NJDOE MODEL CURRICULUM PROJECT			
CONTENT AREA: Mathematics	**GRADE: 2**	**UNIT: # 1**	**UNIT NAME: Add and Subtract within 100 and Understand Place-Value to 1000**

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	Add and subtract within 20 to solve 1- and 2-step word problems with unknowns in any position.	**2.OA.1**
2	Represent a 3-digit number as specific amounts of 100s, 10s, and 1s.	2.NBT.1
3	Identify ten tens as 100 and represent two hundred, three hundred, …, nine hundred with 2, 3, …, 9 hundred bundles (with zero tens and zero ones).	2.NBT.1
4	Skip count by 5s and 10s up to 100 … beginning at any multiple of 5.	**2.NBT.2**
5	Read numbers to 1000 using base-ten numerals, number names, and expanded form.	2.NBT.3
6	Write numbers to 1000 using base-ten numerals, number names, and expanded form.	2.NBT.3
7	Use symbols >, =, <, to record the results of comparing two 3-digit numbers by decomposing the number into a number of 100s, 10s, and 1s.	2.NBT.4

Repeated Standards

SLO #1 is a benchmark for standard **2.OA.1** in this unit: **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.**

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

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

NJDOE MODEL CURRICULUM PROJECT			
CONTENT AREA: Mathematics	**GRADE: 2**	**UNIT: # 1**	**UNIT NAME: Add and Subtract within 100 and Understand Place-Value to 1000**

Selected Opportunities for Connection to Mathematical Practices

1. **Make sense of problems and persevere in solving them.**
   SLO #1 Analyze the information given and relationships in addition and subtraction word problems.
   SLO #4 Analyze the initial number or sequence given to skip count by 5s.
   SLO #7 Analyze the information given to understand the relationships between two 3-digit numbers.
2. **Reason abstractly and quantitatively.**
3. SLO #1 Understand and make sense of the quantities in word problems.
   SLO #4 Understand and make sense of the relationship among the numerical values when skip counting by 5s.
   SLO #7 Make sense of the quantities and their relationship to each other when comparing two 3-digit numbers.
4. **Construct viable arguments and critique the reasoning of others.**
   SLO #7 Create an argument using <,>, or = symbols when comparing two 3-digit numbers.
5. **Model with mathematics.**
   SLO #1 Apply previously learned mathematical skills to solve 1 and 2-step addition and subtraction word problems.
   SLO #4 Apply previously learned skip counting skills to skip count by 5 up to 100.
6. Use appropriate tools strategically.
7. **Attend to precision.**
   SLO #7 Understand the meaning of the <,>, or = symbols when comparing two 3-digit numbers. Use the aforementioned symbols appropriately and consistently.
8. **Look for and make use of structure**.
   SLO #2 Understand the pattern of decomposing numbers when representing 3-digits numbers
   SLO #3 Understand the structure when identifying and representing bundles of ten tens.
   SLO #7 Understand the pattern regarding place value and decomposition when comparing two 3-digit numbers.
8. Look for and express regularity in repeated reasoning.

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

NJDOE MODEL CURRICULUM PROJECT			
CONTENT AREA: Mathematics	**GRADE: 2**	**UNIT: # 1**	**UNIT NAME: Add and Subtract within 100 and Understand Place-Value to 1000**

Code #	Common Core State Standards
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.1
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, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.
2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
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.

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