	● Allow for flexible grouping
	● Problem solving situations

Students with 504 Plans	● Follow 504/IEP accommodations
	● Step by step examples
	● Visual demonstration of skill or activity
	● Allow for flexible grouping
	● Student centered activities
	● Learning Stations
	● Small group & large group discussions
	● Problem solving situations
	● Restate, reword, clarify directions
	● Provide Educational "breaks" as necessary
	● Utilize visual and audio cues

Second Grade

Unit Overview
Content Area: Math
Unit Title: Add and Subtract within 100-, Understand Place Value to 1000
Grade Level: 2nd grade   **Timeline:** 30-40 days
Unit Summary: ●In this unit, students extend their understanding of the base ten systems. They work with multi-digit numbers to practice comparing, ordering, rounding, and writing numbers in expanded form. They begin on fluency with addition and subtraction of multi-digit whole numbers using the standard algorithm.

Instruction

Standard(s) & Math Practice(s)	Learning Targets (objective) - Students will...
Standards: MA.2.2.OA.A.1 MA.2.2.NBT.A.1 MA.2.2.NBT.A.1a MA.2.2.NBT.A.1b MA.2.2.NBT.A.2 MA.2.2.NBT.A.3 MA.2.2.NBT.A.4 **Math Practice Standards:**	● Add and subtract within 100 by adding, taking from, putting together, taking apart, and comparing with unknowns in all positions. ● Bundle groups of ten and hundreds and name numbers. ● Count within 1,000 by 5, 10, 100.

MA.K-12.1 MA.K-12.2 MA.K-12.3 MA.K-12.4 MA.K-12.5 MA.K-12.6 MA.K-12.7 MA.K-12.8	● Read and write numbers to 1,000 using various forms. ● Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

Interdisciplinary Connections

- LA.RI.2.1 [*Progress Indicator*] - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

- LA.RI.2.4 [*Progress Indicator*] - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

- LA.RI.2.5 [*Progress Indicator*] - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

- LA.SL.2.1 [*Progress Indicator*] - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- LA.SL.2.1.A Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

- LA.SL.2.1.B Build on others' talk in conversations by linking their explicit comments to the remarks of others.

- LA.SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion.

- LA.SL.2.3 [*Progress Indicator*] - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

- LA.SL.2.4 [*Progress Indicator*] - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

- LA.SL.2.6 [*Progress Indicator*] - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Climate Change Integration

- 2.OA.A.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.

- 2.M.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.DL.B.4 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.

Integration of Technology

- **CS.K-2.8.1.2.DA.3** [*Performance Expectation*] **- Identify and describe patterns in data visualizations.**

- **CS.K-2.8.2.2.ED.2** [*Performance Expectation*] **- Collaborate to solve a simple problem, or to illustrate   how to build a product using the design process.**

- **CS.K-2.8.2.2.ITH.3** [*Performance Expectation*] **- Identify how technology impacts or improves life.**

- **CS.K-2.8.2.2.ITH.4** [*Performance Expectation*] **- Identify how various tools reduce work and improve daily tasks.**

- **TECH.9.4.2.TL.1** [*Performance Expectation*] - Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)

        .

- **TECH.9.4.2.CT.2** [*Performance Expectation*] - Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

- **CS.K-2.8.2.2.ED.1** [*Performance Expectation*] - Communicate the function of a product or device.

Career Education- NJSLS 9
●**WRK.9.1.2.CAP.1** [*Performance Expectation*] - Make a list of different types of jobs and describe the skills associated with each job.

Unit Overview
Content Area: Math
Unit Title: Use place value and properties of operations to add and subtract
Grade Level: 2nd grade   **Timeline:** 19-27 days
Unit Summary: ●In this unit students will work with equal groups of objects to gain foundations for multiplication. They will use place value understanding and properties of operations to add and subtract within 20. Students will add up to four two-digit numbers, both odd and even, and will write equations to express addition of equal parts.

Instruction

Standard(s) & Math Practice(s)	Learning Targets (objective) - Students will...
Standards: MA.2.2.OA.C.3 MA.2.2.OA.B.2 MA.2.2.NBT.A.2 MA.2.2.NBT.B.5 MA.2.2.NBT.B.6 MA.2.2.DL.A.1	● Determine whether a number (up to 20) is odd or even. ● Write an equation of an even number with two equivalent addends. ● Add up to four two-digit numbers using various strategies. ● Skip-count by 5s, 10s, and 100s within 1000.

