

Scope and Sequence:

<u>Order of Instruction:</u>	<u>Topic/Skills to be Taught:</u>	<u>Standards and Eligible Content:</u>
1	Place Value <ul style="list-style-type: none"> ● Place Value Through Thousands ● Compare Numbers ● Order Numbers ● Round to the Nearest Ten and Hundred ● Problem Solving 	CC.2.1.3.B.1 - Apply place value understanding and properties of operations to perform multi-digit arithmetic. M03.A-T.1.1.1 Round two- and three-digit whole numbers to the nearest ten or hundred, respectively. M03.A-T.1.1.4 Order a set of whole numbers from least to greatest or greatest to least (up through 9,999, and limit sets to no more than four numbers).
2	Addition and Subtraction <ul style="list-style-type: none"> ● Addition Properties ● Patterns ● Mental Addition and Subtraction ● Estimate Sums and Differences ● Use Models to Add ● Add and Subtract Three and Four-Digit Numbers ● Subtract Across Zeros ● Problem Solving 	CC.2.1.3.B.1 - Apply place value understanding and properties of operations to perform multi-digit arithmetic. M03.A-T.1.1.2 Add two- and three-digit whole numbers (limit sums from 100 through 1,000) and/or subtract two- and three-digit numbers from three-digit whole numbers. CC.2.4.3.A.4 - Solve problems involving the four operations, and identify and explain patterns in arithmetic. M03.B-O.3.1.1 Solve two-step word problems using the four operations (expressions are not explicitly stated). Limit to problems with whole numbers and having whole-number answers.
<u>Order of Instruction:</u>	<u>Topic/Skills to be Taught:</u>	<u>Standards and Eligible Content:</u>
3	Understand Multiplication <ul style="list-style-type: none"> ● Model Multiplication ● Multiplication as Repeated Addition ● Multiply with Arrays ● Combinations ● Problem Solving 	CC.2.1.3.B.1 - Apply place value understanding and properties of operations to perform multi-digit arithmetic. M03.A-T.1.1.3 Multiply one-digit whole numbers by two-digit multiples of 10 (from 10 through 90). CC.2.2.3.A.1 - Represent and solve problems involving multiplication and division. M03.B-O.1.1.1 Interpret and/or describe products of whole numbers (up to and including 10×10).

		<p>M03.B-O.1.1.2 Interpret and/or describe whole-number quotients of whole numbers (limit dividends through 50 and limit divisors and quotients through 10).</p> <p>M03.B-O.1.2.1 Use multiplication (up to and including 10×10) and/or division (limit dividends through 50 and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities.</p> <p>M03.B-O.1.2.2 Determine the unknown whole number in a multiplication (up to and including 10×10) or division (limit dividends through 50 and limit divisors and quotients through 10) equation relating three whole numbers.</p> <p>CC.2.2.3.A.2 - Understand properties of multiplication and the relationship between multiplication and division.</p> <p>M03.B-O.2.1.1 Apply the commutative property of multiplication (not identification or definition of the property).</p> <p>M03.B-O.2.1.2 Apply the associative property of multiplication (not identification or definition of the property).</p> <p>M03.B-O.2.2.1 Interpret and/or model division as a multiplication equation with an unknown factor.</p>
<p>Order of Instruction:</p>	<p>Topic/Skills to be Taught:</p>	<p>Standards and Eligible Content:</p>
<p>4</p>	<p>Understand Division</p> <ul style="list-style-type: none"> ● Model Division ● Division as Equal Sharing ● Relate Division and Subtraction ● Relate Division and Multiplications ● Inverse Operations ● Problem Solving 	<p>CC.2.1.3.B.1 - Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>M03.A-T.1.1.3 Multiply one-digit whole numbers by two-digit multiples of 10 (from 10 through 90).</p> <p>CC.2.2.3.A.1 - Represent and solve problems involving multiplication and division.</p> <p>M03.B-O.1.1.1 Interpret and/or describe products of whole numbers (up to and including 10×10).</p> <p>M03.B-O.1.1.2 Interpret and/or describe whole-number quotients of whole numbers (limit dividends through 50 and limit divisors and quotients through 10).</p> <p>M03.B-O.1.2.1 Use multiplication (up to and including 10×10) and/or division (limit dividends through 50 and limit divisors and quotients through</p>

