

MIDDLE TOWNSHIP PUBLIC SCHOOLS  
 GAP ANALYSIS: MATH CURRICULUM 2011  
 Grade Pre-K

Name Mary Engiles

Date May 27, 2011

Grade Pre-K

Standard <u>4.1 Children demonstrate an understanding of numbers and numerical operations</u>	Place a Y(yes) or N(No) next to each Preschool Indicator covered in your curriculum and identify topic.	If Y is placed, identify whether topic is introduced (I), reinforced (R), or sustained (S).	If an N was placed, please comment on how Preschool Indicator can be covered	Please comment on ideas for strengthening curriculum articulation within your school between the schools and/or with the colleges
<b>Children demonstrate an understanding of numbers and numerical operations.</b>				
4.1.1 Demonstrate emergent understanding of numbers	Y Number exploration; counting 1-20, ordinals first –fifth (including last)	I		Everyday Math (2008) C-1, 2, 4, 7, 10, 11, 15,18,21,22,23 N-1-5, 12 G- 1-10  Calendar routines
4.1.2 Recognize and name some one-digit written numerals	Y Recognize and read some one-digit numbers; discriminate numbers from other symbols in the environment	I		Everyday Math (2008) C-10, 14, 16,18, 19, 21 N-2, 3, 7, 8, 9, 10, 11, 14, 15, 17-19 Calendar routines
4.1.3 Compare groups of objects	Y Compare groups of objects (using more, less, same)	I		Everyday Math (2008) C-3, 6, 18 N-5, 6, 8, 12, 13, 15 O-3, 7 M-14, 15 Calendar routines

MIDDLE TOWNSHIP PUBLIC SCHOOLS  
GAP ANALYSIS: MATH CURRICULUM 2011  
Grade Pre-K

4.1.4 Demonstrate understanding of one-to-one correspondence	Y Place one napkin at each place, put one animal in each car; one for you, one for me; spontaneous count;	I		Everyday Math (2008) C-4, 5, 8, 9, 11, 12, 13, 14, 22 N-5, 7 M-2
4.1.5 Explore the meanings of addition and subtraction by using concrete objects	Joining (3 blue pegs, 3 yellow pegs, 6 pegs altogether; separating (I have 4 cookies, I eat 1, Now I have 3)	I		Everyday Math (2008) C-6, 24 N-6, 7, 8, 10, 13 O-1-11

<u>Standard 4.2 Children develop knowledge of spatial concepts (e.g., shapes and measurement)</u>	Place a Y(yes) or N(No) next to each Preschool Indicator covered in your curriculum and identify topic.	If Y is placed, identify whether topic is introduced (I), reinforced (R), or sustained (S).	If an N was placed, please comment on how Preschool Indicator can be covered	Please comment on ideas for strengthening curriculum articulation within your school between the schools and/or with the colleges
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<b>Children develop knowledge of spatial concepts (e.g., shapes and measurement)</b>				
4.2.1 Use and respond to positional words	Y Use and respond to positional words (ex. Under, between, down, over)	I		Everyday Math (2008) C-16 R 1-7
4.2.2 Explore and talk about basic shapes in the environment	Y Explore and talk about shapes (ex. Circle, square,	I		Everyday Math (2008) C-16 S 1-10 R-3

MIDDLE TOWNSHIP PUBLIC SCHOOLS  
 GAP ANALYSIS: MATH CURRICULUM 2011  
 Grade Pre-K

	triangle)			
4.2.3 Explore three-dimensional shapes by building with blocks and other materials.	Y	I		Everyday Math (2008) C-18 S-11 Creative curriculum
4.2.4 Explore connections between two- and three-dimensional forms	Y Comparing sphere and Circle, etc.	I		Everyday Math (2008) S-11 Creative curriculum
4.2.5 Identify symmetry during play	Y (ex. Building with blocks, in photographs, or nature) )	I		Everyday Math (2008) Art project p. 79 Teacher supplemented activities
4.2.6 Use simple shapes to make designs, patterns, and pictures	Y Use tangrams, pattern blocks	I		Everyday Math (2008) C-16 R-6 Creative curriculum
4.2.7 Explore the use of nonstandard objects for measurement.	Y	I		Everyday Math (2008) M-6, 14, 16, 17 Creative curriculum
4.2.8 Compare and order objects according to measurable attributes	Y (ex. Which is longer? What weighs more?)	I		Everyday Math (2008) M-1, 3-7, 9, 11, 12
4.2.9 Demonstrate understanding of basic temporal relations	Y (ex. The sequence of daily routine.)	I		Everyday Math (2008) M 8-9

