## Unit Curriculum Map

## Subject Area: 2<sup>nd</sup> Grade Mathematics

## Date: June 2011

Big Idea		re Concents		CLCE/CCSS (Denoted) Vocabul		Vocabulary (Key	bulary (Kay concents)	
(Overarchi		(Ouestions to focus		204123		Sum		
(Overarchin question: T	hic occo	(Questions to focus		2.NRT 1 1a 1b		Place Value		
question, 1	ms asse	assessment/instruction)		2.NBT. 2. 3. 4		Inverse Operation		
unit; gra	pinc)	• Decomprising what types of		2.NBT. 7. 9. 10		Difference		
Understan	ding	<ul> <li>Recognizing what types of problems can be solved using</li> </ul>		E		Expanded Form		
Place Valu	ue to	addition/subtraction		Mathematical Practices: Orde		Order	Order	
support ad	Idition	<ul> <li>Understanding place value in order</li> </ul>		1, 2, 4 Commutativ		Commutative Proper	tive Property	
and subtro	ation	to add/subtract whole numbers				Addends		
and subtra	iction	Recognize that addition and				Greater than		
		subtraction are inverse operations				Less than		
		• Understand that the placement of a				Equal		
		number impacts its value						
		Recognize a group as having an odd						
		or even number of members						
Pacing	Enduring	uring Understandings Learning /		Activities Using Best		Resources	Assessment	
	"I Car	"I Can Statements"		Practice Strategies		ook. Technology.	Formative/Summative	
	(Unit Abstract/Standards)		(These would be the activities you choose to		Materials etc.)			
	(CIIIC TROS	(in act is tailed as)	use from your tex	t internet supplemental	111	uter fulls, etc.)		
			resources)					
	• I car	n skip count by 2, 3, 4.			Base 10	blocks	Formative Assessments:	
3 weeks	5 10 100		http://illuminations.nctm.org/ActivityD		Ten-frames		Whole class discussion	
(Quarter 1)	• I can create a group with		etail aspx?ID=218		Number Lines		Worksheet for day 2	
	even and odd members		"Grouping and Grazing" This activity		Number Grids		Student log for facts to 20	
	• I can compare numbers		being children learn grouping, tally		Hundreds Chart		Technology assessment	
	accurately using $\langle , \rangle =$		marks, and place value. As they		Fact Triangles		http://www.playkidsgames.com/games/math	
• I know		ow my addition facts	marks, and pla	a thou can move on			fact/mathFact.htm	
	th	through 20		aubtracting two digit			Summative Assessments:	
	• I car	n use addition facts to	to adding and	subtracting two-digit			http://www.playkidsgames.com/ga	
	SO	lve problems	numbers.				mes/mathfact/mathEact.htm	
	• I car	n verify sums					mes/mainaci/main act.min	
	• I car	n demonstrate the						
	со	ommutative property	nttp://www.icto	games.com/snarknumb				
	fo	r addition	ers.html "Sha	rk Pool" Students need				
	• I know my subtraction		to understand what each digit in a					
	fa	cts through 20	two-digit num	ber represents. They				
• 1		n use subtraction facts	identify the n	where represented by				
	to solve problems		identity the number represented by					
	• I can verify differences		the cuisennaire rods.					
	• I uno	derstand that addition						
	an	nd subtraction are						
	in	verse operations						
2 weeks								
(Quarter 3)	_							
	• I car	n count to $1000$ by 1,						

5, 10, 100		
• I can read numbers up to		
1000		
• I can write numbers in		
expanded form to 1000		
• I can subtract within 1000		
using concrete models		
• I can add to 1000 by		
composing 10's and		
100's		
• I can subtract within 1000		
by decomposing 100's		
and 10's		
• I understand place value		
to 1000		