		<p>10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities.</p> <p>M03.B-O.1.2.2 Determine the unknown whole number in a multiplication (up to and including 10×10) or division (limit dividends through 50 and limit divisors and quotients through 10) equation relating three whole numbers.</p> <p>CC.2.2.3.A.2 - Understand properties of multiplication and the relationship between multiplication and division.</p> <p>M03.B-O.2.1.1 Apply the commutative property of multiplication (not identification or definition of the property).</p> <p>M03.B-O.2.1.2 Apply the associative property of multiplication (not identification or definition of the property).</p> <p>M03.B-O.2.2.1 Interpret and/or model division as a multiplication equation with an unknown factor.</p>
<p><u>Order of Instruction:</u></p>	<p><u>Topic/Skills to be Taught:</u></p>	<p><u>Standards and Eligible Content:</u></p>
<p>5</p>	<p>Multiplication and Division Patterns</p> <ul style="list-style-type: none"> ● Patterns in the Multiplication Table ● Multiply and Divide by 2 ● Multiply and Divide by 5 ● Multiples of 10 ● Multiply and Divide by 10 ● Problem Solving 	<p>CC.2.1.3.B.1 - Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>M03.A-T.1.1.3 Multiply one-digit whole numbers by two-digit multiples of 10 (from 10 through 90).</p> <p>CC.2.2.3.A.1 - Represent and solve problems involving multiplication and division.</p> <p>M03.B-O.1.1.1 Interpret and/or describe products of whole numbers (up to and including 10×10).</p> <p>M03.B-O.1.1.2 Interpret and/or describe whole-number quotients of whole numbers (limit dividends through 50 and limit divisors and quotients through 10).</p> <p>M03.B-O.1.2.1 Use multiplication (up to and including 10×10) and/or division (limit dividends through 50 and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities.</p> <p>M03.B-O.1.2.2 Determine the unknown whole number in a multiplication (up to and including 10×10) or division (limit dividends through 50 and limit divisors and quotients through 10) equation relating three whole numbers.</p>

		<p>CC.2.2.3.A.2 - Understand properties of multiplication and the relationship between multiplication and division. M03.B-O.2.1.1 Apply the commutative property of multiplication (not identification or definition of the property). M03.B-O.2.1.2 Apply the associative property of multiplication (not identification or definition of the property). M03.B-O.2.2.1 Interpret and/or model division as a multiplication equation with an unknown factor.</p>
<p><u>Order of Instruction:</u></p>	<p><u>Topic/Skills to be Taught:</u></p>	<p><u>Standards and Eligible Content:</u></p>
<p>6</p>	<p>Multiplication and Division</p> <ul style="list-style-type: none"> ● Multiply and Divide by 3 ● Double a Known Fact ● Multiply and Divide by 4 ● Multiply and Divide by 0 & 1 ● Problem Solving 	<p>CC.2.1.3.B.1 - Apply place value understanding and properties of operations to perform multi-digit arithmetic. M03.A-T.1.1.3 Multiply one-digit whole numbers by two-digit multiples of 10 (from 10 through 90). CC.2.2.3.A.1 - Represent and solve problems involving multiplication and division. M03.B-O.1.1.1 Interpret and/or describe products of whole numbers (up to and including 10×10). M03.B-O.1.1.2 Interpret and/or describe whole-number quotients of whole numbers (limit dividends through 50 and limit divisors and quotients through 10). M03.B-O.1.2.1 Use multiplication (up to and including 10×10) and/or division (limit dividends through 50 and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities. M03.B-O.1.2.2 Determine the unknown whole number in a multiplication (up to and including 10×10) or division (limit dividends through 50 and limit divisors and quotients through 10) equation relating three whole numbers. CC.2.2.3.A.2 - Understand properties of multiplication and the relationship between multiplication and division. M03.B-O.2.1.1 Apply the commutative property of multiplication (not identification or definition of the property). M03.B-O.2.1.2 Apply the associative property of multiplication (not identification or definition of the property).</p>