MIDDLE TOWNSHIP PUBLIC SCHOOLS  
GAP ANALYSIS: MATH CURRICULUM 2011  
Grade Pre-K

<u>Standard 4.3 Children understand patterns, relationships, and classification.</u>	Place a Y(yes) or N(No) next to each Preschool Indicator covered in your curriculum and identify topic.	If Y is placed, identify whether topic is introduced (I), reinforced (R), or sustained (S).	If an N was placed, please comment on how Preschool Indicator can be covered	Please comment on ideas for strengthening curriculum articulation within your school between the schools and/or with the colleges
<b>Children understand patterns, relations, and classifications.</b>				
4.3.1 Describe patterns in the environment.	Y (ex. Stripes on a shirt, flowers, butterflies)	I		Everyday Math (2008) P-6, 9, 10, 12, 15, 17
4.3.2 Represent patterns in a variety of ways.	Y (ex. Songs, clapping, pictures, blocks, etc.)	I		Everyday Math (2008) P-2, 4, 7, 9-13, 18 calendar Creative curriculum
4.3.3 Begin to represent data in pictures and drawings.	Y	I		Everyday Math (2008) G 1-10 P-7 Calendar routines
4.3.4 Show awareness of the attributes of objects through sorting, ordering, and classifying.	Y Provide materials to sort, classify and order.	I		Everyday Math (2008) N-16 M-1 P-3, 5-8, 14, 16

<u>Standard 4.4. Children use mathematical knowledge to represent, communicate, and solve problems in their environment.</u>	Place a Y(yes) or N(No) next to each Preschool Indicator covered in your curriculum and identify topic.	If Y is placed, identify whether topic is introduced (I), reinforced (R), or sustained (S).	If an N was placed, please comment on how Preschool Indicator can be covered	Please comment on ideas for strengthening curriculum articulation within your school between the schools and/or with the colleges

MIDDLE TOWNSHIP PUBLIC SCHOOLS  
 GAP ANALYSIS: MATH CURRICULUM 2011  
 Grade Pre-K

<b>Children use mathematical knowledge to represent, communicate, and solve problems in their environment.</b>				
4.4.1 Learn mathematics through problem solving, inquiry, and discovery and use emergent mathematical knowledge as a problem-solving tool.	Y What would happen if ____? What could you do to make your building stand up better?	I		Everyday Math (2008) O-4, 9 R-7
4.4.2 Solve problems that arise in mathematics and in other contexts.	Y Comparing number of letters in names, noticing bus numbers.	I		Everyday Math (2008) N-14 O-4, 6 M 9,13
4.4.3 Use communication to organize and clarify mathematical thinking by discussing, listening, and asking questions during activities.	Y Tell me about what you did? Would you do it that way again? What were you thinking when you did that?	I		Everyday Math (2008) O-4, 9, 10 M-8 R-5, 7
4.4.4 Recognize that mathematics is used in a variety of contexts in all disciplines, and apply mathematics in practical situations and other disciplines.	Y	I		Everyday Math (2008) N-2, 14 R 5, 7
4.4.5 Use technology to reinforce concrete mathematical information	Y	I		Everyday Math (2008) Math Games Early Childhood Various computer games

