

**2nd Grade Math Pacing Guide
2012-2013 school year
Trimester 1**

CGA=common graded assignment

Dates	Essential Standards	Unit and Chapter	Common Formative Assessment	Common Graded Assignment	Academic Vocabulary
Aug. 16-17		Back to School			
Aug. 20-23		Back to School			
Aug. 27-31	NS 1.1, 2.1 AF 1.1	Unit 1 Ch 1: Addition & Subtraction, Lessons 1-5			sum, fact family, number sentence
Sept. 4-7 3 rd Labor Day	NS 1.1, 2.1	Unit 1- Ch 2: Data & Graphs, Lessons 1-6			data, graph, key, mode, range, line plot
Sept 10-14	NS 1.1	Unit 2- Ch 3: Place Value, Lessons 1-5			digit, regroup, expanded form
Sept 17-21	NS 1.1, 2.1	Unit 2- Ch 4: Compare & Order Numbers to 200, Lessons 1-5			greater than, less than, equal to
Sept 24-28	NS 1.1	Unit 2- Ch 5: Number Patterns, Lessons 1-5	NS 2.1 CFA#1		hundred chart, even, odd
Oct. 1-5	NS 1.1	Unit 3- Ch 6: Coins, Lessons 1-5	NS 2.1 CFA#2	NS 2.1 CGA#1	Coin, half-dollar, quarter, dime, nickel, penny, cent sign
Oct. 8-12	NS 1.1	Unit 3- Ch 7: Dollar and Coins, Lessons 1-5		NS 2.1 CGA#2	dollar sign, decimal point, change
Oct 16-19 15th P.D. Day	NS 1.1	Unit 4- Ch 8: Explore Adding Tens & Ones, Lessons 1-5	NS 1.1 CFA #1		information
Oct 22-26	NS 1.1	Unit 4- Ch 9: Use Place Value to Add 2-Digit Numbers, Lessons 1-5	NS 1.1 CFA #2	NS 1.1 CGA#1	guess and check
Oct 29-Nov. 2	NS 1.1, 2.1 AF 1.1	Unit 4- Ch 10: More Addition, Lessons 1-6		NS 1.1 CGA#2	mental math, estimate, round, align
Nov. 5-9 End of 1 st Trimester	NS 1.1	Unit 5- Ch 11: Explore Subtracting Tens & Ones, Lessons 1-5			subtract, difference
Nov 13-16 12 th Vet Day		Review & Benchmark 2			

4th Grade Math Pacing Guide

Jonathan A. Supovitz

Nd Grade Math Pacing Guide:

Rigorous Curriculum Design Larry Ainsworth,2011-04-16 The need for a cohesive and comprehensive curriculum that intentionally connects standards instruction and assessment has never been more pressing For educators to meet the challenging learning needs of students they must have a clear road map to follow throughout the school year Rigorous Curriculum Design presents a carefully sequenced hands on model that curriculum designers and educators in every school system can follow to create a progression of units of study that keeps all areas tightly focused and connected

Math Know-How Thomasenia Lott Adams,Joanne LaFramenta,2013-12-10 From two math coaches who really know how Have you ever wished there were a single resource to help you tackle your most persistent teaching issues once and for all To engage students in more meaningful ways To provide the tools you need to increase students understanding of key mathematical concepts All at the same time Math coaches Thomasenia Lott Adams and Joanne LaFramenta have just written it With the help of this book you ll be armed with the know how to employ strategies to achieve the CCSS especially the Mathematical Practices make purposeful teaching decisions facilitate differentiated instruction teach and learn with manipulatives use technology appropriately

Leading With Inquiry and Action Matthew Militello,Sharon F. Rallis,Ellen B.

