

<b>Pine Hill Public Schools Curriculum</b>			
Content Area:		<b>Mathematics</b>	
Course Title/ Grade Level: 2		Grade 2	
Unit 1:	Fluently Add & Subtract Within 20	Duration:	10 days
Unit 2:	Work with Equal Groups	Duration::	5 days
Unit 3:	Add Within 100 Using Strategies	Duration:	9 days
Unit 4:	Fluently Add Within 100	Duration:	8 days
Unit 5:	Subtract Within 100 Using Strategies	Duration:	9 days
Unit 6:	Fluently Subtract Within 100	Duration:	9 days
Unit 7:	More Solving Problems Involving Addition and Subtraction	Duration:	6 days
Unit 8:	Work with Time and Money	Duration:	8 days
Unit 9:	Numbers to 1,000	Duration:	10 days
Unit 10:	Add Within 1,000 Using Models and Strategies	Duration:	7 days
Unit 11:	Subtract Within 1,000 Using Models and Strategies	Duration:	7 days
Unit 12:	Measuring Length	Duration:	9 days
Unit 13:	More Addition, Subtraction, and Length	Duration:	5 days
Unit 14:	Graphs and Data	Duration:	6 days
Unit 15:	Shapes and Their Attributes	Duration:	8 days
BOE Approved Revision:			
BOE Initial Adoption Date:		August 15, 2017	

**The pacing above assumes 1 lesson per day. Additional time may be spent on review, remediation, fluency practice, differentiation, and assessment as needed.**

**Pine Hill Public Schools**  
**Curriculum**

<b>Unit Title</b> Fluently Add & Subtract Within 20		<b>Unit #: 1</b>
<b>Course or Grade Level: Math - 2</b>		<b>Length of Time: 10 days</b>
<b>Pacing</b>	September	
<b>Essential Questions</b>	What are strategies for finding addition and subtraction facts?	
<b>Content</b>	<ul style="list-style-type: none"> <li>● Addition fact Strategies</li> <li>● Doubles and Near Doubles</li> <li>● Make a 10 to Add</li> <li>● Addition Fact Patterns</li> <li>● Count on and Count back to Subtract</li> <li>● Think Addition to Subtract</li> <li>● Make a 10 to Subtract</li> <li>● Practice Addition and Subtraction facts</li> <li>● Solve Addition and Subtraction Word Problems</li> <li>● Construct Arguments</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Counting On</li> <li>● Use Basic Addition fact knowledge</li> <li>● Making a 10 to add or subtract</li> <li>● Recognize a Pattern in an Addition Facts Table</li> <li>● Count on and back on a Number Line</li> <li>● Think Addition to Subtract Quickly and Accurately</li> <li>● Use mental math</li> <li>● Critical Thinking</li> <li>● Find a Sum</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Anecdotal Records</li> <li>● Teacher Observations</li> <li>● Quick Check</li> <li>● Worksheet Pages</li> <li>● Topic Tests (Constructed Response, Multiple Choice)</li> <li>● Performance Tasks</li> <li>● Benchmark Tests at Middle and End of Year</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>● Guided Questions</li> <li>● Leveled Instruction - <i>Intervention, On-Level, and Advanced</i></li> <li>● Math Diagnosis and Intervention System</li> <li>● Reteach Masters</li> <li>● On-Level Masters</li> <li>● Enrichment Masters</li> <li>● Centers</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>● Project Based Learning - Math &amp; Science Project</li> <li>● Altering word problems to reflect current classroom themes</li> <li>● Theme based center activities</li> <li>● Connecting reading strategies to problem solving</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>● · PearsonRealize.com</li> <li>● · Student and Teacher e-texts</li> <li>● · Smartboard</li> <li>● · Online personalized practice</li> <li>● · Online math tools</li> <li>● · Online Today's challenge</li> <li>● · Online Solve and Share</li> <li>● · Online Another Look Homework Video</li> </ul>	

- · Visual Learning Animation
- · Online Math Games
- · Animated Glossary
- · Consumable student edition
- · Teacher Edition
- · Math and Science Activity (STEM)
- · Teacher’s Resource Masters
- · Manipulatives

**New Jersey Student Learning Standards for Mathematics**

<p><b>Standard(s) for Mathematical Practice:</b></p> <p><b>MP1:</b> Make sense of problems and persevere in solving them.</p> <p><b>MP2:</b> Reason abstractly and quantitatively.</p> <p><b>MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>MP4:</b> Model with mathematics.</p> <p><b>MP5:</b> Use appropriate tools strategically.</p> <p><b>MP6:</b> Attend to precision.</p> <p><b>MP7:</b> Look for and make use of structure.</p> <p><b>MP8:</b> Look for and express regularity in repeated reasoning.</p>	<p><b>Standards() for Mathematical Content:</b></p> <p><b>Add and subtract within 20.</b></p> <p><b>2.OA.B. Fluently add and subtract within 20 using mental strategies.</b> 2 By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p><b>Represent and solve problems involving addition and subtraction.</b></p> <p><b>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.</b>1</p>
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**21<sup>st</sup> Century Themes**

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p><b>Strand:: A. Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i></p>	<p><b>Content Statement:</b> <b>Select and use applications effectively and productively.</b></p>	<p><b>Indicator:</b> <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>
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**Pine Hill Public Schools  
Curriculum**

