

**Quinton Township School District
Math
Grade 2**

Pacing Chart/Curriculum MAP

Key: Technology Careers Interdisciplinary Studies

Marking Period:	1	Unit Title:	Ch 1. Number Concepts	Pacing:	20 Days
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Unit Summary: Students will understand place value, differentiate between even and odd numbers, and extend different counting patterns.

Objectives:

- SWBAT Classify numbers up to 20 as even or odd
- SWBAT Write equations with equal addends to represent even numbers
- SWBAT Describe values of numbers using place value
- SWBAT Write 2-digit numbers in expanded form, word form, and standard form
- SWBAT Extend counting sequences within 100, counting by ones, fives, and tens
- SWBAT Extend counting sequences within 1000, counting by ones, fives, and tens

Essential Questions:

- How do you know the value of a digit?
- What are different ways to write a 2-digit number?
- How are odd and even numbers different?
- How do you describe a 2-digit number as tens and ones?
- How can counting patterns help me extend skip-counting patterns?
- How does finding a pattern help you find all the ways to show a number with tens and ones?

Common Core State Standards/Learning Targets: MP.2, MP.4, MP.5, 2-LS4-1, 2-ESS1-1, 2-ESS2-1, 2-ESS2-2, 2.OA.C.3, 2.NBT.A.2, 2.NBT.A.3, 8.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p>Lesson 1.1 Algebra- Even and Odd Numbers Lesson 1.2 Algebra- Represent Even Numbers Lesson 1.3 Understand Place Value Lesson 1.4 Expanded Form Lesson 1.5 Different Ways to Write Numbers Lesson 1.6 Algebra- Different Names for Numbers Lesson 1.7 Problem Solving- Tens and Ones Lesson 1.8 Counting Patterns Within 100 Lesson 1.9 Counting Patterns Within 1,000</p>	<p>Go Math Teacher Edition Chapter 1</p>	<p>Teacher Edition Student Workbooks Student Notebooks Whiteboards/Markers</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Go Math Interactive Edition ● IXL.com ● Sumdog.com ● Arcademics.com
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<p>Formative Assessment Plan</p>	<p>Summative Assessment Plan</p>
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Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.

Suggested activities to assess student progress:

- **Lesson Quick Check**
- **Mid-Chapter Checkpoint**
- **Digital Personal Math Trainer**
- **IXL.com**

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

Final Assessment/Benchmark/Project:

*Chapter Review
Chapter Test
Digital Personal Math Trainer*

Suggested skills to be assessed:

**Even and Odd
Expanded, Standard, and Written Forms
Counting Patterns**

Differentiation

Special Education

ELL

At Risk

Gifted and Talented

<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the
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<p>instruction.</p> <ul style="list-style-type: none"> ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work 	<ul style="list-style-type: none"> ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<p>instructional plans based on I and RS Plan.</p> <ul style="list-style-type: none"> ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<p>attitude that knowledge is worth pursuing in an open world.</p> <ul style="list-style-type: none"> ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). ● Gifted and Talented Compacting Project that focuses on students' interests higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report)
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<p>(strategically selected) and collaboration as necessary.</p> <ul style="list-style-type: none"> ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers ● Introduce/review study skills ● Provide reading material at or slightly above students' reading levels. ● Utilize manipulatives as necessary. 			
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<ul style="list-style-type: none"> ● Utilize auditory reminders as deemed necessary. ● Provide breaks to allow for refocusing as necessary. ● Establish a consistent and daily routine. 			
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Quinton Township School District
Math
Grade 2
Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	Ch. 2 Numbers to 1,000	Pacing:	18 days
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Unit Summary: Students will use place value to model, write, and compare 3-digit numbers.

Objectives:

- SWBAT Write 3-digit numbers that are represented as groups of tens
- SWBAT Identify a group of 10 tens as 1 hundred
- SWBAT Use or draw concrete and pictorial models to represent 3-digit numbers
- SWBAT Read and write 3-digit numbers in different forms (word, expanded, standard forms)
- SWBAT Apply place value concepts to find equivalent representations of numbers
- SWBAT Extend counting patterns by counting on by tens or hundreds
- SWBAT Compare 3-digit numbers using the $<$, $=$, and $>$ symbols.

