Archdiocese of Newark Catholic Schools



Curriculum Mapping

Curriculum mapping is a process that helps schools and districts/dioceses determine the "agreed-upon" learning for all students. Curriculum mapping was undertaken in the Archdiocese of Newark in order to ensure that a consistent, clearly articulated curriculum infused with Gospel values is being provided to all students in our schools. The curriculum maps for the Catholic schools of the Archdiocese of Newark identify the content to be taught and skills to be mastered at each grade level.

The expertise and experience of the educators within our schools is the main source for determining the content and skills students will be expected to master. The Archdiocesan curriculum maps are developed through a collaborative process which involves individual teacher contributions, small group sessions and larger group meetings. Relevant educational standards, including those proposed by content area experts, the New Jersey Core Curriculum Content Standards, and the Common Core State Standards, are used as a resource in the curriculum mapping process. The resulting consensus maps reflect the collective thinking of classroom teachers based on their observation of student learning and their knowledge of educational practice and research. The Archdiocesan curriculum maps include teacher generated ideas for the infusion of Gospel values and faith connection activities.

While the curriculum maps clearly articulate the expected learning for all students, individual teachers have the flexibility to teach the content and skills in their own manner by:

- utilizing their own particular strengths and teaching style
- addressing the varying learning needs of their students
- determining the order in which the content and skills are presented within a marking period
- including additional content and skills once students have met the learning expectations identified in the curriculum map

Administrators at all levels will maintain the responsibility to ensure that teachers are following the curriculum maps and that appropriate teaching is being conducted. This will be done through a combination of classroom observations, faculty meetings, professional development opportunities and teacher evaluations, as well as by using various measurement tools, including but not limited to in-class and standardized testing. The Archdiocesan curriculum maps will help ensure the academic excellence that is integral to the mission of our Catholic schools and will provide educators and parents with a clear understanding of the learning expectations at each grade level.

		Graue 2		
First Trimester: September-Novemb	er			
Standards	Content	Skills	Assessment	Gospel Values & Faith
				Connections
	Math	Demonstrate appropriate	Student learning will be	Gospel values should be
	Vocabulary	usage of math vocabulary.	assessed on a continual	evident in the classroom
			basis using various types of	environment and reference
	4 3 30/4	Apply mental strategies to	formal and informal	and reinforced throughout
2.OA.2 Fluently add and subtract within	Addition and Subtraction	add and subtract within 20.	assessments. A list of	the curriculum.
20 using mental strategies. By end of	Facts/Strategies to		possible assessment	
Grade 2, know from memory all sums of	20	Select the best among the	methods is provided below:	Gospel Values
two one-digit numbers.		following strategies to add and subtract 0-20.	Teacher observation and	Community
		a) Use and construct a	interaction	Compassion Faith in God
OMD 6 Democrat whole much one or		number line	Exit card	Forgiveness
2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram				Hope
with equally spaced points corresponding		b) Use manipulatives	Teacher-created quizzes	Justice
to the numbers 0, 1, 2,, and represent		c) Use double and	and tests	Love
whole-number sums and differences		doubles +1	Publisher-created	Peace
within 100 on a number line diagram.		d) Fact families	assessments	Respect For Life
		e) Making tens	Oral presentation	Service
		f) Use the inverse	1	Simplicity
		relationship between	Class participation	Truth
		addition and	Homework	
		subtraction	Flash cards	Included in this column ar
		Apply the Commutative	Timed fact drills	suggestions for making
		and Associative Properties		faith connections within th
		of addition.	Math games	Math classroom. These
			Individual response	suggestions were submitte
		Utilize fact families to	boards	by teachers.
		demonstrate the inverse relationship between	Learning center activities	
		addition and subtraction.		