<b>Unit Title</b> Work With Equal Groups		<b>Unit #: 2</b>
<b>Course or Grade Level: Math - 2</b>		<b>Length of Time: 5 days</b>
<b>Pacing</b>	October	
<b>Essential Questions</b>	How can you show even and odd numbers? How do arrays relate to repeated addition?	
<b>Content</b>	<ul style="list-style-type: none"> <li>● Even and Odd Numbers</li> <li>● Continue Even and Odd Numbers</li> <li>● Use Arrays to Find Totals</li> <li>● Make Arrays to Find Totals</li> <li>● Model with Math</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Even Numbers</li> <li>● Odd Numbers</li> <li>● Arrays</li> <li>● Add Whole Numbers within 20</li> <li>● Solve Problems Involving Equal Groups</li> <li>● Critical Thinking</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Anecdotal Records</li> <li>● Teacher Observations</li> <li>● Quick Check</li> <li>● Worksheet Pages</li> <li>● Topic Tests (Constructed Response, Multiple Choice)</li> <li>● Performance Tasks</li> <li>● Benchmark Tests at Middle and End of Year</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>● Leveled Instruction - <i>Intervention, On-Level, and Advanced</i></li> <li>● Math Diagnosis and Intervention System</li> <li>● Reteach Masters</li> <li>● On-Level Masters</li> <li>● Enrichment Masters</li> <li>● Centers</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>● Project Based Learning - Math &amp; Science Project</li> <li>● Altering word problems to reflect current classroom themes</li> <li>● Theme based center activities</li> <li>● Connecting reading strategies to problem solving</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>● · PearsonRealize.com</li> <li>● · Student and Teacher e-texts</li> <li>● · Smartboard</li> <li>● · Online personalized practice</li> <li>● · Online math tools</li> <li>● · Online Today's challenge</li> <li>● · Online Solve and Share</li> </ul>	

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**New Jersey Student Learning Standards for Mathematics**

<p><b>Standard(s) for Mathematical Practice:</b></p> <p><b>MP1:</b> Make sense of problems and persevere in solving them.</p> <p><b>MP2:</b> Reason abstractly and quantitatively.</p> <p><b>MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>MP4:</b> Model with mathematics.</p> <p><b>MP5:</b> Use appropriate tools strategically.</p> <p><b>MP6:</b> Attend to precision.</p> <p><b>MP7:</b> Look for and make use of structure.</p> <p><b>MP8:</b> Look for and express regularity in repeated reasoning.</p>	<p><b>Standards for Mathematical Content:</b></p> <p><b>Work with equal groups of objects to gain foundations for multiplication.</b></p> <p><b>2.OA.C.3</b></p> <p>Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p> <p><b>2.OA.C.4</b></p> <p>Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>
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**21<sup>st</sup> Century Themes**

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p><b>Strand:: A. Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i></p>	<p><b>Content Statement:</b>  <b>Select and use applications effectively and productively.</b></p>	<p><b>Indicator:</b>  <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>
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**Pine Hill Public Schools  
Curriculum**

<b>Unit Title</b> Add Within 100 Using Strategies		<b>Unit #: 3</b>
<b>Course or Grade Level: Math - 2</b>		<b>Length of Time: 9 days</b>
<b>Pacing</b>	October	
<b>Essential Questions</b>	What are strategies for adding numbers to 100?	
<b>Content</b>	<ul style="list-style-type: none"> <li>● Add Tens and Ones on a Hundreds Chart</li> <li>● Add Tens on an Open number Line</li> <li>● Add Tens and Ones on an Open Number Line</li> <li>● Break Apart Numbers to Add</li> <li>● Continue to Break Apart Numbers to Add</li> <li>● Add using Compensation</li> <li>● Practice Adding using Strategies</li> <li>● Solve One-Step and Two-Step Problems</li> <li>● Use Appropriate Tools</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Place Value - Tens and Ones</li> <li>● Break Apart</li> <li>● Number Line</li> <li>● Addition</li> <li>● Subtraction</li> <li>● Critical Thinking</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Anecdotal Records</li> <li>● Teacher Observations</li> <li>● Quick Check</li> <li>● Worksheet Pages</li> <li>● Topic Tests (Constructed Response, Multiple Choice)</li> <li>● Performance Tasks</li> <li>● Benchmark Tests at Middle and End of Year</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>● Leveled Instruction - <i>Intervention, On-Level, and Advanced</i></li> <li>● Math Diagnosis and Intervention System</li> <li>● Reteach Masters</li> <li>● On-Level Masters</li> <li>● Enrichment Masters</li> <li>● Centers</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>● Project Based Learning - Math &amp; Science Project</li> <li>● Altering word problems to reflect current classroom themes</li> <li>● Theme based center activities</li> <li>● Connecting reading strategies to problem solving</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>● · PearsonRealize.com</li> <li>● · Student and Teacher e-texts</li> <li>● · Smartboard</li> <li>● · Online personalized practice</li> <li>● · Online math tools</li> <li>● · Online Today's challenge</li> <li>● · Online Solve and Share</li> <li>● · Online Another Look Homework Video</li> <li>● · Visual Learning Animation</li> <li>● · Online Math Games</li> <li>● · Animated Glossary</li> </ul>	

- Consumable student edition
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**New Jersey Student Learning Standards for Mathematics**

