**Unit Learner Outcomes**

This module is following the Arizona College and Career Ready Standards.

By the end of the module students will be able to:

2.NBT.1.A.1

* Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones
	+ Students will be able to identify the number represented by each place value (application, comprehension)
	+ Students will recognize that 10 is actually ten ones bundled and 100 is ten ten’s bundled and be able to manipulate numbers to express this (Application, Comprehension)
	+ Students will be able to explain that in numbers such as 500 there are five hundreds and zero tens and ones (Synthesis, Analysis)

2.NBT.A.2

* Count within 1000; skip-count by 5s, 10s, and 100s
	+ Students will be able to count by ones, fives and tens to 1000 from different starting points (Comprehension, Application)

2.NBT.A.3

* Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
	+ Students will be able to write numbers in standard, unit, expanded and word form up to 1,000 (Application, Comprehension, )
	+ Students will be able to solve questions in which they need to switch between the different number forms (Application, Comprehension, Synthesis, Evaluation)

2.NBT.A.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
	+ Students will be able to compare three digit numbers using >, < and = (Comprehension, Application)
	+ Students will be able to use these comparisons to discuss how the numbers are related and how place value affects the number (Analysis)

2.NBT.A.8

* Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900
	+ Students will be able to begin mentally adding or subtracting 1, 10 and 100 from numbers to 900 using what they know from math facts and other experiences (Comprehension, Application)

2.OA.A.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
	+ Students will be able to apply their skills in order understand and solve a variety of multi-step word problems in which the unknown number can be either a part or a whole (Comprehnsion, Application, Synthesis)
	+ Students will be able to justify their thinking about how the problem was solved in order to make a conclusion that they have arrived at the right answer (Evaluate)