

NJDOE MODEL CURRICULUM PROJECT

CONTENT AREA: Mathematics	GRADE: 2	UNIT: # 3	UNIT NAME: Compare Lengths – Measures in Standards Units – Foundations of Multiplication
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	Write an addition equation with repeated equal addends from a rectangular array with up to 5 rows and 5 columns and solve to find the total number.	2.OA.4
2	Estimate or measure lengths of objects using appropriate tools (inches, centimeters, feet, and meters).	2.MD.1 2.MD.3
3	Compare measurements of an object taken with two different units of measure and explain that the difference is related to the size of unit chosen.	2.MD.2
4	Compare lengths of two objects and determine how much longer one object is than another using the same standard of measure.	2.MD.4
5	Orally count within 1000 including skip-counting by 5s, 10s, and 100s.	2.NBT.2
6	Add fluently within 20 using mental strategies, such as decomposing and composing numbers using the ten as a benchmark number.	2.OA.2
7	Choose a strategy (place value, properties of operation, and/or the relationship between addition and subtraction) to add and subtract within 100.	2.NBT.5
Repeated Standards		
SLO #5 is a benchmark for standard 2.NBT2 in this unit: Count within 1000; skip-count by 5s, 10s, and 100s. (All-student mastery in this unit) SLO #6 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,		

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SLO #7 is a benchmark for standard **2.NBT.5** in this unit: **Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.**

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

Selected Opportunities for Connection to Mathematical Practices

- 1. Make sense of problems and persevere in solving them.**
 - SLO #1 Analyze the relationship between equal addends in order to write an equation regarding a rectangular array.
 - SLO #2 Use concrete models to help estimate and measure lengths of objects.
- 2. Reason abstractly and quantitatively.**
 - SLO #1 Make sense of the quantities in the rows and columns in a rectangular array in order to write an equation regarding the array.
 - SLO #2 Use quantitative reasoning to create an abstract image of the object being measured or estimated.
 - SLO #6 Understand and make sense of the quantities and their relationships to each other when using mental strategies to add, compose, and decompose numbers.
 - SLO # 7 Know and flexibly use the properties of operations to solve addition and subtraction equations within 100.
- 3. Construct viable arguments and critique the reasoning of others.**
 - SLO #3 Use coherent logic or reasoning to explain the choice of measurement used when measuring various objects.
- 4. Model with mathematics.**
 - SLO #1 Apply previously learned skills regarding equal addends in order to write an equation regarding a rectangular array.
- 5. Use appropriate tools strategically.**
 - SLO #1 Use appropriate tools (diagrams or models) to write an equation regarding a rectangular array.
 - SLO #2 Use appropriate tools when estimating or measuring the lengths of objects.
 - SLO #3 Use appropriate tools and measurement units when measuring various objects of different sizes.
- 6. Attend to precision.**
 - SLO #2 Specify units of measure of the objects being measured (inches, centimeters, feet, and meters).

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- 7. Look for and make use of structure.**
 SLO #7 Understand the pattern and relationship between addition and subtraction.
8. Look for and express regularity in repeated reasoning.

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

Code #	Common Core State Standards
2.OA.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.
2.MD.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
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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