<p><b>Standard(s) for Mathematical Practice:</b></p> <p><b>MP1:</b> Make sense of problems and persevere in solving them.</p> <p><b>MP2:</b> Reason abstractly and quantitatively.</p> <p><b>MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>MP4:</b> Model with mathematics.</p> <p><b>MP5:</b> Use appropriate tools strategically.</p> <p><b>MP6:</b> Attend to precision.</p> <p><b>MP7:</b> Look for and make use of structure.</p> <p><b>MP8:</b> Look for and express regularity in repeated reasoning.</p>	<p><b>Standards for Mathematical Content:</b></p> <p>Use place value understanding and properties of operations to add and subtract. <b>2.NBT.B.5</b></p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. <b>2.NBT.B.9</b></p> <p>Explain why addition and subtraction strategies work, using place value and the properties of operations.1</p> <p><b>2.NBT.B.6</b></p> <p>Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>Represent and solve problems involving addition and subtraction. <b>2.OA.A.1</b></p> <p>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.1</p>
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**21<sup>st</sup> Century Themes**

Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills	

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p><b>Strand:: A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of</i></b></p>	<p><b>Content Statement:</b> Select and use applications effectively and productively.</p>	<p><b>Indicator:</b> <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>
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*technology concepts,  
systems and operations.*

**Pine Hill Public Schools  
Curriculum**

**Unit Title** Fluently Add Within 100

**Unit #: 4**

**Course or Grade Level:** Math - 2

**Length of Time:** 8 days

**Pacing**

October

**Essential Questions**

What are strategies for adding numbers to 100?

**Content**

- Tens and Ones
- Partial Sums Addition
- Regroup
- Addition Facts
- Compatible Numbers

**Skills**

- Add with Partial Sums
- Continue to Add with Partial Sums
- Models to Add 2-digit Numbers
- Add 2-Digit Numbers
- Add More Than Two 2-Digit Numbers
- Practice Adding
- Solve One-Step and Two-Step Problems
- Model With Math

**Assessments**

- Anecdotal Records
- Teacher Observations
- Quick Check
- Worksheet Pages
- Topic Tests (Constructed Response, Multiple Choice)
- Performance Tasks
- Benchmark Tests at Middle and End of Year

**Interventions / differentiated instruction**

- Leveled Instruction - *Intervention, On-Level, and Advanced*
- Math Diagnosis and Intervention System
- Reteach Masters
- On-Level Masters
- Enrichment Masters
- Centers

**Inter-disciplinary Connections**

- Project Based Learning - Math & Science Project
- Altering word problems to reflect current classroom themes
- Theme based center activities
- Connecting reading strategies to problem solving



<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• · PearsonRealize.com</li> <li>• · Student and Teacher e-texts</li> <li>• · Smartboard</li> <li>• · Online personalized practice</li> <li>• · Online math tools</li> <li>• · Online Today’s challenge</li> <li>• · Online Solve and Share</li> <li>• · Online Another Look Homework Video</li> <li>• · Visual Learning Animation</li> <li>• · Online Math Games</li> <li>• · Animated Glossary</li> <li>• · Consumable student edition</li> <li>• · Teacher Edition</li> <li>• · Math and Science Activity (STEM)</li> <li>• · Teacher’s Resource Masters</li> <li>• Manipulatives</li> </ul>
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**21<sup>st</sup> Century Themes**

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
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	Media Literacy	X	ICT Literacy	X	Life and Career Skills
<b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.					
<b>Strand:: A. Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>		<b>Content Statement:</b> <b>Select and use applications effectively and productively.</b>		<b>Indicator:</b> <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).	

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title</b> Subtract Within 100 Using Strategies	<b>Unit #: 5</b>
<b>Course or Grade Level:</b> Math - 2	<b>Length of Time:</b> 9 days
<b>Pacing</b>	November
<b>Essential Questions</b>	What are strategies for subtracting numbers to 100?
<b>Content</b>	<ul style="list-style-type: none"> <li>● Break Apart</li> <li>● Compatible Numbers</li> <li>● Compensation</li> <li>● Find the Difference</li> <li>● Using a Hundreds Chart</li> <li>● Mental math</li> <li>● Number Line</li> <li>● Tens and Ones</li> <li>● Critical Thinking</li> <li>●</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Subtract Tens and Ones On A Hundred Chart</li> <li>● Count Back To Subtract On An Open Number Line</li> <li>● Continue to Count Back To Subtract On An Open Number Line</li> <li>● Add Up to Subtract using An Open Number Line</li> <li>● Break Apart Numbers to Subtract</li> <li>● Continue to Break Apart Numbers to Subtract</li> <li>● Subtract Using Compensation</li> <li>● Solve One-Step And Two-Step Problems</li> <li>● Critique Reasoning</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Anecdotal Records</li> <li>● Teacher Observations</li> <li>● Quick Check</li> <li>● Worksheet Pages</li> <li>● Topic Tests (Constructed Response, Multiple Choice)</li> <li>● Performance Tasks</li> <li>● Benchmark Tests at Middle and End of Year</li> </ul>

