

# CARROLL COUNTY SCHOOL DISTRICT CURRICULUM WEEKLY PACING GUIDE MS MATHEMATICS FRAMEWORK

**Grade Level:** Second      **Subject:** Mathematics      **Term:** August 8 – Oct 12, 2007

\*LEVELS:    I = INTRODUCTORY      M = MASTERY      O = ONGOING

Competencies (Bold/Italics/Underlined)    Objectives (Bold)    Benchmarks (Unbold)

**The teacher will model the objective, work through a guided practice, and assign independent practice for each of the following objectives:**

<i>Weekly Date</i>	<i>Competencies/ Objectives</i>	<i>Description of Competencies/Objectives/Benchmarks</i>			
	<i>District / State</i>		<i>Description</i>		
	<b><u>M. 2.1</u></b>		<b><u>Understand and represent relationships among numbers and operations (addition, subtraction, and multiplication). Compute fluently using effective strategies or rote memory.</u></b>		
8/8 – 8/10			<b>Handbook/ classroom rules</b>		
8/13 – 8/17	<b>M. 2.1.a</b>		<b>Recall addition and subtraction facts. (DOK 1)</b>		
8/13 - 8/17	<b>M. 2.2.c</b>		<b>Model situations and solve equations that involve the addition and subtraction of whole numbers. (DOK 2)</b>		

8/20 – 8/24	<b>M. 2.1.a</b>		<b>Recall addition and subtraction facts. (DOK 1)</b>			
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**Grade Level:** Second      **Subject:** Mathematics      **Term:** August 8 –Oct 12, 2007

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Competencies (Bold/Italics/Underlined)    Objectives (Bold)    Benchmarks (Unbold)

**The teacher will model the objective, work through a guided practice, and assign independent practice for each of the following objectives:**

<i>Weekly Date</i>	<i>Competencies/ Objectives</i>		<i>Description of Competencies/Objectives/Benchmarks</i>			
	<i>District / State</i>		<i>Description</i>			
	<b><u>M.2.2</u></b>		<b><u>Analyze patterns, numbers, relationships, and functions.</u></b>			
8/20 – 8/24	<b>M. 2.2.c</b>		<b>Model situations and solve equations that involve the addition and subtraction of whole numbers. (DOK 2)</b>			
8/27-8/31	<b>M. 2.2.b</b>		<b>Use number patterns to skip count by 2's, 3's, 5's, and 10's. (DOK 1)</b>			
9/4 – 9/7	<b>M. 2.2.b</b>		<b>Use number patterns to skip count by 2's, 3's, 5's, and 10's. (DOK 1)</b>			

9/4 – 9/7	<b>M.2.2.a</b>		<b>Explain, analyze, and extend repeating and growing patterns. (DOK 2)</b>			
9/10 – 9/14	<b>M.2.2.a</b>		<b>Explain, analyze, and extend repeating and growing patterns. (DOK 2)</b>			
9/10-9/14	<b>M. 2.1.f</b>		<b>Determine and compare the value of money up to \$5.00 using the appropriate symbols for dollars and cents. (DOK 1)</b>			
9/17-9/21	<b>M. 2.1.f</b>		<b>Determine and compare the value of money up to \$5.00 using the appropriate symbols for dollars and cents. (DOK 1)</b>			
9/24-9/28	<b>M. 2.1.f</b>		<b>Determine and compare the value of money up to \$5.00 using the appropriate symbols for dollars and cents. (DOK 1)</b>			
10/1-10/5			<b>Review Week</b>			
10/8-10/12			<b>Nine Weeks' Tests</b>			

**CARROLL COUNTY SCHOOL DISTRICT  
CURRICULUM WEEKLY PACING GUIDE  
MS MATHEMATICS FRAMEWORK**

**Grade Level:** Second

**Subject:** Mathematics

**Term:** Oct. 16 – Dec. 20, 2007

\*LEVELS: I = INTRODUCTORY M = MASTERY O = ONGOING

Competencies (Bold/Italics/Underlined) Objectives (Bold) Benchmarks (Unbold)

The teacher will model the objective, work through a guided practice, and assign independent practice for each of the following objectives:

