

## Nyack Public Schools 2016-17 Grade 2 Year at a Glance

Pacing Schedule	Primary Resource	Supplemental Resource	Content	Focus Standards	Exemplar	Fluency Resources	Strategies/Vocab
all	<p>Calendar routines: composing/decomposing numbers, 100 chart work, time, money, ten frames, number bonds, part-part-whole, skip counting, odd and even, count backwards</p> <p>*Note: When leaving the class to go anywhere in the building, pick a number to skip count by. Have the children predict what number they can count to by the time they reach the destination. Then, have the class begin counting as you leave the room. Then, discuss how their prediction compares with the actual answer. Alternate: Start at a number and count back as you travel through the hall.</p> <p>Also, incorporate the idea of “halfway” into your daily work with numbers and when you do measurement. Ex: What number is halfway between 1-100? This will help them when they begin to round numbers.</p>						
Weeks 1-12 9/6 - 11/23	<p>Invest. Unit 1 - Counting, Coins, and Combinations</p> <p>Invest. Unit 3- Stickers, Number Strings, and Story Problems</p> <p>Invest. Unit 8 Investigation 1 (odd/even) - a week just for this</p> <p>Invest. Unit 6 - How Many Tens? How Many Ones? (all Invest.)</p>	<p>Module 1- Sums and Differences to 20 (10 days)</p> <p>*Use of centers for review</p> <p>Module 3 - Place Value, Counting &amp; Comparison of Numbers to 1000 (25 days)</p>	<p>Represent and solve problems involving addition and subtraction. Add and subtract within 20</p> <p>Use place value understanding and properties of operations to add and subtract.</p> <p>Odd/even to 20</p> <p>Understand place value (up to 1000)</p>	<p>2.OA.1,2,3, 2.NBT.2,5,6</p> <p>2.NBT 1,2,3,4</p>	Sharing Sleds	Number talks, Centers, Interview (throughout the year)	<p>Number bonds</p> <p>Rekenrek</p> <p>Ten-frames</p> <p>Say ten counting</p> <p>Like unit</p> <p>Addend</p> <p>Sum</p> <p>Difference</p> <p>Quick ten</p> <p>Compose</p> <p>Decompose</p> <p>Doubles</p> <p>Equation</p> <p>Base ten</p> <p>Place value disks</p> <p>Place value cards (hide zero cards)</p>

<p>Weeks 13-18 11/28 - 1/13</p> <p>Note: tri 1 ends 12/2</p>	<p>Inves. Unit 8 - Partners, Teams, and Paperclips (Inves. 2,3,4)</p> <p>*Trimester 1 ends 12/2/16 so this content will be assessed on trimester 2 report card.</p>	<p>Module 4 - Addition and Subtraction Within 200 and Word Problems to 100 (35 days)</p>	<p>Represent and solve problems involving addition and subtraction Use place value understanding and properties of operations to add and subtract</p>	<p>Continuation of standards above</p>		<p>Addend Addition Bundle Unbundle Regroup Compose Decompose Difference Hundreds place Place value disks Place value cards (hide zero cards) Place value Units of ones, tens, hundreds</p>
<p>Week 19-21 1/17-2/3</p>	<p>Invest. Unit 9 (Inves 1, 2,3)</p>	<p>Module 2: Addition and subtraction of Length Units (1-10) (12 days) *emphasis is on metric units</p>	<p>Measure and estimate lengths in standard units.</p>	<p>2.MD 1,2,3,4,5,6</p>	<p>Measuring a Tulip</p>	<p>Number line rulers *no gap/overlap Benchmark Endpoint Estimate Difference Height Length Meter Centimeter Tape diagram Meter stick Centimeter cube Grid paper</p>
<p>Weeks 22-27 2/6 - 3/24</p> <p>*trimester 2 assessment early in March</p>	<p>Invest. Unit 4 - Pockets, Teeth, and Favorite Things (Inves. 1)</p> <p>U9- Measuring Length and Time (Inves. 1,3 with emphasis on customary)</p> <p><b>Module 7 - Problem Solving with Length, Money, and Data (portions of it)</b></p>	<p>X</p>	<p>Measure and estimate lengths in standard units Relate addition and subtraction to length Work with time and money. Represent and interpret data</p>	<p>2.MD.1,2, 3,4,5,6,8,9, 10</p>		<p>Map key Legend Data Title Symbol Table Hash mark (on number line or ruler) Gap Overlap inch tiles</p>

<b>Trimester ends Marcy 17</b>	<b>Money</b>						Grid paper Inch and centimeter ruler
Weeks 28-32 3/27 - 5/5	Module 5 - Addition and Subtraction Within 1000 with Word Problems to 100 (L1-20)  *This module is about students exploring strategies and finding most effective for them. *Number talks	X	Use place value understanding and properties of operations to add and subtract	2.OA 1,2 2.NBT 5,6,7,8,9			Use place value disks chip method partial sums number bonds tape diagrams
Weeks 33- 36 5/6 - 5/31	Invest. Unit 2 - Shapes, Blocks, and Symmetry (Inves. 1,2 no symmetry)  Invest. Unit 7 - Parts of a Whole, Parts of a Group (Inves. 1,2)	Module 8 -Time, Shapes, and Fractions as Equal Parts of Shapes (L1-16)	Work with time and money (spiral) Reason with shapes and their attributes.	MD.7 G 1,3			
Weeks 37-38 6/5 - 6/16	Investigations Unit 5 How many floors? How many rooms? (Inves. Inves. 2)  Module 6 Topic A-D Lessons 1-10 *condense to use exit tickets from lessons 11-20	X	Foundations of Multiplication and Division Work with equal groups of objects to gain foundations for multiplication Reason with shapes and their attributes	2.OA.3,4 2.G.2			

