Jefferson City Public Schools
Rigorous Curriculum Design
Unit Planning Organizer

Subject(s)	Math
Grade/Course	2
Unit of Study	Unit 1: - Number Sense
Pacing	Timeframe: 5 weeks

"Unwrapped" Priority Common Core State Standards **SKILLS** and <u>concepts</u>
2.NBT.3 READ and WRITE <u>numbers to 1000 using base-ten numerals, number names, and expanded form</u> 2.NBT.4 COMPARE <u>two three-digit numbers</u> based on meanings of the <u>hundreds, tens, and ones digits</u>, <u>using >, =, and < symbols</u> to RECORD the <u>results of comparisons</u>

"Unwrapped" Skills (students need to be able to do)	"Unwrapped" Concepts (students need to know)	Bloom's Taxonomy Levels (for each skills)	DOK (for overall standard)
2.NBT.3 READ	● numbers to 1,000 using base-ten numerals ● numbers to 1,000 using number names ● numbers to 1,000 using expanded form	1 (Remember)	1 (Recall/ Reproduction)
WRITE	● numbers to 1,000 using base-ten numerals ● numbers to 1,000 using number names	1 (Remember) 2 (Understanding)	1 (Recall/ Reproduction)

	● numbers to 1,000 using expanded form		
2.NBT.4 COMPARE	● two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols	2 (Understand)	1 (Recall/ Reproduction) 2 (Skills & Concepts)
RECORD	● the results of comparisons	2 (Understand)	1 (Recall/ Reproduction)

Supporting Standards
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: 2.NBT.1a 100 can be thought of as a bundle of ten tens — called a "hundred." 2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s. 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.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.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. (This is a priority standard that will be taught throughout the year. It will be assessed at the end of the year.)

CCSS Standards for Mathematical Practice
These are ongoing practices to incorporate into every unit. 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 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

Essential Questions	Corresponding Big Ideas
What are ways we see numbers? What are ways you can represent numbers?	Numbers are represented in standard, number names, base ten, and expanded form
When have you compared numbers? Why is it important to compare numbers?	Numbers can be compared using symbols and knowledge of place value