



**Georgia's K-12
Mathematics Standards
Curriculum Map**

2024 – 2025

GRADE 2 MATH

FCS GRADE 2 MATH CURRICULUM MAP

Georgia's K-8 Mathematics Standards

Semester 1				Semester 2				
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Building a Strong Foundation with Fluency and Place Value	Extending Place Value to 1,000	Measuring Length and Distance	Time	Money	Representing Sums and Differences	Geometry	Reasoning with Equal Groups	Culminating Capstone Unit
25 Days	27 Days	19 Days	13 Days	11 Days	25 Days	23 Days	20 Days	7 Days
<u>Unit Dates</u> 8/7/2024 - 9/13/2024	<u>Unit Dates</u> 9/16/2024 - 10/25/2024	<u>Unit Dates</u> 10/28/2024 - 11/22/2024	<u>Unit Dates</u> 12/2/2024 - 12/18/2024	<u>Unit Dates</u> 1/7/2025 - 1/22/2025	<u>Unit Dates</u> 1/23/2025 - 2/28/2025	<u>Unit Dates</u> 3/5/2025 - 4/4/2025	<u>Unit Dates</u> 4/14/2025 - 5/9/2025	<u>Unit Dates</u> 5/12/2025 - 5/20/2025
Learning Expectations	Learning Expectations	Learning Expectations	Learning Expectations	Learning Expectations	Learning Expectations	Learning Expectations	Learning Expectations	Learning Expectations
2.NR.1.1 * 2.NR.1.2 * 2.NR.1.3 * 2.NR.2.1 2.NR.2.2 * 2.NR.2.3 * 2.NR.2.4 * 2.PAR.4.1 * 2.MDR.5.4 *	2.NR.1.1 2.NR.1.2 * 2.NR.1.3 2.NR.2.1 2.NR.2.2 2.NR.2.3 * 2.NR.2.4 * 2.PAR.4.1 * 2.MDR.5.4 *	2.MDR.5.1 2.MDR.5.2 2.MDR.5.3 2.MDR.5.4 2.MDR.5.5 2.PAR.4.2	2.MDR.6.1 2.PAR.4.1	2.MDR.6.2 2.MDR.5.5 2.NR.1.2	2.NR.2.1 2.NR.2.2 2.NR.2.3 2.NR.2.4 2.MDR.5.4 * 2.MDR.5.5 2.NR.1.1 2.NR.1.2 2.NR.1.3 2.PAR.4.1	2.GSR.7.1 2.GSR.7.2 2.GSR.7.3 2.GSR.7.4 2.NR.2.1 2.PAR.4.1 2.PAR.4.2 2.MDR.5.5	2.NR.3.1 2.NR.3.2 2.NR.2.1 2.PAR.4.1 2.PAR.4.2	All Standards
2.MP.1-8	2.MP.1-8	2.MP.1-8	2.MP.1-8	2.MP.1-8	2.MP.1-8	2.MP.1-8	2.MP.1-8	2.MP.1-8
The Framework for Statistical Reasoning , Mathematical Modeling Framework , and the K-12 Mathematical Practices should be taught throughout the units.								

Curriculum Map Key

Prioritized learning expectations are in red. | An * indicates to refer to the unit details below for specific instructional and assessment expectations.

