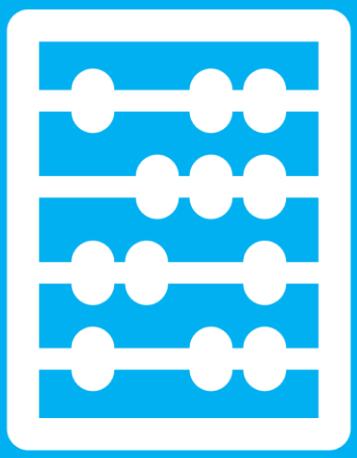

THE SIMPLIFIED MATH CURRICULUM

GEORGIA STANDARDS & UNIT ALIGNMENT

Grades 2nd – 5th

THE SIMPLIFIED MATH CURRICULUM

SECOND GRADE

Numerical Reasoning

STANDARDS		UNIT / NOTES
2.NR.1.1	Explain the value of a three-digit number using hundreds, tens, and ones in a variety of ways.	Unit 1 **Fully Covered**
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 1 **Fully Covered**
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.	Unit 1 **Fully Covered**
2.NR.2.1	Fluently add and subtract within 20 using a variety of mental, part-whole strategies.	Unit 2 **Fully Covered**
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.	Unit 3 **Fully Covered**
2.NR.2.3	Solve problems involving the addition and subtraction of two-digit numbers using part-whole strategies.	Unit 3 **Fully Covered**
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.	Unit 3 **Fully Covered**

THE SIMPLIFIED MATH CURRICULUM

SECOND GRADE

Numerical Reasoning

STANDARDS		UNIT / NOTES
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.	Unit 10 **Fully Covered**
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.	Unit 10 **Fully Covered**

Patterning & Algebraic Reasoning

2.PAR.4.1	Identify, describe, and create a numerical pattern resulting from repeating an operation such as addition and subtraction.	**Not Covered**
2.PAR.4.2	Identify, describe, and create growing patterns and shrinking patterns involving addition and subtraction up to 20.	**Not Covered**

Measurement & Data Reasoning

2.MDR.5.1	Construct simple measuring instruments using unit models. Compare unit models to rulers.	**Not Covered**
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.	Unit 7 **Fully Covered**

THE SIMPLIFIED MATH CURRICULUM

SECOND GRADE

Measurement & Data Reasoning

STANDARDS		UNIT / NOTES
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.	Unit 7 **Fully Covered**
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.	Unit 9 **Fully Covered**
2.MDR.5.5	Represent whole-number sums and differences within a standard unit of measurement on a number line diagram.	Unit 3 **Fully Covered**
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.	Unit 6 **Partially Covered** Doesn't focus on elapsed time. Elapsed time is covered in 3rd Grade.
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.	Unit 5 **Fully Covered**

Geometric & Spatial Reasoning

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.	Unit 8 **Fully Covered**

THE SIMPLIFIED MATH CURRICULUM

SECOND GRADE

Geometric & Spatial Reasoning

STANDARDS		UNIT / NOTES
2.GSR.7.2	Identify at least one line of symmetry in everyday objects to describe each object as a whole.	**Not Covered**
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.).	Unit 8 **Fully Covered**
2.GSR.7.4	Recognize that equal shares of identical wholes may be different shapes within the same whole.	Unit 8 **Fully Covered**

THE SIMPLIFIED MATH CURRICULUM

THIRD GRADE

Numerical Reasoning

STANDARDS		UNIT / NOTES
3.NR.1.1	Read and write multi-digit whole numbers up to 10,000 using base-ten numerals and expanded form.	Unit 1 **Partially Covered** Focus on Numbers within 1,000
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.	**Not Covered** Covered in 4th Grade
3.NR.1.3	Use place value understanding to round whole numbers up to 1000 to the nearest 10 or 100.	Unit 1 **Fully Covered**

Patterning & Algebraic Reasoning

3.PAR.2.1	Fluently add and subtract within 1000 to solve problems.	Unit 2 **Fully Covered**
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 2 **Partially Covered** Focus on Numbers within 1,000
3.PAR.3.1	Describe, extend, and create numeric patterns related to multiplication. Make predictions related to the patterns.	Units 4 & 6 **Fully Covered**
3.PAR.3.2	Represent single digit multiplication and division facts using a variety of strategies. Explain the relationship between multiplication and division.	Unit 3 **Fully Covered**

