

NJDOE MODEL CURRICULUM PROJECT

CONTENT AREA: Mathematics	GRADE: 2	UNIT: # 2	UNIT NAME: Understand the Meaning and Application of Addition and Subtraction
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	Recognize that in groups of even numbers objects can be counted by 2s and that in groups of odd numbers objects will not pair up evenly.	2.OA.3
2	Write an equation to illustrate that all even numbers can be formed from the addition of two equal addends.	2.OA.3
3	Add up to four two-digit numbers based on place value and properties of operations.	2.NBT.6
4	Count within 1000 by ones, 5s, 10s, and 100s beginning at any multiple of 1, 5, 10 or 100 (e.g., begin at 505 and skip count by 5 up to 605, or begin at 600 and skip count by 100 up to 1000).	2.NBT.2
5	Add and subtract fluently within ten using mental strategies (within 10).	2.OA.2
6	Use a variety of strategies (place value, properties of operation, and/or the relationship between addition and subtraction) to add and subtract within 50.	2.NBT.5

Repeated Standards

SLO #4 is a benchmark for standard **2.NBT.2** in this unit: **Count within 1000; skip-count by 5s, 10s, and 100s.**

SLO #5 is a benchmark for standard **2.OA.2** in this unit: **Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.**

SLO #6 is a benchmark for standard **2.NBT.5** in this unit: **Add and subtract fluently within ten using mental strategies (within 10).**

Bold type indicates grade level fluency requirements. (Identified by PARCC Model Content Frameworks).

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Selected Opportunities for Connection to Mathematical Practices

1. Make sense of problems and persevere in solving them.

SLO #1 Analyze given information in order to make conclusion about even and odd numbered groups.

SLO #2 Analyze the relationship between two equal addends in an addition problem in order to form an equation illustrating that all even numbers can be formed from the addition of two equal addends.

SLO #6 Analyze the relationship between addition and subtraction and recognize the constraints in the properties of operations in order to add and subtract within 50.

2. Reason abstractly and quantitatively.

SLO #6 Know and flexibly use properties of operation to solve addition problems within 50.

SLO #1 Understand and make sense of quantities of objects in both even and odd numbered groups.

SLO #8 Make sense of quantities and their relationships when adding, subtracting, decomposing, and composing numbers within 20.

3. Construct viable arguments and critique the reasoning of others.

4. Model with mathematics.

SLO #2 Apply previously learned skills regarding addition of even numbers to write an equation illustrating that all even numbers can be formed from the addition of two equal addends.

5. Use appropriate tools strategically.

6. Attend to precision.

7. Look for and make use of structure.

SLO #1 Recognize and discern patterns about groups of even and odd numbered sets.

8. Look for and express regularity in repeated reasoning.

Bold type identifies possible starting points for connections to the SLOs in this unit.

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Code #	Common Core State Standards
2.OA.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.
2.OA.2	Fluently add and subtract within 20 using mental strategies. ² By end of Grade 2, know from memory all sums of two one-digit numbers.
2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

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