Goldring,2009-07-23 This essential guide for educational leaders skillfully blends scholarship with practice and integrates theory with real world examples Through case studies the authors show the reader how to develop support and improve a collaborative inquiry action process for improving teaching and learning If we are going to have schools that successfully educate all students to high standards then we need principals who translate the lessons of this book into practice Andrew Lachman Executive Director Connecticut Center for School Change Enhance learning with a collaborative inquiry based system of leadership With sociopolitical forces prompting calls for school improvement school leaders look for ways to expand their expertise in instructional leadership and strengthen their role in shaping classroom practice Leading With Inquiry and Action presents a systematic ongoing process for collecting information making decisions and taking action to improve instruction and raise student achievement The authors illustrate this collaborative inquiry action cycle with a running vignette of an experienced principal and offer questions and exercises to guide individual reflection and group discussion Thoroughly grounded in research this book helps administrators Identify areas for instructional improvement Determine community supported solutions and build stakeholder commitment Articulate an action plan based on multiple data sources Take steps that support teacher development Systematically evaluate program results Educational improvement requires informed leadership This practical guide provides an efficient and functional framework for transforming current or aspiring principals into inquiry minded action oriented instructional leaders

From Mandate to Achievement Elaine Makas,2009-09-14 This engaging book will guide your journey through the morass of curriculum alignment development and assessment Our school struggled through missteps in curriculum alignment and implementing common assessments without

the benefit of Makas wisdom and experience I highly recommend this book for teachers administrators and interested parents Robert A Martin Leadership Consultant Oakland Schools Waterford MI Raise schoolwide performance with a systematic teacher driven approach to curriculum development Purposeful curriculum design is essential to attaining consistent academic improvement Educators often find however that a viable curriculum based on mandated standards can be exceedingly challenging to create implement and sustain In this book curriculum consultant Elaine Makas provides a step by step guide to establishing the processes and documents necessary to build a stable cohesive curriculum system that aligns to educational benchmarks Based on the DAILY model Data Alignment Instructional Pace Guides Local Common Assessment and Yearly Review this system deconstructs the curriculum process into sequential steps that facilitate the development of instructional priorities reveal students in need of intervention and help ensure continuous process improvement With numerous templates samples and reflective exercises this book clearly demonstrates how to Collect and analyze data identify expectations and recognize learning gaps Develop curriculum maps that align with standards and grade level subject goals Pace instruction throughout the year according to specific objectives Create assessments that predict standardized test performance Conduct yearly improvement reviews and documentation revisions An essential resource for all schools or districts whether struggling or successful From Mandate to Achievement enables K 12 principals district administrators curriculum facilitators and teacher teams to establish a consistent and accurate curriculum process that increases academic achievement and drives continuous school improvement

Everyday Mathematics 2 Grade Teacher's Lesson Guide

Volume 1 Max Bell,2004 **Elementary School Teachers' Mathematics Instructional Decision Making in the Context of District Mandates on Instruction** Heather Anne Martin,2008 In the current educational climate teachers in low performing schools are experiencing pressure from state and district policy makers to raise student performance on state tests Some district administrations have undertaken various measures including implementing numerous and specific mathematics content standards adopting particular curricular packages and requiring teachers to use them as their primary instructional materials and even creating pacing guides with uniform timelines for presenting lessons to students These efforts have had the cumulative effect of urging teachers to stick closely to a standard curriculum in order to raise student test scores Teachers must also interpret and attend to the needs of their students and ideally teach their students to understand mathematical concepts and processes as opposed to narrowly mastering procedural skills It may not always be possible to both follow administrative mandates about instruction and meet student needs and teachers may have to make a compromise between these two objectives In this study I examined how elementary school teachers in a particular accountability pressured school decided to teach mathematics Drawing on multiple interviews and ten classroom observations per teacher I created portraits of the mathematics instructional choices of four second grade teachers including their use of instructional materials such as textbooks I drew on an analytical framework adapted from Stein Grover and