MIDDLE TOWNSHIP PUBLIC SCHOOLS  
 GAP ANALYSIS: MATH CURRICULUM 2011  
 Grade K

Name Jessica Groetsch  
 Date 5/27/11  
 Grade K

Standard K.CC <u>Counting &amp; Cardinality</u>	Place a Y(yes) or N(No) next to each strand and cumulative progress indicator covered in your curriculum and identify topic.	If Y is placed, identify whether topic is introduced (I), reinforced (R), or sustained (S).	If an N was placed, please comment on how strand or cumulative progress indicator can be covered	Please comment on ideas for strengthening curriculum articulation within your school between the schools and/or with the colleges
K. CC. <u>Counting &amp; Cardinality</u>	K. CC. <u>Counting &amp; Cardinality</u>	K. CC <u>Counting &amp; Cardinality</u>	K. CC. <u>Counting &amp; Cardinality</u>	
<b>Know number names and the count sequence.</b>				
K.CC.1	K.CC.1 Y	K.CC.1 IR	K.CC.1	
K.CC.2	K.CC.2 Y	K.CC.2 IR	K.CC.2	
K.CC.3	K.CC.3 Y	K.CC.3 IR	K.CC.3	
<b>Count to tell the number of objects.</b>				
K.CC.4	K.CC.4 Y	K.CC.4 IR	K.CC.4	*counting 20 objects
K.CC.4.a	K.CC.4.a Y	K.CC.4.a S	K.CC.4.a	
K.CC.4.b	K.CC.4.b Y	K.CC.4.b IR	K.CC.4.b	
K.CC.4.c	K.CC.4.c Y	K.CC.4.c IR	K.CC.4.c	
K.CC.5	K.CC.5 Y	K.CC.5 IR	K.CC.5	

MIDDLE TOWNSHIP PUBLIC SCHOOLS  
GAP ANALYSIS: MATH CURRICULUM 2011  
Grade K

<b>Compare numbers.</b>				
K.CC.6	K.CC.6 Y	K.CC.6 S	K.CC.6	*up to 10
K.CC.7	K.CC.7 Y	K.CC.7 S	K.CC.7	*between 1 and 10

MIDDLE TOWNSHIP PUBLIC SCHOOLS  
 GAP ANALYSIS: MATH CURRICULUM 2011  
 Grade K

Standard K.OA <u>Operations &amp; Algebraic Thinking</u>	Place a Y(yes) or N(No) next to each strand and cumulative progress indicator covered in your curriculum and identify topic.	If Y is placed, identify whether topic is introduced (I), reinforced (R), or sustained (S).	If an N was placed, please comment on how strand or cumulative progress indicator can be covered	Please comment on ideas for strengthening curriculum articulation within your school between the schools and/or with the colleges
K. OA <u>Operations &amp; Algebraic Thinking</u>	K. OA <u>Operations &amp; Algebraic Thinking</u>	K. OA <u>Operations &amp; Algebraic Thinking</u>	K. OA <u>Operations &amp; Algebraic Thinking</u>	
<b>Understand addition and subtraction.</b>				
K.OA.1	K.OA.1 Y	K.OA.1 IR	K.OA.1	
K.OA.2	K.OA.2 Y	K.OA.2 IR	K.OA.2	
K.OA.3	K.OA.3 Y	K.OA.3 IR	K.OA.3	
K.OA.4	K.OA.4 Y	K.OA.4 IR	K.OA.4	
K.OA.5	K.OA.5 Y	K.OA.5 IR	K.OA.5	



MIDDLE TOWNSHIP PUBLIC SCHOOLS  
 GAP ANALYSIS: MATH CURRICULUM 2011  
 Grade K

Standard K.NBT <u>Number &amp; Operations in Base Ten</u>	Place a Y(yes) or N(No) next to each strand and cumulative progress indicator covered in your curriculum and identify topic.	If Y is placed, identify whether topic is introduced (I), reinforced (R), or sustained (S).	If an N was placed, please comment on how strand or cumulative progress indicator can be covered	Please comment on ideas for strengthening curriculum articulation within your school between the schools and/or with the colleges
Standard K.NBT <u>Number &amp; Operations in Base Ten</u>	Standard K.NBT <u>Number &amp; Operations in Base Ten</u>	Standard K.NBT <u>Number &amp; Operations in Base Ten</u>	Standard K.NBT <u>Number &amp; Operations in Base Ten</u>	
<b>Work with numbers 11-19 to gain foundations for place value.</b>				
K.NBT.1	K.NBT.1 Y	K.NBT.1 IR	K.NBT.1	