First Trimester: September-November

Standards	Content	Skills	Assessment	Gospel Values & Faith
				Connections
2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Place Value & Expanded Form to 2 Digits	Recognize the value of each digit in a 2-digit number.	Student-created word problems Survey	Create a budget to plan a meal or food basket for a family in need.
2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.		Use models to represent tens and ones. Round numbers to the nearest 10. Compare 2-digit numbers using >, <, and = symbols. Write 2-digit numbers in expanded form.	Web Quests Graphing Student clocks Technology-based assessment Group projects Math journals Spiral reviews Problem of the day Performance Tasks	
2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	Fact Families and Fact Patterns	Memorize addition and subtraction facts to 20. Recognize and replicate fact patterns and family facts.		

First Trimester: September-November

Content	Skills	Assessment	Gospel Values & Faith
D II CII			Connections
Problem Solving	1		Create word problems
	phrasing in math problems.		based on Bible stories or
			real life situations that
	1		reinforce Gospel values.
			Examples: a) Noah built
	solve a math problem.		an ark. If Noah is using 17
	777 17 1		feet of wood for one section
	-		of the ark, 8 feet for
	*		another section, and 24 feet
	math problem.		of wood for a third section
			of the ark, how many feet of
			wood will he use in all?
			b) "Our class would like to
			donate a total of \$2 a day
			to our mission box. If we have \$1.50 this morning,
	Distinguish among		how much more do we need
Data & Graphing			
	different types of graphs.		by the end of day?"
	Cother and record data		Ctudente cellebonetively
			Students collaboratively
	from a variety of graphs.		tally the types of foods or
	Construct questions for a		packages donated by the class for a food pantry.
	1		ž *
	survey.		They will generate a bar graph from the tally chart
	Design and construct		and interpret and explain
			the data.
	various types of graph.		the data.
	Interpret data presented on		
	various types of graphs.		
	Problem Solving Data & Graphing	Problem Solving Identify key words and phrasing in math problems. Determine the operation and strategy to be used to solve a math problem. Visualize and represent the process used to solve a math problem. Distinguish among different types of graphs. Gather and record data from a variety of graphs. Construct questions for a survey. Design and construct various types of graph. Interpret data presented on	Problem Solving Identify key words and phrasing in math problems. Determine the operation and strategy to be used to solve a math problem. Visualize and represent the process used to solve a math problem. Data & Graphing Distinguish among different types of graphs. Gather and record data from a variety of graphs. Construct questions for a survey. Design and construct various types of graph. Interpret data presented on

First Trimester: September-November

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	Estimation	Estimate and round a number to the nearest 10s or 100s.		
		Estimate to check the validity of an answer to solve problems.		
		Distinguish between correct and incorrect estimation.		
2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of	Compare and Order Numbers	List numbers in order from least to greatest to least.		
comparisons.		Distinguish numbers that come before, between, or after a given number or numbers.		

Second Trimester: December-February

Content	Skills	Assessment	Gospel Values & Faith
3.5.43	D		Connections
			Gospel values should be
Vocabulary	usage of math vocabulary.		evident in the classroom
			environment and referenced
			and reinforced throughout the curriculum.
Multigton	Determine the strategy to		the curriculum.
-		1 -	Cosnel Volues
O		•	Gospel Values Community
C	3	Teacher observation and	Compassion
Reasoning	information.	interaction	Faith in God
		Exit card	Forgiveness
			Hope
		<u> </u>	Justice
		and tests	Love
		Publisher-created	Peace
		assessments	Respect For Life
		Oral presentation	Service
			Simplicity
		Class participation	Truth
		Homework	
Two and Three	Construct and evaluate	Flash cards	Included in this column are
		Timed fact drills	suggestions for making
O			faith connections within the
	demonstrate addition and	Matn games	Math classroom. These
	subtraction of the ones, tens	Individual response	suggestions were submitted
	and hundreds columns.	boards	by teachers.
		Learning center activities	
		Zearning center activities	
	Math Vocabulary Multistep Problem Solving and Logical Reasoning Two and Three Digit Addition and Subtraction with Regrouping	Multistep Problem Solving and Logical Reasoning Two and Three Digit Addition and Subtraction with Regrouping usage of math vocabulary. Determine the strategy to solve the problem and eliminate unnecessary information. Construct and evaluate concrete models (straws/counters) to demonstrate addition and subtraction of the ones, tens	Wocabulary Multistep Problem Solving and Logical Reasoning Determine the strategy to solve the problem and eliminate unnecessary information. Determine the strategy to solve the problem and eliminate unnecessary information. Teacher observation and interaction Exit card Teacher-created quizzes and tests Publisher-created assessments Oral presentation Class participation Homework Flash cards Timed fact drills Math games Individual response

