

Curriculum Map

Course Title: Math

Grade: 2nd

Unit (Name/Number): Measurement, Data and Probability	Pacing: Refer to Pacing Guide in RCC manual.
Essential Question(s): What strategies can be used to count, add, and subtract money? What strategies can be used to tell time? How do you estimate and measure length in standard units? How do you represent and interpret data?	

Content/Key Concepts	Standards	Key Vocabulary	Learning Activities/Resources	Evidence of Learning (Assessments; Performance Tasks)
Measure and estimate lengths in standard units using appropriate tools. <ul style="list-style-type: none"> Measure the length of an object by selecting and using appropriate tools. (e.g., rulers, yardsticks, meter sticks, measuring tapes) Measure the same length with different sized units and note the measurement made with the smaller unit is more than the measurement made with the larger unit and vice versa. Estimate lengths using units of inches, feet, centimeters, and meters. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit Practice mathematical communication skills. Select the appropriate tool. 	<u>Common Core</u> 2.MD.A.1, 2.MD.A.2, 2.MD.A.3, 2.MD.A.4, 2.MD.B.5, 2.MD.B.6 <u>PA Core Standards</u> CC.2.4.2.A.1 CC.2.4.2.A.6	Imperative to use exact vocabulary <ul style="list-style-type: none"> standard unit length inch (in.) foot (ft.) measure width height centimeter (cm) foot (ft.) yard (yd.) meter (m) estimate meter stick yard stick 	RCC Lesson 16: Understand Length and Measurement Tools(M) RCC Lesson 17: Measure Length(M) RCC Lesson 18: Understand Measurement with Different Lengths(M) RCC Lesson 19: Understand Estimating Lengths(M) RCC Lesson 20: Compare Lengths(M) RCC Lesson 21: Add and Subtract Lengths(M) sample assessment questions (CC.2.4.2.A.1) sample assessment questions (CC.2.4.2.A.6)	Assessment Options: RCC Lesson Quizzes RCC Mid Unit Assessment (After lesson 18) RCC Mid Unit Assessment (After Lesson 22) RCC Interim Assessment District Assessment: RCC Unit Assessment Enrichment Options: RCC Math in Action (may use calculators) Standards for Mathematical Practice: (SMP) <ol style="list-style-type: none"> <i>Make sense of problems and persevere in solving them.</i> <i>Reason abstractly and quantitatively.</i> <i>Construct viable arguments and critique the reasoning of others.</i>

<p>Extend the concepts of addition and subtraction to problems involving length.</p> <ul style="list-style-type: none"> • Measure the length of an object by selecting and using appropriate tools. (e.g., rulers, yardsticks, meter sticks, measuring tapes) • Estimate lengths using units of inches, feet, centimeters, and meters. • Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. • Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. • Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, and 2, and represent whole-number sums and differences within 100 on a number line diagram. <p>Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <ul style="list-style-type: none"> • Tell and write time from analog and digital clocks to the nearest five minutes. • Develop mathematical communication skills. 	<p><u>Common Core</u> 2.MD.C.7</p> <p><u>PA Core Standards</u> CC.2.4.2.A.2 CC.2.1.2.B.2</p>	<p>Imperative to use exact vocabulary</p> <ul style="list-style-type: none"> • minute hand • minute • hour hand • hour • half hour • quarter past • half past • quarter to • analog clock 	<p>RCC Lesson 24: Tell and Write Time (S/A) sample assessment questions</p>	<ol style="list-style-type: none"> 4. <i>Model with mathematics.</i> 5. <i>Use appropriate tools strategically.</i> 6. <i>Attend to precision.</i> 7. <i>Look for and make use of structure.</i> 8. <i>Look for and express regularity in repeated reasoning.</i>
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<p>Solve problems and make change using coins and paper currency with appropriate symbols.</p> <ul style="list-style-type: none"> • Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. • Use the context of money to find sums and differences less than or equal to 100. (e.g., using the numbers 0 to 100) • Add and subtract to solve one- and two step word problems involving money situations. (e.g., adding to, taking from, putting together, taking apart, comparing) • Use drawings and equations with a symbol for the unknown number to represent the problem. • Learn the relationships between the values of a penny, nickel, dime, quarter, and dollar bill. • Practice mathematical communication skills • Decide to solve a problem by drawing a picture rather than writing an equation. 	<p><u>Common Core</u> 2.MD.C.8</p> <p><u>PA Core Standards</u> CC.2.4.2.A.3 CC.2.1.2.B.2</p>	<ul style="list-style-type: none"> • digital clock • AM/PM <p>Imperative to use exact vocabulary</p> <ul style="list-style-type: none"> • cent • penny • nickel • dime • quarter • dollar • half-dollar 	<p>RCC Lesson 25: Solve word problems using money (S/A) sample assessment questions</p>	
<p>Represent and interpret data using line plots, picture graphs, and bar graphs.</p> <ul style="list-style-type: none"> • Make a line plot to show measurement data of the lengths of several objects to the nearest 	<p><u>Common Core</u> 2.MD.D.10</p> <p><u>PA Core Standards</u> CC.2.4.2.A.4</p>	<p>Imperative to use exact vocabulary</p> <ul style="list-style-type: none"> • bar graph • line plot • data • picture graph 	<p>RCC Lesson 23: Draw and use bar graphs and pictographs (S/A) sample assessment questions</p>	

<p>whole-number unit.</p> <ul style="list-style-type: none"> ● Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. ● Solve simple put-together, take apart, and compare problems using information presented in a graph. ● Describe features of the data (such as range, mode, and median- do not need to use these terms) ● Practice mathematical communication skills. ● Decide when certain graphs might be better suited than others. 				
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M = lessons that have a **major emphasis** in the Common Core Standards

S/A = lessons that have **supporting/additional** emphasis in the Common Core Standards