Essential Questions:

- How does grouping tens as hundreds help me count more efficiently?
- How does using concrete models help me write numbers?
- How do you know the values of the digits in numbers?
- How does using pictorial models help me write numbers?
- How does using place value help you identify and extend counting patterns?
- How do you compare 3-digit numbers?

Common Core State Standards/Learning Targets: MP.2, MP.4, MP.5, 2.NBT.A.1, 2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.3, 2.NBT.B.8, 2.NBT.A.4, 8.1, 2-LS4-1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 2.1 Group Tens as Hundreds Lesson 2.2 Explore 3-Digit Numbers Lesson 2.3 Model 3-Digit Numbers Lesson 2.4 Hundreds, Tens, and Ones Lesson 2.5 Place Value to 1,000 Lesson 2.6 Number Names Lesson 2.7 Different Forms of Numbers Lesson 2.8 Algebra- Different Ways to Show Numbers	Go Math Teacher Edition Chapter 2	Teacher Edition Student Workbooks Student Notebooks Whiteboards/Markers	<ul style="list-style-type: none">• Smart Board Applications• Google Applications• Go Math Interactive Edition• IXL.com• Sumdog.com• Arcademics.com

Lesson 2.9 Count On and Count Back by 10 and 100 Lesson 2.10 Algebra- Number Patterns Lesson 2.11 Problem Solving Compare Numbers Lesson 2.12 Algebra- Compare Numbers			
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Lesson Quick Check ● Mid-Chapter Checkpoint ● Digital Personal Math Trainer ● IXL.com 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p><i>Chapter Review</i> <i>Chapter Test</i> <i>Digital Personal Math Trainer</i></p> <p>Suggested skills to be assessed:</p> <p>Counting On and Back by 10 and 100 Different Ways to Show Numbers Comparing Numbers</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). ● Gifted and Talented Compacting Project that focuses on students' interests higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report)
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**Quinton Township School District
Math
Grade 2**

Pacing Chart/Curriculum MAP

Marking Period:	1 & 2	Unit Title:	Ch. 3 Basic Facts and Relationships	Pacing:	17 days
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Unit Summary: In this chapter, students will apply different strategies to add and subtract fluently.

Objectives:

- SWBAT Identify doubles facts
- SWBAT Add 3 addends
- SWBAT Relate addition and subtraction
- SWBAT Use drawings to represent problems
- SWBAT Use equations to represent problems
- SWBAT Solve repeated addition equations

Essential Questions:

- How can you use doubles facts to find near doubles facts?
- What are some ways to remember sums?
- How do you add three numbers?
- How are addition and subtraction related?
- What are some ways to remember differences?
- How can bar models help represent addition and subtraction problems?
- How are number sentences used to show addition and subtraction situations?
- How can you write an addition sentence for problems with equal groups?

Common Core State Standards/Learning Targets: MP.4, MP.5, MP.2, 2.OA.B.2, 2.OA.A.1, 2.OA.C.4, 8.1, 8.2, 2-LS2-1, 2-LS2-2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p>Lesson 3.1 Use Doubles Facts Lesson 3.2 Practice Addition Facts Lesson 3.3 Algebra- Make a Ten to Add Lesson 3.4 Algebra- Add 3 Addends Lesson 3.5 Algebra- Relate Addition and Subtraction Lesson 3.6 Practice Subtraction Facts Lesson 3.7 Use Ten to Subtract Lesson 3.8 Algebra- Use Drawings to Represent Problems Lesson 3.9 Algebra- Use Equations to Represent Problems Lesson 3.10 Problem Solving- Equal Groups Lesson 3.11 Algebra- Repeated Addition</p>	<p>Go Math Teacher Edition Chapter 3</p>	<p>Teacher Edition Student Workbooks Student Notebooks Whiteboards/Markers</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Go Math Interactive Edition ● IXL.com ● Sumdog.com ● Arcademics.com
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<p>Formative Assessment Plan</p>	<p>Summative Assessment Plan</p>
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<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> • Lesson Quick Check • Mid-Chapter Checkpoint 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p><i>Chapter Review</i></p> <p><i>Chapter Test</i></p>
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<ul style="list-style-type: none"> • Digital Personal Math Trainer • IXL.com 	<p><i>Digital Personal Math Trainer</i></p> <p><i>Benchmark Assessment #1</i></p> <p>Suggested skills to be assessed:</p> <p>Using Doubles Facts</p> <p>Making a Ten to Add or Subtract</p> <p>Adding 3 Addends</p> <p>Practicing Addition and Subtraction Facts</p>
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<p>homework,quizzes,and tests.</p> <ul style="list-style-type: none"> ●Teach Tiers 1, 2, and 3 words to assist students understanding of instructional texts. ●Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ●Create rubrics/allow students to assist with task, so that all are aware of expectations. ●Create modified assessments. ●Allow students to utilize online books,when available, to listen to oral recorded reading. ●Provide individualized assistance as necessary. ●Allow for group work (strategically selected) and collaboration as necessary. ●Utilize homework recorder within SIS. ●Allow for copies of notes to be shared out. ●Utilize assistive technology as appropriate. ●Provide meaningful feedback and utilize teachable moments. ●Utilize graphic organizers ●Introduce/reviewstudyskills ●Provide reading material at or slightly above students reading levels. ●Utilize manipulatives necessary. ●Utilize auditory reminders as Deemed necessary. ●Provide breaks to allow for Refocusing as necessary. ●Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ●Utilize additional NJDOE resources/recommendations ●Review Special Education listing for additional recommendations ●Establish a consistent and daily routine 		<ul style="list-style-type: none"> ●Provide for the development of self understanding of one's Relationships with people,societal institutions, nature and culture. ●Continue to offer Accelerated Mathematics7 (7th grade)and Algebra1 (8th grade). ●Gifted and Talented Compacting Project that focuses on students' Interests higher thinking skills, And areas of giftedness(ex. Creating a game for science, Creating a diorama and book report)
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**Quinton Township School District
Math
Grade 2**