Second Trimester: December-February

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 2.G.S1 Identify and draw congruent figures. 2.G.S2 Identify and draw one or more lines of symmetry in a plane figure. 2.MD.S1 Find the perimeter of a figure.	Geometry	Identify and construct two dimensional objects. Determine lines of symmetry. Identify congruent figures. Distinguish between solid and plane figures. Recognize and construct three dimensional objects. Sort figures according to attributes. Determine how many square units cover an area. Apply addition skills for perimeter and area. Demonstrate and define geometric terms.	Student-created word problems Survey Web Quests Graphing Student clocks Technology-based assessment Group projects Math journals Spiral reviews Problem of the day Performance Tasks	Celebrate the 100th day of school, by having students bring in canned goods. The goal is collect 100 cans. The students can sort the cans by size, skip count by stacking them by 2, 3, 4, 5, and 10, and create arrays. The cans are then donated to a local food pantry. Explore the use of geometric shapes and concepts in design of famous cathedrals and stained glass windows. Look for and discuss examples of symmetry found in God's creation.

Second Trimester: December-Febru				1
Standards	Content	Skills	Assessment	Gospel Values & Faith
				Connections
2.MD.1 Measure the length of an object	Measurement	Estimate and measure using		
by selecting and using appropriate tools		standard and non-standard		
such as rulers, yardsticks, meter sticks,		units, i.e. inches and		
and measuring tapes.		centimeters.		
2.MD.2 Measure the length of an object				
twice, using length units of different		Compare and order length.		
lengths for the two measurements;				
describe how the two measurements		Explain how the		
relate to the size of the unit chosen.		measurement of an object's		
		length relates to the size of		
2.MD.3 Estimate lengths using units of		the measurement unit		
inches, feet, centimeters, and meters.		chosen to measure the		
2.MD.4 Measure to determine how much		object.		
longer one object is than another,				
expressing the length difference in terms		Classify and choose		
of a standard length unit.		appropriate units of		
		measurement.		
2.MD.5 Use addition and subtraction				
within 100 to solve word problems		Identify and use the		
involving lengths that are given in the		appropriate tool (ruler, yard		
same units (e.g., by using drawings, such		stick, scale, thermometer,		
as drawings of rulers) and equations with		measuring cup, etc.) to		
a symbol for the unknown number to		measure a specific attribute.		
represent the problem.		•		

Second Trimester: December-February

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a) 100 can be thought of as a bundle of ten tens — called a "hundred." b) The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six,	Place value to 1000	Identify the value of a given digit up to a thousand. Model place value of a three digit number, using manipulatives. Compare the value of three digit numbers by using >, <, and =.		Connections
seven, eight, or nine hundreds (and 0 tens and 0 ones). 2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.		Recall addition and skip counting.		

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
	Math Vocabulary	Demonstrate appropriate usage of math vocabulary.	Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment	Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.
2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Time	Determine time to 5 minute intervals. Utilize both analog and digital clocks. Solve problems with elapsed time. Articulate time to the quarter and half hour. Distinguish between a.m. and p.m. Relate time to real life situations.	methods is provided below: Teacher observation and interaction Exit card Teacher-created quizzes and tests Publisher-created assessments Oral presentation Class participation Homework Flash cards Timed fact drills Math games Individual response boards Learning center activities	Gospel Values Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect For Life Service Simplicity Truth Included in this column are suggestions for making faith connections within the Math classroom. These suggestions were submitted by teachers.

