

# Georgia Standards of Excellence

## 1.2 Curriculum Map

NOTE:

1 <sup>st</sup> Grade Unit 4	1 <sup>st</sup> Grade Unit 5	1 <sup>st</sup> Grade Unit 6	2 <sup>nd</sup> Grade Unit 1	2 <sup>nd</sup> Grade Unit 2	2 <sup>nd</sup> Grade Unit 3	
<b>Sorting, Comparing and Ordering</b>	<b>Understanding Place Value</b>	<b>Understanding Shapes and Fractions</b>	<b>Extending Base Ten Understanding</b>	<b>Becoming Fluent with Addition and Subtraction</b>	<b>Understanding Measurement, Length, and Time</b>	<b>Show What We Know</b>
<b>4 -5 weeks</b>	<b>5-6 weeks</b>	<b>5 - 6 weeks</b>	<b>5-6 weeks</b>	<b>6 -7 weeks</b>	<b>5-6 weeks</b>	<b>Up to 3 weeks</b>
MGSE1.MD.1 MGSE1.MD.2 MGSE1.MD.3 MGSE1.MD.4	MGSE1.NBT.2 MGSE1.NBT.3 MGSE1.NBT.4 MGSE1.NBT.5 MGSE1.NBT.6 MGSE1.NBT.7 MGSE1.MD.4	MGSE1.G.1 MGSE1.G.2 MGSE1.G.3 MGSE1.MD.4	MGSE2.NBT.1 MGSE2.NBT.2 MGSE2.NBT.3 MGSE2.NBT.4 MGSE2.MD.10	MGSE2.OA.1 MGSE2.OA.2 MGSE2.NBT.5 MGSE2.MD.8 MGSE2.MD.10	MGSE2.MD.1 MGSE2.MD.2 MGSE2.MD.3 MGSE2.MD.4 MGSE2.MD.5 MGSE2.MD.6 MGSE2.MD.7 MGSE2.MD.9 MGSE2.MD.10	<b>ALL</b>

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.

\*Prioritized Standards are noted in RED\*

**Grades K-2 Key:** CC = Counting and Cardinality, G= Geometry, MD=Measurement and Data, NBT= Number and Operations in Base Ten, OA = Operations and Algebraic Thinking.

# Georgia Standards of Excellence 1.2 Curriculum Map

## Georgia Standards of Excellence: Curriculum Map

### Standards for Mathematical Practice

- 1 Make sense of problems and persevere in solving them.
- 2 Reason abstractly and quantitatively.
- 3 Construct viable arguments and critique the reasoning of others.
- 4 Model with mathematics.

- 5 Use appropriate tools strategically.
- 6 Attend to precision.
- 7 Look for and make use of structure.
- 8 Look for and express regularity in repeated reasoning.

1 <sup>st</sup> Unit 4	1 <sup>st</sup> Unit 5	1 <sup>st</sup> Unit 6	2 <sup>nd</sup> Unit 1
<b>Sorting, Comparing and Ordering</b>	<b>Understanding Place Value</b>	<b>Understanding Shapes and Fractions</b>	<b>Extending Base Ten Understanding</b>
<p><b><u>Measure lengths indirectly and by iterating length units</u></b>  <b>MGSE1.MD.1</b> Order three objects by length; compare the lengths of two objects indirectly by using a third object.  <b>MGSE1.MD.2</b> Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (Iteration)  <b><u>Tell and write time.</u></b>  <b>MGSE1.MD.3</b> Tell and write time in hours and half-hours using analog and digital clocks.  <b><u>Represent and interpret data.</u></b>  <b>MGSE1.MD.4</b> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>	<p><b><u>Understand place value</u></b>  <b>MGSE1.NBT.2</b> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:            a. 10 can be thought of as a bundle of ten ones — called a “ten.”            b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.            c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).  <b>MGSE1.NBT.3</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.  <b><u>Use place value understanding and properties of operations to add and subtract.</u></b>  <b>MGSE1.NBT.4</b> Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of 10 (e.g., <math>24 + 9</math>, <math>13 + 10</math>, <math>27 + 40</math>), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to</p>	<p><b><u>Reason with shapes and their attributes.</u></b>  <b>MGSE1.G.1</b> Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.  <b>MGSE1.G.2</b> Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.<sup>1</sup> <i>This is important for the future development of spatial relations which later connects to developing understanding of area, volume, and fractions.</i>  <b>MGSE1.G.3</b> Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.  <b><u>Represent and interpret data.</u></b>  <b>MGSE1.MD.4</b> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category,</p>	<p><b><u>Understand place value.</u></b>  <b>MGSE2.NBT.1</b> Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:            a. 100 can be thought of as a bundle of ten tens — called a “hundred.”            b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).  <b>MGSE2.NBT.2</b> Count within 1000; skip-count by 5s, 10s, and 100s.  <b>MGSE2.NBT.3</b> Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.  <b>MGSE2.NBT.4</b> Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.  <b><u>Relate addition and subtraction to length.</u></b>  <b>MGSE2.MD.10</b> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems<sup>2</sup> using information presented in a bar graph.</p>