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	Ch. 4 2-Digit Addition	Pacing:	18 days
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Unit Summary: Students will break apart tens and ones, regroup, rewrite, and write equations to represent 2-digit addition. Students will also find sums for 3 and 4 addends.

Objectives:

- SWBAT Break apart ones to add
- SWBAT Model and record 2-digit addition
- SWBAT Write equations to represent 2-digit addition
- SWBAT Solve equations with 3 addends
- SWBAT Solve equations with 4 addends

Essential Questions:

- How does breaking apart a number make it easier to add?
- How can you make an addend a ten to help solve an addition problem?
- How do you break apart addends to add tens and then add ones?
- When do you regroup in addition?
- How do you record 2-digit addition?
- How can drawing a diagram help when solving addition problem?
- What are some ways to add 3 numbers?
- What are some ways to add 4 numbers?

Common Core State Standards/Learning Targets: MP.2, MP.4, 2.NBT.B.6, 2.NBT.B.9, 2.NBT.B.5, 2.OA.A.1, 8.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p>Lesson 4.1 Break Apart Ones to Add Lesson 4.2 Use Compensation Lesson 4.3 Break Apart Addends as Tens and Ones Lesson 4.4 Model Regrouping for Addition Lesson 4.5 Model and Record 2-Digit Addition Lesson 4.6 2-Digit Addition Lesson 4.7 Practice 2-Digit Addition Lesson 4.8 Rewrite 2-Digit Addition Lesson 4.9 Problem Solving- Addition Lesson 4.10 Write Equations to Represent Addition Lesson 4.11 Algebra- Find Sums for 3 Addends Lesson 4.12 Algebra- Find Sums for 4 Addends</p>	<p>Go Math Teacher Edition Chapter 4</p>	<p>Teacher Edition Student Workbooks Student Notebooks Whiteboards/Markers</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Go Math Interactive Edition ● IXL.com ● Sumdog.com ● Arcademics.com
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<p>Formative Assessment Plan</p>	<p>Summative Assessment Plan</p>
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through

<p>plan</p> <ul style="list-style-type: none"> ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. ● Utilize homework recorder within SIS. <ul style="list-style-type: none"> ● Allow for copies of notes to be shared out. 	<ul style="list-style-type: none"> ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<p>intervention resources</p> <ul style="list-style-type: none"> ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<p>Compacting.</p> <ul style="list-style-type: none"> ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). ● Gifted and Talented Compacting Project that focuses on students' interests higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report)
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<p>Utilize assistive technology as appropriate.</p> <ul style="list-style-type: none">● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Utilize auditory reminders as deemed necessary.● Provide breaks to allow for refocusing as necessary.● Establish a consistent and daily routine.			
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**Quinton Township School District
Math
Grade 2**

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	Ch. 5 2-Digit Subtraction	Pacing:	16 Days
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Unit Summary: Students will subtract 2-digit numbers by breaking apart ones and tens, regrouping, adding to find differences, and writing equations to show the subtraction. Students will also solve multistep problems.