Third Tries Ass. Manak Issue		Grade 2		
Third Trimester: March-June Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	Money	Identify dollar and cents. Classify coins by value.	Student-created word problems Survey	Use bar graphs to track money collected for the poor on a weekly basis.
		Find the value of a mixed collection of dollars and cents.	Web Quests Graphing	Ask questions to help students analyze the data presented in the graph
		Show amounts of money in various ways.	Student clocks Technology-based assessment	Have students keep a journal to track money
		Find the fewest number of coins to equal any given amount.	Group projects Math journals Spiral reviews	saved by giving up an item for Lent.
		Calculate change.	Problem of the day	
		Compare an amount of money to the cost of an item.	Performance Tasks	
		Recognize and write money symbols.		

Third Trimester	r: March-June
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Third Trimester: March-June				
Standards	Content	Skills	Assessment	Gospel Values & Faith
2.OA.S1 Understand situations that entail	Fractions	Identify and write fractions.		Connections
multiplication and division, such as equal	Fractions	identity and write fractions.		
groupings of objects, sharing equally,		Draw, create, compare, and		
and fractional parts of a group of objects.		order fractions.		
2.G.2 Partition a rectangle into rows and		Recognize equal parts of a		
columns of same-size squares and count to find the total number of them.		whole or parts of a set.		
2.G.3 Partition circles and rectangles into		Describe fractional parts using proper terminology.		
two, three, or four equal shares, describe the shares using the words halves, thirds,		using proper terminology.		
half of, a third of, etc., and describe the				
whole as two halves, three thirds, four				
fourths. Recognize that equal shares of identical wholes need not have the same				
shape.				
	Probability	Understand and apply basic		
		concepts of probability.		
		Predict certain, possible		
		and impossible outcomes.		
		Compare the likelihood of		
		one outcome compared to		
		another outcome, i.e. more		
		likely, equally likely, less		
		likely.		

Third Trimester: March-June Standards Content Skills Assessment Connections 2.OA.3 Determine whether a group of Multiplication Recognize multiplication as Read students the story	
Connections	
	ry of
2.OA.3 Determine whether a group of Multiplication Recognize multiplication as Read students the story	ry of
objects (up to 20) has an odd or even number of mambers (e.g., by poining) and Division repeated addition. Noah's Ark. After read	_
number of members, (e.g., by pairing objects or counting them by 2s; write an objects or counting them by 2s; write an experience of the Bible story, ask study objects or counting them by 2s; write an experience of the Bible story, ask study objects or counting them by 2s; write an experience of the Bible story, ask study objects or counting them by 2s; write an experience of the Bible story, ask study objects or counting them by 2s; write an experience of the Bible story of the Bibl	
reduction to express an even number as a	
sum of two equal addends). inverse of multiplication. mentioned in the book. Make a list on easel par	
2.OA.4 Use addition to find the total Separate quantities into Ask students how this l	
number of objects arranged in equal groups and groups could be made into a m	
rectangular arrays with up to 5 rows and with remainders. problem. Allow various	
up to 5 columns; write an equation to	
express the total as a sum of equal addends.	
possible example migh	
2.OA.S1 Understand situations that	
entail multiplication and division, such as equal groupings of objects, sharing would then illustrate the	
sets of 2 diffinals in the	
objects Individual main journal	
and continue to create of	
ways to express this mass sentence. Demonstrate	
2.MD.5 Use addition and subtraction 21st Century students that 4 sets of 2	
within 100 to solve word problems Problem Solving Create and solve word C	
involving lengths that are given in the problems based on real multiplication is repeat	
same units (e.g., by using drawings, such world scenarios. addition. Continue wit	vith
as drawings of rulers) and equations with adding on with more	
a symbol for the unknown number to represent the problem. Explain the thought/work process used to solve a multiplication/repeated.	_
process used to solve a multiplication/repeated	ed
2.NBT.9 Explain why addition and subtraction strategies work, using place problem. addition sentences.	
value and the properties of operations.	

		010000				
Third Trimester: March-June						
Standards	Content	Skills	Assessment	Gospel Values & Faith Connections		
2.OA.1 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 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	Simple Algebra	Recall inverse operations. Determine the missing addend, sum and difference. Determine the value of a symbol in a number sentence.				
2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Introduction of Four Digit Numbers	Identify the value of each digit in a four digit number.				