

MIDDLE TOWNSHIP PUBLIC SCHOOLS
 CAPE MAY COURT HOUSE, NJ 08210
 CURRICULUM GUIDE 2012
 DISCIPLINE: Mathematics GRADE LEVEL: Kindergarten

Counting & Cardinality							
Know number names and the count sequence.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Domain	Standard						
KCC	1	How do we count to 100 by 1's and 10's?	October to June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons.	ELA K.SL.1, K.SL.4, K.SL.5, K.SL.6, K.L.5, K.L.6	Teacher Observation, Section Assessments, Class work, Initial, Midyear and End of the Year Assessment	EM Section 2 and Section 4
K.CC	2	How do we count when we don't start at 1?	October to June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA K.SL.4, K.SL.5, K.L.4	Teacher Observation, Section Assessments, Class work, Initial Mid year, and End of the Year Assessment	EM Section 2
K.CC	3	How do we write numbers 0 to 20 to represent a number of objects?	September to June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA K.SL.1, K.SL.5, K.SL.6, K.L.5	Teacher Observation, Section Assessments, Class work, Initial, Midyear, and End of Year Assessments	EM Section 1

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Count to tell the number of objects.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Domain	Standard						
K.CC	4		September to June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA K.SL.1, K.SL.5, K.SL.6, K.L.5, K.SL.4, K.SL.5, K.L.4, K.L.5, K.L.6, K.W.8	Teacher Observation, Section Assessments, Class work, Initial, Midyear, and End of the Year Assessment	EM Section 1, 2, 3, 4, and 7
K.CC	4.a.	How do I count objects in order?					
K.CC	4.b.	How do I know objects are in a group?					
K.CC	4.c.	How do I tell a number that is one more?					
K.CC	5	How many ways can we show how to count to 20?	September to June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons.	ELA K.SL.1, K.SL.5, K.SL.6, K.L.5, K.SL.4, K.L.4	Teacher Observation, Section Assessments, Class work, Initial, Midyear, and End of the Year Assessment	EM Section 1 and 2

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Compare numbers.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Domain	Standard						
K.CC	6	How do we compare 2 groups of objects?	September to June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons.	ELA K.SL.1 K.SL.5 K.SL.6 K.L.5 K.SL.4 K.L.4	Teacher Observation, Section Assessments, Class work, Initial, Midyear, and End of the Year Assessments	EM Section 1 and 2
K.CC	7	How do we compare 2 written numbers?	March to June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons.	ELA K.W.8, K.SL.1, K.SL.5, K.SL.2, K.L.5, K.L.6	Teacher Observation, Section Assessments, Class work, Initial, Midyear, and End of the Year Assessment	EM Section 7

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Operations and Algebraic Thinking							
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/Benchmark	Resources
Domain	Standard						
K.OA	1	How can we represent addition and subtraction number stories?	November to June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA K.SL.1, K.SL.2, K.SL.3, K.SL.4, K.SL.5, K.L.2, K.L.6, K.W.3, K.W.8	Teacher Observation, Section Assessments, class work, Initial, Midyear, and End of the Year Assessment	EM Sections 3 thru 8
K.OA	2	How can we show addition and subtraction word problems?	November to June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA K.SL.1, K.L.2, K.L.6 K.W.8 K.SL.2, K.SL.4, K.SL.5	Teacher Observation, Section Assessments, Class work, Initial, Midyear, and End of the Year Assessment	EM Sections 3,4, and 7
K.OA	3	How can we show a number in different ways?	September to June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA K.SL.1, K.SL.5, K.SL.6, K.L.5, K.W.8, K.SL.4, K.L.4, K.L.6	Teacher Observation, Section Assessments, Class work, Initial, Midyear, and End of the Year Assessment	EM Section 1 and 7

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Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Domain	Standard						
K.OA	4	What are ways to make 10?	October to June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA K.SL.4 K.SL.5 K.L.4 K.SL.1 K.SL.2 K.L.6 K.L.2	Teacher Observation, Section Assessments, Class work, Initial, Midyear, and End of the Year Assessment	EM Section 2,3, and 7
K.OA	5	How do we solve problems in our head using addition and subtraction up to 5?	November to June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA K.SL.1 K.SL.2 K.L.6	Teacher Observation, Section Assessments, Class work, Initial, Midyear, and End of the Year Assessments	EM Section 3
Number and Operations in Base Ten							
Work with numbers 11-19 to gain foundations for place value.							
K.NBT	1	How do I show number using 1's and 10's?	October to June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA K.SL.4 K.SL.5 K.L.4 K.SL.1 K.L.2 K.L.6 K.SL.2 K.W.8, K.L.1e	Teacher Observation, Section Assessments, Class work, Initial, Midyear, and End of the Year Assessment	EM Section 2, 3, 4, 6, and 7