Objectives:

- SWBAT Break apart ones to subtract
- SWBAT Regroup to subtract
- SWBAT Record the steps for 2-digit subtraction
- SWBAT Write subtraction problems in two different ways
- SWBAT Add to find differences
- SWBAT Write number sentences to represent the problem
- SWBAT Determine the correct operation to use in a word problem

Essential Questions:

- How do you decide what steps to do to solve a problem?
- How do you write a number sentence to represent a problem?
- How can drawing a diagram help when solving subtraction problems?
- How can you use addition to solve subtraction problems?
- What are different ways to write subtraction problems?
- How does recording the steps help me subtract 2-digit numbers?
- How does breaking apart a number make subtracting easier?
- When do you regroup in subtraction?

Common Core State Standards/Learning Targets: MP.4, MP.5, K-2-ETS1-1, K-2-ETS1-3, 2.NBT.B.5, 2.NBT.B.9, 2.OA.A.1, 8.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p>Lesson 5.1 Algebra- Break Apart Ones to Subtract Lesson 5.2 Algebra- Break Apart Numbers to Subtract Lesson 5.3 Model Regrouping for Subtraction Lesson 5.4 Model and Record 2-Digit Subtraction Lesson 5.5 2-Digit Subtraction Lesson 5.6 Practice 2-Digit Subtraction Lesson 5.7 Rewrite 2-Digit Subtraction Lesson 5.8 Add to Find Differences Lesson 5.9 Problem Solving Subtraction Lesson 5.10 Algebra- Write Equations to Represent Subtraction Lesson 5.11 Solve Multistep Problems</p>	<p>Go Math Teacher Edition Chapter 5</p>	<p>Teacher Edition Student Workbooks Student Notebooks Whiteboards/Markers</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Go Math Interactive Edition ● IXL.com ● Sumdog.com ● Arcademics.com
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<p>Formative Assessment Plan</p>	<p>Summative Assessment Plan</p>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p>

<p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> • Lesson Quick Check • Mid-Chapter Checkpoint • Digital Personal Math Trainer • IXL.com 	<p>Final Assessment/Benchmark/Project:</p> <p><i>Chapter Review</i></p> <p><i>Chapter Test</i></p> <p><i>Digital Personal Math Trainer</i></p> <p>Suggested skills to be assessed:</p> <p>2-Digit Subtraction</p> <p>Subtraction with Regrouping</p> <p>Problem Solving/Word Problems</p> <p>Multi-step Problems</p>
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques <ul style="list-style-type: none"> ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available <ul style="list-style-type: none"> ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction <ul style="list-style-type: none"> ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring services <ul style="list-style-type: none"> ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. <ul style="list-style-type: none"> ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources.
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<p>as possible</p> <ul style="list-style-type: none"> ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology 	<p>native language</p> <ul style="list-style-type: none"> ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<ul style="list-style-type: none"> ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). ● Gifted and Talented Compacting Project that focuses on students' interests higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report)
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<p>as appropriate.</p> <ul style="list-style-type: none">● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Utilize auditory reminders as deemed necessary.● Provide breaks to allow for refocusing as necessary.● Establish a consistent and daily routine.			
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**Quinton Township School District
Math
Grade 2**

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Ch. 6 3-Digit Addition and Subtraction	Pacing:	15 days
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Unit Summary: Students will solve 3-digit addition and subtraction problems.

Objectives:

- SWBAT draw quick pictures to represent 3-digit addition
- SWBAT apply place value concepts when using a break apart strategy for 3-digit addition
- SWBAT record 3-digit addition using the standard algorithm with possible regrouping
- SWBAT record 3-digit subtraction using the standard algorithm with possible regrouping

Essential Questions:

- How do you draw quick pictures to show adding 3-digit numbers?
- How do you break apart addends to add hundreds, tens, and then ones?
- When do you regroup in addition?
- When do you regroup in subtraction?
- How can making a model help in either addition or subtraction problems?

