



# Common Core Georgia Performance Standards CCGPS

Curriculum Maps

Grade K - 12

**Mathematics**



*Dr. John D. Barge, State School Superintendent*  
*"Making Education Work for All Georgians"*

**Georgia Department of Education**  
**Common Core Georgia Performance Standards**  
**Elementary School Mathematics**  
**Kindergarten – At a Glance**

Common Core Georgia Performance Standards: Curriculum Map

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
<b>Sophisticated Shapes</b>	<b>Counting With Friends</b>	<b>Comparing Numbers</b>	<b>Measuring and Analyzing Data</b>	<b>Investigating Addition and Subtraction</b>	<b>Further Investigation of Addition and Subtraction</b>	<b>Show What We Know</b>
MCCK.G.1 MCCK.G.2 MCCK.G.3 MCCK.G.4 MCCK.G.5 MCCK.G.6 MCCK.MD.3	MCCK.CC.1 MCCK.CC.2 MCCK.CC.3 MCCK.CC.4 MCCK.MD.3	MCCK.NBT.1 MCCK.CC.3 MCCK.CC.4a MCCK.CC.5 MCCK.CC.6 MCCK.CC.7 MCCK.MD.3	MCCK.MD.1 MCCK.MD.2 MCCK.MD.3	MCCK.OA.1 MCCK.OA.2 MCCK.OA.3 MCCK.OA.4 MCCK.OA.5	MCCK.OA.2 MCCK.OA.3 MCCK.OA.4 MCCK.OA.5	<b>ALL</b>
<p>These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts and standards addressed in earlier units.            All units include the Mathematical Practices and indicate skills to maintain.</p>						

**NOTE:** 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.

**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 Department of Education**  
**Common Core Georgia Performance Standards**  
**Kindergarten**

Common Core Georgia Performance Standards: Curriculum Map			
Standards for Mathematical Practice (the context in which mathematics is learned)			
<p>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.</p>		<p>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.</p>	
Unit 1	Unit 2	Unit 3	Unit 4
Sophisticated Shapes	Counting with Friends	Comparing Numbers	Investigating Addition and Subtraction
<p><b><u>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</u></b>  <b>MCCK.G.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind,</i> and <i>next to</i>.  <b>MCCK.G.2</b> Correctly name shapes regardless of their orientations or overall size.  <b>MCCK.G.3</b> Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).  <u>Analyze, compare, create, and compose shapes.</u>  <b>MCCK.G.4</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).  <b>MCCK.G.5</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.  <b>MCCK.G.6</b> Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i></p>	<p><b><u>Know number names and the count sequence</u></b>  <b>MCCK.CC.1</b> Count to 100 by ones and by tens.  <b>MCCK.CC.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).  <b>MCCK.CC.3</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).  <b><u>Count to tell the number of objects.</u></b>  <b>MCCK.CC.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ol style="list-style-type: none"> <li>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</li> <li>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</li> <li>c. Understand that each successive number name refers to a quantity</li> </ol>	<p><b><u>Work with numbers 11–19 to gain foundations for place value.</u></b>  <b>MCCK.NBT.1</b> Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.  <b><u>Know number names and the count sequence.</u></b>  <b>MCCK.CC.3</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).  <b><u>Count to tell the number of objects.</u></b>  <b>MCCK.CC.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ol style="list-style-type: none"> <li>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</li> </ol> <p><b>MCCK.CC.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration;</p>	<p><b><u>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</u></b>  <b>MCCK.OA.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings<sup>5</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.  <b>MCCK.OA.2</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  <b>MCCK.OA.3</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).  <b>MCCK.OA.4</b> For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.  <b>MCCK.OA.5</b> Fluently add and subtract within 5.</p>

<sup>5</sup> Drawings need not show details, but should show the mathematics in the problem.

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<p><b><u>Classify objects and count the number of objects in each category.</u></b>  <b>MCCK.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.<sup>1</sup></p>	<p>that is one larger.  <b><u>Classify objects and count the number of objects in each category.</u></b>  <b>MCCK.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.<sup>2</sup></p>	<p>given a number from 1–20, count out that many objects.  <b><u>Compare numbers.</u></b>  <b>MCCK.CC.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.<sup>3</sup>  <b>MCCK.CC.7</b> Compare two numbers between 1 and 10 presented as written numerals.  <b><u>Classify objects and count the number of objects in each category.</u></b>  <b>MCCK.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.<sup>4</sup></p>	
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<sup>1</sup> Limit category counts to be less than or equal to 10.

<sup>2</sup> Limit category counts to be less than or equal to 10.

<sup>3</sup> Include groups with up to ten objects.

<sup>4</sup> Limit category counts to be less than or equal to 10.

**Georgia Department of Education  
Common Core Georgia Performance Standards  
Kindergarten**

Common Core Georgia Performance Standards: Curriculum Map		
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>	
Unit 5	Unit 6	Unit 7
Further Investigation of Addition and Subtraction	Measuring and Analyzing Data	Show What We Know
<p><b><u>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</u></b>  <b>MCCK.OA.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings<sup>6</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.  <b>MCCK.OA.2</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  <b>MCCK.OA.3</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).  <b>MCCK.OA.4</b> For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.  <b>MCCK.OA.5</b> Fluently add and subtract within 5.</p>	<p><b><u>Describe and compare measurable attributes.</u></b>  <b>MCCK.MD.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.  <b>MCCK.MD.2</b> Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>  <b><u>Classify objects and count the number of objects in each category.</u></b>  <b>MCCK.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.<sup>7</sup></p>	<p>ALL</p>

<sup>6</sup> Drawings need not show details, but should show the mathematics in the problem.

<sup>7</sup> Limit category counts to be less than or equal to 10.

**Georgia Department of Education  
Common Core Georgia Performance Standards  
Elementary School Mathematics  
First Grade – At a Glance**

Common Core Georgia Performance Standards: Curriculum Map						
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
<b>Creating Routines Using Data</b>	<b>Developing Base Ten Number Sense</b>	<b>Understanding Shapes and Fractions</b>	<b>Sorting, Comparing and Ordering</b>	<b>Understanding Place Value</b>	<b>Operations and Algebraic Thinking</b>	<b>Show What We Know</b>
MCC1.NBT.1 MCC1.MD.4	MCC1.NBT.1 MCC1.MD.4	MCC1.G.1 MCC1.G.2 MCC1.G.3 MCC1.MD.4	MCC1.MD.1 MCC1.MD.2 MCC1.MD.3 MCC1.MD.4	MCC1.NBT.2 MCC1.NBT.3 MCC1.NBT.4 MCC1.NBT.5 MCC1.NBT.6 MCC1.MD.4	MCC1.OA.1 MCC1.OA.2 MCC1.OA.3 MCC1.OA.4 MCC1.OA.5 MCC1.OA.6 MCC1.OA.7 MCC1.OA.8 MCC1.MD.4	<b>ALL</b>
These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units. All units will include the Mathematical Practices and indicate skills to maintain.						

**NOTE:** 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.

**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 Department of Education  
Common Core Georgia Performance Standards  
First Grade

Common Core Georgia Performance Standards: Curriculum Map			
Standards for Mathematical Practice			
<p>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.</p>		<p>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.</p>	
Unit 1	Unit 2	Unit 3	Unit 4
Creating Routines Using Data	Developing Base Ten Number Sense	Understanding Shapes and Fractions	Sorting, Comparing and Ordering
<p><b><u>Extend the counting sequence</u></b> MCC1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. <b><u>Represent and interpret data.</u></b> MCC1.MD.4 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>Extend the counting sequence</u></b> MCC1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. <b><u>Represent and interpret data.</u></b> MCC1.MD.4 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>Reason with shapes and their attributes.</u></b> MCC1.G.1 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. MCC1.G.2 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> MCC1.G.3 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.</p>	<p><b><u>Measure lengths indirectly and by iterating length units</u></b> MCC1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. MCC1.MD.2 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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i> <b><u>Tell and write time.</u></b> MCC1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks. <b><u>Represent and interpret data.</u></b> MCC1.MD.4 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>

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

**Georgia Department of Education  
Common Core Georgia Performance Standards  
First Grade**

Common Core Georgia Performance Standards: Curriculum Map		
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>	
Unit 5	Unit 6	Unit 7
Understanding Place Value	Operations and Algebraic Thinking	Show What We Know
<p><b><u>Understand place value</u></b>  <b>MCC1.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:</p> <ul style="list-style-type: none"> <li>a. 10 can be thought of as a bundle of ten ones — called a “ten.”</li> <li>b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</li> <li>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).</li> </ul> <p><b>MCC1.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>.</p> <p><b><u>Use place value understanding and properties of operations to add and subtract.</u></b>  <b>MCC1.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, 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.  <b>MCC1.NBT.5</b> Given a two-digit number, mentally find 10</p>	<p><b><u>Represent and solve problems involving addition and subtraction.</u></b>  <b>MCC1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.<sup>2</sup>  <b>MCC1.OA.2</b> Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  <b><u>Understand and apply properties of operations and the relationship between addition and subtraction.</u></b>  <b>MCC1.OA.3</b> Apply properties of operations as strategies to add and subtract.<sup>3</sup>            Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.)  <b>MCC1.OA.4</b> Understand subtraction as an unknown-addend problem. For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.  <b><u>Add and subtract within 20</u></b>  <b>MCC1.OA.5</b> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).  <b>MCC1.OA.6</b> Add and subtract within 20, demonstrating</p>	<p><b>ALL</b></p>

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

<sup>3</sup> Students need not use formal terms for these properties. Problems should be within 20.