MIDDLE TOWNSHIP PUBLIC SCHOOLS  
 GAP ANALYSIS: MATH CURRICULUM 2011  
 Grade K

Standard K.MD <u>Measurement and Data</u>	Place a Y(yes) or N(No) next to each strand and cumulative progress indicator covered in your curriculum and identify topic.	If Y is placed, identify whether topic is introduced (I), reinforced (R), or sustained (S).	If an N was placed, please comment on how strand or cumulative progress indicator can be covered	Please comment on ideas for strengthening curriculum articulation within your school between the schools and/or with the colleges
Standard K.MD <u>Measurement and Data</u>	Standard K.MD <u>Measurement and Data</u>	Standard K.MD <u>Measurement and Data</u>	Standard K.MD <u>Measurement and Data</u>	
<b>Describe and compare measurable attributes.</b>				
K.MD.1	K.MD.1 Y	K.MD.1 IR	K.MD.1	
K.MD.2	K.MD.2 Y	K.MD.2 IR	K.MD.2	
<b>Classify objects and count the number of objects in each category.</b>				
K.MD.3	K.MD.3 Y	K.MD.3 IR	K.MD.3	

MIDDLE TOWNSHIP PUBLIC SCHOOLS  
 GAP ANALYSIS: MATH CURRICULUM 2011  
 Grade K

Standard K.G <u>GEOMETRY</u>	Place a Y(yes) or N(No) next to each strand and cumulative progress indicator covered in your curriculum and identify topic.	If Y is placed, identify whether topic is introduced (I), reinforced (R), or sustained (S).	If an N was placed, please comment on how strand or cumulative progress indicator can be covered	Please comment on ideas for strengthening curriculum articulation within your school between the schools and/or with the colleges
Standard K.G <u>Geometry</u>	Standard K.G <u>Geometry</u>	Standard K.G <u>Geometry</u>	Standard K.G <u>Geometry</u>	
<b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones cylinders, and spheres).</b>				
K.G.1	K.G.1 Y	K.G.1 S	K.G.1	
K.G.2	K.G.2 Y	K.G.2 IR	K.G.2	*circle, square, triangle, rectangle, trapezoid, rhombus, hexagon
K.G.3	K.G.3 Y	K.G.3 IR	K.G.3	
<b>Analyze, compare, create, and compose shapes.</b>				
K.G.4	K.G.4 Y	K.G.4 IR	K.G.4	
K.G.5	K.G.5 Y	K.G.5 IR	K.G.5	
K.G.6	K.G.6 Y	K.G.6 IR	K.G.6	

MIDDLE TOWNSHIP PUBLIC SCHOOLS  
GAP ANALYSIS: MATH CURRICULUM 2011  
Grade 1

Name J. Pfander  
Date 5-27-11  
Grade 1

Standard <u>1.OA Operations and Algebraic Thinking</u>	Place a Y(yes) or N(No) next to each strand and cumulative progress indicator covered in your curriculum and identify topic.	If Y is placed, identify whether topic is introduced (I), reinforced (R), or sustained (S).	If an N was placed, please comment on how strand or cumulative progress indicator can be covered	Please comment on ideas for strengthening curriculum articulation within your school between the schools and/or with the colleges
<u>1.OA Operations and Algebraic Thinking</u>	<u>1.OA Operations and Algebraic Thinking</u>	<u>1.OA Operations and Algebraic Thinking</u>	<u>1.OA Operations and Algebraic Thinking</u>	
<b>Represent and solve problems involving addition and subtraction.</b>				
1.OA.1	1.OA.1 Y	1.OA.1 S	1.OA.1	EM Unit 8
1.OA.2	1.OA.2 Y	1.OA.2 I	1.OA.2	Needs more lessons Intro:EM Unit 6
<b>Understand and apply properties of operations and the relationship between addition and subtraction.</b>				
1.OA.3	1.OA.3 Y	1.OA.3 S and I See comments	1.OA.3	Commutative: S EMunit 5 Associative: I needs more lessons
1.OA.4	1.OA.4 Y	1.OA.4 S	1.OA.4	EM Units 5 & 6
<b>Add and subtract within 20.</b>				
1.OA.5	1.OA.5 Y	1.OA.5 S	1.OA.5	EM units 3 & 4
1.OA.6	1.OA.6 Y	1.OA.6 S	1.OA.6	EM units 3-10 Need more practice for rote memorization