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Measurement and Data							
Describe and compare measurable attributes.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/Benchmark	Resources
Domain	Standard						
K.MD	1	How do we describe attributes of objects?	October to June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA K.SL.4 K.SL.5 K.L.4 K.SL.1 K.SL.6 K.L.6	Teacher Observation, Section Assessments, Class work, Initial, Midyear, and End of the Year Assessments	EM Sections 2 & 5
K.MD	2	How do I compare 2 objects with the same attribute?	November to June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA K.SL.1 K.L.2 K.L.6 K.SL.6 K.SL.2 K.SL.3	Teacher Observation, Section Assessments, Class work, Initial, Midyear, and End of the Year Assessment	EM Section 3 & 5
Classify objects and count the number of objects in each category.							
K.MD	3	How do I sort and count objects in a group?	November to June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA K.SL.1 K.L.2 K.L.6	Teacher Observation, Section Assessments, Class work, Initial, Midyear and End of the Year Assessment	EM Section 3

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Geometry							
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/Benchmark	Resources
Domain	Standard						
K.G	1	How do I use positional words to describe 2 and 3 dimensional shapes in the environments?	November	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA K.SL.1 K.L.2 K.L.5 K.L.6	Teacher observation, Section Assessments, Class work, Initial, Midyear, and End of the Year Assessment	EM Section 3
K.G	2	How do I name shapes?	October to June	General progression of activities, both concrete and abstract an suggested in EM math daily lessons	ELA K.SL.1 K.SL.4 K.SL.5 K.SL.6 K.L.5 K.L.6	Teacher Observation, Section Assessments, Class work, Initial, Midyear, and End of the Year Assessment	EM Section 2 & 4
K.G	3	How do I tell the difference between 2 and 3 dimensional shapes?	February to June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA K.SL.5 K.L.5 K.SL.2 K.SL.4 K.L.6 K.SL.1	Teacher Observation, Section Assessment, Class work, Initial, Midyear, and End of Year Assessment	EM Section 6 and 7

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Analyze, compare, create, and compose shapes.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Domain	Standard						
K.G.	4	How do we compare 2 and 3 dimensional shapes?	December to June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA K.SL.5 K.L.5 K.SL.2 K.SL.4 K.L.6 K.SL.1	Teacher Observation, Section Assessments, Class work, Initial, Midyear, and End of the Year Assessment	EM Section 4, 6, and 7
K.G.	5	How do we represent shapes with objects and drawings?	March to June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons.	ELA K.SL.2 K.SL.4 K.SL.5 K.L.5 K.L.6	Teacher Observation, Section Assessments, Class work, Initial, Midyear, and End of the Year Assessment	EM Section 7
K.G.	6	How do we use shapes to make new shapes?	December to June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons.	ELA K.SL.1 K.SL.2 K.SL.4 K.SL.5	Teacher Observation, Section Assessments, Class work, Initial, Midyear, and End of the Year Assessment	EM Section 4

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Operations and Algebraic Thinking							
Represent and solve problems involving addition and subtraction.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/Benchmark	Resources
Domain	Standard						
1.OA	1	How do we solve problems using addition and subtraction?	December-June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons.	ELA 1.W.8 1.SL.1 1.SL.2 1.SL.5 1.L.6	Teacher observation; Unit assessments; class work, mathboxes	Everyday Math Units 5, 8, & 10
1.OA	2	How can we solve with 3 addends?	October – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 1.SL.1-5	Teacher observation; Unit assessments; class work, mathboxes	Everyday Math Units 2, 3, & 8
Understand and apply properties of operations and the relationship between addition and subtraction.							
1.OA	3	How do we group numbers to make addition easier?	November – June	General progression of activities both concrete and abstract as suggested in EM math daily lessons	ELA 1.W.8 1.SL.1 1.SL.2 1.L.6	Teacher observation; Unit assessments; class work, mathboxes	Everyday Math Units 4,5, & 6
1.OA	4	How do we use addition to help us solve subtraction problems?	November – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 1.SL.1 1.SL.2 1.W.8 1.L.6	Teacher observation; Unit assessments; class work, mathboxes	Everyday math Units 4 & 5

