ALPHA BORO PUBLIC SCHOOL

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).

ALPHA BORO PUBLIC SCHOOL

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.**
   SLO #1 Understand and make sense of the quantities in word problems.

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.

ALPHA BORO PUBLIC SCHOOL

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.

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ALPHA BORO PUBLIC SCHOOL

CONTENT AREA: Mathematics	GRADE: 2	UNIT: # 2	UNIT NAME: Understand the Meaning and Application of Addition and Subtraction

#	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).**

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ALPHA BORO PUBLIC SCHOOL

CONTENT AREA: Mathematics	GRADE: 2	UNIT: # 2	UNIT NAME: Understand the Meaning and Application of Addition and Subtraction

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.

ALPHA BORO PUBLIC SCHOOL

CONTENT AREA: Mathematics	GRADE: 2	UNIT: # 2	UNIT NAME: Understand the Meaning and Application of Addition and Subtraction

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.

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

ALPHA BORO PUBLIC SCHOOL

CONTENT AREA: Mathematics	GRADE: 2	UNIT: # 3	UNIT NAME: Compare Lengths – Measures in Standards Units – Foundations of Multiplication

#	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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| CONTENT AREA: Mathematics | GRADE: 2 | UNIT: # 3 | UNIT NAME: Compare Lengths – Measures in Standards Units – Foundations of Multiplication |

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.**

know from memory all sums of two one-digit numbers.

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 and 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).

ALPHA BORO PUBLIC SCHOOL

CONTENT AREA: Mathematics	GRADE: 2	UNIT: # 3	UNIT NAME: Compare Lengths – Measures in Standards Units – Foundations of Multiplication

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.

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

ALPHA BORO PUBLIC SCHOOL

CONTENT AREA: Mathematics	GRADE: 2	UNIT: # 4	UNIT NAME: Addition and Subtraction Using Place-Value, and Measurement

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	Apply properties of place value to mentally add or subtract 10 or 100 to/from a given number within 100-900.	2.NBT.8
2	Apply addition and subtraction strategies based on place value and the properties of operations and explain why these strategies work using drawings or objects. For example, 37 + 12 = 49 because 37 +12 equals 30 + 7 + 10 + 2 (place value) which equals 30 + 10 + 7 + 2 (property of operations).	2.NBT.9
3	Add and subtract within 100 in word problems involving lengths using using a symbol to represent the unknown number. For example, if Angela needs 30 feet of ribbon for gifts, but she only has 17 feet, equations 17 + *x* = 30 and 30 – *x* = 17 both represent the *x* feet she still needs.	2.MD.5
4	Use a number line to represent the solution of whole number sums and differences related to length within 100 by using equally spaced points.	2.MD.6
5	Tell and write time using analog and digital clocks to the nearest five minutes using AM and PM.	2.MD.7
6	Identify, recognize, and solve word problems with dollar bills, quarters, dimes, nickels, and pennies using the $ and ¢ symbols appropriately.	2.MD.8
7	Add and subtract within 100 to solve 1- or 2-step word problems with unknowns in any position.	2.OA.1
8	Add and subtract fluently within 20 using mental strategies, such as decomposing and composing numbers using the benchmark of ten.	2.OA.2

Repeated Standards

SLO #7 is a benchmark for **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.**	
SLO #8 is a benchmark for **2.OA.2**	**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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.**	

Bold type indicates grade level fluency requirements (see PARCC Model Content Frameworks) ***or possible starting points for connections to the SLOs.***

ALPHA BORO PUBLIC SCHOOL

CONTENT AREA: Mathematics	GRADE: 2	UNIT: # 4	UNIT NAME: Addition and Subtraction Using Place-Value, and Measurement

Selected Opportunities for Connection to Mathematical Practices

1. **Make sense of problems and persevere in solving them.**
   SLO #2 Explain how (using drawings or objects) strategies based on place value or properties of operations work to solve addition and subtraction problems.
   SLO #3 Analyze the relationship among numbers or quantities in addition or subtraction word problems regarding lengths in order to solve.

2. **Reason abstractly and quantitatively.**
   SLO #2 Know and flexibly apply properties of operations as they relate to addition and subtraction problems.
   SLO #3 Use quantitative reasoning to create a coherent representation of addition and subtraction word problems regarding length.
   SLO #8 Make sense and understand 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 Use drawings and diagrams to help explain strategies related to addition and subtraction.
   SLO #3 Apply previously learned addition and subtraction skills to solve word problems involving lengths and having unknown quantities represented by symbols.

5. **Use appropriate tools strategically.**

6. Attend to precision.

7. **Look for and make use of structure.**
   SLO #2 Look for and discern patterns relating to addition and subtraction.

8. Look for and express regularity in repeated reasoning.

ALPHA BORO PUBLIC SCHOOL

CONTENT AREA: Mathematics	GRADE: 2	UNIT: # 4	UNIT NAME: Addition and Subtraction Using Place-Value, and Measurement

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.
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.
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.
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations can be supported by drawings or objects).
2.MD.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
2.MD.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
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?*

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

ALPHA BORO PUBLIC SCHOOL

CONTENT AREA: Mathematics	GRADE: 2	UNIT: # 5	UNIT NAME: Represent Data and Recognize Shapes and Their Attributes

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	2.NBT.7
2	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared visually or directly, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	2.G.1
3	Use tools of measurement to measure lengths of several objects to the nearest whole unit and represent the data on a line plot with appropriate whole number units on the horizontal scale.	2.MD.9
4	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in the graph.	2.MD.10
5	Partition a rectangle into rows and columns of same-size squares and count to find the total number.	2.G.2
6	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, 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.	2.G.3
7	Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from	2.OA.2

ALPHA BORO PUBLIC SCHOOL

CONTENT AREA: Mathematics	GRADE: 2	UNIT: # 5	UNIT NAME: Represent Data and Recognize Shapes and Their Attributes

8	memory all sums of two one-digit numbers. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	2.NBT.5

SLO #7 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 #8 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).

Repeated Standards

Selected Opportunities for Connection to Mathematical Practices

1. **Make sense of problems and persevere in solving them.**
   SLO #2 Analyze given information and attributes about unknown shapes in order to draw the specified shape.

2. **Reason abstractly and quantitatively.**
   SLO #8 know and flexibly use the properties of operations in order to understand the relationship between addition and subtraction.

3. **Construct viable arguments and critique the reasoning of others.**
   SLO #4 Construct viable and logic arguments based on a picture graph and a bar graph.

4. **Model with mathematics.**
   SLO #4 Use tools such as diagrams and graphs in order to better identify, create, and analyze the components of a dataset.

5. **Use appropriate tools strategically.**
   SLO #5 Use appropriate and available tools to partition a rectangle into rows and columns of the same size in order to count the total.

6. **Attend to precision.**

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CONTENT AREA: Mathematics	GRADE: 2	UNIT: # 5	UNIT NAME: Represent Data and Recognize Shapes and Their Attributes

SLO #6 Use clear and precise definitions to discuss the division of circles and rectangles into equal shares (for example: half, third, or half of).

7. **Look for and make use of structure.**
   SLO #8 Look for and discern a pattern or relationship based on place value concepts or properties of operations in the context of addition or 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.NBT.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared visually or directly, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2.MD.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
2.MD.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in the graph.

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CONTENT AREA: Mathematics	GRADE: 2	UNIT: # 5	UNIT NAME: Represent Data and Recognize Shapes and Their Attributes

2.G.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
2.G.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, 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.
2.OA.2	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.
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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