MIDDLE TOWNSHIP PUBLIC SCHOOLS  
GAP ANALYSIS: MATH CURRICULUM 2011  
Grade 1

<b>Work with addition and subtraction equations.</b>				
1.OA.7	1.OA.7 Y	1.OA.7 S	1.OA.7	
1.OA.8	1.OA.8 Y	1.OA.8 I/R	1.OA.8	

MIDDLE TOWNSHIP PUBLIC SCHOOLS  
GAP ANALYSIS: MATH CURRICULUM 2011  
Grade 1

Standard 1.NBT <u>Number &amp; Operations in Base Ten</u>	Place a Y(yes) or N(No) next to each strand and cumulative progress indicator covered in your curriculum and identify topic.	If Y is placed, identify whether topic is introduced (I), reinforced (R), or sustained (S).	If an N was placed, please comment on how strand or cumulative progress indicator can be covered	Please comment on ideas for strengthening curriculum articulation within your school between the schools and/or with the colleges
Standard 1.NBT <u>Number &amp; Operations in Base Ten</u>	Standard 1.NBT <u>Number &amp; Operations in Base Ten</u>	Standard 1.NBT <u>Number &amp; Operations in Base Ten</u>	Standard 1.NBT <u>Number &amp; Operations in Base Ten</u>	
<b>Extend the counting sequence.</b>				
1.NBT.1	1.NBT.1 Y	1.NBT.1 R/S	1.NBT.1	
<b>Understand place value.</b>				
1.NBT.2	1.NBT.2 Y	1.NBT.2 R	1.NBT.2	EM Units 6 & 8
1.NBT.2.a	1.NBT.2.a Y	1.NBT.2.a S	1.NBT.2.a	
1.NBT.2.b	1.NBT.2.b Y	1.NBT.2.b S	1.NBT.2.b	
1.NBT.2.c	1.NBT.2.c Y	1.NBT.2.c R	1.NBT.2.c	
1.NBT.3	1.NBT.3 Y	1.NBT.3 S	1.NBT.3	EM Units 7, 8, 9
<b>Use place value understanding and properties of operations to add and subtract.</b>				
1.NBT.4	1.NBT.4 Y	1.NBT.4 I/R	1.NBT.4	EM Unit 8
1.NBT.5	1.NBT.5 Y	1.NBT.5 I	1.NBT.5	EM Units 9 & 10
1.NBT.6	1.NBT.6 Y	1.NBT.6 I	1.NBT.6	EM Units 9& 10

MIDDLE TOWNSHIP PUBLIC SCHOOLS  
GAP ANALYSIS: MATH CURRICULUM 2011  
Grade 1

Standard 1.MD <u>Measurement and Data</u>	Place a Y(yes) or N(No) next to each strand and cumulative progress indicator covered in your curriculum and identify topic.	If Y is placed, identify whether topic is introduced (I), reinforced (R), or sustained (S).	If an N was placed, please comment on how strand or cumulative progress indicator can be covered	Please comment on ideas for strengthening curriculum articulation within your school between the schools and/or with the colleges
Standard 1.MD <u>Measurement and Data</u>	Standard 1.MD <u>Measurement and Data</u>	Standard 1.MD <u>Measurement and Data</u>	Standard 1.MD <u>Measurement and Data</u>	
<b>Measure lengths indirectly and by iterating length units.</b>				
1.MD.1	1.MD.1 Y	1.MD.1 S	1.MD.1	EM Unit 3
1.MD.2	1.MD.2 Y	1.MD.2 S	1.MD.2	EM Unit 5
<b>Tell and write time.</b>				
1.MD.3	1.MD.3 Y	1.MD.3 S	1.MD.3	EM Units 2, 4, 6, 7, 8
<b>Represent and interpret data.</b>				
1.MD.4	1.MD.4 Y	1.MD.4 S	1.MD.4	EM Units 7,8,9,10