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Add and subtract with 20.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/Benchmark	Resources
Domain	Standard						
1.OA	5	How does counting help us add and subtract?	September – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 1.W.8 1.SL.1 1.SL.2 1.L.6	Teacher observation; Unit assessments; class work, mathboxes	Everyday Math Units 1, 4, & 6
1.OA	6	What are ways we make addition and subtraction easier?	November – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 1.W.8 1.SL.2 1.L.6	Teacher observation; Unit assessments; class work, mathboxes	Everyday Math Units 4, 6, & 8
Work with addition and subtraction equations.							
1.OA	7	How can we prove if a number model is true or false?	October – June	General progression of activities, both concrete and abstract as suggested in EM math daily	ELA 1.SL.1 1.SL.2 1.L.5	Teacher observation; Unit assessments; class work, mathboxes	Everyday Math Units 2, 3, & 5
1.OA	8	How do we find the missing number in a number model?	November – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 1.SL.1-3 1.L.6 1.W.8	Teacher observation; Unit assessments; class work, mathboxes	Everyday Math Units 3, 5, & 6

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Number and Operations in Base Ten							
Extend the counting sequence.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/Benchmark	Resources
Domain	Standard						
1.NBT	1	How do we read write and count numbers to 120?	September – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 1.SL.1-5	Teacher observation; Unit assessments; class work, mathboxes	Everyday Math Units 1 & 2
Understand place value.							
1.NBT	2		January – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 1.SL.1-2 1.L.6	Teacher observation; Unit assessments; class work, mathboxes	Everyday Math Units 5, 6, & 8
1.NBT	2a	What is “10”?	January - June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 1.SL.1-2 1.W.8 1.L.6	Teacher observation; Unit assessments; class work, mathboxes	Everyday Math Units 5, 6, & 8
1.NBT	2b	How are the teens made?	January – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 1.SL.1-2 1.W.8 1.L.6	Teacher observation; Unit assessments; class work, mathboxes	Everyday Math Units 5, 6

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Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Domain	Standard						
1.NBT	2c	What are the multiples of 10?	January – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 1.SL.102 1.W.8 1.W.6	Teacher observation; Unit assessments; class work, mathboxes	Everyday Math Units 5, 6
1.NBT	3	What symbols do we use to compare numbers?	March – June	General progression of activities, both concrete and abstract as suggested in EM math	ELA 1.SL.1-2 1.L.5-6	Teacher observation; Unit assessments; class work, mathboxes	Everyday Math Units 7, 8, & 9
Use place value understanding and properties of operations to add and subtract.							
1.NBT	4	How do we add or subtract numbers within 100?	April – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 1.SL.1 1.SL.5	Teacher observation; Unit assessments; class work, mathboxes	Everyday Math Unit 8
1.NBT	5	How do we mentally figure out 10 more or less than a number?	May – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 1.W.8 1.SL.1 1.SL.5	Teacher observation; Unit assessments; class work, mathboxes	Everyday Math Units 9 & 10
1.NBT	6	How do we subtract multiples of 10?	May-June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 1.W.8 1.SL.1 1.SL.5 1.SL.3	Teacher observation; Unit assessments; class work, mathboxes	Everyday Math Units 9 & 10

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Measurement and Data							
Measure lengths indirectly and by iterating length units.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/Benchmark	Resources
Domain	Standard						
1.MD	1	How do we compare the lengths of items?	December – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 1.W.8 1.SL.1-6 1.SL.6	Teacher observation; Unit assessments; class work, mathboxes	Everyday Math Unit 4
2.MD	2	How do we measure using non-standard units?	December – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 1.W.8 1.SL.1 1.SL.5 1.SL.3	Teacher observation; Unit assessments; class work, mathboxes	Everyday Math Unit 4
Tell and write time.							
3.MD	3	How do we tell time to the hour and half-hour?	October – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 1.W.8 1.SL.1-6 1.SL.6	Teacher observation; Unit assessments; class work, mathboxes	Everyday Math Units 2, 3, & 4
Represent and interpret data.							
4.MD	4	How do we create and read a tally chart?	September - June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 1.W.8 1.SL.1-6 1.SL.6	Teacher observation; Unit assessments; class work, mathboxes	Everyday Math Units 1, 2