<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>● Leveled Instruction - <i>Intervention, On-Level, and Advanced</i></li> <li>● Math Diagnosis and Intervention System</li> <li>● Reteach Masters</li> <li>● On-Level Masters</li> <li>● Enrichment Masters</li> <li>● Centers</li> </ul>
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21 <sup>st</sup> Century Themes							
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21 <sup>st</sup> Century Skills							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		
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Pine Hill Public Schools Curriculum	
Unit Title Fluently Subtract Within 100	Unit #: 6
Course or Grade Level: Math - 2	Length of Time: 9 days
Pacing	November
Essential Questions	What are strategies for subtracting numbers to 100?
Content	<ul style="list-style-type: none"> <li>● Regroup 1 Ten for 10 Ones</li> <li>● Models to Subtract 2-Digit and 1-Digit Numbers</li> <li>● Subtract 2-Digit and 1-Digit Numbers</li> <li>● Models to Subtract 2-Digit Numbers</li> <li>● Subtract 2-Digit Numbers</li> <li>● Use Addition to Check Subtraction</li> <li>● Practice Subtracting</li> <li>● Solve One-Step and Two-Step problems</li> <li>● Reasoning</li> </ul>
Skills	<ul style="list-style-type: none"> <li>● Identify Tens and Ones in a 2-digit number</li> <li>● Subtraction facts</li> <li>● Regroup</li> <li>● Addition Facts</li> <li>● Compatible Numbers</li> <li>● Compensation</li> <li>● Break Apart</li> <li>● Find the Difference</li> </ul>

<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Anecdotal Records</li> <li>● Teacher Observations</li> <li>● Quick Check</li> <li>● Worksheet Pages</li> <li>● Topic Tests (Constructed Response, Multiple Choice)</li> <li>● Performance Tasks</li> <li>● Benchmark Tests at Middle and End of Year</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>● Leveled Instruction - <i>Intervention, On-Level, and Advanced</i></li> <li>● Math Diagnosis and Intervention System</li> <li>● Reteach Masters</li> <li>● On-Level Masters</li> <li>● Enrichment Masters</li> <li>● Centers</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>● Project Based Learning - Math &amp; Science Project</li> <li>● Altering word problems to reflect current classroom themes</li> <li>● Theme based center activities</li> <li>● Connecting reading strategies to problem solving</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>● · PearsonRealize.com</li> <li>● · Student and Teacher e-texts</li> <li>● · Smartboard</li> <li>● · Online personalized practice</li> <li>● · Online math tools</li> <li>● · Online Today's challenge</li> <li>● · Online Solve and Share</li> <li>● · Online Another Look Homework Video</li> <li>● · Visual Learning Animation</li> <li>● · Online Math Games</li> <li>● · Animated Glossary</li> <li>● · Consumable student edition</li> <li>● · Teacher Edition</li> <li>● · Math and Science Activity (STEM)</li> <li>● · Teacher's Resource Masters</li> <li>● Manipulatives</li> </ul>

**New Jersey Student Learning Standards for Mathematics**

<p><b>Standard(s) for Mathematical Practice:</b></p> <p><b>MP1:</b> Make sense of problems and persevere in solving them.</p> <p><b>MP2:</b> Reason abstractly and quantitatively.</p> <p><b>MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>MP4:</b> Model with mathematics.</p> <p><b>MP5:</b> Use appropriate tools strategically.</p> <p><b>MP6:</b> Attend to precision.</p> <p><b>MP7:</b> Look for and make use of structure.</p> <p><b>MP8:</b> Look for and express regularity in repeated reasoning.</p>	<p><b>Standards for Mathematical Content:</b></p> <p>Use place value understanding and properties of operations to add and subtract.</p> <p><b>2.NBT.B.5</b></p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>2.NBT.B.9</b></p> <p>Explain why addition and subtraction strategies work, using place value and the properties of operations.1</p> <p><b>2.NBT.B.6</b></p> <p>Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>Represent and solve problems involving addition and subtraction.</p> <p><b>2.OA.A.1</b></p>
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				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.1			
<b><u>21<sup>st</sup> Century Themes</u></b>							
	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		
<b><u>8.1 Educational Technology:</u></b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.							
<b>Strand:: A. Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>			<b>Content Statement:</b> <b>Select and use applications effectively and productively.</b>		<b>Indicator:</b> <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).		

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title</b> More Solving Problems Involving Addition And Subtraction	<b>Unit #: 7</b>
<b>Course or Grade Level:</b> Math - 2	<b>Length of Time:</b> 6 days
<b>Pacing</b>	December
<b>Essential Questions</b>	How Can You Solve Word Problems That Use Adding And Subtracting?
<b>Content</b>	<ul style="list-style-type: none"> <li>● Represent Addition And Subtraction Problems</li> <li>● Mixed Practice: Solve Addition And Subtraction Problems</li> <li>● Continue Practice With Addition And Subtraction Problems</li> <li>● Solve Two-Step Problems</li> <li>● Continue To Solve Two-Step Problems</li> <li>● Reasoning</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Tens and Ones</li> <li>● Find the Difference</li> <li>● Regroup</li> <li>● Use a Number Line</li> </ul>