Common Core State Standards/Learning Targets: MP.2, MP.4, 2.NBT.B.7, 8.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 6.1 Draw to Represent 3-Digit Addition Lesson 6.2 Break Apart 3-Digit Addends Lesson 6.3 3-Digit Addition: Regroup Ones Lesson 6.4 3-Digit Addition: Regroup Tens Lesson 6.5 Addition: Regroup Ones and Tens Lesson 6.6 Problem Solving- 3-Digit Subtraction Lesson 6.7 3-Digit Subtraction: Regroup Tens Lesson 6.8 3-Digit Subtraction:	Go Math Teacher Edition Chapter 6	Teacher Edition Student Workbooks Student Notebooks Whiteboards/Markers	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Go Math Interactive Edition ● IXL.com ● Sumdog.com ● Arcademics.com

Regroup Hundreds Lesson 6.9 Subtraction: Regroup Hundreds and Tens Lesson 6.10 Regrouping with Zeros			
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> • Lesson Quick Check • Mid-Chapter Checkpoint • Digital Personal Math Trainer • IXL.com 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p><i>Chapter Review</i></p> <p><i>Chapter Test</i></p> <p><i>Digital Personal Math Trainer</i></p> <p><i>Benchmark Assessment #2</i></p> <p>Suggested skills to be assessed:</p> <p>3-Digit Addition</p> <p>3-Digit Subtraction</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.

<ul style="list-style-type: none"> ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. ● Utilize homework recorder within SIS. ● Allow for copies of notes to be 	<ul style="list-style-type: none"> ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<ul style="list-style-type: none"> ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). ● Gifted and Talented Compacting Project that focuses on students' interests higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report)
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shared out.

- Utilize assistive technology as appropriate.
- Provide meaningful feedback and utilize teachable moments.
- Utilize graphic organizers
- Introduce/review study skills
- Provide reading material at or slightly above students' reading levels.
- Utilize manipulatives as necessary.
- Utilize auditory reminders as deemed necessary.
- Provide breaks to allow for refocusing as necessary.
- Establish a consistent and daily routine.

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Quinton Township School District
Math
Grade 2

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Ch. 7 Money and Time	Pacing:	16 days
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Unit Summary: Students will learn the values of different coins and find values of coin collections. Students will identify ways to make one dollar and amounts greater than one dollar. They will also tell time to the hour, half hour, and nearest five minutes. Students will identify A.M. and P.M.

Objectives:

- SWBAT identify total values of collections of quarters, dimes, nickels, and pennies
- SWBAT order coins in a collection by value
- SWBAT represent money amounts less than a dollar using two different combinations of coins
- SWBAT show one dollar in a variety of ways with coins
- SWBAT count the total value for money amounts greater than one dollar
- SWBAT tell and write time to the hour and half hour
- SWBAT tell and write time to the nearest five minutes
- SWBAT tell and write time using A.M. and P.M.

Essential Questions:

- How do you find the total value of a group of coins?
- How do you order coins to help find the total value of the group of coins?
- How do you choose coins to show a money amount in different ways?
- How can you show the value of one dollar with coins?
- How can you show money amounts greater than one dollar?
- How do you tell time to the hour and half hour on a clock?
- How do you tell and show time to five minutes?
- What are the different ways you can read the time on a clock?
- How do you use A.M. and P.M. to describe times?

Common Core State Standards/Learning Targets: 2.MD.C.7, 2.MD.C.8, [8.1](#), [8.2](#), [9.1.4.B.1](#), [9.1.4.B.5](#), [9.2.4.A.1](#), [9.2.4.A.4](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p>Lesson 7.1 Dimes, Nickels, and Pennies Lesson 7.2 Quarters Lesson 7.3 Count Collections Lesson 7.4 Hands On- Show Amounts in Two Ways Lesson 7.5 One Dollar Lesson 7.6 Amounts Greater Than \$1 Lesson 7.7 Problem Solving- Money Lesson 7.8 Time to the Hour and Half Hour Lesson 7.9 Time to 5 Minutes Lesson 7.10 Practice Telling Time Lesson 7.11 A.M. and P.M.</p>	<p>Go Math Teacher Edition Chapter 7</p>	<p>Teacher Edition Student Workbooks Student Notebooks Whiteboards/Markers</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Go Math Interactive Edition ● IXL.com ● Sumdog.com ● Arcademics.com
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<p align="center">Formative Assessment Plan</p>	<p align="center">Summative Assessment Plan</p>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Lesson Quick Check ● Mid-Chapter Checkpoint ● Digital Personal Math Trainer 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p><i>Chapter Review</i> <i>Chapter Test</i> <i>Digital Personal Math Trainer</i></p>

- IXL.com

Suggested skills to be assessed:
Identifying names and values of coins
Counting Values of Groups of Coins
Telling Time to Nearest Hour
Telling Time to Nearest Half Hour
Telling Time to Nearest Five Minutes
Telling Time Using A.M. or P.M.