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Geometry							
Reason with shapes and their attributes.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/Benchmark	Resources
Domain	Standard						
1.G	1	How do we make standard shapes?	April- June	General progression of activities, both concrete abstract as suggested in EM math daily lessons	ELA 1.SL.1-5 1.L.5-6	Teacher observation; Unit assessments; class work, math boxes	Everyday Math Unit 7
2. G	2	How to we create composite shapes?	April – June	General progression of activities, both concrete abstract as suggested in EM math daily activities	ELA 1.SL.1-5 1.L.5-6	Teacher observation; Unit assessments; class work, mathboxes	Everyday Math Unit 7
3.G	3	What are equal shares?	April- June	General progression of activities, both concrete abstract as suggested in EM math daily lessons	ELA 1.SL.1, 2, 4 1.W.8 1.L.5-6	Teacher observation; Unit assessments; class work, mathboxes	Everyday Math Unit 8

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Operations and Algebraic Thinking							
Represent and solve problems involving addition and subtraction.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/Benchmark	Resources
Domain	Standard						
2.OA	1	How do I solve problems using addition and subtraction?	Sept. - June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 2.SL.1,2,3 2.RI5, 10	Working with equal groups of objects to gain foundations for multiplication, Slate, teacher observation	EM Units 1-4, 6,7,9-12
Add and subtract within 20.							
2.OA	2	How do I add and subtract within 20?	Sept. - June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 2.SL.1,2,3 2.RI5, 10	Teacher observation Unit Test Math Boxes	EM Units 1,2,4,5

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Work with equal groups of objects to gain foundations for multiplication.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/Benchmark	Resources
Domain	Standard						
2.OA	3	How do I decide if a number is odd or even? How do I prove that the sums of all doubles facts an even number?	Sept. - June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 2.SL.1,2,3 2.RI5, 10	Teacher observation Unit Test Math Boxes	EM Units 1,2,
2.OA	4	How do find the total number of objects by skip counting?	Sept. – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 2.SL.1,2,3 2.RI5, 10	Teacher observation Unit Test Math Boxes	EM Units 1,2, 4,6,8,11,12

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Number and Operations in Base Ten							
Understand place value.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/Benchmark	Resources
Domain	Standard						
2.NBT	1	What is the value of the hundreds digit in a three-digit number?	Sept. – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 2.RI.4, 2.SL.1, 2.SL.3	Teacher observation Unit Test Math Boxes	EM Units 1,3,4,10
2.NBT	1a,b	What is the value of the digits in a three-digit number?	Sept. – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 2.RI.4, 2. RI.5 2.RI.10 2.SL.1, 2.SL.3	Teacher observation Unit Test Math Boxes	EM Units 1,3,4,10
2.NBT	2	How do I Skip count by 5s, 10s, and 100s to 1000?	Sept. – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 2.SL.1, 2.SL.2	Teacher observation Unit Test Math Boxes	EM Units 1, 3,4,10

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Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/Benchmark	Resources
Domain	Standard						
2.NBT	3	How do I read and write numbers to 1000?	Sept. – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 2.RI.10 2.W.8, 2.SL.1, 2.SL.3	Teacher observation Unit Test Math Boxes	EM Units 1, 3,4,10
2.NBT	4	How can I use <, >, = signs to compare the value of numbers?	Sept. – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 2.W.8, 2.SL.1, 2.SL.3	Teacher observation Unit Test Math Boxes	EM Units 1, 3,4,10
Use place value understanding and properties of operations to add and subtract.							
2.NBT	5	How do I add and subtract numbers within 100?	Sept. – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 2.RI.5 2 RI.10, 2.SL.1, 2.SL.2, 2.SL.3	Teacher observation Unit Test Math Boxes	EM Units 1, 3, 4, 7, 8, 9, 10, 12

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Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/Benchmark	Resources
Domain	Standard						
2.NBT	6	What strategies do I use to add more than two two-digit numbers?	Sept. – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 2.RI.5 2.RI.10, 2.SL.1, 2.SL.2, 2.SL.3	Teacher observation Unit Test Math Boxes	EM Units 1, 3, 4, 7, 8, 9, 10, 12
2.NBT	7	How do I add or subtract numbers within 1000?	Sept. – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 2.RI.5 2.RI.10, 2.SL.1, 2.SL.2, 2.SL.3	Teacher observation Unit Test Math Boxes	EM Units 1, 3, 4, 7, 8, 9, 10, 12
2.NBT	8	How can I mentally add and subtract 10 or 100 to any hundreds number from 100-900?	Sept. – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 2.RI.5 2.RI.10, 2.SL.1, 2.SL.2, 2.SL.3	Teacher observation Unit Test Math Boxes	EM Units 1, 3, 4, 7, 8, 9, 10, 12

