Decision 1: Curriculum Map   Course: _____Math/2_____

Topic: _Number & Operations in Base 10_____

Key Learning: CC.2.1.2
Place value is important when using the traditional algorithm for
addition and subtraction with regrouping.

Unit Essential Question:
How do we know the value of a digit in a number?

CC Standard: C.C.2.1.1.B.1	CC Standard: C.C.2.1.1.B.2	CC Standard: C.C.2.1.1.B.3
Value of a Digit	Value of a Number	Using Place Value to Read/Write Numbers
Essential Question(s): What is the value of each digit in a number? How do you order and compare the value of numbers?	Essential Question(s): What are the different ways to show the value of a number?	Essential Question(s): How will students demonstrate using place value to read and write numbers?
Vocabulary: ones, tens, hundreds, thousands, place value, order, compare	Vocabulary: ones, tens, hundreds, thousands, place value	Vocabulary: ones, tens, hundreds, thousands, place value

CC Standard: C.C.2.1.1.B.3	CC Standard: C.C.2.1.1.B.3	CC Standard:
Skip Count to 1,000	Place Value & Properties of Operations	
Essential Question(s): How will students use place value to skip count to 1000?	Essential Question(s): How will students use place value understanding and properties of operations to add and subtract within 1000?	Essential Question(s):
Vocabulary: ones, tens, hundreds, thousands, place value, odd, even, skip counting, pattern	Vocabulary: add, subtract, ones, tens, hundreds, thousands, place value, commutative property of addition	Vocabulary:

Additional Information:

Topic: Operations & Algebraic Thinking

Key Learning: CC.2.2.2
Use appropriate strategies and tools to solve concepts of addition, subtraction, and foundation of multiplication.

Unit Essential Question:
How can we demonstrate appropriate strategies and tools to solve concepts to solve concepts of addition, subtraction, and foundation of multiplication?

CC Standard: C.C.2.2.2.A.1 Addition within 100	CC Standard: C.C.2.2.2.A.1 Addition within 100	CC Standard: C.C.2.2.2.A.2 Subtraction within 100
Essential Question(s): How do students represent problems involving addition within 100?	Essential Question(s): How do students solve problems involving addition within 100?	Essential Question(s): How do students represent problems involving subtraction within 100?
Vocabulary: regroup, ones, tens, hundreds, place value, trade	Vocabulary: regroup, ones, tens, hundreds, place value, trade	Vocabulary: regroup, ones, tens, hundreds, place value, trade, borrow

CC Standard: C.C.2.2.2.A.2 Subtraction within 100	CC Standard: CC.2.2.2.A.2 Mental Strategies to Add & Subtract	CC Standard: CC.2.2.2.A.3 Equal Groups of Objects
Essential Question(s): How do students solve problems involving subtraction within 100?	Essential Question(s): How do students use mental strategies to add and subtract within 20	Essential Question(s): How do I create equal groups of objects to build a foundation for multiplication
Vocabulary: regroup, ones, tens, hundreds, place value, trade, borrow	Vocabulary: ones, tens, hundreds, place value, mental	Vocabulary: equal groups, repeated addition, multiply, product, times, arrays

Additional Information:

Topic: Geometry

Key Learning: CC.2.3.2
Geometric figures can be recognize and represented by its attributes.

Unit Essential Questions:
How can we analyze geometric figures?
How can we represent fractions?

CC Standard: C.C.2.3.2.A.1 2-D Shapes	CC Standard: C.C.2.3.2.A.1 3-D Shapes	CC Standard: C.C.2.3.2.A.2 Dividing Shapes into 1/2, 1/3, 1/4
Essential Question(s): How do we analyze two-dimensional shapes having specified attributes? How do we draw two-dimensional shapes having specified attributes?	Essential Question(s): How do we analyze three-dimensional shapes having specified attributes? How do we draw three-dimensional shapes having specified attributes?	Essential Question(s): How to we demonstrate understanding of fractions to divide shapes into halves, quarters, and thirds?
Vocabulary: circle, square, triangle, rectangle, parallelogram, trapezoid, hexagon, rhombus, two dimensional, angle, vertex, sides, geometry	Vocabulary: sphere, cube, pyramid, rectangular prism, cylinder, cone, polygon, three dimensional, solids, faces, edges, vertex, flats surface	Vocabulary: halves, quarters, thirds, fourths, fractions

CC Standard:	CC Standard:	CC Standard:
Essential Question(s):	Essential Question(s):	Essential Question(s):
Vocabulary:	Vocabulary:	Vocabulary:

Additional Information:

Topic: __Measurement & Data__ _____

Key Learning: CC.2.4.2
The students will use standard units of measure to interpret results
or data in the same way.

Unit Essential Question:
How can we measure objects and represent and interpret that data?

CC Standard: C.C.2.4.1.A.1 Lengths in Standard Units	CC Standard: C.C.2.4.1.A.2 Estimate Lengths in Standard Units	CC Standard: C.C.2.4.1.A.2 Telling Time to Nearest 5 Minutes
Essential Question(s): How do we measure lengths in standard units using appropriate tools?	Essential Question(s): How do we estimate lengths in standard units using appropriate units using appropriate tools?	Essential Question(s): How do we tell time to the near five minutes using both analog and digital clocks?
Vocabulary: measure, length, height, height, width, standard, metric, non-standard, ruler, yardstick, meter stick, inch, foot, yard, centimeter, meter	Vocabulary: measure, length, height, height, width, standard, ruler, yardstick, meter stick, inch, foot, yard, centimeter, meter	Vocabulary: analog, digital, minutes, hour, clock hands, elapsed, half-past, quarter-til, quarter-after

CC Standard: C.C.2.4.1.A.4 Coins	CC Standard: Line Plots	CC Standard: Interpreting Line Plots
Essential Question(s): How do we solve problems using coins with appropriate symbols? How do we solve problems using paper currency with appropriate symbols?	Essential Question(s): How do we represent data using line plots? How do we represent data using picture graphs? How do we represent data using bar graphs?	Essential Question(s): How do we interpret data using line plots? How do we interpret data using picture graphs? How do we interpret data using bar graphs?
Vocabulary: value, worth, coins, centers, penny, nickel, dime, quarter, half dollar, decimal point, cent sign, dollar sign, total, attributes, change, price	Vocabulary: collect, record, experiment, results, display, data, line plots, picture graphs, bar graphs, tally marks, tally charts, table, chart, survey, Venn diagram, sort	Vocabulary: record, experiment, results, analyze, data, line plots, picture graphs, bar graphs, tally marks, tally charts, table, chart, survey, Venn diagram, sort

CC Standard: C.C.2.4.1.A.4	CC Standard:	CC Standard:
Extend Concepts of Addition Involving Length	Extend Concepts of Subtraction Involving Length	
Essential Question(s): How do we extend the concepts of addition to problems involving length?	Essential Question(s): How do we extend the concepts of subtraction to problems involving length?	Essential Question(s):
Vocabulary: addition, labels, total, plus, strategies, some more	Vocabulary: subtraction, labels, total, minus, strategies, some, went away	Vocabulary:

Additional Information: