T1: Curriculum Map

Week	Indicator	Standard	Assessment
Week 1 (Aug 13-15) 3-Day Week		***** Rules & Procedures = 1ST WEEK OF SCHOOL (3-DAY WEEK)!	NO TEST THIS WEEK!
Week 2 (Aug 18-22)		***** Rules & Procedures = 2ND WEEK OF SCHOOL (1ST FULL WEEK)!	NO TEST THIS WEEK!
	2.NS.1	Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number.	
	2.CA.1	Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.	
	2.CA.2	Using number sense and place value strategies, add and subtract within 1,000, including composing and decomposing tens and hundreds. Use models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used.	
Week 3 (Aug 25-29) 4-Full + 1-Half Day Week	2.NS.1	Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number.	Making 10 Quiz
	2.CA.1	Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.	
	2.CA.2	Using number sense and place value strategies, add and subtract within 1,000, including composing and decomposing tens and hundreds. Use models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used.	
Week 4 (Sep 1-5) 4-Day Week	2.NS.1	Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number.	NO TEST THIS WEEK!
	2.CA.1	Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.	
	2.CA.2	Using number sense and place value strategies, add and subtract within 1,000, including composing and decomposing tens and hundreds. Use models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used.	
[illegible]	2.NS.1	Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number.	Addition Quiz
	2.CA.1	Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.	

T1: Curriculum Map

Week	Indicator	Standard	Assessment
Week 5 (Sep 8-12) 4-Full + 1-Half Day Week	2.CA.2	Using number sense and place value strategies, add and subtract within 1,000, including composing and decomposing tens and hundreds. Use models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used.	
Week 6 (Sep 15-19)	2.NS.3	Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by placing that number of objects in two groups of the same size and recognizing that for even numbers no object will be left over and for odd numbers one object will be left over, or by pairing objects or counting them by twos).	**Odd & Even Quiz**
	2.CA.1	**Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.**	
End of Grading Period 1			
Week 7 (Sep 22-25) 4-Full/1-Half Day Week	**2.NS.2**	**Read and write whole numbers up to 1,000. Use words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 1,000.**	**Place Value Quiz - (Block Form, Expanded Form, Standard Form, & Word Form)**
	2.NS.4	**Define and model a "hundred" as a group of ten tens. Model place value concepts of three-digit numbers, multiples of 100, and equivalent forms of whole numbers using objects and drawings**	
Week 8 (Sep 29-Oct 3)	**2.CA.1**	**Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.**	**Spiral Quiz #1**
	2.CA.2	Using number sense and place value strategies, add and subtract within 1,000, including composing and decomposing tens and hundreds. Use models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used.	
	2.CA.4	Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1,000.	
	2.CA.1	**Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.**	**Topic 4: Week #1 Quiz**

T1: Curriculum Map

Week	Indicator	Standard	Assessment
Week 9 (Oct 6-10) 4-Full + 1-Half Day Week	2.CA.2	Using number sense and place value strategies, add and subtract within 1,000, including composing and decomposing tens and hundreds. Use models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used.	
	2.CA.4	Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1,000.	
Week 10 (Oct 13-17)	2.CA.1	**Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.**	**NO TEST THIS WEEK!**
	2.CA.2	Using number sense and place value strategies, add and subtract within 1,000, including composing and decomposing tens and hundreds. Use models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used.	
	2.CA.4	Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1,000.	
Week 11 (Oct 20-24) 3-Full + 1-Half Day Week	2.CA.1	**Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.**	**Addition Quiz (Stacking Numbers)**
	2.CA.2	Using number sense and place value strategies, add and subtract within 1,000, including composing and decomposing tens and hundreds. Use models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used.	
	2.CA.4	Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1,000.	
Week 12 (Oct 27-31) 4-Day Week	2.NS.1	Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number.	**Time Quiz**
	2.CA.1	**Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.**	
	2.M.4	**Tell and write time to the nearest five minutes from analog clocks, using a.m. and p.m. Solve real-world problems involving addition and subtraction of time intervals on the hour or half hour.**	
	2.M.5	Describe relationships of time, including seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a year.	
Week 13 (Nov 3-7) 4-Day + 1-	2.CA.1	**Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.**	**Spiral Quiz #2**
	2.CA.4	Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1,000.	