THE SIMPLIFIED MATH CURRICULUM

THIRD GRADE

Patterning & Algebraic Reasoning

STANDARDS		UNIT / NOTES
3.PAR.3.3	Apply properties of operations (i.e., commutative property, associative property, distributive property) to multiply and divide within 100.	Units 3 & 4 **Fully Covered**
3.PAR.3.4	Use the meaning of the equal sign to determine whether expressions involving addition, subtraction, and multiplication are equivalent.	**Not Covered**
3.PAR.3.5	Use place value reasoning and properties of operations to multiply one-digit whole numbers by multiples of 10, in the range 10-90.	Unit 4 **Fully Covered**
3.PAR.3.6	Solve practical, relevant problems involving multiplication and division within 100 using part-whole strategies, visual representations, and/or concrete models.	Unit 3 **Fully Covered**
3.PAR.3.7	Use multiplication and division to solve problems involving whole numbers to 100. Represent these problems using equations with a letter standing for the unknown quantity. Justify solutions.	Unit 3 **Fully Covered**

Numerical Reasoning

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.	Unit 7 **Fully Covered**
3.NR.4.2	Compare two unit fractions by flexibly using a variety of tools and strategies.	Unit 7 **Fully Covered**

THE SIMPLIFIED MATH CURRICULUM

THIRD GRADE

Numerical Reasoning

STANDARDS		UNIT / NOTES
3.NR.4.3	Represent fractions, including fractions greater than one, in multiple ways.	Unit 7 **Fully Covered** Focus on number lines
3.NR.4.4	Recognize and generate simple equivalent fractions.	Unit 7 **Fully Covered**

Measurement & Data Reasoning

3.MDR.5.1	Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.	Unit 11 **Fully Covered**
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.	Unit 9 **Fully Covered**
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 9 **Fully Covered**
3.MDR.5.4	Use rulers to measure lengths in halves and fourths (quarters) of an inch and a whole inch.	Unit 11 **Fully Covered**

THE SIMPLIFIED MATH CURRICULUM

THIRD GRADE

Measurement & Data Reasoning

STANDARDS		UNIT / NOTES
3.MDR.5.5	Estimate and measure liquid volumes, lengths and masses of objects using customary units. Solve problems involving mass, length, and volume given in the same unit, and reason about the relative sizes of measurement units within the customary system.	Unit 10 **Partially Covered** Focus on liquid volumes and mass not length.

Geometric & Spatial Reasoning

3.GSR.6.1	Identify perpendicular line segments, parallel line segments, and right angles, identify these in polygons, and solve problems involving parallel line segments, perpendicular line segments, and right angles.	Unit 8 **Fully Covered**
3.GSR.6.2	Classify, compare, and contrast polygons, with a focus on quadrilaterals, based on properties. Analyze specific 3-dimensional figures to identify and describe quadrilaterals as faces of these figures.	Unit 8 **Partially Covered** Focus on 2D figures not 3D figures.
3.GSR.6.3	Identify lines of symmetry in polygons.	**Not Covered** Covered in 4th Grade
3.GSR.7.1	Investigate area by covering the space of rectangles presented in realistic situations using multiple copies of the same unit, with no gaps or overlaps, and determine the total area (total number of units that covered the space).	Unit 5 **Fully Covered**
3.GSR.7.2	Determine the area of rectangles (or shapes composed of rectangles) presented in relevant problems by tiling and counting.	Unit 5 **Fully Covered**

THE SIMPLIFIED MATH CURRICULUM

THIRD GRADE

Geometric & Spatial Reasoning

STANDARDS		UNIT / NOTES
3.GSR.7.3	Discover and explain how area can be found by multiplying the dimensions of a rectangle.	Unit 5 **Fully Covered**
3.GSR.8.1	Determine the perimeter of a polygon and explain that the perimeter represents the distance around a polygon. Solve problems involving perimeters of polygons.	Unit 5 **Fully Covered**
3.GSR.8.2	Investigate and describe how rectangles with the same perimeter can have different areas or how rectangles with the same area can have different perimeters.	Unit 5 **Fully Covered**

THE SIMPLIFIED MATH CURRICULUM

FOURTH GRADE

Numerical Reasoning – Whole Numbers

	STANDARDS	UNIT / NOTES
4.NR.1.1	Read and write multi-digit whole numbers to the hundred-thousands place using base-ten numerals and expanded form.	Unit 1 **Fully Covered** *word form is also covered*
4.NR.1.2	Recognize and show that a digit in one place has a value ten times greater than what it represents in the place to its right and extend this understanding to determine the value of a digit when it is shifted to the left or right, based on the relationship between multiplication and division.	Unit 1 **Fully Covered**
4.NR.1.3	Use place value reasoning to represent, compare, and order multi-digit numbers, using >, =, and < symbols to record the results of comparisons.	Unit 1 **Fully Covered**
4.NR.1.4	Use place value understanding to round multi-digit whole numbers.	Unit 1 **Fully Covered**
4.NR.2.1	Fluently add and subtract multi-digit numbers to solve practical, mathematical problems using place value understanding, properties of operations, and relationships between operations.	Unit 2 **Fully Covered**
4.NR.2.2	Interpret, model, and solve problems involving multiplicative comparison.	Unit 4 **Fully Covered**
4.NR.2.3	Solve relevant problems involving multiplication of a number with up to four digits by a 1-digit whole number or involving multiplication of two two-digit numbers using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Unit 3 **Fully Covered**

