T1: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 1 (first three days)	1.NS.1	Count to at least 120 by 1's, 5's, snd 10's from any given number. In thias range, read and write numerals and represent a number of objectswith a written numeral.	
	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a 10 (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings. (E)	
Week 2	1.NS.2	Count to at least 120 by 1's, 5's, snd 10's from any given number. In thias range, read and write numerals and represent a number of objectswith a written numeral.	Quiz
	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a 10 (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings. (E)	
Week 3	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a 10 (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings. (E)	Quiz
Week 4	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a 10 (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings. (E)	Quiz
	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a 10 (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings. (E)	

T1: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 5			Topic 1 Assessment
Week 6	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).	Topic 2 Quiz (Topic 2 Lessons 1 and 2
End of Grading Period			
Week 7	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. (E) 2.CA.2 Using number sense and place value strategies, add and subtract within 1,000, including	Quiz
Week 8	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. (E) 2.CA.2 Using number sense and place value strategies, add and subtract within 1,000, including	Topic 3 Assessment
	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. (E) 2.CA.2 Using number sense and place value strategies, add and subtract within 1,000, including	Quiz

T1: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 9	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 10	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. (E) 2.CA.2 Using number sense and place value strategies, add and subtract within 1,000, including	Topic 4 Assessment
	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	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. (E) 2.CA.2 Using number sense and place value strategies, add and subtract within 1,000, including	None
	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	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. (E) 2.CA.2 Using number sense and place value strategies, add and subtract within 1,000, including	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	

T2: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 1			
	2.CA.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.	None
Week 2			
	2.CA.1, 2.CA.2	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.	11/22/24 Topic 5 test
Week 3	2.CA.1, 2.NS.5, 2.M.6	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.	None
		2.M.6 Find the value of a collection of pennies, nickels, dimes, quarters, and dollars. (E)	
		2.NS.5 Use place value understanding to compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using > , = , and < symbols to record the results of comparisons. (E)	
Week 4	2.CA.1, 2.CA.2	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.	Quiz

T2: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 5	2.CA.1, 2.CA.2	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.	Topic 6 Test
Week 6	2.CA.1, 2.CA.2, 2.CA.3, 2.NS.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. 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.	Nonr
		2.CA.3 Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order. (E)	
		2.NS.1 Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number (E)	
End of Grading Period			
Week 7	2.CA.3	2.CA.3 Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order. (E)	Test
Week 8	2.M.6	2.M.6 Find the value of a collection of pennies, nickels, dimes, quarters, and dollars. (E)	Quiz
	2.M.6	2.M.6 Find the value of a collection of pennies, nickels, dimes, quarters, and dollars. (E)	Quiz

T2: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 9			
Week 10	2.M.4, 2.M.5, 2.M.6	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.	Quiz
		2.M.6 Find the value of a collection of pennies, nickels, dimes, quarters, and dollars. (E)	
Week 11	2.NS.4	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.	Topic 8 Test
Week 12 and 13	**Week 12** 2.NS.1, 2.NS.2, 2.NS.4, 2.NS.5, 2.CA.4	2.NS.1 Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number. 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.	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.NS.5 Use place value understanding to compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using > , = , and < symbols to record the results of comparisons.	
		2.CA.4 Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1,000.	
	Week 13 2.NS.1, 2.NS.2, 2.NS.4, 2.NS.5, 2.CA.4	2.NS.1 Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number. 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.	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.NS.5 Use place value understanding to compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using > , = , and < symbols to record the results of comparisons.	Topic 9 Test
		2.CA.4 Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1,000.	

T3: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 1	2.NS.1, 2.CA.2		Quiz
		2.NS.1 Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number.	
		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 2	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.	Topic 10 Assessment
Week 3	2.M.1, 2.M.2	2.M.1 Describe the relationships among an inch, foot, and yard. Describe the relationship between a centimeter and meter.	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. (E)	
Week 4	2.M.1, 2.M.2	2.M.1 Describe the relationships among an inch, foot, and yard. Describe the relationship between a centimeter and mete	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. (E)	
Week 5	2.M.1, 2.M.2	2.M.1 Describe the relationships among an inch, foot, and yard. Describe the relationship between a centimeter and mete	Topic 12 Assessment
		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. (E)	

T3: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 6	2.M.3	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. (E)	Test
End of Grading Period			
Week 7	2.DA.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. (E)	Quiz
Week 8	2.DA.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. (E)	Topic 15 Assessment
Week 9	2.G.1, 2.G.2, 2.G.3	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.	Quiz
		2.G.2 Investigate and predict the result of composing and decomposing two- and three-dimensional shapes.	
		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	

T3: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 10	2.G.1, 2.G.2, 2.G.3	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.	Topic 13 Assessment
		2.G.2 Investigate and predict the result of composing and decomposing two- and three-dimensional shapes.	
		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	
Week 11	End of year activities		None
Week 12			