Rationale for Adjustments from 2023-2024 to 2024-2025

Unit/Standard/Learning Expectation Adjustments	Rationale																				
<p style="text-align: center;"><u>Unit Changes</u></p> <p>2023-2024 Units 1 and 2 were combined into Unit 1 for 2024-2025. 2.MDR.5.4 will be taught throughout the year in Units 1, 2, 3, and 6. Unit 4 (Extending Place Value to 1,000 has been moved after Unit 2. See subsequent unit sequence adjustments below.</p> <table border="1" data-bbox="212 415 930 737"> <thead> <tr> <th>2023-2024 Unit</th> <th>2024-2025 Unit</th> </tr> </thead> <tbody> <tr> <td>Units 1 & 2</td> <td>Unit 1</td> </tr> <tr> <td>Unit 4</td> <td>Unit 2</td> </tr> <tr> <td>Unit 3</td> <td>Unit 3</td> </tr> <tr> <td>Unit 7</td> <td>Unit 4</td> </tr> <tr> <td>Unit 7</td> <td>Unit 5</td> </tr> <tr> <td>Unit 5</td> <td>Unit 6</td> </tr> <tr> <td>Unit 6</td> <td>Unit 7</td> </tr> <tr> <td>Unit 8</td> <td>Unit 8</td> </tr> <tr> <td>Unit 9 (Capstone)</td> <td>Unit 9 (Capstone)</td> </tr> </tbody> </table>	2023-2024 Unit	2024-2025 Unit	Units 1 & 2	Unit 1	Unit 4	Unit 2	Unit 3	Unit 3	Unit 7	Unit 4	Unit 7	Unit 5	Unit 5	Unit 6	Unit 6	Unit 7	Unit 8	Unit 8	Unit 9 (Capstone)	Unit 9 (Capstone)	<ul style="list-style-type: none"> After reviewing teacher feedback, it was determined that it is most logical to continue the work with place value immediately after teaching Unit 1 instead of teaching two units in between and coming back to these standards. Time and money are going to be separated into two separate units to complete the Time unit before Winter Break.
2023-2024 Unit	2024-2025 Unit																				
Units 1 & 2	Unit 1																				
Unit 4	Unit 2																				
Unit 3	Unit 3																				
Unit 7	Unit 4																				
Unit 7	Unit 5																				
Unit 5	Unit 6																				
Unit 6	Unit 7																				
Unit 8	Unit 8																				
Unit 9 (Capstone)	Unit 9 (Capstone)																				
<p>Unit 1 (Using Tables, Graphs and Charts) has been deleted.</p>	<ul style="list-style-type: none"> MDR.5.4 will be embedded throughout each unit like in the past. There will be benchmarks for each unit (Example: Unit 1 just reading bar graphs, Unit 2 just reading picture graphs, etc.). This change enables more instructional days to be added to other units. 																				
<p>The former Time & Money unit will be divided into two separate units – Unit 4 & Unit 5.</p>	<ul style="list-style-type: none"> These are two different concepts that can easily be separated. Works well with the calendar to end Semester 1 with Time and begin Semester 2 with Money. 																				
<p>Students will focus on only 10s and 1s in Unit 1.</p>	<ul style="list-style-type: none"> This benchmark will allow students to master this place value concept before adding 100s. 																				
<p>When students are counting (2.NR.1.2), Unit 1 will require students to only count by 1s, 5s and 10s. Unit 2, counting by 100s will be added. In Unit 3, counting by 25s will be introduced.</p>	<ul style="list-style-type: none"> These progressing benchmarks will allow students to master the simpler tasks before proceeding to the more complex. 																				
<p>In Unit 1 students will only be responsible for 10 more and 10 less of a number (2.NR.2.2).</p>	<ul style="list-style-type: none"> This change will allow students to focus on the simpler portion of the learning expectation first. 																				
<p>Students will focus on different word problem types within each unit when working to master 2.NR.2.3 & 2.NR.2.4. Students will only solve one-step word problems in Unit 1.</p>	<ul style="list-style-type: none"> This change will allow teachers to introduce the simpler problem types before the more complex. 																				

Unit 1: Building a Strong Foundation with Fluency and Place Value

25 Days

Unit Dates: 8/7/2024 - 9/13/2024

2.NR.1: Using the place value structure, explore the count sequences to represent, read, write, and compare numerical values to 1000 and describe basic place-value relationships and structures.

2.NR.2: Apply multiple part-whole strategies, properties of operations and place value understanding to solve real-life, mathematical problems involving addition and subtraction within 1,000.

2.PAR.4: Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns.

2.MDR.5: Estimate and measure the lengths of objects and distance to solve problems found in real-life using standard units of measurement, including inches, feet, and yards.

2.NR.1.1 *: Explain the value of a three-digit number using hundreds, tens, and ones in a variety of ways (* Students will only work with tens & ones in this unit).

2.NR.1.2 *: Count forward and backward by ones from any number within 1000. Count forward by fives from multiples of 5 within 1000. Count forward and backward by 10s and 100s from any number within 1000. Count forward by 25s from 0 (*Students will only count forward and backward by 1s, 5s, and 10s in this unit).

2.NR.1.3 *: Represent, compare, and order whole numbers to 1000 with an emphasis on place value and equality. Use $>$, $=$, and $<$ symbols to record the results of comparisons (*Students will only represent, compare, and order whole numbers up to 100 in this unit).

2.NR.2.1: Fluently add and subtract within 20 using a variety of mental, part-whole strategies.

2.NR.2.2 *: Find 10 more or 10 less than a given three-digit number and find 100 more or 100 less than a given three-digit number (*Students will only find 10 more or 10 less than a given number in this unit).

2.NR.2.3 *: Solve problems involving the addition and subtraction of two-digit numbers using part-whole strategies (*Students will only solve one-step word problems and add and subtract within 100 with no regrouping in this unit. Word problem types will only be those with result, part, or total unknown).

2.NR.2.4 *: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (*Students will only solve one-step word problems and add and subtract within 100 with no regrouping in this unit. Word problem types will only be those with result, part, or total unknown).

2.PAR.4.1 *: Identify, describe, and create a numerical pattern resulting from repeating an operation such as addition and subtraction (*Teachers will connect this concept to skip-counting in 2.NR.1.2).