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Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/Benchmark	Resources
Domain	Standard						
2.NBT	9	How can I explain why addition and subtraction strategies work?	Sept. – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 2.RI.5 2.RI.10, 2.SL.1, 2.SL.2, 2.SL.3	Teacher observation Unit Test Math Boxes	EM Units 1, 3, 4, 7, 8, 9, 10, 12

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Measurement and Data							
Measure and estimate lengths in standard units.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/Benchmark	Resources
Domain	Standard						
2.MD	1	How do I choose the appropriate tool for measuring the length of an object?	Nov. – June	General progression of activities, both concrete and abstract as suggested in EM	ELA 2.RI.10, 2.W.8, 2.SL.1, 2.SL.3, 2.SL.4	Teacher observation Unit Test Math Boxes	EM Units 4, 9
2.MD	2	How do I compare different unit length measurements of the same object?	Nov. – June	General progression of activities, both concrete and abstract as suggested in EM	ELA 2.RI.10, 2.W.8, 2.SL.1, 2.SL.3, 2.SL.4	Teacher observation Unit Test Math Boxes	EM Units 4, 9
2.MD	3	How can I estimate the length of an object in: inches, centimeters, feet, and meters?	Nov. – June	General progression of activities, both concrete and abstract as suggested in EM	ELA 2.RI.10, 2.W.8, 2.SL.1, 2.SL.3, 2.SL.4	Teacher observation Unit Test Math Boxes	EM Units 4, 9

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Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/Benchmark	Resources
Domain	Standard						
2.MD	4	How do I measure to the difference between two objects when using a standard length unit?	Nov. – June	General progression of activities, both concrete and abstract as suggested in EM	ELA 2.RI.10, 2.W.8, 2.SL.1, 2.SL.3, 2.SL.4	Teacher observation Unit Test Math Boxes	EM Units 4, 9

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Relate addition and subtraction to length.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/Benchmark	Resources
Domain	Standard						
2.MD	5	How do we solve addition and subtraction length problems?	Nov. – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 2.RI.10, 2.W.8, 2.SL.1, 2.SL.3, 2.SL.4	Unit Test Math Boxes	EM Units
2.MD	6	How do we use a number line to help us solve addition and subtraction length problems?	Nov. – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 2.RI.10, 2.W.8, 2.SL.1, 2.SL.3, 2.SL.4	Teacher observation Unit Test Math Boxes	EM Units 1, 9, 12
Work with time and money.							
2.MD	7	How do we read time on a clock?	Nov. – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 2.SL.1- 2.SL.4	Teacher observation Unit Test Math Boxes	EM Units 1-12

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Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/Benchmark	Resources
Domain	Standard						
2.MD	8	How can we solve number stories that involve money?	Sept.- June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 2.SL.1- 2.SL.4	Teacher observation Unit Test Math Boxes	EM Units 1-12
Represent and interpret data.							
2.MD	9	How can we make a line plot from data we gather?	Dec. – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 2.RI.10 2.SL.1 2.L.4	Teacher observation Unit Test Math Boxes	EM Units 5, 6, 7, 12
2.MD	10	How do we create and analyze data from a picture and/or bar graph?	Dec. – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 2.RI.10 2.SL.1 2.L.4	Teacher observation Unit Test Math Boxes	EM Units 5, 6, 7, 12

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Geometry							
Reason with shapes and their attributes.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/Benchmark	Resources
Domain	Standard						
2.G	1	How do we use attributes to draw shapes?	Nov. – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 2.RI.10 2.W.8 2.SL.1 2.L.4	Teacher observation Unit Test Math Boxes	EM Units 4,5,8,10
2.G	2	How can we create equal parts in a rectangle?	Feb.- June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 2.RI.10 2.W.8 2.SL.1	Teacher observation Unit Test Math Boxes	EM Units 8 9, 10, 12
2.G	3	How do we show halves, thirds, and fourths?	Feb. – June	General progression of activities, both concrete and abstract as suggested in EM math daily lessons	ELA 2.RI.10 2.W.8 2.SL.1	Teacher observation Unit Test Math Boxes	EM Units 8, 9, 10, 12