<i>Weekly Date</i>	<i>Competencies/ Objectives</i>		<i>Description of Competencies/Objectives/Benchmarks</i>			
	<i>District / State</i>		<i>Description</i>			
10/16-10/19	<b>M. 2.4.b</b>		<b>Read and write time to the hour, half-hour, quarter-hour, and five-minute intervals using digital and analog clocks. (DOK 1)</b>			
10/22-10/26	<b>M. 2.4.b</b>		<b>Read and write time to the hour, half-hour, quarter-hour, and five-minute intervals using digital and analog clocks. (DOK 1)</b>			
10/29-11/2	<b>M. 2.1.b.1*</b>		<b>Justify <u>addition</u> and subtraction of two-digit whole numbers with and without regrouping. (DOK 2)</b>			
11/5-11/9	<b>M. 2.1.b.1*</b>		<b>Justify <u>addition</u> and subtraction of two-digit whole numbers with and without regrouping. (DOK 2)</b>			
11/5 – 11/9	<b>M. 2.2.d</b>		<b>Analyze and generalize the inverse relationships between addition and subtraction. (DOK 2)</b>			
11/12-11/16	<b>M. 2.1.b.1*</b>		<b>Justify <u>addition</u> and subtraction of two-digit whole numbers with and without regrouping. (DOK 2)</b>			
11/12-11/16	<b>M. 2.2.d</b>		<b>Analyze and generalize the inverse relationships between addition and subtraction. (DOK 2)</b>			

	<u><b>M. 2.5</b></u>		<u><b>Organize and interpret data in graphical form.</b></u>			
11/26-11/30	<b>M. 2.5.a</b>		<b>Tally, record, interpret, and predict outcomes based on given information. (DOK 3)</b>			
11/26-11/30	<b>M. 2.5.b</b>		<b>Create line graphs, bar graphs, and pictographs using real data. (DOK 2)</b>			
12/3 – 12/7	<b>M. 2.5.a</b>		<b>Tally, record, interpret, and predict outcomes based on given information. (DOK 3)</b>			
12/3 – 12/7	<b>M. 2.5.b</b>		<b>Create line graphs, bar graphs, and pictographs using real data. (DOK 2)</b>			
12/10-12/14			<b>Review Week</b>			
12/17-12/20			<b>Nine Weeks' Tests</b>			

**CARROLL COUNTY SCHOOL DISTRICT  
CURRICULUM WEEKLY PACING GUIDE  
MS MATHEMATICS FRAMEWORK**

**Grade Level:** Second      **Subject:** Mathematics      **Term:** Jan. 7 – March 14, 2008

\*LEVELS:    I = INTRODUCTORY      M = MASTERY      O = ONGOING

Competencies (Bold/Italics/Underlined)      Objectives (Bold)      Benchmarks (Unbold)

The teacher will model the objective, work through a guided practice, and assign independent practice for each of the following objectives:

<i>Weekly Date</i>	<i>Competencies/ Objectives</i>	<i>Description of Competencies/Objectives/Benchmarks</i>			
	<i>District / State</i>	<i>Description</i>			
	<b><u>M. 2.3</u></b>	<b><u>Describe, classify, and sort geometric figures according to their properties</u></b>			
1/7 – 1/11	<b>M. 2.3.c</b>	<b>Identify and classify three-dimensional figures (cone, pyramid, and cylinder) according to their characteristics. (DOK 1)</b>			
1/14-1/18	<b>M. 2.3.c</b>	<b>Identify and classify three-dimensional figures (cone, pyramid, and cylinder) according to their characteristics. (DOK 1)</b>			
1/14-1/18	<b>M. 2.3.a</b>	<b>Recognize and identify polygons (rhombus, square, triangle, trapezoid, rectangle, pentagon, hexagon, octagon, and decagon) according to the number of sides. (DOK 1)</b>			
1/22-1/25	<b>M. 2.3.a</b>	<b>Recognize and identify polygons (rhombus, square, triangle, trapezoid, rectangle, pentagon, hexagon, octagon, and decagon) according to the number of sides. (DOK 1)</b>			
1/22-1/25	<b>M. 2.3.b</b>	<b>Describe the effects of composition and decomposition of polygons when smaller shapes are substituted for a larger shape or a larger shape is substituted for smaller ones. (DOK 2)</b>			
1/28-2/1	<b>M. 2.3.b</b>	<b>Describe the effects of composition and decomposition of polygons when smaller shapes are substituted for a larger shape or a larger shape is substituted for smaller ones. (DOK 2)</b>			