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student’s IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students’ native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and

<ul style="list-style-type: none"> ● Utilize extended time and/or Reduce amount of items given for Homework, quizzes, and tests. ● Teach Tiers 1, 2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/ allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and Collaboration as necessary. ● Utilize homework recorder Within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers ● Introduce/review study skills ● Provide reading material at or slightly above students' reading levels. ● Utilize manipulatives as necessary. ● Utilize auditory reminders as Deemed necessary. ● Provide breaks to allow for refocusing as necessary. ● Establish A Consistent And Daily 	<ul style="list-style-type: none"> ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<p>routine.</p>	<p>self directed learning and growth.</p> <ul style="list-style-type: none"> ● Provide development of self understanding of one's Relationships with people, societal Institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). ● Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, And areas of giftedness (ex. Creating a game for science, Creating a diorama and book report)
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routine.			
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**Quinton Township School District
Math
Grade 2**

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Ch. 8 Length in Customary Units	Pacing:	14 days
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Unit Summary: Students will measure in different customary units using a variety of tools. Students will add and subtract with their measurement data.

- Objectives:**
- SWBAT measure lengths of objects in inches
 - SWBAT estimate lengths of objects
 - SWBAT draw a diagram to subtract lengths
 - SWBAT measure lengths of objects in feet
 - SWBAT estimate lengths of objects in feet
 - SWBAT choose appropriate measuring tools
 - SWBAT create a line plot to display measurement data

Essential Questions:

- How do you measure lengths of objects in different units?
- How do you estimate lengths of objects in different units?
- Why is estimating beneficial?
- How can drawing a diagram help you solve problems?
- Why is measuring in feet different from measuring in inches?
- Why is it important to choose the correct measuring tools?
- How can a line plot be used to show measurement data?

Common Core State Standards/Learning Targets: MP.2, MP.4, 2.MD.A.1, 2.MD.A.2, 2.MD.A.3, 2.MD.B.5, 2.MD.B.6, 2.MD.D.9, [8.1](#)

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 8.1 Hands On- Measure with Inch Models Lesson 8.2 Hands On- Make and Use a Ruler Lesson 8.3 Estimate Lengths in Inches Lesson 8.4 Hands On- Measure with an Inch Ruler Lesson 8.5 Problem Solving- Add and	Go Math Teacher Edition Chapter 8	Teacher Edition Student Workbooks Student Notebooks Whiteboards/Markers	<ul style="list-style-type: none">● Smart Board Applications● Google Applications● Go Math Interactive Edition● IXL.com● Sumdog.com

<p>Subtract in Inches Lesson 8.6 Hands On- Measure in Inches and Feet Lesson 8.7 Estimate Lengths in Feet Lesson 8.8 Choose a Tool Lesson 8.9 Display Measurement Data</p>			<ul style="list-style-type: none"> • Arcademics.com
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<p align="center">Formative Assessment Plan</p>	<p align="center">Summative Assessment Plan</p>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> • Lesson Quick Check • Mid-Chapter Checkpoint • Digital Personal Math Trainer • IXL.com 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p><i>Chapter Review</i> <i>Chapter Test</i> <i>Digital Personal Math Trainer</i></p> <p>Suggested skills to be assessed:</p> <p>Measuring in Inches Measuring in Feet Estimating Lengths Subtracting with Measurement Data Creating Line Plots</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). ● Gifted and Talented Compacting Project that focuses on students' interests higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report)
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<p>collaboration as necessary.</p> <ul style="list-style-type: none">● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Utilize auditory reminders as deemed necessary.● Provide breaks to allow for refocusing as necessary.● Establish a consistent and daily routine.			
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**Quinton Township School District
Math
Grade 2**

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Ch. 9 Length in Metric Units	Pacing:	15 days
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Unit Summary: Students will learn methods and tools that can be used to estimate and measure length in metric units.

