Fulton County Schools
Where Students Come First

Georgia's K-12 Mathematics Standards Curriculum Map

2026 – 2027

GRADE 2 ADVANCED MATH

FCS GRADE 2 ADVANCED MATH CURRICULUM MAP

Georgia's Grade 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 & Place Value	Extending Place Value to 1,000	Measuring Length & Distance	Time	Money	Representing Sums & Differences	Geometry	Reasoning with Equal Groups	Culminating Capstone Unit
23 Days **Unit Dates** 8/5/2026- 9/4/2026	**27 Days** **Unit Dates** 9/8/2026 - 10/22/2026	**20 Days** **Unit Dates** 10/23/2026 - 11/20/2026	**13 Days** **Unit Dates** 11/30/2026 - 12/16/2026	**11 Days** **Unit Dates** 1/5/2027 - 1/20/2027	**25 Days** **Unit Dates** 1/21/2027 – 3/3/2027	**24 Days** **Unit Dates** 3/4/2027 - 4/14/2027	**22 Days** **Unit Dates** 4/15/2027 - 5/14/2027	**5 Days** **Unit Dates** 5/17/2027 - 5/21/2027
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* * Advanced students will do the full standard.	**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* 3.NR.1.1 3.NR.1.2	**Learning Expectations** 2.MDR.5.1 2.MDR.5.2 2.MDR.5.3 2.MDR.5.4 2.MDR.5.5 2.PAR.4.2	**Learning Expectations** 2.MDR.6.1 2.NR.1.2 3.MDR.5.2* 3.MDR.5.3	**Learning Expectations** 2.MDR.6.2 2.MDR.5.5 2.NR.1.2	**Learning Expectations** 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 3.PAR.2.1 3.PAR.2.2	**Learning Expectations** 2.GSR.7.1 2.GSR.7.2 2.GSR.7.3 2.GSR.7.4 3.NR.4.1 3.NR.4.2	**Learning Expectations** 2.NR.3.1 2.NR.3.2 2.NR.2.1 2.PAR.4.1 2.PAR.4.2 3.PAR.3.2	**Learning Expectations** **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	
Learning Expectations for ES Advanced courses are in green.	An * indicates to refer to the unit details below for specific instructional and assessment expectations.

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

23 Days

Unit Dates: 8/5/2026 - 9/4/2026

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 and analyze graphical displays of data to answer relevant questions.

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. Advanced students will work with three-digit numbers).

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. Advanced students will also count forward and backward by 100).

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. Advanced students will compare within 1000).

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 – 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: 9/8/2026 - 10/22/2026

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 and analyze graphical displays of data to answer relevant questions.
3.NR.1: Use place value reasoning to represent, read, write, and compare numerical values up to 10,000 ~~and round whole numbers up to 1,000.~~

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 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.
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).
3.NR.1.1:	Read and write multi-digit whole numbers up to 10,000 using base-ten numerals and expanded form.
3.NR.1.2:	Use place value reasoning to compare multi-digit numbers up to 10,000 using >, =, and < symbols to record the results of comparisons.

Unit 3: Measuring Length and Distance

20 Days

Unit Dates: 10/23/2026 – 11/20/2026

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 and analyze graphical displays of data to answer relevant questions.
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: 11/30/2026 – 12/16/2026

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

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.

3.MDR.5: Solve real-life, mathematical problems involving ~~length, liquid volume, mass, and~~ time.

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.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.
3.MDR.5.2*:	Tell and write time to the nearest minute and estimate time to the nearest fifteen minutes (quarter hour) from the analysis of an analog clock (*Students will only tell and write time to the nearest minute – NOT estimate to the nearest fifteen minutes).
3.MDR.5.3:	Solve meaningful problems involving elapsed time, including intervals of time to the hour, half hour, and quarter hour where the times presented are only on the hour, half hour, or quarter hour within a.m. or p.m. only.

Unit 5: Money

11 Days

Unit Dates: 1/5/2027 – 1/20/2027

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 and analyze graphical displays of data to answer relevant questions.

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: 1/21/2027 – 3/3/2027

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 and analyze graphical displays of data to answer relevant questions.
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.
3.PAR.2: Use part- whole strategies to represent and solve real-life, mathematical problems involving addition and subtraction with whole numbers up to 10,000.

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.
3.PAR.2.1:	Fluently add and subtract within 1,000 to solve problems.
3.PAR.2.2:	Apply part-whole strategies, properties of operations and place value understanding, to solve problems involving addition and subtraction within 10,000. Represent these problems using equations with a letter standing for the unknown quantity. Justify solutions.

Unit 7: Geometry

24 Days

Unit Dates: 3/4/2027 – 4/14/2027

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.

3.NR.4: Represent fractions with denominators of 2, 3, 4, 6, and 8 in multiple ways within a framework using visual models.

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.
3.NR.4.1	Describe a unit fraction and explain how multiple copies of a unit fraction form a non-unit fraction. Use parts of a whole, parts of a set, points on a number line, distances on a number line and area models.
3.NR.4.2	Compare two-unit fractions by flexibly using a variety of tools and strategies.

Unit 8: Reasoning with Equal Groups

22 Days

Unit Dates: 4/15/2027 – 5/14/2027

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.
3.PAR.3: Use part-whole strategies to solve real-life, mathematical problems involving multiplication and division with whole numbers within 100.

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.
3.PAR.3.2:	Represent single digit multiplication and division facts using a variety of strategies. Explain the relationship between multiplication and division.

Unit 9: Culminating Capstone Unit

5 Days

Unit Dates 5/17/2027 - 5/21/2027

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.)