

Mission Statement
<p>The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.</p> <p>Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.</p>

Unit/Module Overview
<p>In Unit 1, students will learn to:</p> <ul style="list-style-type: none"><li>· Count on to subtract.</li><li>· Use fact families to add and subtract.</li><li>· Make a ten to add and subtract.</li><li>· Solve a one-step word problem.</li><li>· Draw and find information from pictures and bar graphs.</li><li>· Use addition and subtraction to solve a word problem with more than one step.</li></ul>

- Identify shapes and their attributes, put shapes together to make composite shapes, understanding breaking shapes into equal parts

Standards Covered in Current Unit/Module	
Related Standards and Learning Goals	
2.OA.A Represent and solve problems involving addition and subtraction 2.OA.B Add and subtract within 20 2.NBT.B Use place value understanding and properties of operations to add and subtract 2.DL.B Represent and interpret data	
Learning Targets	Essential Questions
<ul style="list-style-type: none"> <li>• I can use mental math strategies to add one-digit numbers within 20.</li> <li>• I can use mental math strategies to subtract one-digit numbers within 20 and understand the relationship between addition and subtraction.</li> <li>• I can solve one and two step word problems.</li> <li>• I can draw and use bar graphs and picture graphs.</li> <li>• I can add 2 digit numbers and break apart 2 digit numbers into tens and ones as a place value strategy for adding.</li> <li>• I can add by breaking apart addends and using place value.</li> <li>• I can add using regrouping and open number line.</li> <li>• I can fluently add two digit numbers.</li> <li>• I can subtract 2-digit numbers using various strategies.</li> <li>• I can add and subtract 2-digit numbers using various strategies.</li> <li>• I can add and subtract 2-digit numbers using various strategies after analyzing word problems to determine operation needed to solve them.</li> </ul>	<ul style="list-style-type: none"> <li>• What strategies can I use to help me add and subtract?</li> <li>• How can I use what I know about relationships between addition and subtraction to help me solve problems?</li> <li>• How can I organize data into graphs to answer questions?</li> <li>• How can I model a problem with pictures to help me solve the problem?</li> </ul>

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
6 Days	<p>2.OA.A. Represent and solve problems involving addition and subtraction</p> <p>2.OA.B. Add and subtract within 20</p>	<p><b>Obj. We are learning to:</b> I can fluently add and subtract within 20 using mental strategies.</p> <p>I can know by memory all sums of two one-digit numbers (by the end of grade 2).</p> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• My Learning Path weekly progress</li> <li>• Lesson Quizzes</li> <li>• Mid-Unit Assessment</li> <li>• Unit Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Texts <ul style="list-style-type: none"> <li>○ Ready Math - Lesson 1</li> </ul> </li> <li>• Materials <ul style="list-style-type: none"> <li>○ I-Ready Math Program</li> <li>○ Additional Math Journal</li> <li>○ Student Judy Clocks</li> <li>○ Telling Time Math Games</li> <li>○ Digital Clock Template</li> <li>○ Non-standard units of measurement</li> <li>○ Data Math Games</li> <li>○ Geoboards</li> <li>○ Base-10 blocks</li> </ul> </li> </ul>
6 Days	<p>2.OA.A. Represent and solve problems involving addition and subtraction</p> <p>2.OA.B. Add and subtract within 20</p>	<p><b>Obj. We are learning to:</b> I can fluently add and subtract within 20 using mental strategies.</p> <p>I can know by memory all sums of two one-digit numbers (by the end of grade 2).</p> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• My Learning Path weekly progress</li> <li>• Lesson Quizzes</li> <li>• Mid-Unit Assessment</li> <li>• Unit Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Texts <ul style="list-style-type: none"> <li>○ Ready Math - Lesson 2</li> </ul> </li> <li>• Materials <ul style="list-style-type: none"> <li>○ I-Ready Math Program</li> <li>○ Additional Math Journal</li> <li>○ Student Judy Clocks</li> <li>○ Telling Time Math Games</li> <li>○ Digital Clock Template</li> <li>○ Non-standard units of measurement</li> <li>○ Data Math Games</li> <li>○ Geoboards</li> <li>○ Base-10 blocks</li> </ul> </li> </ul>