2.MDR.5.4 *: Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life (*Students will only read bar graphs in this unit).

Unit 2: Extending Place Value to 1,000

27 Days

Unit Dates: 9/16/2024 - 10/25/2024

2.NR.1: Using the place value structure, explore the count sequences to represent, read, write, and compare numerical values to 1000 and describe basic place-value relationships and structures.

2.NR.2: Apply multiple part-whole strategies, properties of operations and place value understanding to solve real-life, mathematical problems involving addition and subtraction within 1,000.

2.PAR.4: Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns.

2.MDR.5: Estimate and measure the lengths of objects and distance to solve problems found in real-life using standard units of measurement, including inches, feet, and yards.

2.NR.1.1: Explain the value of a three-digit number using hundreds, tens, and ones in a variety of ways.

2.NR.1.2 *: Count forward and backward by ones from any number within 1000. Count forward by fives from multiples of 5 within 1000. Count forward and backward by 10s and 100s from any number within 1000. Count forward by 25s from 0 (*Students will do this entire learning expectation except count forward by 25s from 0).

2.NR.1.3: Represent, compare, and order whole numbers to 1000 with an emphasis on place value and equality. Use $>$, $=$, and $<$ symbols to record the results of comparisons.

2.NR.2.1: Fluently add and subtract within 20 using a variety of mental, part-whole strategies.

2.NR. 2.2: Find 10 more or 10 less than a given three-digit number and find 100 more or 100 less than a given three-digit number.

2.NR.2.3 *: Solve problems involving the addition and subtraction of two-digit numbers using part-whole strategies (*Students will only solve one-step word problems and add and subtract within 100 with regrouping in this unit. Word problem types will only be those with result, part, or total unknown as well as join change unknown, join start unknown, separate change unknown, and separate start unknown).

2.NR.2.4 *: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction (*Students will only solve one-step word problems and add and subtract within 100 with regrouping in this unit. Word problem types will only be those with result, part, or total unknown as well as join change unknown, join start unknown, separate change unknown, and separate start unknown).

2.PAR.4.1 *: Identify, describe, and create a numerical pattern resulting from repeating an operation such as addition and subtraction (*Teachers will connect this concept to skip-counting in 2.NR.1.2).

2.MDR.5.4 *: Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life (*Students will only read picture graphs during this unit).

Unit 3: Measuring Length and Distance

19 Days

Unit Dates: 10/28/2024 - 11/22/2024

2.MDR.5: Estimate and measure the lengths of objects and distance to solve problems found in real-life using standard units of measurement, including inches, feet, and yards.

2.PAR.4: Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns.

2.MDR.5.1: Construct simple measuring instruments using unit models. Compare unit models to rulers.

2.MDR.5.2: Estimate and measure the length of an object or distance to the nearest whole unit using appropriate units and standard measuring tools.

2.MDR.5.3: Measure to determine how much longer one object is than another and express the length difference in terms of a standard-length unit.

2.MDR.5.4 *: Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life (*Students should be able to generate and answer questions using a given bar graph and/or picture graphs including compare questions).

2.MDR.5.5: Represent whole-number sums and differences within a standard unit of measurement on a number line diagram.

2.PAR.4.2: Identify, describe, and create growing patterns and shrinking patterns involving addition and subtraction up to 20.

Unit 4: Time

13 Days

Unit Dates: 12/2/2024 - 12/18/2024

2.MDR.6: Solve real-life problems involving time and money.

2.PAR.4: Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns.

2.MDR.6.1: Tell and write time from analog and digital clocks to the nearest five minutes, and estimate and measure elapsed time using a timeline, to the hour or half hour on the hour or half hour.

2.PAR.4.1: Identify, describe, and create a numerical pattern resulting from repeating an operation such as addition and subtraction.

Unit 5: Money

11 Days

Unit Dates: 1/7/2025 - 1/22/2025

2.MDR.6: Solve real-life problems involving time and money.

2.MDR.5: Estimate and measure the lengths of objects and distance to solve problems found in real-life using standard units of measurement, including inches, feet, and yards.

2.NR.1: Using the place value structure, explore the count sequences to represent, read, write, and compare numerical values to 1000 and describe basic place-value relationships and structures.

2.MDR.6.2: Find the value of a group of coins and determine combinations of coins that equal a given amount that is less than one hundred cents, and solve problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

2.MDR.5.5: Represent whole-number sums and differences within a standard unit of measurement on a number line diagram.

2.NR.1.2: Count forward and backward by ones from any number within 1000. Count forward by fives from multiples of 5 within 1000. Count forward and backward by 10s and 100s from any number within 1000. Count forward by 25s from 0.

