

Georgia
Georgia Performance Standards (GPS)
Mathematics - Grade 2
Correlations with Gourmet Curriculum Press, Inc.®
 1.800.900.2290

Concepts / Skills to Maintain
<ul style="list-style-type: none"> • Fluency with single digit addition / subtraction facts to 18 • Fair trades with coins or bills • Duration and sequence of events • Number patterns - skip count, odd / even • Fact Families • Fractions -- halves, fourths • Tally marks • Picture graphs • Estimation -- rounding to nearest ten

<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Instructional Target</i>	<i>Gourmet Resource</i>	<i>Taught</i>	<i>Tested</i>
M 2 N.	<i>Numbers and Operations</i>			
	Students will further develop their understanding of number - including fractions - and how to represent them. The students will understand and apply addition, subtraction and multiplication through concrete manipulation and perform basic calculations.			
M 2 N 1.	Students will understand the place value representation of whole numbers through four digits.			
a.	<ul style="list-style-type: none"> • <i>Represent numbers using a variety of models, diagrams, and number sentences (e.g., 4703 represented as 4,000 + 700 + 3, and units, 47 hundreds + 3, or 4,500 + 203).</i> 	Appetizers 1 B; Main Dish Objective 1 (Number Concepts)		

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b.	<ul style="list-style-type: none"> Understand the relative magnitudes of numbers using 10 as a unit, 100 as a unit, or 1000 as a unit. Represent 2-digit numbers with drawings of tens and ones and 3-digit numbers with drawings of hundreds, tens, and ones. 	Appetizers 1 B; Main Dish Objective 1 (Number Concepts)		
c.	<ul style="list-style-type: none"> Use money as a medium of exchange. Count back change and use decimal notation and the dollar and cent symbols to represent a collection of coins and currency. 	Appetizers 6 C; 7 C; Main Dish Objectives 6 (Addition); 7 (Subtraction)		
M 2 N 2.	Students will build fluency with multi-digit addition and subtraction.			
a.	<ul style="list-style-type: none"> Correctly add and subtract two whole numbers up to three-digits each with regrouping. 	Appetizers 6 B; 7 B; Main Dish Objectives 6 (Addition); 7 (Subtraction)		
b.	<ul style="list-style-type: none"> Understand and use the inverse relation, between addition and subtraction to solve problems and check solutions. 	Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations)		
c.	<ul style="list-style-type: none"> Use mental math strategies such as benchmark numbers to solve problems. 	Appetizers 2 A-C; Main Dish Objective 2 (Mathematical Relations)		
d.	<ul style="list-style-type: none"> Use basic properties of addition (commutative, associative, and identity) to simplify problems (e.g. $98 + 17$ by taking two from 17 and adding it to the 98 to make 100 and replacing the original problem by the sum $100 + 15$). 	Appetizers 2 A-D; Main Dish Objective 2 (Mathematical Relations)		

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e.	<ul style="list-style-type: none"> Estimate to determine if solutions are reasonable for addition and subtraction. 	Appetizers 10 A-C; 13 A; Main Dish Objectives 10 (Estimation); 13 (Reasonableness)		
M 2 N 3.	Students will understand multiplication, multiply numbers, and verify results.			
a.	<ul style="list-style-type: none"> Understand multiplication as repeated addition. 	Appetizers 8 A; Main Dish Objective 8 (Multiplication)		
b.	<ul style="list-style-type: none"> Use repeated addition, arrays, and counting by multiples (skip counting) to correctly multiply 1-digit numbers and construct the multiplication table. 	Appetizers 2 E; 8 A; Main Dish Objectives 2 (Mathematical Relations); 8 (Multiplication)		
c.	<ul style="list-style-type: none"> Use the multiplication table (grid) to determine a product of two numbers. 	Appetizers 8 A; Main Dish Objective 8 (Multiplication)		
d.	<ul style="list-style-type: none"> Use repeated subtraction, equal sharing, and forming equal groups to divide large collections of objects and determine factors for multiplication. 	Appetizers 9 A; Main Dish Objective 9 (Division)		
M 2 N 4.	Students will understand and compare common fractions with small denominators.			
a.	<ul style="list-style-type: none"> Model, identify, label, and compare fractions (thirds, sixths, eighths, tenths) as a representation of equal parts of a whole or of a set. 	Appetizers 1 E; Main Dish Objective 1 (Number Concepts)		
b.	<ul style="list-style-type: none"> Know that when all fraction parts are included, such as three thirds, the result is equal to the whole. 	Appetizers 1 E; Main Dish Objective 1 (Number Concepts)		