		M03.B-O.2.2.1 Interpret and/or model division as a multiplication equation with an unknown factor.
<u>Order of Instruction:</u>	<u>Topic/Skills to be Taught:</u>	<u>Standards and Eligible Content:</u>
7	<p>Apply Multiplication and Division</p> <ul style="list-style-type: none"> ● Multiply and Divide by 6 & 7 ● Multiply and Divide by 8 & 9 ● Multiply and Divide by 11 & 12 ● Problem Solving 	<p>CC.2.1.3.B.1 - Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>M03.A-T.1.1.3 Multiply one-digit whole numbers by two-digit multiples of 10 (from 10 through 90).</p> <p>CC.2.2.3.A.1 - Represent and solve problems involving multiplication and division.</p> <p>M03.B-O.1.1.1 Interpret and/or describe products of whole numbers (up to and including 10×10).</p> <p>M03.B-O.1.1.2 Interpret and/or describe whole-number quotients of whole numbers (limit dividends through 50 and limit divisors and quotients through 10).</p> <p>M03.B-O.1.2.1 Use multiplication (up to and including 10×10) and/or division (limit dividends through 50 and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities.</p> <p>M03.B-O.1.2.2 Determine the unknown whole number in a multiplication (up to and including 10×10) or division (limit dividends through 50 and limit divisors and quotients through 10) equation relating three whole numbers.</p> <p>CC.2.2.3.A.2 - Understand properties of multiplication and the relationship between multiplication and division.</p> <p>M03.B-O.2.1.1 Apply the commutative property of multiplication (not identification or definition of the property).</p> <p>M03.B-O.2.1.2 Apply the associative property of multiplication (not identification or definition of the property).</p> <p>M03.B-O.2.2.1 Interpret and/or model division as a multiplication equation with an unknown factor.</p>

<u>Order of Instruction:</u>	<u>Topic/Skills to be Taught:</u>	<u>Standards and Eligible Content:</u>
8	Properties & Equations <ul style="list-style-type: none"> ● The Distributive Property ● The Associative Property ● Write Expressions ● Evaluate Expressions ● Write Equations ● Solve Two-Step Word Problems ● Problem Solving 	<p>CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>M03.B-O.2.1.1 Apply the commutative property of multiplication (not identification or definition of the property).</p> <p>M03.B-O.2.1.2 Apply the associative property of multiplication (not identification or definition of the property).</p> <p>M03.B-O.2.2.1 Interpret and/or model division as a multiplication equation with an unknown factor.</p> <p>CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>M03.B-O.3.1.1 Solve two-step word problems using the four operations (expressions are not explicitly stated). Limit to problems with whole numbers and having whole-number answers.</p> <p>M03.B-O.3.1.2 Represent two-step word problems using equations with a symbol standing for the unknown quantity. Limit to problems with whole numbers and having whole-number answers. M03.B-O.3.1.3 Assess the reasonableness of answers. Limit problems posed with whole numbers and having whole-number answers. M03.B-O.3.1.4 Solve two-step equations using order of operations (equation is explicitly stated with no grouping symbols).</p> <p>M03.B-O.3.1.5 Identify arithmetic patterns (including patterns in the addition table or multiplication table) and/or explain them using properties of operations.</p> <p>M03.B-O.3.1.6 Create or match a story to a given combination of symbols (+, −, ×, ÷, <, >, and =) and numbers.</p> <p>M03.B-O.3.1.7 Identify the missing symbol (+, −, ×, ÷, <, >, and =) that makes a number sentence true.</p>
<u>Order of Instruction:</u>	<u>Topic/Skills to be Taught:</u>	<u>Standards and Eligible Content:</u>
9	Fractions <ul style="list-style-type: none"> ● Unit Fractions 	<p>CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.</p>

	<ul style="list-style-type: none"> ● Part of a Whole ● Part of a Set ● Fractions on a Number Line ● Equivalent Fractions ● Compare Fractions ● Problem Solving 	<p>M03.A-F.1.1.1 Demonstrate that when a whole or set is partitioned into y equal parts, the fraction $1/y$ represents 1 part of the whole and/or the fraction x/y represents x equal parts of the whole (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary).</p> <p>M03.A-F.1.1.2 Represent fractions on a number line (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary). M03.A-F.1.1.3 Recognize and generate simple equivalent fractions (limit the denominators to 1, 2, 3, 4, 6, and 8 and limit numerators to whole numbers less than the denominator).</p> <p>M03.A-F.1.1.4 Express whole numbers as fractions, and/or generate fractions that are equivalent to whole numbers (limit denominators to 1, 2, 3, 4, 6, and 8).</p> <p>M03.A-F.1.1.5 Compare two fractions with the same denominator (limit denominators to 1, 2, 3, 4, 6, and 8), using the symbols $>$, $=$, or $<$, and/or justify the conclusions.</p> <p>CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.</p>
<p><u>Order of Instruction:</u></p>	<p><u>Topic/Skills to be Taught:</u></p>	<p><u>Standards and Eligible Content:</u></p>
<p>10</p>	<p>Measurement and Time</p> <ul style="list-style-type: none"> ● Estimate and Measure Capacity and Mass ● Solve Capacity and Mass Problems ● Tell Time to the Minute ● Time Intervals ● Problem Solving 	<p>CC.2.4.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.</p> <p>M03.D-M.1.2.1 Measure and estimate liquid volumes and masses of objects using standard units (cups [c], pints [pt], quarts [qt], gallons [gal], ounces [oz.], and pounds [lb]) and metric units (liters [l], grams [g], and kilograms [kg]).</p> <p>M03.D-M.1.2.2 Add, subtract, multiply, and divide to solve one step word problems involving masses or liquid volumes that are given in the same units.</p> <p>M03.D-M.1.2.3 Use a ruler to measure lengths to the nearest quarter inch or centimeter.</p>