Henningsen 1996 to assess various features of the lesson in order to note the interaction between the materials and the teachers decisions about how to use them I developed a lesson signature for each teacher a visual representation of the typical organization of the teacher s lessons and how materials were used within them My findings indicated that the teachers individual goals for their teaching beliefs about their students needs and interpretations of the district s curricular mandates interacted to steer their instructional choices to very different results Two of the teachers dutifully followed the textbook while two essentially disregarded it in favor of other materials Teachers own senses of their autonomy to make curricular decisions and their support for their students autonomy in learning math emerged as important factors I suggest implications for teacher professional development and curricular materials development Mathematics Teaching in the Middle School ,2009-08 **Coordinating Instruction in Two Comprehensive School Reforms** Danae de los Ríos,2007

Mathematics Benchmarking Report ,2001 **Classroom Literacy Assessment** Jeanne R. Paratore,Rachel L. McCormack,2007-04-04 Showcasing assessment practices that can help teachers plan effective instruction this book addresses the real world complexities of teaching literacy in grades K 8 Leading contributors present trustworthy approaches that examine learning processes as well as learning products that yield information on how the learning environment can be improved and that are conducted in the context of authentic reading and writing activities The volume provides workable nuts and bolts ideas for incorporating assessment into instruction in all major literacy domains and with diverse learners including students in high poverty schools and those with special learning needs It is illustrated throughout with helpful concrete examples Math Plus, 1994 HB Staff,1994 *Classroom Assessment* James H. McMillan,2007 Classroom Assessment Principles and Practice for Effective Standards based Instruction **Catalog of Audiovisual Materials for Learning Disabilities** Suburban Audio Visual Service (La Grange, Ill.), **Curriculum Review** ,1986 *The Case for District-based Reform* Jonathan A. Supovitz,2006 In 1999 the Duval County Fla school system set out to improve every school in the district **The Richardson Study** June Cox,1987 **Flexible Pacing for Able Learners** Neil Daniel,June Cox,1988 The monograph describes the application of flexible pacing as a means of meeting the educational needs of gifted students in schools throughout the country Flexible pacing is defined as placing students at an appropriate instructional level and allowing them to move forward in the curriculum as they master content and skills Flexible pacing is achieved by such methods as continuous progress compacted course advanced level courses grade skipping early entrance concurrent or dual enrollment and credit by examination An introductory chapter looks at the historical and theoretical context of flexible pacing and gives a brief explanation of the canvassing and survey methods used to obtain data The next two chapters describe flexible pacing programs in 8 elementary and 11 secondary schools Chapter 5 looks at district wide programs for all students or all gifted students and finds six such school systems The next chapter examines cooperative programs between schools colleges or other educational institutions The seventh chapter discusses selected features of flexible pacing including school

policy strategies of implementation staff selection development and record keeping A staff development program to prepare teachers for flexible pacing in mathematics is described in the eighth chapter contributed by Kathleen Martin The concluding chapter identifies principles of implementation including capitalizing on what is available initiating a program gradually and winning support The survey form and a sample program description are appended DB *Instructor*,1981 **A Teacher's Guide to Human Resources in Special Education** Michael J. Fimian,Mary-Beth Fafard,Kenneth W. Howell,1984 Block Scheduling Eol 2000 G 7 Holt Rinehart & Winston,1999-08-03

Unveiling the Energy of Verbal Art: An Mental Sojourn through **Nd Grade Math Pacing Guide**

In a global inundated with screens and the cacophony of instantaneous conversation, the profound power and emotional resonance of verbal artistry usually disappear into obscurity, eclipsed by the regular onslaught of noise and distractions. However, set within the musical pages of **Nd Grade Math Pacing Guide**, a charming perform of fictional splendor that impels with raw emotions, lies an remarkable journey waiting to be embarked upon. Published with a virtuoso wordsmith, this exciting opus books readers on a psychological odyssey, softly exposing the latent possible and profound affect stuck within the elaborate internet of language. Within the heart-wrenching expanse of this evocative evaluation, we can embark upon an introspective exploration of the book is main themes, dissect its interesting writing fashion, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

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