	<ul style="list-style-type: none"> <li>● Find the Sum</li> <li>● Compatible Numbers</li> <li>● Critical Thinking Skills</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Anecdotal Records</li> <li>● Teacher Observations</li> <li>● Quick Check</li> <li>● Worksheet Pages</li> <li>● Topic Tests (Constructed Response, Multiple Choice)</li> <li>● Performance Tasks</li> <li>● Benchmark Tests at Middle and End of Year</li> </ul>
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<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>● · PearsonRealize.com</li> <li>● · Student and Teacher e-texts</li> <li>● · Smartboard</li> <li>● · Online personalized practice</li> <li>● · Online math tools</li> <li>● · Online Today's challenge</li> <li>● · Online Solve and Share</li> <li>● · Online Another Look Homework Video</li> <li>● · Visual Learning Animation</li> <li>● · Online Math Games</li> <li>● · Animated Glossary</li> <li>● · Consumable student edition</li> <li>● · Teacher Edition</li> <li>● · Math and Science Activity (STEM)</li> <li>● · Teacher's Resource Masters</li> <li>● Manipulatives</li> </ul>

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<p><b>Standard(s) for Mathematical Practice:</b></p> <p><b>MP1:</b> Make sense of problems and persevere in solving them.</p> <p><b>MP2:</b> Reason abstractly and quantitatively.</p> <p><b>MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>MP4:</b> Model with mathematics.</p> <p><b>MP5:</b> Use appropriate tools strategically.</p> <p><b>MP6:</b> Attend to precision.</p> <p><b>MP7:</b> Look for and make use of structure.</p> <p><b>MP8:</b> Look for and express regularity in repeated reasoning.</p>	<p><b>Standards for Mathematical Content:</b></p> <p>strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>Represent and solve problems involving addition and subtraction.</b></p> <p><b>2.OA.A.1</b></p> <p>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.1</p>
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	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b>21<sup>st</sup> Century Skills</b>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		
<p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>							
<p><b>Strand:: A. Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i></p>			<p><b>Content Statement:</b> Select and use applications effectively and productively.</p>		<p><b>Indicator:</b> <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>		

<b>Pine Hill Public Schools Curriculum</b>	
Unit Title Work With Time And Money	<b>Unit #: 8</b>
Course or Grade Level: <b>Math - 2</b>	<b>Length of Time: 8 days</b>
<b>Pacing</b>	December
<b>Essential Questions</b>	How can you solve problems about counting money or telling time to the nearest 5 minutes?
<b>Content</b>	<ul style="list-style-type: none"> <li>● Solve Problems With Coins</li> <li>● Continue To Solve Problems With Coins</li> <li>● Solve Problems With Dollars Bills</li> <li>● Continue To Solve Problems With Dollar Bills</li> </ul>



	<ul style="list-style-type: none"> <li>● Reasoning</li> <li>● Tell Time to Five Minutes</li> <li>● Tell Time Before and After The Hour</li> <li>● A.M. and P.M.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Identify and count coins</li> <li>● compare coins</li> <li>● Identify and count Dollar Bills</li> <li>● Use Tally Marks</li> <li>● Understand the Relationships between seconds, minutes, and hour</li> <li>● Understand Quarter Past, Quarter to, and Half Past the hour.</li> <li>● Know the difference between am and pm.</li> <li>● Critical Thinking</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Anecdotal Records</li> <li>● Teacher Observations</li> <li>● Quick Check</li> <li>● Worksheet Pages</li> <li>● Topic Tests (Constructed Response, Multiple Choice)</li> <li>● Performance Tasks</li> <li>● Benchmark Tests at Middle and End of Year</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>● Leveled Instruction - <i>Intervention, On-Level, and Advanced</i></li> <li>● Math Diagnosis and Intervention System</li> <li>● Reteach Masters</li> <li>● On-Level Masters</li> <li>● Enrichment Masters</li> <li>● Centers</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>● Project Based Learning - Math &amp; Science Project</li> <li>● Altering word problems to reflect current classroom themes</li> <li>● Theme based center activities</li> <li>● Connecting reading strategies to problem solving</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>● · PearsonRealize.com</li> <li>● · Student and Teacher e-texts</li> <li>● · Smartboard</li> <li>● · Online personalized practice</li> <li>● · Online math tools</li> <li>● · Online Today's challenge</li> <li>● · Online Solve and Share</li> <li>● · Online Another Look Homework Video</li> <li>● · Visual Learning Animation</li> <li>● · Online Math Games</li> <li>● · Animated Glossary</li> <li>● · Consumable student edition</li> <li>● · Teacher Edition</li> <li>● · Math and Science Activity (STEM)</li> <li>● · Teacher's Resource Masters</li> <li>● Manipulatives</li> </ul>

**New Jersey Student Learning Standards for Mathematics**

<p><b>Standard(s) for Mathematical Practice:</b></p> <p><b>MP1: Make sense of problems and persevere in solving them.</b></p> <p><b>MP2: Reason abstractly and quantitatively.</b></p> <p><b>MP3: Construct viable arguments and critique the reasoning of others.</b></p> <p><b>MP4: Model with mathematics.</b></p> <p><b>MP5: Use appropriate tools strategically.</b></p>	<p><b>Standards for Mathematical Content:</b></p> <p><b>Work with time and money.</b> 2.MD.C.7</p> <p><b>Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</b></p>
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<p><b>MP6: Attend to precision.</b></p> <p><b>MP7: Look for and make use of structure.</b></p> <p><b>MP8: Look for and express regularity in repeated reasoning.</b></p>	<p><b>2.MD.C.8</b></p> <p>Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.  <b>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</b></p> <p>Understand place value.</p> <p><b>2.NBT.A.2</b></p> <p>Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>Represent and solve problems involving addition and subtraction.  <b>2.OA.A.1</b></p> <p>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</p>
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**21<sup>st</sup> Century Themes**

Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p><b>Strand:: A. Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i></p>	<p><b>Content Statement:</b>  <b>Select and use applications effectively and productively.</b></p>	<p><b>Indicator:</b>  <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>
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**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Numbers to 1,000</b>	<b>Unit #: 9</b>
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<b>Course or Grade Level: Math - 2</b>		<b>Length of Time: 10 days</b>
<b>Pacing</b>	December, January	
<b>Essential Questions</b>	How can you count, read, and show numbers to 1,000?	
<b>Content</b>	<ul style="list-style-type: none"> <li>● Understand Hundreds</li> <li>● Models and 3-Digit Numbers</li> <li>● Name Place values</li> <li>● Read and Write 3-Digit Numbers</li> <li>● Different Ways to Name the Same Number</li> <li>● Place Value patterns With numbers</li> <li>● Skip Count by 5s, 10s, and 100s to 1,000</li> <li>● Compare Numbers Using Place Value</li> <li>● Compare Numbers on the Number Line</li> <li>● Look For and Use Structure</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Understand Place Value of 3-digit numbers</li> <li>● Decompose Numbers</li> <li>● Understand Number Forms</li> <li>● Identify number patterns</li> <li>● Skip Count</li> <li>● Compare 3-Digit Numbers</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Anecdotal Records</li> <li>● Teacher Observations</li> <li>● Quick Check</li> <li>● Worksheet Pages</li> <li>● Topic Tests (Constructed Response, Multiple Choice)</li> <li>● Performance Tasks</li> <li>● Benchmark Tests at Middle and End of Year</li> </ul>	
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**MP4:** Model with mathematics.  
**MP5:** Use appropriate tools strategically.  
**MP6:** Attend to precision.  
**MP7:** Look for and make use of structure.  
**MP8:** Look for and express regularity in repeated reasoning.

**Standards for Mathematical Content:**

**Understand place value.**  
**2.NBT.A.1**

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

**2.NBT.A.1.A**

100 can be thought of as a bundle of ten tens — called a "hundred."

**2.NBT.A.1.B**

The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

**2.NBT.A.2**

Count within 1000; skip-count by 5s, 10s, and 100s.

**2.NBT.A.3**

Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

**2.NBT.A.4**

Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

**2.NBT.B.8**

Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

### 21<sup>st</sup> Century Themes

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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### 21<sup>st</sup> Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate

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<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: Add Within 1,000 Using Models and Strategies</b>	<b>Unit #: 10</b>
<b>Course or Grade Level: Math - 2</b>	<b>Length of Time: 7 days</b>
<b>Pacing</b>	January
<b>Essential Questions</b>	What are strategies for adding numbers to 1,000?
<b>Content</b>	<ul style="list-style-type: none"> <li>● Add 10 and 100</li> <li>● Add on an Open number Line</li> <li>● Add Using Mental Math</li> <li>● Add Using Partial Sums</li> <li>● Use Models to Add</li> <li>● Explain Addition Strategies</li> <li>● Repeated Reasoning</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Use Mental Math to Add</li> <li>● use Visual Models to Add</li> <li>● Use Place Value and properties to explain addition strategies.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Anecdotal Records</li> <li>● Teacher Observations</li> <li>● Quick Check</li> <li>● Worksheet Pages</li> <li>● Topic Tests (Constructed Response, Multiple Choice)</li> <li>● Performance Tasks</li> <li>● Benchmark Tests at Middle and End of Year</li> </ul>
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<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>● Project Based Learning - Math &amp; Science Project</li> <li>● Altering word problems to reflect current classroom themes</li> <li>● Theme based center activities</li> <li>● Connecting reading strategies to problem solving</li> </ul>
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**21<sup>st</sup> Century Themes**

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

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<b>Strand:: A. Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>	<b>Content Statement:</b> <b>Select and use applications effectively and productively.</b>	<b>Indicator:</b> <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
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<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: Subtract Within 1,000 Using Models and Strategies</b>	<b>Unit #: 11</b>
<b>Course or Grade Level: Math - 2</b>	<b>Length of Time: 7 days</b>
<b>Pacing</b>	January
<b>Essential Questions</b>	What are strategies for subtracting numbers to 1,000?
<b>Content</b>	<ul style="list-style-type: none"> <li>● Subtract 10 and 100</li> <li>● Count Back to Subtract on an Open Number Line</li> <li>● Add Up to Subtract on an Open Number Line</li> <li>● Subtract using mental Math</li> <li>● Use Models to Subtract</li> <li>● Explain Subtraction Strategies</li> <li>● Make Sense and Persevere</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Use Place Value to subtract</li> <li>● Use Mental math to Subtract</li> <li>● Use Visual Models to Subtract</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Anecdotal Records</li> <li>● Teacher Observations</li> <li>● Quick Check</li> <li>● Worksheet Pages</li> <li>● Topic Tests (Constructed Response, Multiple Choice)</li> <li>● Performance Tasks</li> <li>● Benchmark Tests at Middle and End of Year</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>● Leveled Instruction - <i>Intervention, On-Level, and Advanced</i></li> <li>● Math Diagnosis and Intervention System</li> <li>● Reteach Masters</li> <li>● On-Level Masters</li> <li>● Enrichment Masters</li> </ul>