*Nyack Public Schools Elementary Grading Rubric*

<b>Key for academic development</b>	
4	<p><b><i>Student exceeds within or excels grade level expectations by independently applying and utilizing concepts and skills</i></b></p> <ul style="list-style-type: none"><li>• Statistically, the smallest percentage of students performs at this level.</li><li>• A 4 indicates the student independently uses and applies knowledge in ways that demonstrate <u>higher level thinking skills</u> to achieve mastery of grade-level standards.</li></ul>
3	<p><b><i>Student demonstrates grade level expectations for concepts and skills</i></b></p> <ul style="list-style-type: none"><li>• A 3 indicates the <b><u>standards have been met</u></b> and should be celebrated.</li><li>• A 3 indicates the student demonstrates understanding of grade level skills and concepts and requires <u>minimal support</u>.</li></ul>
2	<p><b><i>Student is progressing toward basic understanding of grade level concepts and skills with assistance.</i></b></p> <ul style="list-style-type: none"><li>• A 2 indicates the student is <b>progressing toward achieving skills</b> but <u>has not yet met the standards</u>.</li><li>• A 2 indicates the student requires <u>ongoing support</u>.</li></ul>
1	<p><b><i>Student shows an emerging awareness of concepts and skills.</i></b></p> <ul style="list-style-type: none"><li>• A student earning a 1 demonstrates an <u>inconsistent understanding</u> and application of knowledge of grade level standards and is <u>currently not meeting the grade-level standards</u>.</li><li>• A 1 indicates the student requires <u>significant ongoing support</u>.</li></ul>

Student grades are evaluated using standards-based rubrics and a holistic approach including portfolios, student work samples, formative and summative assessments, teacher observations, and student-teacher conferences. Work should be aligned with standards and particular report card indicators.

**Percentage Conversion Chart**

<i>Rubric Level</i>	<i>Percentage Range</i>
4	100-93
3	92-75
2	74-60
1	59 and below

	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5						
20 days	M1: Numbers to 5 (45 days)	M1: Numbers to 10 (43 days)	M1: Sums and Differences to 10 (45 days)	M1: Sums and Differences to 20 (10 days)	M1: Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10 (25 days)	M1: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 days)	M1: Place Value and Decimal Fractions (20 days)	20 days					
20 days				M2: Addition and Subtraction of Length Units (12 days)					M3: Place Value, Counting, and Comparison of Numbers to 1000 (25 days)	M2: Place Value and Problem Solving with Units of Measure (25 days)	*M2: Unit Conversions (7 days)	M2: Multi-Digit Whole Number and Decimal Fraction Operations (35 days)	20 days
20 days				M2: Two-Dimensional and Three-Dimensional Shapes (15 days)					*M2: 2D and 3D Shapes (12 days)		M3: Multi-Digit Multiplication and Division (43 days)		
20 days	M3: Counting to Answer Questions of How Many (50 days)	M3: Comparison of Length, Weight, Capacity, and Numbers to 10 (38 days)	M2: Introduction to Place Value Through Addition and Subtraction Within 20 (35 days)	M4: Addition and Subtraction Within 200 with Word Problems to 100 (35 days)	M3: Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10 (25 days)	M4: Angle Measure and Plane Figures (20 days)	M3: Addition and Subtraction of Fractions and Decimal Fractions (38 days)	20 days					
20 days			M3: Ordering and Comparing Length Measurements as Numbers (15 days)	M5: Addition and Subtraction Within 1000 with Word Problems to 100 (24 days)	M4: Multiplication and Area (20 days)				M5: Fraction Equivalence, Ordering, and Operations (45 days)	M4: Multiplication and Division of Fractions and Decimal Fractions (38 days)	20 days		
20 days			M4: Comparison of Length, Weight, and Capacity (35 days)	M4: Number Pairs, Addition and Subtraction to 10 (47 days)	M4: Place Value, Comparison, Addition and Subtraction to 40 (35 days)				M6: Foundations of Multiplication and Division (24 days)	M5: Fractions as Numbers on the Number Line (35 days)	M5: Addition and Multiplication with Volume and Area (25 days)	20 days	
20 days	M5: Numerals to 5, Addition and Subtraction Stories, Counting to 20 (35 days)	M5: Numbers 10-20 and Counting to 100 (30 days)	M5: Identifying, Composing, and Partitioning Shapes (15 days)	M7: Problem Solving with Length, Money, and Data (30 days)	M6: Collecting and Displaying Data (10 days)	M6: Decimal Fractions (20 days)	M5: Problem Solving with the Coordinate Plane (40 days)	20 days					
20 days			M6: Place Value, Comparison, Addition and Subtraction to 100 (35 days)	M8: Time, Shapes, and Fractions as Equal Parts of Shapes (20 days)	M7: Geometry and Measurement Word Problems (40 days)				M7: Exploring Multiplication (20 days)	20 days			
20 days			M6: Analyzing, Comparing, and Composing Shapes (10 days)										



Approx. test date for grades 3-5

\*Please refer to grade-level descriptions to identify partially labeled modules and the standards corresponding to all modules.

<b>Key:</b>	Geometry	Number	Number and Geometry, Measurement	Fractions
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