Curriculum Map

Course Title: Math **Grade:** 2nd

Unit (Name/Number): Numbers and Operations	**Pacing:** Refer to Pacing Guide in RCC manual.
Essential Question(s): How can you use and understand place value to help you add and subtract numbers?	

Content/Key Concepts	**Standards**	**Key Vocabulary**	**Learning Activities/Resources**	**Evidence of Learning** (Assessments; Performance Tasks)
Use place value concepts to represent amounts of tens and ones to compare three-digit numbers. ● Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. ● Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	Common Core 2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.2, 2.NBT.A.3, 2.NBT.A.4 **PA Core Standards** **CC.2.1.2.B.1**	**imperative to use exact vocabulary** ● digits ● > (greater than) ● < (less than) ● = (equal to) ● equal parts ● place value ● compare	RCC Lesson 10: Understand Three Digit Numbers(M) RCC Lesson 11: Read and Write Three Digit Numbers(M) RCC Lesson 12: Compare Three Digit Numbers(M) sample assessment questions	**Assessment Options:** RCC Lesson Quizzes RCC Mid Unit Assessment (after lesson 9) RCC Mid Unit Assessment (after lesson 12) RCC Interim Assessment **District Requirement:** RCC Unit Assessment **Extension Activity:** RCC Math in Action Unit 2 (allow calculators)
Use place value concepts to read, write, and skip count to 1,000. ● Count within 1,000; skip-count by 5s, 10s, and 100s. ● Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.	Common Core 2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.2, 2.NBT.A.3 **PA Core Standards** **CC.2.1.2.B.2**	**Imperative to use exact vocabulary** ● hundreds ● thousands ● tens	RCC Lesson 10: Understand Three Digit Numbers(M) RCC Lesson 11: Read and Write Three Digit Numbers(M) sample assessment questions	***Standards for Mathematical Practice:*** **(SMP)** 1. ***Make sense of problems and persevere in solving them.*** 2. ***Reason abstractly and quantitatively.*** 3. ***Construct viable arguments and critique the reasoning of others.*** 4. ***Model with***
Use place value understanding and properties of operations to add and subtract within 1,000. ● Use place-value and properties of	Common Core 2.NBT.B.5, 2.NBT.B.8, 2.NBT.B.6,	**Imperative to use exact vocabulary** ● number line ● regroup	RCC Lesson 7: Add Two-Digit Numbers(M) RCC Lesson 8: Subtract Two-Digit Numbers(M) RCC Lesson 9: Solve one step word	

operations to add and subtract. ● Add up to four two-digit numbers using strategies based on place-value and properties of operations. ● Add and subtract within 1,000 (understanding 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). ● Explain why addition and subtraction strategies work, using place-value and the properties of operations. ● Mentally add 10 or 100 to a given number from 100–900, and mentally subtract 10 or 100 from a given number from 100–900.	2.NBT.B.7, 2.NBT.B.9 **PA Core Standards CC.2.1.2.B.3**	● difference ● sum ● hundreds digit ● thousands digit ● expanded form ● standard form ● number word ● compare ● order	problems with two-digit numbers(M) RCC Lesson 13: Add three-digit numbers(M) RCC Lesson 14: Subtract three-digit numbers(M) RCC Lesson 15: Add several two-digit numbers(M) sample assessment questions	***mathematics.*** ***5. Use appropriate tools strategically.*** ***6. Attend to precision.*** ***7. Look for and make use of structure.*** ***8. Look for and express regularity in repeated reasoning.***

M = lessons that have a **major emphasis** in the Common Core Standards
S/A = lessons that have **supporting/additional** emphasis in the Common Core Standards