	<ul style="list-style-type: none"> <li>Centers</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>Project Based Learning - Math &amp; Science Project</li> <li>Altering word problems to reflect current classroom themes</li> <li>Theme based center activities</li> <li>Connecting reading strategies to problem solving</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>PearsonRealize.com</li> <li>Student and Teacher e-texts</li> <li>Smartboard</li> <li>Online personalized practice</li> <li>Online math tools</li> <li>Online Today's challenge</li> <li>Online Solve and Share</li> <li>Online Another Look Homework Video</li> <li>Visual Learning Animation</li> <li>Online Math Games</li> <li>Animated Glossary</li> <li>Consumable student edition</li> <li>Teacher Edition</li> <li>Math and Science Activity (STEM)</li> <li>Teacher's Resource Masters</li> <li>Manipulatives</li> </ul>

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<p><b>Standard(s) for Mathematical Practice:</b></p> <p><b>MP1:</b> Make sense of problems and persevere in solving them.</p> <p><b>MP2:</b> Reason abstractly and quantitatively.</p> <p><b>MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>MP4:</b> Model with mathematics.</p> <p><b>MP5:</b> Use appropriate tools strategically.</p> <p><b>MP6:</b> Attend to precision.</p> <p><b>MP7:</b> Look for and make use of structure.</p> <p><b>MP8:</b> Look for and express regularity in repeated reasoning.</p>	<p><b>Standards for Mathematical Content:</b></p> <p>Use place value understanding and properties of operations to add and subtract.</p> <p><b>2.NBT.B.7</b> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p><b>2.NBT.B.8</b></p> <p>Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p> <p><b>2.NBT.B.9</b></p> <p>Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>
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**21<sup>st</sup> Century Themes**

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
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	Media Literacy	X	ICT Literacy	X	Life and Career Skills
<b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.					
<b>Strand:: A. Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>		<b>Content Statement:</b> <b>Select and use applications effectively and productively.</b>		<b>Indicator:</b> <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).	

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: Measuring Length</b>	<b>Unit #: 12</b>
<b>Course or Grade Level: Math - 2</b>	<b>Length of Time: 9 days</b>
<b>Pacing</b>	February
<b>Essential Questions</b>	What are ways to measure length?
<b>Content</b>	<ul style="list-style-type: none"> <li>● Estimating length</li> <li>● Measure With inches</li> <li>● Inches, Feet, and yards</li> <li>● Measure Length Using Different Customary Units</li> <li>● Measure With Centimeters</li> <li>● Centimeters and Meters</li> <li>● Measure Length Using Different Metric Units</li> <li>● Compare Lengths</li> <li>● Precision</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Estimate</li> <li>● Use customary measurement tools to measure objects.</li> <li>● Choose appropriate tools and units.</li> <li>● Use addition and Subtraction</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Anecdotal Records</li> <li>● Teacher Observations</li> <li>● Quick Check</li> <li>● Worksheet Pages</li> <li>● Topic Tests (Constructed Response, Multiple Choice)</li> <li>● Performance Tasks</li> <li>● Benchmark Tests at Middle and End of Year</li> </ul>

<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>● Leveled Instruction - <i>Intervention, On-Level, and Advanced</i></li> <li>● Math Diagnosis and Intervention System</li> <li>● Reteach Masters</li> <li>● On-Level Masters</li> <li>● Enrichment Masters</li> <li>● Centers</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>● Project Based Learning - Math &amp; Science Project</li> <li>● Altering word problems to reflect current classroom themes</li> <li>● Theme based center activities</li> <li>● Connecting reading strategies to problem solving</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>● · PearsonRealize.com</li> <li>● · Student and Teacher e-texts</li> <li>● · Smartboard</li> <li>● · Online personalized practice</li> <li>● · Online math tools</li> <li>● · Online Today's challenge</li> <li>● · Online Solve and Share</li> <li>● · Online Another Look Homework Video</li> <li>● · Visual Learning Animation</li> <li>● · Online Math Games</li> <li>● · Animated Glossary</li> <li>● · Consumable student edition</li> <li>● · Teacher Edition</li> <li>● · Math and Science Activity (STEM)</li> <li>● · Teacher's Resource Masters</li> <li>● Manipulatives</li> </ul>

**New Jersey Student Learning Standards for Mathematics**

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				and equations with a symbol for the unknown number to represent the problem.			
<b>21<sup>st</sup> Century Themes</b>							
	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b>21<sup>st</sup> Century Skills</b>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		
<b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.							
<b>Strand:: A. Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>			<b>Content Statement:</b> <b>Select and use applications effectively and productively.</b>		<b>Indicator:</b> <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).		