<sup>1</sup> Students do not need to learn formal names such as “right rectangular prism.”

<sup>2</sup> See Glossary, Table 1.

	<p>a written method and explain the reasoning used.</p> <p><b>MGSE1.NBT.5</b> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p><b>MGSE1.NBT.6</b> Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (e.g., <math>70 - 30</math>, <math>30 - 10</math>, <math>60 - 60</math>)</p> <p><b>MGSE1.NBT.7</b> Identify dimes, and understand ten pennies can be thought of as a dime. (Use dimes as manipulatives in multiple mathematical contexts.)</p> <p><b><u>Represent and interpret data.</u></b></p> <p><b>MGSE1.MD.4</b> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>	<p>and how many more or less are in one category than in another</p>	
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### Standards for Mathematical Practice

<p><b>1</b> Make sense of problems and persevere in solving them.  <b>2</b> Reason abstractly and quantitatively.  <b>3</b> Construct viable arguments and critique the reasoning of others.  <b>4</b> Model with mathematics.</p>	<p><b>5</b> Use appropriate tools strategically.  <b>6</b> Attend to precision.  <b>7</b> Look for and make use of structure.  <b>8</b> Look for and express regularity in repeated reasoning.</p>
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2 <sup>nd</sup> Unit 2	2 <sup>nd</sup> Unit 3	Show What We Know	
<b>Becoming Fluent with Addition and Subtraction</b>	<b>Understanding Measurement, Length, and Time</b>	ALL	
<p><b><u>Represent and solve problems involving addition and subtraction.</u></b>  <b>MGSE2.OA.1</b> Use addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem. Problems include contexts that involve adding to, taking from, putting together/taking apart (part/part/whole), and comparing with unknowns in all positions.  <b><u>Add and subtract within 20.</u></b>  <b>MGSE2.OA.2</b> Fluently add and subtract within 20 using mental strategies.<sup>3</sup> By end of Grade 2, know from memory all sums of two one-digit numbers.  <b><u>Use place value understanding and properties of operations to add and subtract.</u></b>  <b>MGSE2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.  <b><u>Measure and estimate lengths in standard units.</u></b>  <b>MGSE2.MD.8</b> Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p>	<p><b><u>Measure and estimate lengths in standard units.</u></b>  <b>MGSE2.MD.1</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.  <b>MGSE2.MD.2</b> Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. Understand the relative size of units in different systems of measurement. <i>For example, an inch is longer than a centimeter.</i> (Students are not expected to convert between systems of measurement)  <b>MGSE2.MD.3</b> Estimate lengths using units of inches, feet, centimeters, and meters.  <b>MGSE2.MD.4</b> Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.  <b><u>Relate addition and subtraction to length.</u></b>  <b>MGSE2.MD.5</b> Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.  <b>MGSE2.MD.6</b> Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-</p>		

<sup>3</sup> See standard 1.OA.6 for a list of mental strategies.

<p><b><u>Represent and interpret data</u></b>  <b>MGSE2.MD.10.</b> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems<sup>4</sup> using information presented in a bar graph.</p>	<p>number sums and differences within 100 on a number line diagram.  <b>MGSE2.MD.7</b> Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.  <b><u>Represent and interpret data</u></b>  <b>MGSE2.MD.9</b> Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.  <b>MGSE2.MD.10</b> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems<sup>5</sup> using information presented in a bar graph.</p>		
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<sup>4</sup> See Glossary, Table 1.

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