MIDDLE TOWNSHIP PUBLIC SCHOOLS  
 GAP ANALYSIS: MATH CURRICULUM 2011  
 Grade 1

Standard 1.G <u>GEOMETRY</u>	Place a Y(yes) or N(No) next to each strand and cumulative progress indicator covered in your curriculum and identify topic.	If Y is placed, identify whether topic is introduced (I), reinforced (R), or sustained (S).	If an N was placed, please comment on how strand or cumulative progress indicator can be covered	Please comment on ideas for strengthening curriculum articulation within your school between the schools and/or with the colleges
Standard 1.G <u>Geometry</u>	Standard 1.G <u>Geometry</u>	Standard 1.G <u>Geometry</u>	Standard 1.G <u>Geometry</u>	
<b>Reason with shapes and their attributes.</b>				
1.G.1	1.G.1 Y	1.G.1 R/S	1.G.1	EM Units 1, 8, 9
1.G.2	1.G.2 Y	1.G.2 I	1.G.2	EM Units 3, 9 & 10
1.G.3	1.G.3 Y	1.G.3 I/R	1.G.3	EM Units 8 & 9



MIDDLE TOWNSHIP PUBLIC SCHOOLS  
 GAP ANALYSIS: MATH CURRICULUM 2011  
 Grade 2

Name Maureen Gibboni  
 Date May 27, 2011  
 Grade 2

<u>Standard 2.OA Operations and Algebraic Thinking</u>	Place a Y(yes) or N(No) next to each strand and cumulative progress indicator covered in your curriculum and identify topic.	If Y is placed, identify whether topic is introduced (I), reinforced (R), or sustained (S).	If an N was placed, please comment on how strand or cumulative progress indicator can be covered	Please comment on ideas for strengthening curriculum articulation within your school between the schools and/or with the colleges
<u>2.OA Operations and Algebraic Thinking</u>	<u>2.OA Operations and Algebraic Thinking</u>	<u>2.OA Operations and Algebraic Thinking</u>	<u>2.OA Operations and Algebraic Thinking</u>	
<b>Represent and solve problems involving addition and subtraction.</b>				
2.OA.1	2.OA.1 Y	2.OA.1 I,R,S	2.OA.1	I – 3 digit numbers R – 2 digit numbers S – single digit numbers
<b>Add and subtract within 20.</b>				
2.OA.2	2.OA.2 Y	2.OA.2 R	2.OA.2	
<b>Work with equal groups of objects to gain foundations for multiplication.</b>				
2.OA.3	2.OA.3Y	2.OA.3I/R	2.OA.3	
2.OA.4	2.OA.4Y	2.OA.4 I/R	2.OA.4	

MIDDLE TOWNSHIP PUBLIC SCHOOLS  
GAP ANALYSIS: MATH CURRICULUM 2011  
Grade 2

Standard 2.NBT <u>Number &amp; Operations in Base Ten</u>	Place a Y(yes) or N(No) next to each strand and cumulative progress indicator covered in your curriculum and identify topic.	If Y is placed, identify whether topic is introduced (I), reinforced (R), or sustained (S).	If an N was placed, please comment on how strand or cumulative progress indicator can be covered	Please comment on ideas for strengthening curriculum articulation within your school between the schools and/or with the colleges
Standard 2.NBT <u>Number &amp; Operations in Base Ten</u>	Standard 2.NBT <u>Number &amp; Operations in Base Ten</u>	Standard 2.NBT <u>Number &amp; Operations in Base Ten</u>	Standard 2.NBT <u>Number &amp; Operations in Base Ten</u>	
<b>Understand place value.</b>				
2.NBT.1	2.NBT.1Y	2.NBT.1S	2.NBT.1	
2.NBT.1.a	2.NBT.1.a Y	2.NBT.1.a S	2.NBT.1.a	
2.NBT.1.b	2.NBT.1.b Y	2.NBT.1.b S	2.NBT.1.b	
2.NBT.2	2.NBT.2 Y	2.NBT.2 S	2.NBT.2	
2.NBT.3	2.NBT.3 Y	2.NBT.3 I/R	2.NBT.3	We don't use the term "expanded form", but rather "partial sums". Need vocab development
2.NBT.4	2.NBT.4 Y	2.NBT.4 S	2.NBT.4	