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M 2 N 5.	Students will represent and interpret quantities and relationships using mathematical expressions including equality and inequality signs (= , < , >).			
a.	<ul style="list-style-type: none"> • <i>Include the use of boxes or <u> </u> to represent a missing value.</i> 	Appetizers 2 A-D; 11 B; 12 A; Main Dish Objectives 2 (Mathematical Relations); 11 (Problem Solving); 12 (Mathematical Representation)		
b.	<ul style="list-style-type: none"> • <i>Represent problem solving situations where addition, subtraction or multiplication may be applied using mathematical expressions.</i> 	Appetizers 11 A & B; 12 A & B; Main Dish Objectives 11 (Problem Solving); 12 (Mathematical Representation)		
M 2 M.	<i>Measurement</i>			
	Students will understand length, time, and temperature and choose an appropriate tool to measure them.			
M 2 M 1.	Students will know the standard units of inch, foot, yard, and metric units of centimeter and meter and measure length to the nearest inch or centimeter.			
a.	<ul style="list-style-type: none"> • <i>Compare the relationship of one unit to another by measuring objects twice using different units each time.</i> 	Appetizers 4 B; Main Dish Objective 4 (Measurement)		
b.	<ul style="list-style-type: none"> • <i>Estimate lengths, and then measure to determine if estimation were reasonable.</i> 	Appetizers 4 A & B; Main Dish Objective 4 (Measurement)		
c.	<ul style="list-style-type: none"> • <i>Determine an appropriate tool and unit for measuring.</i> 	Appetizers 4 A & B; Main Dish Objective 4 (Measurement)		

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M 2 M 2.	Students will tell time to the nearest five minutes and know relationships of time such as the number of minutes in an hour and hours in a day.			
M 2 M 3.	Students will estimate, then measure, temperature (Fahrenheit) and determine if estimations were reasonable.			
M 2 G.	<i>Geometry</i>			
	Students will understand basic and compound geometric shapes together with the elements from which they are composed.			
M 2 G 1.	Students will describe and classify plane figures (triangles, square, rectangle, trapezoid, quadrilateral, pentagon, hexagon, and irregular polygon shapes) according to the number of edges and vertices and the sizes of angles (right angle, obtuse, acute)			
M 2 G 2.	Students will describe and classify solid geometric figures (prisms, cylinders, cones, and spheres) according to such things as the number of edges and vertices, and the number and shape of faces and angles.			
a.	<ul style="list-style-type: none"> Recognize the (plane) shapes of the faces of a geometric solid and count the number of faces of each type. 	Appetizers 3 A & B; Main Dish Objective 3 (Geometry)		
b.	<ul style="list-style-type: none"> Recognize the shape of an angle as a right angle, an obtuse or acute angle. 	Appetizers 3 A & B; Main Dish Objective 3 (Geometry)		
M 2 G 3.	Students will describe the change in attributes as two and three-dimensional shapes are cut and rearranged.			

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M 2 D.	<i>Data Analysis and Probability</i>			
	Students will pose questions, collect, organize, and interpret data about themselves and their surroundings.			
M 2 D 1.	Students will create simple tables and graphs and interpret their meaning.			
a.	<ul style="list-style-type: none"> Organize and display data using picture graphs, Venn diagrams, bar graphs, and simple charts/tables to record results. 	Appetizers 5 A; 12 C; Main Dish Objectives 5 (Probability/Statistics); 12 (Mathematical Representation)		
b.	<ul style="list-style-type: none"> Know how to interpret picture graphs, Venn diagrams, and bar graphs. 	Appetizers 5 A-C; 12 C; Main Dish Objectives 5 (Probability/Statistics); 12 (Mathematical Representation)		
M 2 P.	<i>Process Skills</i>			
	Students will apply mathematical concepts and skills in the context of authentic problems and will understand concepts rather than merely following a sequence of procedures. The students will use the process standards as a way of acquiring and using content knowledge.			
M 2 P 1.	Students will solve problems that arise in mathematics and in other contexts.			
a.	<ul style="list-style-type: none"> Solve non-routine word problems using the strategies of use or look for a pattern or guess and check as well as all strategies learned in previous grades. 	Appetizers 2 F & G; Main Dish Objective 2 (Mathematical Relations)		
b.	<ul style="list-style-type: none"> The student will solve single step routine word problems related to all appropriate second grade math standards. 	Appetizers 11 A & B; 12 A & B; Main Dish Objectives 11 (Problem Solving); 12 (Mathematical Representation)		

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c.	• <i>Determine the operation(s) needed to solve a problem.</i>	Appetizers 11 A; Main Dish Objective 11 (Problem Solving)		
d.	• <i>Determine the most efficient way to solve a problem (mentally, paper/pencil, or calculator).</i>	N/A		
M 2 P 2.	Students will be able to investigate, develop, and evaluate mathematical arguments.			
M 2 P 3.	Students will be able to use the language of mathematics to express ideas precisely.			
M 2 P 4.	Students understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.			
M 2 P 5.	Students will be able to create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.			