Objectives:

- SWBAT measure lengths of objects to the nearest centimeter
- SWBAT estimate lengths of objects in centimeters
- SWBAT draw a diagram to help solve problems about length
- SWBAT explain the difference between measuring in centimeters meters
- SWBAT measure lengths of objects in meters
- SWBAT estimate lengths of objects in meters
- SWBAT subtract to find the difference between the lengths of two objects

Essential Questions:

- How do you use a centimeter model to measure the lengths of objects?
- How do you use known lengths to estimate unknown lengths?
- How do you use a centimeter ruler to measure lengths?
- How can drawing a diagram help when solving problems about lengths?
- How is measuring in meters different from measuring in centimeters?
- How do you estimate the lengths of objects in meters?
- How do you find the difference between the lengths of two objects?

Common Core State Standards/Learning Targets: MP.2, MP.4, MP.5, 2.MD.A.1, 2.MD.A.2, 2.MD.A.3, 2.MD.A.4, 2.MD.B.5, 2.MD.B.6, [8.1](#), [8.2](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p>Lesson 9.1 Hands On- Measure with a Centimeter Model Lesson 9.2 Estimate Lengths in Centimeters Lesson 9.3 Hands On- Measure with a Centimeter Ruler Lesson 9.4 Problem Solving- Add and Subtract Lengths Lesson 9.5 Hands On- Centimeters and Meters Lesson 9.6 Estimate Lengths in Meters Lesson 9.7 Hands On- Measure and Compare Lengths</p>	<p>Go Math Teacher Edition Chapter 9</p>	<p>Teacher Edition Student Workbooks Student Notebooks Whiteboards/Markers</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Go Math Interactive Edition ● IXL.com ● Sumdog.com ● Arcademics.com
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	Measuring with Centimeters Measuring with Meters Adding and Subtracting Lengths Estimating Lengths
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated
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<p>assessments to drive next point of instruction/differentiated instructional practices.</p> <ul style="list-style-type: none"> ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to or record reading. ● Provide individualized assistance as necessary. ● Allow for groupwork (strategically selected) and collaboration as necessary. ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. <ul style="list-style-type: none"> ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers <ul style="list-style-type: none"> ● Introduce/review study skills ● Provide reading material at or slightly above students' reading levels. ● Utilize manipulatives as necessary. <ul style="list-style-type: none"> ● Utilize auditory reminders as deemed necessary. ● Provide breaks to allow for refocusing as necessary. ● Establish a consistent and daily routine. 	<p>routine</p>		<p>Mathematics 7 (7th grade) and Algebra 1 (8th grade).</p> <ul style="list-style-type: none"> ● Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report)
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**Quinton Township School District
Math
Grade 2**

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Ch. 10 Data	Pacing:	16 days
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Unit Summary: Students will create and use tally charts, picture graphs, and bar graphs to solve problems.

Objectives:

- SWBAT collect data in a survey
- SWBAT record data in a tally chart
- SWBAT interpret data in picture graphs and use that data to solve problems
- SWBAT make picture graphs to represent data
- SWBAT interpret data in bar graphs and use that data to solve problems
- SWBAT make bar graphs to represent data
- SWBAT interpret data and decide which graph to use to solve problems

Essential Questions:

- How do you use a tally chart to record data from a survey?
- How do you use a picture graph to show data?

- How do you make a picture graph to show data in a tally chart?
- How is a bar graph used to show data?
- How do you make a bar graph to show data?
- How does making a bar graph help when solving problems about data?

Common Core State Standards/Learning Targets: MP.2, MP.4, MP.5, 2-LS2-1, 2-LS2-2, 2-PS1-2, K-2-ETS1-1, K-2-ETS1-3, 2.MD.D.10, 8.1,

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 10.1 Collect Data Lesson 10.2 Read Picture Graphs Lesson 10.3 Make Picture Graphs Lesson 10.4 Read Bar Graphs Lesson 10.5 Make Bar Graphs Lesson 10.6 Problem Solving- Display Data	Go Math Teacher Edition Chapter 10	Teacher Edition Student Workbooks Student Notebooks Whiteboards/Markers	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • Go Math Interactive Edition • IXL.com • Sumdog.com • Arcademics.com

Formative Assessment Plan

Summative Assessment Plan

Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.