T1: Curriculum Map

Week	Indicator	Standard	Assessment
Virtual Day Week			
End of Grading Period 2 + Trimester 1			

T2: Curriculum Map

Week	Indicator	Standard	Assessment
Week 1 (Nov 10-14) 3-Day Week + Conference Week	2.CA.1	**Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.**	**NO TEST THIS WEEK!**
	2.CA.2	Using number sense and place value strategies, add and subtract within 1,000, including composing and decomposing tens and hundreds. Use models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used.	
	2.CA.4	Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1,000.	
Week 2 (Nov 17-21)	2.CA.1	**Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.**	**Spiral Quiz #3**
	2.CA.2	Using number sense and place value strategies, add and subtract within 1,000, including composing and decomposing tens and hundreds. Use models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used.	
	2.CA.4	Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1,000.	
Week 3 (Nov 24-28) 2-Day Week		***** REVIEW WEEK!**	**NO TEST THIS WEEK!**
Week 4 (Dec 1-5)	2.CA.1	**Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.**	**3-Digit Subtraction Quiz**
	2.CA.2	Using number sense and place value strategies, add and subtract within 1,000, including composing and decomposing tens and hundreds. Use models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used.	
	2.CA.4	Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1,000.	
Week 5 (Dec 8-12) 4-Full	2.CA.1	**Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.**	**Mixed Addition & Subtraction Test**
	2.CA.2	Using number sense and place value strategies, add and subtract within 1,000, including composing and decomposing tens and hundreds. Use models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used.	

T2: Curriculum Map

Week	Indicator	Standard	Assessment
+ 1-Half Day Week			
Week 6 (Dec 15-19)		***** REVIEW WEEK!	NO TEST THIS WEEK!
	2.NS.1	Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number.	
	2.M.6	Find the value of a collection of pennies, nickels, dimes, quarters, and dollars.	
Week 7 (Jan 5-9)	2.NS.1	Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number.	Money Quiz
	2.M.6	Find the value of a collection of pennies, nickels, dimes, quarters, and dollars.	
End of Grading Period 3			
Week 8 (Jan 12-16) 4-Full + 1-Half Day Week	2.NS.1	Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number.	Time Quiz
	2.CA.1	Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.	
	2.M.4	Tell and write time to the nearest five minutes from analog clocks, using a.m. and p.m. Solve real-world problems involving addition and subtraction of time intervals on the hour or half hour.	
	2.M.5	Describe relationships of time, including seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a year.	
Week 9 (Jan 19-23) 4-Day Week	2.NS.1	Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number.	Money & Time Quiz
	2.CA.1	Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.	
	2.M.5	Describe relationships of time, including seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a year.	
	2.M.6	Find the value of a collection of pennies, nickels, dimes, quarters, and dollars.	
	2.NS.2	Read and write whole numbers up to 1,000. Use words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 1,000.	NO TEST THIS WEEK!

T2: Curriculum Map

Week	Indicator	Standard	Assessment
Week 10 (Jan 26-30)	2.NS.4	Define and model a "hundred" as a group of ten tens. Model place value concepts of three-digit numbers, multiples of 100, and equivalent forms of whole numbers using objects and drawings	
	2.CA.1	Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.	
	2.CA.2	Using number sense and place value strategies, add and subtract within 1,000, including composing and decomposing tens and hundreds. Use models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used.	
Week 11 (Feb 2-6)	2.NS.2	Read and write whole numbers up to 1,000. Use words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 1,000. .	Topic #9 Quiz
	2.NS.4	Define and model a "hundred" as a group of ten tens. Model place value concepts of three-digit numbers, multiples of 100, and equivalent forms of whole numbers using objects and drawings	
	2.CA.1	Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.	
	2.CA.2	Using number sense and place value strategies, add and subtract within 1,000, including composing and decomposing tens and hundreds. Use models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used.	
Week 12 (Feb 9-13) 3-Full + 1-Half Day Week	2.M.1	Describe the relationships among an inch, foot, and yard. Describe the relationship between a centimeter and meter.	Measurement: Inches Quiz
	2.M.2	Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter, and meter.	
Week 13 (FEB 16-20) 4-Day Week	2.M.1	Describe the relationships among an inch, foot, and yard. Describe the relationship between a centimeter and meter.	Measurement: Centimeters Quiz
	2.M.2	Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter, and meter.	
	2.M.1	Describe the relationships among an inch, foot, and yard. Describe the relationship between a centimeter and meter.	Measurement: Inches & Centimeters Quiz