**Swedesboro-Woolwich School District's MathCurriculum Guidance Document**

6 Days	<p>2.OA.A. Represent and solve problems involving addition and subtraction</p> <p>2.OA.B. Add and subtract within 20</p>	<p><b>Obj. We are learning to:</b> I can use addition and subtraction within 100 to solve one- and two- step word problems (involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.</p> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• My Learning Path weekly progress</li> <li>• Lesson Quizzes</li> <li>• Mid-Unit Assessment</li> <li>• Unit Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Ready Math - Lesson 3</li> </ul> </li> <li>● Materials <ul style="list-style-type: none"> <li>○ I-Ready Math Program</li> <li>○ Additional Math Journal</li> <li>○ Student Judy Clocks</li> <li>○ Telling Time Math Games</li> <li>○ Digital Clock Template</li> <li>○ Non-standard units of measurement</li> <li>○ Data Math Games</li> <li>○ Geoboards</li> <li>○ Base-10 blocks</li> </ul> </li> </ul>
6 Days	<p>2.DL.B.4 ~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 bar graph.</p>	<p><b>Obj. We are learning to:</b> I can draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.</p> <p>I can solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• My Learning Path weekly progress</li> <li>• Lesson Quizzes</li> <li>• Mid-Unit Assessment</li> <li>• Unit Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Ready Math - Lesson 4</li> </ul> </li> <li>● Materials <ul style="list-style-type: none"> <li>○ I-Ready Math Program</li> <li>○ Additional Math Journal</li> <li>○ Student Judy Clocks</li> <li>○ Telling Time Math Games</li> <li>○ Digital Clock Template</li> <li>○ Non-standard units of measurement</li> <li>○ Data Math Games</li> <li>○ Geoboards</li> <li>○ Base-10 blocks</li> </ul> </li> </ul>

**Swedesboro-Woolwich School District's Math Curriculum Guidance Document**

6 Days	<p>2.OA.A. Represent and solve problems involving addition and subtraction</p> <p>2.OA.B. Add and subtract within 20</p>	<p><b>Obj. We are learning to:</b> I can use addition and subtraction within 100 to solve one- and two- step word problems (involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.</p> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• My Learning Path weekly progress</li> <li>• Lesson Quizzes</li> <li>• Mid-Unit Assessment</li> <li>• Unit Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Texts <ul style="list-style-type: none"> <li>○ Ready Math - Lesson 5</li> </ul> </li> <li>• Materials <ul style="list-style-type: none"> <li>○ I-Ready Math Program</li> <li>○ Additional Math Journal</li> <li>○ Student Judy Clocks</li> <li>○ Telling Time Math Games</li> <li>○ Digital Clock Template</li> <li>○ Non-standard units of measurement</li> <li>○ Data Math Games</li> <li>○ Geoboards</li> <li>○ Base-10 blocks</li> </ul> </li> </ul>
--------	--	--	---

Technology Integration	21st Century Skills
<p>www.brainden.com Math playground      www.adaptedmind.com Brain Den      www.youtube.com Fun brain      www.mathgametime.com Reflex Math      www.reflexmath.com</p> <ul style="list-style-type: none"> <li>• 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</li> <li>• 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• CRP1. Act as a responsible and contributing citizen and employee.</li> <li>• CRP2. Apply appropriate academic and technical skills.</li> <li>• CRP4. Communicate clearly and effectively and with reason.</li> <li>• CRP6. Demonstrate creativity and innovation.</li> <li>• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• CRP10. Plan education and career paths aligned to personal goals.</li> <li>• CRP11. Use technology to enhance productivity.</li> </ul> <p>WRK.9.1.2.CAP.1      Make a list of different types of jobs and describe the skills associated with each job.</p>

## Swedesboro-Woolwich School District's MathCurriculum Guidance Document

	<p>TECH.9.4.2.CT.3      Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> <p>TECH.9.4.2.TL.3      Enter information into a spreadsheet and sort the information.</p> <p>TECH.9.4.2.IML.1      Identify a simple search term to find information in a search engine or digital resource.</p> <p>TECH.9.4.2.IML.2      Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).</p> <p>TECH.9.4.2.IML.4      Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).</p>
--	--

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)