- Suggested activities to assess student progress:**
- **Lesson Quick Check**
 - **Mid-Chapter Checkpoint**
 - **Digital Personal Math Trainer**
 - **IXL.com**

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

Final Assessment/Benchmark/Project:

- Chapter Review*
- Chapter Test*
- Digital Personal Math Trainer*

Suggested skills to be assessed:

- Reading Tally Charts, Picture Graphs, and Bar Graphs**
- Creating Tally Chart, Picture Graphs, and Bar Graphs**

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
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<p>components</p> <ul style="list-style-type: none"> ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers ● Introduce/review study skills ● Provide reading material at or slightly above students' reading levels. 	<p>drive instruction</p> <ul style="list-style-type: none"> ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<ul style="list-style-type: none"> ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). ● Gifted and Talented Compacting Project that focuses on students' interests higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report)
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- Utilize manipulatives as necessary.
- Utilize auditory reminders as deemed necessary.
- Provide breaks to allow for refocusing as necessary.
 - Establish a consistent and daily routine.

**Quinton Township School District
Math
Grade 2**

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Ch. 11 Geometry and Fraction Concepts	Pacing:	15 days
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Unit Summary: Students will identify 2-dimensional and 3-dimensional shapes and name their attributes. Students will also show equal parts of shapes.

Objectives:

- SWBAT identify three-dimensional shapes
- SWBAT identify and describe three-dimensional shapes according to the number of faces, edges, and vertices
 - SWBAT model how to build a rectangular prism
- SWBAT identify and name 3-, 4-, 5-, and 6-sided shapes according to the number of sides and vertices
- SWBAT identify angles in two-dimensional shapes
- SWBAT sort two-dimensional shapes according to their attributes
- SWBAT identify and name equal parts of circles and rectangles as halves, thirds or fourths
- SWBAT partition shapes to show halves, thirds, or fourths
- SWBAT identify and describe one equal part as a half of, a third of, or a fourth of a whole

Essential Questions:

- What objects match three-dimensional shapes?
- How can you build a rectangular prism?
- What shapes can you name just by knowing the number of sides and vertices?
- How do you find and count angles in two-dimensional shapes?
- How do you use the number of sides and angles to sort two-dimensional shapes?
- How do you find the total number of same-size squares that will cover a rectangle?
- What are halves, thirds, and fourths of a whole?
- How do you know if a shape shows halves, thirds, or fourths?
- How do you find a half of, a third of, or a fourth of a whole?
- How can drawing a diagram help when solving problems about equal shares?

Common Core State Standards/Learning Targets: MP.2, MP.4, MP.5, 2-PS1-1, 2-PS1-2, 2-PS1-3, 2-PS1-4, 2-LS2-1, 2.G.A.1, 2.G.A.2, 2.G.A.3, 8.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 11.1 Three-Dimensional Shapes	Go Math Teacher Edition Chapter 11	Teacher Edition Student Workbooks	<ul style="list-style-type: none">• Smart Board Applications• Google

<p>Lesson 11.2 Attributes of Three-Dimensional Shapes Lesson 11.3 Build Three-Dimensional Shapes Lesson 11.4 Two-Dimensional Shapes Lesson 11.5 Angles in Two-Dimensional Shapes Lesson 11.6 Sort Two-Dimensional Shapes Lesson 11.7 Hands On-Partition Rectangles Lesson 11.8 Equal Parts Lesson 11.9 Show Equal Parts of a Whole Lesson 11.10 Describe Equal Parts Lesson 11.11 Problem Solving-Equal Shares</p>		<p>Student Notebooks Whiteboards/Markers</p>	<p>Applications</p> <ul style="list-style-type: none"> ● Go Math Interactive Edition ● IXL.com ● Sumdog.com ● Arcademics.com
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Formative Assessment Plan	Summative Assessment Plan
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<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Lesson Quick Check ● Mid-Chapter Checkpoint ● Digital Personal Math Trainer ● IXL.com 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p><i>Chapter Review</i></p> <p><i>Chapter Test</i></p> <p><i>Digital Personal Math Trainer</i></p> <p><i>Benchmark Assessment #4</i></p>
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	<p>Suggested skills to be assessed:</p> <p>Identifying and names shapes and their attributes</p> <p>Partitioning shapes</p> <p>Showing and Naming Equal Parts</p>
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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