		<p>CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.</p> <p>M03.D-M.1.1.1 Tell, show, and/or write time (analog) to the nearest minute.</p> <p>M03.D-M.1.1.2 Calculate elapsed time to the minute in a given situation (total elapsed time limited to 60 minutes or less).</p>
11	<p>Money</p> <ul style="list-style-type: none"> ● Recognize and Count Coins ● Making Change ● Comparing Groups of Coins ● Round to the Nearest Dollar 	<p>CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.</p> <p>M03.D-M.1.3.1 Compare total values of combinations of coins (penny, nickel, dime, and quarter) and/or dollar bills less than \$5.00.</p> <p>M03.D-M.1.3.2 Make change for an amount up to \$5.00 with no more than \$2.00 change given (penny, nickel, dime, quarter, and dollar).</p> <p>M03.D-M.1.3.3 Round amounts of money to the nearest dollar.</p>
<u>Order of Instruction:</u>	<u>Topic/Skills to be Taught:</u>	<u>Standards and Eligible Content:</u>
12	<p>Perimeter and Area</p> <ul style="list-style-type: none"> ● Perimeter ● Understand and Measure Area ● Area of Rectangles ● Area of Composite Figures ● Area and Perimeter ● Problem Solving 	<p>CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>M03.D-M.3.1.1 Measure areas by counting unit squares (square cm, square m, square in., square ft, and non-standard square units).</p> <p>M03.D-M.3.1.2 Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p> <p>M03.D-M.4.1.1 Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, exhibiting rectangles with the same perimeter and different areas, and exhibiting rectangles with the same area and different perimeters. Use the same units throughout the problem.</p>
13	Geometry	CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.

	<ul style="list-style-type: none"> • Angles • Polygons • Triangles • Quadrilaterals • Partition Shapes • Problem Solving 	<p>CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.</p> <p>M03.C-G.1.1.1 Explain that shapes in different categories may share attributes and that the shared attributes can define a larger category.</p> <p>M03.C-G.1.1.2 Recognize rhombi, rectangles, and squares as examples of quadrilaterals and/or draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>M03.C-G.1.1.3 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.</p>
<u>Order of Instruction:</u>	<u>Topic/Skills to be Taught:</u>	<u>Standards and Eligible Content:</u>
14	<p>Represent and Interpret Data</p> <ul style="list-style-type: none"> • Collect and Record Data • Draw Scaled Picture Graphs • Draw Scaled Bar Graphs • Relate Bar Graphs to Picture Graphs • Draw and Analyze Line Plots • Measure Halves and Fourths of an Inch • Collect and Display Measurement Data • Problem Solving 	<p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>M03.D-M.2.1.1 Complete a scaled pictograph and a scaled bar graph to represent a data set with several categories (scales limited to 1, 2, 5, and 10).</p> <p>M03.D-M.2.1.2 Solve one- and two-step problems using information to interpret data presented in scaled pictographs and scaled bar graphs (scales limited to 1, 2, 5, and 10).</p> <p>M03.D-M.2.1.3 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Display the data by making a line plot, where the horizontal scale is marked in appropriate units—whole numbers, halves, or quarters.</p> <p>M03.D-M.2.1.4 Translate information from one type of display to another. Limit to pictographs, tally charts, bar graphs, and tables.</p>
15	<p>Bridging to 4th Grade:</p> <ul style="list-style-type: none"> • Place value to 100,000 • Symmetry • Elapsed time (60+ minutes) • Using a calculator 	<p>CC.2.1.3.B.1 - Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>M03.A-T.1.1.1 Round two- and three-digit whole numbers to the nearest ten or hundred, respectively.</p> <p>M03.A-T.1.1.4 Order a set of whole numbers from least to greatest or greatest to least</p> <p>CC.2.3.4.A.3 - Recognize symmetric shapes and draw lines of symmetry.</p>

		<p>M04.C-G.1.1.3 Recognize a line of symmetry for a two dimensional figure as a line across the figure such that the figure can be folded along the line into mirroring parts. Identify line-symmetric figures and draw lines of symmetry (up to two lines of symmetry).</p> <p>M03.D-M.1.1.2 Calculate elapsed time to the minute in a given situation.</p>
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