THE SIMPLIFIED MATH CURRICULUM

FOURTH GRADE

Numerical Reasoning – Whole Numbers

STANDARDS		UNIT / NOTES
4.NR.2.4	Solve authentic division problems involving up to 4-digit dividends and 1digit divisors (including whole number quotients with remainders) using strategies based on place-value understanding, properties of operations, and the relationships between operations.	Unit 4 **Fully Covered**
4.NR.2.5	Solve multi-step problems using addition, subtraction, multiplication, and division involving whole numbers. Use mental computation and estimation strategies to justify the reasonableness of solutions.	Unit 2 / Unit 4 **Fully Covered**

Patterning and Algebraic Reasoning

4.PAR.3.1	Generate both number and shape patterns that follow a provided rule.	Unit 5 **Fully Covered**
4.PAR.3.2	Use input-output rules, tables, and charts to represent and describe patterns, find relationships, and solve problems.	Unit 5 **Partially Covered** Input/output tables are not used to find patterns
4.PAR.3.3	Find factor pairs in the range 1–100 and find multiples of single-digit numbers up to 100.	Unit 5 **Fully Covered**
4.PAR.3.4	Identify composite numbers and prime numbers and explain the relationship with the factor pairs.	Unit 5 **Fully Covered**

THE SIMPLIFIED MATH CURRICULUM

FOURTH GRADE

Numerical Reasoning - Fractions

STANDARDS		UNIT / NOTES
4.NR.4.1	Using concrete materials, drawings, and number lines, demonstrate and explain the relationship between equivalent fractions, including fractions greater than one, and explain the identity property of multiplication as it relates to equivalent fractions. Generate equivalent fractions using these relationships.	Unit 6 **Fully Covered**
4.NR.4.2	Compare two fractions with the same numerator or the same denominator by reasoning about their size and recognize that comparisons are valid only when the two fractions refer to the same whole.	Unit 6 **Fully Covered**
4.NR.4.3	Compare two fractions with different numerators and/or different denominators by flexibly using a variety of tools and strategies and recognize that comparisons are valid only when the two fractions refer to the same whole.	Unit 6 **Fully Covered**
4.NR.4.4	Represent whole numbers and fractions as the sum of unit fractions.	Unit 7 **Fully Covered**
4.NR.4.5	Represent a fraction as a sum of fractions with the same denominator in more than one way, recording with an equation.	Unit 7 **Fully Covered**
4.NR.4.6	Add and subtract fractions and mixed numbers with like denominators using a variety of tools.	Unit 7 **Fully Covered**

THE SIMPLIFIED MATH CURRICULUM

FOURTH GRADE

Numerical Reasoning - Decimals

	STANDARDS	UNIT / NOTES
4.NR.5.1	Demonstrate and explain the concept of equivalent fractions with denominators of 10 and 100, using concrete materials and visual models. Add two fractions with denominators of 10 and 100.	Unit 9 **Fully Covered**
4.NR.5.2	Represent, read, and write fractions with denominators of 10 or 100 using decimal notation, and decimal numbers to the hundredths place as fractions, using concrete materials and drawings.	Unit 9 **Fully Covered**
4.NR.5.3	Compare two decimal numbers to the hundredths place by reasoning about their size. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions.	Unit 9 **Fully Covered**

Measurement and Data Reasoning

4.MDR.6.1	Use the four operations to solve problems involving elapsed time to the nearest minute, intervals of time, metric measurements of liquid volumes, lengths, distances, and masses of objects, including problems involving fractions with like denominators, and also problems that require expressing measurements given in a larger unit in terms of a smaller unit, and expressing a smaller unit in terms of a larger unit based on the idea of equivalence.	Unit 11 **Fully Covered**
4.MDR.6.2	Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.	**Not Covered**
4.MDR.6.3	Create dot plots to display a distribution of numerical (quantitative) measurement data.	Unit 11 **Fully Covered**

THE SIMPLIFIED MATH CURRICULUM

FOURTH GRADE

Geometric & Spatial Reasoning

	STANDARDS	UNIT / NOTES
4.GSR.7.1	Recognize angles as geometric shapes formed when two rays share a common endpoint. Draw right, acute, and obtuse angles based on the relationship of the angle measure to 90 degrees.	Unit 10 **Fully Covered**
4.GSR.7.2	Measure angles in reference to a circle with the center at the common endpoint of two rays. Determine an angle's measure in	Unit 10 **Fully Covered**
4.GSR.8.1	Explore, investigate, and draw points, lines, line segments, rays, angles (right, acute, obtuse), perpendicular lines, parallel lines, and lines of symmetry. Identify these in two dimensional figures.	Unit 10 **Fully Covered**
4.GSR.8.2	Classify, compare, and contrast polygons based on lines of symmetry, the presence or absence of parallel or perpendicular line segments, or the presence or absence of angles of a specified size and based on side lengths.	Unit 10 **Fully Covered**
4.GSR.8.3	Solve problems involving area and perimeter of composite rectangles involving whole numbers with known side lengths.	Unit 11 **Fully Covered**