MIDDLE TOWNSHIP PUBLIC SCHOOLS  
 GAP ANALYSIS: MATH CURRICULUM 2011  
 Grade 2

Use place value understanding and properties of operations to add and subtract.				
2.NBT.5	2.NBT.5 Y	2.NBT.5 S	2.NBT.5	
2.NBT.6	2.NBT.6 N	2.NBT.6 I	2.NBT.6	EM 6.1 is the only lesson. Only add 3 two-digit numbers
2.NBT.7	2.NBT.7 Y	2.NBT.7 I/R	2.NBT.7	Develop vocab terms “compose “ and “decompose”. Teach process of decomposing hundreds
2.NBT.8	2.NBT.8 Y	2.NBT.8 S	2.NBT.8	
2.NBT.9	2.NBT.9 Y	2.NBT.9 S	2.NBT.9	

MIDDLE TOWNSHIP PUBLIC SCHOOLS  
 GAP ANALYSIS: MATH CURRICULUM 2011  
 Grade 2

Standard 2.MD <u>Measurement and Data</u>	Place a Y(yes) or N(No) next to each strand and cumulative progress indicator covered in your curriculum and identify topic.	If Y is placed, identify whether topic is introduced (I), reinforced (R), or sustained (S).	If an N was placed, please comment on how strand or cumulative progress indicator can be covered	Please comment on ideas for strengthening curriculum articulation within your school between the schools and/or with the colleges
Standard 2.MD <u>Measurement and Data</u>	Standard 2.MD <u>Measurement and Data</u>	Standard 2.MD <u>Measurement and Data</u>	Standard 2.MD <u>Measurement and Data</u>	
<b>Measure and estimate lengths in standard units.</b>				
2.MD.1	2.MD.1 Y	2.MD.1 I/R	2.MD.1	
2.MD.2	2.MD.2 Y	2.MD.2 I	2.MD.2	
2.MD.3	2.MD.3 Y	2.MD.3 I/R	2.MD.3	
2.MD.4	2.MD.4 Y	2.MD.4 I/R	2.MD.4	
<b>Relate addition and subtraction to length.</b>				
2.MD.5	2.MD.5 Y	2.MD.5 R	2.MD.5	
2.MD.6	2.MD.6 Y	2.MD.6 I	2.MD.6	

MIDDLE TOWNSHIP PUBLIC SCHOOLS  
 GAP ANALYSIS: MATH CURRICULUM 2011  
 Grade 2

<b>Work with time and money.</b>				
2.MD.7	2.MD.7 Y	2.MD.7 I/R	2.MD.7	Idea of a.m and p.m. is only investigated
2.MD.8	2.MD.8 Y	2.MD.8 I/R	2.MD.8	
<b>Represent and interpret data.</b>				
2.MD.9	2.MD.9 Y	2.MD.9 I	2.MD.9	
2.MD.10	2.MD.10 Y	2.MD.10 I/R	2.MD.10	

MIDDLE TOWNSHIP PUBLIC SCHOOLS  
 GAP ANALYSIS: MATH CURRICULUM 2011  
 Grade 2

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Standard 2.G <u>Geometry</u>	Standard 2.G <u>Geometry</u>	Standard 2.G <u>Geometry</u>	Standard 2.G <u>Geometry</u>	
<b>Reason with shapes and their attributes.</b>				
2.G.1	2.G.1 Y	2.G.1 I/R	2.G.1	
2.G.2	2.G.2 Y	2.G.2 I/R	2.G.2	EM uses term “area”
2.G.3	2.G.3 Y	2.G.3 IR	2.G.3	EM exceeds standards