| **Semester 1** | | | | **Semester 2** | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit 1**  3 weeks | **Unit 2**  6 weeks | **Unit 3**  3 weeks | **Unit 4**  6 weeks | **Unit 5**  6 weeks | **Unit 6**  3 weeks | **Unit 7**  4 weeks | **Unit 8**  3 weeks | **Unit 9**  2 weeks |
| **Using Tables, Graphs and Charts**  **2.MDR.5**  **2.NR.2** | **Building Fluency with Addition and Subtraction**  **2.NR.1,2**  **2.PAR.4** | **Measuring Lengths and Distances**  **2.MDR.5**  **2.NR.2** | **Extending Place Value Understanding to 1,000**  **2.NR.1,2**  **2.PAR.4** | **Representing Sums and Differences within 1,000**  **2.NR.1,2**  **2.PAR.4**  **2.MDR.5** | **Exploring Geometry and Patterns**  **2.GSR.7**  **2.PAR.4** | **Measuring Time and Money**  **2.MDR.6**  **2.PAR.4**  **2.NR.2**  **2.MDR.5** | **Reasoning with Equal Groups**  **2.NR.2,3**  **2.PAR.4** | **Culminating Capstone Unit** |
| **2.MDR.5.4**  (Data questions)  **2.NR.2.1**  (Fluently +/- within 10)  **2.MP. 1-8** | **2.NR.2.1**  (Fluently +/- within 20)  **2.NR.1.1**  (Place value to 100)  **2.NR.1.2**  (Count forward & backward from a given number by ones within 100)  **2.NR.1.3**  (Represent, compare, and order to 100)  **2.PAR.4.1**  (Simple Numerical patterns within 100)  **2.NR.2.2**  (Find 10 and multiples of 10 more or less within 100)  **2.NR.2.3**  (Solve +/- 2-digit)  **2.NR.2.4**  (Fluently +/- within 100)  **2.MP. 1-8** | **2.MDR.5.1**  (Unit models)  **2.MDR.5.2**  (Measure whole units)  **2.MDR.5.3**  (Compare length)  **2.MDR.5.5**  (Represent +/- on a number line)  **2.NR.2.3**  (Solve +/- 2-digit within 100)  **2.MP. 1-8**  ***2.NR.2.1***  *(Fluently +/- within 20)* | **2.NR.1.1**  (3-digit place value)  **2.NR.1.3**  (Represent, compare, order to 1,000)  **2.NR.1.2**  (Count forward/backward and skip count within 1,000)  **2.NR.2.2**  (Find 10/100 more or less)  **2.PAR.4.1**  (Numerical patterns to 1,000)  **2.MP.1-8** | **2.NR.2.2**  (Find 10/100 more or less and multiples of 10/100 within 1,000)  **2.NR.2.3**  (Solve +/- 2-digit)  **2.NR.2.4**  (Fluently +/- within 100)  **2.MDR.5.5**  (Represent +/- on a number line)  **2.PAR.4.1**  (Numerical patterns)  **2.NR.1.2**  (Count forward/backward 1,000)  **2.MDR.5.4**  (Data questions)  ***2.NR.1***  ***(****Compare numbers to 1,000)*  ***2.NR.2.1***  *(Fluently +/- within 20)* | **2.GSR.7.1**  (2D/3D shapes)  **2.GSR.7.2**  (Symmetry)  **2.GSR.7.3**  (Partition shapes)  **2.GSR.7.4**  (Equal shares)  **2.PAR.4.2**  (Growing patterns)  ***2.NR.1***  *(Counting and skip counting)* | **2.MDR.6.1**  (Time and elapsed time)  **2.MDR.6.2**  (Money)  **2.MDR.5.5**  (Represent measurement problems on a number line)  **2.PAR.4.1**  (Numerical patterns)  **2.NR.2.1**  (Fluently +/- within 20)  **2.NR.2.4**  (Fluently +/- within 100)  ***2.MDR.5.4***  *(Solve problems with data)* | **2.NR.3.1**  (Even/Odd)  **2.NR.3.2**  (Arrays)  **2.PAR.4.1**  (Numerical patterns)  **2.PAR.4.2**  (Growing patterns)  **2.NR.2.1**  (Fluently +/- within 20)  ***2.GSR.7***  *(Draw and partition equal-sized parts)* | **ALL STANDARDS** |
| Units contain tasks that depend upon the concepts addressed in earlier units. Mathematical standards are interwoven and should be addressed throughout the year in as many different units and tasks as possible in order to stress the natural connections that exist among mathematical topics. | | | | | | | | |
| ***The*** [***Framework for Statistical Reasoning***](https://lor2.gadoe.org/gadoe/file/5e835b39-307f-4d61-aa50-6e3f58edbf22/1/K-12-Statistical-Reasoning-Framework.pdf) ***and the*** [***Mathematical Modeling Framework***](https://lor2.gadoe.org/gadoe/file/ee2c72a4-900c-4b2a-9fc6-82e13dc17261/1/K-12-Mathematical-Modeling-Framework.pdf) ***should be taught throughout the units. The*** [***K-12 Mathematical Practices***](https://lor2.gadoe.org/gadoe/file/3cd8fd52-2df7-490f-b716-846f0abaaeb5/1/K-12-Mathematical-Practices.pdf) ***should be evidenced at some point throughout each unit depending on the tasks that are explored. It is important to note that MPs 1, 3 and 6 should support the learning in every lesson.*** | | | | | | | | |
| Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for learning experiences are included on the district unit planners. | | | | | | | | |
| Savvas Topic 15  MIP Module 6  MIP Module 7  MIP Module 10  MIP Module 13 | Savvas Topic 1  Savvas Topic 3  Savvas Topic 5  MIP Module 1  MIP Module 2  MIP Module 6  MIP Module 7 | Savvas Topic 12  Savvas Topic 14  MIP Module 6  MIP Module 7  MIP Module 10 | Savvas Topic 9  MIP Module 4  MIP Module 5  MIP Module 6  MIP Module 7  MIP Module 13 | Savvas Topic 4  Savvas Topic 6  Savvas Topic 7  Savvas Topic 10  Savvas Topic 11  MIP Module 4  MIP Module 6  MIP Module 7  MIP Module 8  MIP Module 9 | Savvas Topic 13  MIP Module 14  MIP Module 15 | Savvas Topic 8  MIP Module 6  MIP Module 7  MIP Module 11  MIP Module 12 | Savvas Topic 2  MIP Module 3 | All Resources |