THE SIMPLIFIED MATH CURRICULUM

FIFTH GRADE

Numerical Reasoning – Whole Numbers

STANDARDS		UNIT / NOTES
5.NR.1.1	Explain that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	Unit 3 **Fully Covered**
5.NR.1.2	Explain patterns in the placement of digits when multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10, up to 103.	Unit 4 **Fully Covered**
5.NR.2.1	Fluently multiply multi-digit (up to 3digit by 2-digit) whole numbers to solve authentic problems.	Unit 2 **Fully Covered**
5.NR.2.2	Fluently divide multi-digit whole numbers (up to 4-digit dividends and 2-digit divisors no greater than 25) to solve practical problems.	Unit 2 **Fully Covered** *Includes divisors greater than 25*

THE SIMPLIFIED MATH CURRICULUM

FIFTH GRADE

Numerical Reasoning – Fractions

STANDARDS		UNIT / NOTES
5.NR.3.1	Explain the meaning of a fraction as division of the numerator by the denominator ($a\ b$ = a ÷ b). Solve problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.	Unit 5 **Fully Covered**
5.NR.3.2	Compare and order up to three fractions with different numerators and/or different denominators by flexibly using a variety of tools and strategies.	**Not Covered** Covered in 4th Grade
5.NR.3.3	Model and solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators.	Unit 5 **Fully Covered**
5.NR.3.4	Model and solve problems involving multiplication of a fraction and a whole number.	Unit 6 **Fully Covered** Includes multiplying 2 fractions
5.NR.3.5	Explain why multiplying a whole number by a fraction greater than one results in a product greater than the whole number, and why multiplying a whole number by a fraction less than one results in a product less than the whole number and multiplying a whole number by a fraction equal to one results in a product equal to the whole number.	Unit 6 **Fully Covered**
5.NR.3.6	Model and solve problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.	Unit 6 **Fully Covered**

THE SIMPLIFIED MATH CURRICULUM

FIFTH GRADE

Numerical Reasoning – Decimals

STANDARDS		UNIT / NOTES
5.NR.4.1	Read and write decimal numbers to the thousandths place using base-ten numerals written in standard form and expanded form.	Unit 3 **Fully Covered**
5.NR.4.2	Represent, compare, and order decimal numbers to the thousandths place based on the meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Unit 3 **Fully Covered**
5.NR.4.3	Use place value understanding to round decimal numbers to the hundredths place.	Unit 3 **Fully Covered**
5.NR.4.4	Solve problems involving addition and subtraction of decimal numbers to the hundredths place using a variety of strategies.	Unit 3 **Fully Covered** Includes multiplying and dividing decimals

Numerical Reasoning – Expressions

5.NR.5.1	Write, interpret, and evaluate simple numerical expressions involving whole numbers with or without grouping symbols to represent actual situations.	Unit 1 **Fully Covered**

Patterning and Algebraic Reasoning

5.PAR.6.1	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms by completing a table.	Unit 7 **Fully Covered**
5.PAR.6.2	Represent problems by plotting ordered pairs and explain coordinate values of points in the first quadrant of the coordinate plane.	Unit 7 **Fully Covered**

THE SIMPLIFIED MATH CURRICULUM

FIFTH GRADE

Measurement and Data Reasoning

STANDARDS		UNIT / NOTES
5.MDR.7.1	Explore realistic problems involving different units of measurement, including distance, mass, weight, volume, and time.	Unit 9 **Fully Covered**
5.MDR.7.2	Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.	Unit 9 **Fully Covered**
5.MDR.7.3	Convert among units within the metric system and then apply these conversions to solve multistep, practical problems.	Unit 9 **Fully Covered**
5.MDR.7.4	Convert among units within relative sizes of measurement units within the customary measurement system.	Unit 9 **Fully Covered**

Geometric & Spatial Reasoning

5.GSR.8.1	Classify, compare, and contrast polygons based on properties.	Unit 8 **Fully Covered**
5.GSR.8.2	Determine, through exploration and investigation, that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	Unit 8 **Fully Covered**
5.GSR.8.3	Investigate volume of right rectangular prisms by packing them with unit cubes without gaps or overlaps. Then, determine the total volume to solve problems.	Unit 10 **Fully Covered**
5.GSR.8.4	Discover and explain how the volume of a right rectangular prism can be found by multiplying the area of the base times the height to solve authentic, mathematical problems.	Unit 10 **Fully Covered**