	<b><u>M. 2.4</u></b>		<b><u>Estimate, identify, and apply measurable attributes.</u></b>		
1/28-2/1	<b>M. 2.4.a</b>		<b>Select appropriate tools and units, estimate, and measure length (to the nearest inch, foot, yard, centimeter, and meter), capacity (to the nearest ounce, cup, pint, quart, gallon, and liter), and weight (to the nearest ounce, pound, gram, and kilogram). (DOK 2)</b>		
2/4-2/8	<b>M. 2.4.a</b>		<b>Select appropriate tools and units, estimate, and measure length (to the nearest inch, foot, yard, centimeter, and meter), capacity (to the nearest ounce, cup, pint, quart, gallon, and liter), and weight (to the nearest ounce, pound, gram, and kilogram). (DOK 2)</b>		
2/11-2/15	<b>M. 2.4.a</b>		<b>Select appropriate tools and units, estimate, and measure length (to the nearest inch, foot, yard, centimeter, and meter), capacity (to the nearest ounce, cup, pint, quart, gallon, and liter), and weight (to the nearest ounce, pound, gram, and kilogram). (DOK 2)</b>		
2/18-2/22	<b>M. 2.1.d</b>		<b>Round up to three-digit whole numbers to the nearest hundreds. (DOK 1)</b>		
2/18-2/22	<b>M. 2.1.e</b>		<b>Compare and order three-digit numbers using the symbols <math>&lt;</math>, <math>&gt;</math>, and <math>=</math>, and justify reasoning. (DOK 1)</b>		
2/18-2/22	<b>M. 2.1.c</b>		<b>Compose and decompose three-digit numbers with representations in words and physical models. (DOK 2)</b>		
2/25-2/29	<b>M. 2.1.d</b>		<b>Round up to three-digit whole numbers to the nearest hundreds. (DOK 1)</b>		

2/18-2/22	<b>M. 2.1.c</b>		<b>Compose and decompose three-digit numbers with representations in words and physical models. (DOK 2)</b>			
2/25-2/29	<b>M. 2.1.e</b>		<b>Compare and order three-digit numbers using the symbols <math>&lt;</math>, <math>&gt;</math>, and <math>=</math>, and justify reasoning. (DOK 1)</b>			
3/3-3/7			<b>Review Week</b>			
3/10-3/14			<b>Nine Weeks' Tests</b>			

## CARROLL COUNTY SCHOOL DISTRICT CURRICULUM WEEKLY PACING GUIDE MS MATHEMATICS FRAMEWORK

**Grade Level:** Second      **Subject:** Mathematics      **Term:** Mar. 25 –May 21, 2008

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Competencies (Bold/Italics/Underlined)    Objectives (Bold)    Benchmarks (Unbold)

**The teacher will model the objective, work through a guided practice, and assign independent practice for each of the following objectives:**

<i>Weekly</i>	<i>Competencies/</i>		<i>Description of</i>		
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<i>Date</i>	<i>Objectives</i>	<i>Competencies/Objectives/Benchmarks</i>			
	<i>District / State</i>		<i>Description</i>		
3/25-3/28	<b>M. 2.1.b.2*</b>		<b>Justify addition and <u>subtraction</u> of three-digit whole numbers with and without regrouping. (DOK 2)</b>		
3/31-4/4	<b>M. 2.1.b.2*</b>		<b>Justify addition and <u>subtraction</u> of three-digit whole numbers with and without regrouping. (DOK 2)</b>		
4/7-4/11	<b>M. 2.1.b.2*</b>		<b>Justify addition and <u>subtraction</u> of three-digit whole numbers with and without regrouping. (DOK 2)</b>		
4/14-4/18	<b>M.3.1.d</b>		Identify and model representations of fractions (halves, thirds, fourths). (DOK 1)		
4/21-4/25	<b>M.3.1.f</b>		Model multiplication using arrays, equal-sized groups, area models, and equal-sized moves on the number line. (DOK 2)		
4/28-5/2	<b>M.3.1.g</b>		Model division with successive or repeated subtraction, portioning, and sharing. (DOK 2)		
5/5-5/9	<b>M.3.1.f</b>		Model multiplication using arrays, equal-sized groups, area models, and equal-sized moves on the number line. (DOK 2)		
5/5-5/9	<b>M.3.1.g</b>		Model division with successive or repeated subtraction, portioning, and sharing. (DOK 2)		
5/12-5/16			<b>Review Week</b>		
5/19-5/21			<b>Nine Weeks' Tests</b>		