MA.2.2.DL.A.2	● Apply mental strategies to add and subtract within 20.
	● Apply various strategies to fluently add and subtract within 100.
Math Practice Standards:	
MA.K-12.1	
MA.K-12.2	
MA.K-12.3	
MA.K-12.4	
MA.K-12.5	
MA.K-12.6	
MA.K-12.7	
MA.K-12.8	

Interdisciplinary Connections

- **LA.RI.2.1 [*Progress Indicator*] - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**

- **LA.RI.2.4 [*Progress Indicator*] - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**

- **LA.RI.2.5 [*Progress Indicator*] - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.**

- **LA.SL.2.1 [*Progress Indicator*] - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**

- **LA.SL.2.1.A Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).**

- **LA.SL.2.1.B Build on others' talk in conversations by linking their explicit comments to the remarks of others.**

- **LA.SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion.**

- **LA.SL.2.3 [*Progress Indicator*] - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.**

- **LA.SL.2.4 [*Progress Indicator*] - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**

- **LA.SL.2.6 [*Progress Indicator*] - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.**

Climate Change Integration

- 2.OA.A.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.

- 2.M.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.DL.B.4 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.

Integration of Technology

- **CS.K-2.8.1.2.DA.3 [*Performance Expectation*] - Identify and describe patterns in data visualizations.**

- **CS.K-2.8.2.2.ED.2 [*Performance Expectation*] - Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.**

- **CS.K-2.8.2.2.ITH.3 [*Performance Expectation*] - Identify how technology impacts or improves life.**

- **CS.K-2.8.2.2.ITH.4 [*Performance Expectation*] - Identify how various tools reduce work and improve daily tasks.**

- **TECH.9.4.2.TL.1** [*Performance Expectation*] - Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)

    .

- **TECH.9.4.2.CT.2** [*Performance Expectation*] - Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

- **CS.K-2.8.2.2.ED.1** [*Performance Expectation*] - Communicate the function of a product or device.

Career Education- NJSLS 9

- **WRK.9.1.2.CAP.1** [*Performance Expectation*] - Make a list of different types of jobs and describe the skills associated with each job.

Unit Overview
Content Area: Math
Unit Title: Equal groups of objects and measures in standard units- foundations of multiplication.
Grade Level: 2nd grade   **Timeline:** 22-28 days
Unit Summary: ●In this unit students will measure and estimate lengths in standard units (inches, feet, centimeters, and meters) by choosing the appropriate tool to do so. Students will work with equal groups of objects to gain foundations for multiplication. They will use place value understanding and properties of operations to add and subtract within 20. Students will add up to four two-digit numbers, both odd and even, and will write equations to express addition of equal parts.

Instruction

Standard(s) & Math Practice(s)	Learning Targets (objective) - Students will...
Standards: MA.2.2.OA.B.2 MA.2.2.NBT.A.2 MA.2.2.NBT.B.5 MA.2.2.OA.C.4 MA.2.2.M.A.1	● Use repeated addition to find sums in the form of an array. ● Measure the length of an object by selection an appropriate tool. ● Compare and describe two different measurements of the same object.

MA.2.2.M.A.2 MA.2.2.M.A.3 MA.2.2.M.A.4 MA.2.2.DL.A.1 MA.2.2.DL.A.2 **Math Practice Standards:** MA.K-12.1 MA.K-12.2 MA.K-12.3 MA.K-12.4 MA.K-12.5 MA.K-12.6 MA.K-12.7 MA.K-12.8	● Estimate the length of an object by using standard units of measurement. ● Determine the difference in the lengths of two objects measured with the same standard unit. ● Add up to four two-digit numbers using various strategies. ● Skip-count by 5s, 10s, and 100s within 1000. ● Apply mental strategies to add and subtract within 20. ● Apply various strategies to fluently add and subtract within 100.

Interdisciplinary Connections

- **LA.RI.2.1 [*Progress Indicator*] - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**

- **LA.RI.2.4 [*Progress Indicator*] - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**

- **LA.RI.2.5 [*Progress Indicator*] - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.**

- **LA.SL.2.1 [*Progress Indicator*] - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**

- **LA.SL.2.1.A Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).**

- **LA.SL.2.1.B Build on others' talk in conversations by linking their explicit comments to the remarks of others.**

- **LA.SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion.**

- **LA.SL.2.3 [*Progress Indicator*] - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.**

- **LA.SL.2.4 [*Progress Indicator*] - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**

- **LA.SL.2.6** [*Progress Indicator*] - **Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.**

Climate Change Integration

- 2.OA.A.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.

- 2.M.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.DL.B.4 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.

Integration of Technology

- **CS.K-2.8.1.2.DA.3** [*Performance Expectation*] - **Identify and describe patterns in data visualizations.**

- **CS.K-2.8.2.2.ED.2** [*Performance Expectation*] - **Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.**

- **CS.K-2.8.2.2.ITH.3** [*Performance Expectation*] - **Identify how technology impacts or improves life.**

- **CS.K-2.8.2.2.ITH.4** [*Performance Expectation*] - **Identify how various tools reduce work and improve daily tasks.**

- **TECH.9.4.2.TL.1** [*Performance Expectation*] - Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)

    .