T2: Curriculum Map

Week	Indicator	Standard	Assessment
Week 14 (FEB 23-27)	2.M.2	Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter, and meter.	
End of Grading Period 4 + TRIMESTER 2			

T3: Curriculum Map

Week	Indicator	Standard	Assessment
Week 1 (Mar 2-6)	2.M.1	Describe the relationships among an inch, foot, and yard. Describe the relationship between a centimeter and meter.	**Broken Ruler Quiz**
	2.M.2	**Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter, and meter.**	
Week 2 (Mar 9-13) **4-Full + 1-Half Day Week**	**2.M.3**	**Estimate and measure volume (capacity) using cups and pints. Add and subtract to solve real-world problems involving capacities that are given in the same units or obtained through investigations.**	**Measurement: Capacity Quiz**
Week 3 (Mar 16-20)	2.G.1	Identify, describe, and classify two- and three-dimensional shapes (i.e., triangle, square, rectangle, cube, right rectangular prism) according to the number and shape of faces and the number of sides and/or vertices. Draw two-dimensional shapes.	**NO TEST THIS WEEK!**
Week 4 (Mar 23-27)	2.G.1	Identify, describe, and classify two- and three-dimensional shapes (i.e., triangle, square, rectangle, cube, right rectangular prism) according to the number and shape of faces and the number of sides and/or vertices. Draw two-dimensional shapes.	**3D Shapes Quiz**
Week 5 (Apr 6-10) **4-Day Week**	2.G.1	Identify, describe, and classify two- and three-dimensional shapes (i.e., triangle, square, rectangle, cube, right rectangular prism) according to the number and shape of faces and the number of sides and/or vertices. Draw two-dimensional shapes.	**NO TEST THIS WEEK!**
	2.G.2	2.G.2 Investigate and predict the result of composing and decomposing two- and three-dimensional shapes.	
	2.DA.1	Collect, organize, and graph data from observations, surveys, and investigations using scaled bar graphs and pictographs (limit scale to 2s, 5s, 10s, and 100s); interpret mathematical relationships within the data using grade-level addition, subtraction, and comparison strategies.	**Bar Graphs Quiz**

T3: Curriculum Map

Week	Indicator	Standard	Assessment
Week 6 (Apr 13-17) 3-Full + 1-Half Day Week			
End of Grading Period 5			
Week 7 (Apr 20-24)	2.DA.1	Collect, organize, and graph data from observations, surveys, and investigations using scaled bar graphs and pictographs (limit scale to 2s, 5s, 10s, and 100s); interpret mathematical relationships within the data using grade-level addition, subtraction, and comparison strategies.	Pictographs Quiz
Week 8 (Apr 27-May 1)	2.DA.1	Collect, organize, and graph data from observations, surveys, and investigations using scaled bar graphs and pictographs (limit scale to 2s, 5s, 10s, and 100s); interpret mathematical relationships within the data using grade-level addition, subtraction, and comparison strategies.	Bagraphs, Pictographs, & Line Plots Quiz
Week 9 (May 4-8) 4-Full + 1-Virtual Day Week	2.G.3	Partition a rectangle into rows and columns of same-size (unit) squares and count to find the total number of same-size squares.	Spiral Quiz #4
	2.G.4	Partition circles and rectangles into two, three, or four equal parts; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, or four fourths. Recognize that equal parts of identical wholes need not have the same shape.	
Week 10 (May 11-15)	2.G.3	Partition a rectangle into rows and columns of same-size (unit) squares and count to find the total number of same-size squares.	Fraction Quiz
	2.G.4	Partition circles and rectangles into two, three, or four equal parts; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, or four fourths. Recognize that equal parts of identical wholes need not have the same shape.	

T3: Curriculum Map

Week	Indicator	Standard	Assessment
Week 11 (May 18-22)	2.G.3	Partition a rectangle into rows and columns of same-size (unit) squares and count to find the total number of same-size squares.	NO TEST THIS WEEK!
Week 12 (May 25-29) 4-Day Week + Final Week!		Last Week Of School = REVIEW WEEK	NO TEST THIS WEEK!
End of Grading Period 6 + Trimester 3			