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: More Addition, Subtraction, and Length</b>	<b>Unit #: 13</b>
<b>Course or Grade Level: Math - 2</b>	<b>Length of Time: 5 days</b>
<b>Pacing</b>	February
<b>Essential Questions</b>	How can you add and subtract lengths?
<b>Content</b>	<ul style="list-style-type: none"> <li>● Add and Subtract With Measurements</li> <li>● Find Unknown measurements</li> <li>● Continue to Find Unknown measurements</li> <li>● Add and Subtract on a Number Line</li> <li>● Use Appropriate Tools</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Add and Subtract</li> <li>● Add and Subtract using equations and drawings</li> <li>● Add and subtract using number lines.</li> </ul>

<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Anecdotal Records</li> <li>● Teacher Observations</li> <li>● Quick Check</li> <li>● Worksheet Pages</li> <li>● Topic Tests (Constructed Response, Multiple Choice)</li> <li>● Performance Tasks</li> <li>● Benchmark Tests at Middle and End of Year</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>● Leveled Instruction - <i>Intervention, On-Level, and Advanced</i></li> <li>● Math Diagnosis and Intervention System</li> <li>● Reteach Masters</li> <li>● On-Level Masters</li> <li>● Enrichment Masters</li> <li>● Centers</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>● Project Based Learning - Math &amp; Science Project</li> <li>● Altering word problems to reflect current classroom themes</li> <li>● Theme based center activities</li> <li>● Connecting reading strategies to problem solving</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>● · PearsonRealize.com</li> <li>● · Student and Teacher e-texts</li> <li>● · Smartboard</li> <li>● · Online personalized practice</li> <li>● · Online math tools</li> <li>● · Online Today's challenge</li> <li>● · Online Solve and Share</li> <li>● · Online Another Look Homework Video</li> <li>● · Visual Learning Animation</li> <li>● · Online Math Games</li> <li>● · Animated Glossary</li> <li>● · Consumable student edition</li> <li>● · Teacher Edition</li> <li>● · Math and Science Activity (STEM)</li> <li>● · Teacher's Resource Masters</li> <li>● Manipulatives</li> </ul>

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				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.			
<b>21<sup>st</sup> Century Themes</b>							
	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b>21<sup>st</sup> Century Skills</b>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		
<p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>							
<p><b>Strand:: A. Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i></p>			<p><b>Content Statement:</b> Select and use applications effectively and productively.</p>		<p><b>Indicator:</b> <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>		

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: Graphs and Data</b>	<b>Unit #: 14</b>
<b>Course or Grade Level: Math - 2</b>	<b>Length of Time: 6 days</b>
<b>Pacing</b>	March

<b>Essential Questions</b>	How can line plots, bar graphs, and picture graphs be used to show data and answer questions?
<b>Content</b>	<ul style="list-style-type: none"> <li>● Line plots</li> <li>● More Line plots</li> <li>● Bar Graphs</li> <li>● Picture Graphs</li> <li>● Draw Conclusions</li> <li>● Reasoning</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Collect measurement Data</li> <li>● Construct Line Plots</li> <li>● Interpret measurement data on a Line Plot</li> <li>● Interpret, and Create Bar graphs</li> <li>● Interpret and Create Picture Graphs</li> <li>● Solve word problems using graphs</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Anecdotal Records</li> <li>● Teacher Observations</li> <li>● Quick Check</li> <li>● Worksheet Pages</li> <li>● Topic Tests (Constructed Response, Multiple Choice)</li> <li>● Performance Tasks</li> <li>● Benchmark Tests at Middle and End of Year</li> </ul>
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<p>of others.</p> <p><b>MP4: Model with mathematics.</b></p> <p><b>MP5: Use appropriate tools strategically.</b></p> <p><b>MP6: Attend to precision.</b></p> <p><b>MP7: Look for and make use of structure.</b></p> <p><b>MP8: Look for and express regularity in repeated reasoning.</b></p>	<p><b>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.</b></p> <p><b>Represent and interpret data.</b></p> <p><b>2.MD.D.9</b></p> <p><b>Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</b></p> <p><b>2.MD.D.10</b></p> <p><b>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.</b></p>
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**21<sup>st</sup> Century Themes**

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p><b>Strand:: A. Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i></p>	<p><b>Content Statement:</b>  <b>Select and use applications effectively and productively.</b></p>	<p><b>Indicator:</b>  <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>
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**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Shapes and Their Attributes</b>		<b>Unit #: 15</b>
<b>Course or Grade Level: Math - 2</b>		<b>Length of Time: 8 days</b>
<b>Pacing</b>	March	

<b>Essential Questions</b>	How can shapes be described, compared, and broken into parts?
<b>Content</b>	<ul style="list-style-type: none"> <li>● 2-Dimensional Shapes</li> <li>● Polygons and Angles</li> <li>● Draw 2-Dimensional Shapes</li> <li>● Cubes</li> <li>● Divide Rectangles into Equal Squares</li> <li>● Partition Shapes</li> <li>● Equal Shares, Different Shapes</li> <li>● Repeated Reasoning</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Identify 2-dimensional shapes</li> <li>● Identify cubes</li> <li>● Understand equal squares in a rectangle</li> <li>● Understand halves, thirds, and fourths</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Anecdotal Records</li> <li>● Teacher Observations</li> <li>● Quick Check</li> <li>● Worksheet Pages</li> <li>● Topic Tests (Constructed Response, Multiple Choice)</li> <li>● Performance Tasks</li> <li>● Benchmark Tests at Middle and End of Year</li> </ul>
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<p>of others.</p> <p><b>MP4: Model with mathematics.</b></p> <p><b>MP5: Use appropriate tools strategically.</b></p> <p><b>MP6: Attend to precision.</b></p> <p><b>MP7: Look for and make use of structure.</b></p> <p><b>MP8: Look for and express regularity in repeated reasoning.</b></p>	<p>pentagons, hexagons, and cubes.</p> <p><b>2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</b></p> <p><b>2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</b></p> <p><b>2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</b></p>
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**21<sup>st</sup> Century Themes**

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

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