- **TECH.9.4.2.CT.2** [*Performance Expectation*] - Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

- **CS.K-2.8.2.2.ED.1** [*Performance Expectation*] - Communicate the function of a product or device.

Career Education- NJSLS 9
●**WRK.9.1.2.CAP.1** [*Performance Expectation*] - Make a list of different types of jobs and describe the skills associated with each job.

Unit Overview
Content Area: Math
Unit Title: Place value and measurement of lengths indirectly and by iterating length units
Grade Level: 2nd grade   **Timeline:** 24-30 days
Unit Summary: ●Students will use their understanding of place value to add and subtract both numbers and lengths. They will work with analog and digital clocks to tell and write time. Students will solve word problems involving money. Students will represent and solve multi-step addition and subtraction problems. They will further develop fluency of addition and subtraction within 100 and will strengthen their mental strategies for adding and subtracting within 20.

Instruction

Standard(s) & Math Practice(s)	Learning Targets (objective) - Students will...
Standards: MA.2.2.NBT.B.8 MA.2.2.NBT.B.9 MA.2.2.M.B.5	● Add and subtract 10s and 100s numbers mentally. ● Explain how they use place value to

MA.2.2.M.B.6 MA.2.2.M.C.7 MA.2.2.M.C.8 MA.2.2.OA.A.1 MA.2.2.OA.B.2 MA.2.2.NBT.B.5 MA.2.2.DL.A.1 MA.2.2.DL.A.2 **Math Practice Standards:** MA.K-12.1 MA.K-12.2 MA.K-12.3 MA.K-12.4 MA.K-12.5 MA.K-12.6 MA.K-12.7 MA.K-12.8	perform addition and subtraction. ● Use drawings to represent and solve word problems involving length. ● Represent whole numbers on a number line or diagram. ● Tell and write time to the nearest 5 minutes. ● Distinguish times between a.m. and p.m. ● Use addition and subtraction within 100 to solve one-and two-step word problems. ● Fluently add and subtract within 100.

Interdisciplinary Connections
● LA.RI.2.1 [*Progress Indicator*] - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ● LA.RI.2.4 [*Progress Indicator*] - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. ● LA.RI.2.5 [*Progress Indicator*] - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. ● LA.SL.2.1 [*Progress Indicator*] - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● LA.SL.2.1.A Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ● LA.SL.2.1.B Build on others' talk in conversations by linking their explicit comments to the remarks of others. ● LA.SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion.

- **LA.SL.2.3 [*Progress Indicator*] - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.**

- **LA.SL.2.4 [*Progress Indicator*] - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**

- **LA.SL.2.6 [*Progress Indicator*] - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.**

Climate Change Integration

- 2.OA.A.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.

- 2.M.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.DL.B.4 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.

Integration of Technology

- **CS.K-2.8.1.2.DA.3 [*Performance Expectation*] - Identify and describe patterns in data visualizations.**

- **CS.K-2.8.2.2.ED.2 [*Performance Expectation*] - Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.**

- **CS.K-2.8.2.2.ITH.3 [*Performance Expectation*] - Identify how technology impacts or improves life.**

- **CS.K-2.8.2.2.ITH.4 [*Performance Expectation*] - Identify how various tools reduce work and improve daily tasks.**

- **TECH.9.4.2.TL.1** [*Performance Expectation*] - Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)

- **TECH.9.4.2.CT.2** [*Performance Expectation*] - Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

- **CS.K-2.8.2.2.ED.1** [*Performance Expectation*] - Communicate the function of a product or device.

Career Education- NJSLS 9

●**WRK.9.1.2.CAP.1** [*Performance Expectation*] - Make a list of different types of jobs and describe the skills associated with each job.

Unit Overview

Content Area: Math

Unit Title: Represent data and reason with shapes and their attributes

Grade Level: 2nd grade   **Timeline:** 19-29 days

Unit Summary:

●In this unit students will continue with fluency with addition and subtraction of multi-digit whole numbers using the standard algorithm. Students will generate, represent and interpret data with graphic organizers. They will be able to recognize and draw shapes that have specified attributes. Students will partition shapes into region fractions.