Unit 6: Representing Sums and Differences

25 Days

Unit Dates: 1/23/2025 - 2/28/2025

2.NR.2: Apply multiple part-whole strategies, properties of operations and place value understanding to solve real-life, mathematical problems involving addition and subtraction within 1,000.
2.MDR.5: Estimate and measure the lengths of objects and distance to solve problems found in real-life using standard units of measurement, including inches, feet, and yards.
2.NR.1: Using the place value structure, explore the count sequences to represent, read, write, and compare numerical values to 1000 and describe basic place-value relationships and structures.
2.PAR.4: Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns.

- 2.NR.2.1:** Fluently add and subtract within 20 using a variety of mental, part-whole strategies.
- 2.NR.2.2:** Find 10 more or 10 less than a given three-digit number and find 100 more or 100 less than a given three-digit number.
- 2.NR.2.3:** Solve problems involving the addition and subtraction of two-digit numbers using part-whole strategies.
- 2.NR.2.4:** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 2.MDR.5.4 *:** Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life (*Students should create and interpret bar graphs and picture graphs).
- 2.MDR.5.5:** Represent whole-number sums and differences within a standard unit of measurement on a number line diagram.
- 2. NR.1.1:** Explain the value of a three-digit number using hundreds, tens, and ones in a variety of ways.
- 2. NR.1.2:** Count forward and backward by ones from any number within 1000. Count forward by fives from multiples of 5 within 1000. Count forward and backward by 10s and 100s from any number within 1000. Count forward by 25s from 0.
- 2.NR.1.3:** Represent, compare, and order whole numbers to 1000 with an emphasis on place value and equality. Use $>$, $=$, and $<$ symbols to record the results of comparisons.
- 2.PAR.4.1:** Identify, describe, and create a numerical pattern resulting from repeating an operation such as addition and subtraction.

Unit 7: Geometry

23 Days

Unit Dates: 3/5/2025 - 4/4/2025

2.GSR.7: Draw and partition shapes and other objects with specific attributes and conduct observations of everyday items and structures to identify how shapes exist in the world.

2.NR.2: Apply multiple part-whole strategies, properties of operations and place value understanding to solve real-life, mathematical problems involving addition and subtraction within 1,000.

2.PAR.4: Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns.

2.MDR.5: Estimate and measure the lengths of objects and distance to solve problems found in real-life using standard units of measurement, including inches, feet, and yards.

2.GSR.7.1: Describe, compare and sort 2-D shapes including polygons, triangles, quadrilaterals, pentagons, hexagons, and 3-D shapes including rectangular prisms and cones, given a set of attributes.

2.GSR.7.2: Identify at least one line of symmetry in everyday objects to describe each object as a whole.

2.GSR.7.3: Partition circles and rectangles into two, three, or four equal shares. Identify and describe equal-sized parts of the whole using fractional names ("halves," "thirds," "fourths", "half of," "third of," "quarter of," etc.).

2.GSR.7.4: Recognize that equal shares of identical wholes may be different shapes within the same whole.

2.NR.2.1: Fluently add and subtract within 20 using a variety of mental, part-whole strategies.

2.PAR.4.1: Identify, describe, and create a numerical pattern resulting from repeating an operation such as addition and subtraction.

2.PAR.4.2: Identify, describe, and create growing patterns and shrinking patterns involving addition and subtraction up to 20.

2.MDR.5.5: Represent whole-number sums and differences within a standard unit of measurement on a number line diagram.

Unit 8: Reasoning with Equal Groups

20 Days

Unit Dates: 4/14/2025 - 5/9/2025

2.NR.3: Work with equal groups to gain foundations for multiplication through real-life, mathematical problems.

2.NR.2: Apply multiple part-whole strategies, properties of operations and place value understanding to solve real-life, mathematical problems involving addition and subtraction within 1,000.

2.PAR.4: Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns.

2.NR.3.1: Determine whether a group (up to 20) has an odd or even number of objects. Write an equation to express an even number as a sum of two equal addends.

2.NR.3.2: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

2.NR.2.1: Fluently add and subtract within 20 using a variety of mental, part-whole strategies.

2.PAR.4.1: Identify, describe, and create a numerical pattern resulting from repeating an operation such as addition and subtraction.

2.PAR.4.2: Identify, describe, and create growing patterns and shrinking patterns involving addition and subtraction up to 20.

Unit 9: Culminating Capstone Unit

7 Days

Unit Dates: 5/12/2025 - 5/20/2025

ALL Standards Addressed in this Unit

The capstone unit applies content that has already been learned in previous interdisciplinary PBLs and units throughout the school year. The capstone unit is an interdisciplinary unit that allows students to create a presentation, report, or demonstration that could include their models used to answer an overarching driving question. (e.g., Students can present their solution(s), findings, project, or answer to the driving question to a larger audience during the culminating capstone unit).