Instruction

Standard(s) & Math Practice(s)	Learning Targets (objective) - Students will...
Standards:	- Add and subtract within 1,000 by adding, taking from, putting together, taking

MA.2.2.NBT.B.7 MA.2.2.DL.B.3 MA.2.2.DL.B.4 MA.2.2.G.A.1 MA.2.2.G.A.2 MA.2.2.G.A.3 MA.2.2.OA.B.2 MA.2.2.NBT.B.5 MA.2.2.DL.A.1 MA.2.2.DL.A.2 **Math Practice Standards:** **Math Practice Standards:** MA.K-12.1 MA.K-12.2 MA.K-12.3 MA.K-12.4 MA.K-12.5 MA.K-12.6 MA.K-12.7 MA.K-12.8	apart, and comparing with unknowns in all positions. ● Collect and generate a data set. ● Represent and interpret data using graphic organizers. ● Recognize and draw shapes having specified attributes. ● Partition a rectangle into equal-sized squares using rows and columns. ● Partition circles and rectangles into equal shares. ● Describe shares using words halves, thirds, half of, third of, etc. ● Fluently add and subtract within 20 using mental strategies.

Interdisciplinary Connections

- **LA.RI.2.1 [*Progress Indicator*] - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**
- **LA.RI.2.4 [*Progress Indicator*] - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**
- **LA.RI.2.5 [*Progress Indicator*] - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.**
- **LA.SL.2.1 [*Progress Indicator*] - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**
- **LA.SL.2.1.A Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).**
- **LA.SL.2.1.B Build on others' talk in conversations by linking their explicit comments to the remarks of others.**
- **LA.SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion**
- **LA.SL.2.3 [*Progress Indicator*] - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.**
- **LA.SL.2.4 [*Progress Indicator*] - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**
- **LA.SL.2.6 [*Progress Indicator*] - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.**

Climate Change Integration

- 2.OA.A.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.
- 2.M.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.DL.B.4 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.

Integration of Technology

- **CS.K-2.8.1.2.DA.3 [*Performance Expectation*] - Identify and describe patterns in data visualizations.**
- **CS.K-2.8.2.2.ED.2 [*Performance Expectation*] - Collaborate to solve a simple problem, or to illustrate   how to build a product using the design process.**
- **CS.K-2.8.2.2.ITH.3 [*Performance Expectation*] - Identify how technology impacts or improves life.**
- **CS.K-2.8.2.2.ITH.4 [*Performance Expectation*] - Identify how various tools reduce work and improve daily tasks.**
- **TECH.9.4.2.TL.1** [*Performance Expectation*] - Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)

- **TECH.9.4.2.CT.2** [*Performance Expectation*] - Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- **CS.K-2.8.2.2.ED.1** [*Performance Expectation*] - Communicate the function of a product or device.

Career Education- NJSLS 9

- **WRK.9.1.2.CAP.1** [*Performance Expectation*] - Make a list of different types of jobs and describe the skills associated with each job.

Resources & Materials

- Everyday Math Teacher Lesson Guide, Everyday Math student workbooks, www.everydaymath.com , https://connected.mcgraw-hill.com

Assessments	

Formative	●Teacher observation, Guided practice, White boards, Classwork, Homework
Summative	●Unit Assessments, STAR test
Benchmark	●Beginning of the year assessment, mid year assessment, end of the year assessment
Alternative	●math games,exit slips,

Accommodations and Modifications	

Special Education	● Follow 504/IEP accommodations
	● Step by step examples
	● Visual demonstration of skill or activity
	● Allow for flexible grouping
	● Student centered activities
	● Learning Stations
	● Small group & large group discussions
	● Problem solving situations
	● Restate, reword, clarify directions
	● Provide Educational "breaks" as necessary
	● Utilize visual and audio cues

English Language Learners	• Step by step examples • Visual demonstration of skill or activity • Allow for flexible grouping • Student centered activities • Learning Stations • Small group & large group discussions • Problem solving situations • Utilize visual and audio cues • Highlight, define, or demonstrate important vocabula • Restate, reword, clarify directions
Students At-Risk of School Failure	• Step by step examples • Visual demonstration of skill or activity • Allow for flexible grouping • Student centered activities • Learning Stations • Small group & large group discussions • Problem solving situations • Utilize visual and audio cues • Highlight, define, or demonstrate important vocabulary • Restate, reword, clarify directions • Chunking content into small segments • Shorten or reduce assignment to focus on one specific skill
Gifted and Talented	• Student Choice • Student centered activities • Enhance skill or activity based on individual student need • Allow for flexible grouping • Problem solving situations

Students with 504 Plans	● Follow 504/IEP accommodations
	● Step by step examples
	● Visual demonstration of skill or activity
	● Allow for flexible grouping
	● Student centered activities
	● Learning Stations
	● Small group & large group discussions
	● Problem solving situations
	● Restate, reword, clarify directions
	● Provide Educational "breaks" as necessary
	● Utilize visual and audio cues