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<p>more or 10 less than the number, without having to count; explain the reasoning used.</p> <p><b>MCC1.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.</p> <p><b><u>Represent and interpret data.</u></b></p> <p><b>MCC1.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>fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p> <p><b><u>Work with addition and subtraction equations</u></b></p> <p><b>MCC1.OA.7</b> Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</p> <p><b>MCC1.OA.8</b> Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = \square - 3</math>, <math>6 + 6 = \Delta</math>.</p> <p><b><u>Represent and interpret data.</u></b></p> <p><b>MCC1.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>	
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**Georgia Department of Education  
Common Core Georgia Performance Standards  
Elementary School Mathematics  
Second Grade – At a Glance**

Common Core Georgia Performance Standards: Curriculum Map						
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
<b>Extending Base Ten Understanding</b>	<b>Becoming Fluent with Addition and Subtraction</b>	<b>Understanding Measurement, Length, and Time</b>	<b>Applying Base Ten Understanding</b>	<b>Understanding Plane and Solid Figures</b>	<b>Developing Multiplication</b>	<b>Show What We Know</b>
MCC2.NBT.1 MCC2.NBT.2 MCC2.NBT.3 MCC2.NBT.4 MCC2.MD.4 MCC2.MD.10	MCC2.OA.1 MCC2.OA.2 MCC2.NBT.5 MCC2.MD.10	MCC2.MD.1 MCC2.MD.2 MCC2.MD.3 MCC2.MD.4 MCC2.MD.5 MCC2.MD.6 MCC2.MD.7 MCC2.MD.9 MCC2.MD.10	MCC2.NBT.6 MCC2.NBT.7 MCC2.NBT.8 MCC2.NBT.9 MCC2.MD.8 MCC2.MD.10	MCC2.G.1 MCC2.G.2 MCC2.G.3 MCC2.MD.10	MCC2.OA.3 MCC2.OA.4 MCC2.MD.10	<b>ALL</b>
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Georgia Department of Education

Common Core Georgia Performance Standards  
Second Grade

Common Core Georgia Performance Standards: Curriculum Map			
Standards for Mathematical Practice			
<p>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.</p>		<p>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.</p>	
Unit 1	Unit 2	Unit 3	Unit 4
Extending Base Ten Understanding	Becoming Fluent with Addition and Subtraction	Understanding Measurement, Length, and Time	Applying Base Ten Understanding
<p><b>Understand place value.</b> <b>MCC2.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>MCC2.NBT.2</b> Count within 1000; skip-count by 5s, 10s, and 100s. <b>MCC2.NBT.3</b> Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. <b>MCC2.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. Represent and interpret data <b>MCC2.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</p>	<p><b>Represent and solve problems involving addition and subtraction.</b> <b>MCC2.OA.1</b> Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.<sup>2</sup> Add and subtract within 20. <b>MCC2.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. Use place value understanding and properties of operations to add and subtract. <b>MCC2.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. Represent and interpret data <b>MCC2.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</p>	<p><b>Measure and estimate lengths in standard units.</b> <b>MCC2.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>MCC2.MD.2</b> Measure the length of an object twice, using length units of different lengths for the two measurements; <b>MCC2.MD.3</b> Estimate lengths using units of inches, feet, centimeters, and meters. <b>MCC2.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. Relate addition and subtraction to length. <b>MCC2.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>MCC2.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>	<p><b>Use place value understanding and properties of operations to add and subtract.</b> <b>MCC2.NBT.6</b> Add up to four two-digit numbers using strategies based on place value and properties of operations. <b>MCC2.NBT.7</b> Add and subtract within 1000, 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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. <b>MCC2.NBT.8</b> Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. <b>MCC2.NBT.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.<sup>6</sup> Represent and interpret data <b>MCC2.MD.8</b> Solve word problems involving dollar bills, quarters, dimes, nickels, and</p>

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<p>simple put-together, take-apart, and compare problems<sup>1</sup> using information presented in a bar graph.</p>	<p>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>MCC2.MD.7</b> Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.  <b>MCC2.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?                      Represent and interpret data  <b>MCC2.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.                      Represent and interpret data  <b>MCC2.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>	<p>pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?  <b>MCC2.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>7</sup> using information presented in a bar graph.</p>
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<sup>2</sup> See Glossary, Table 1.

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

<sup>6</sup> Explanations may be supported by drawings or objects.

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

<sup>4</sup> See Glossary, Table 1.

<sup>5</sup> See Glossary, Table 1.

<sup>7</sup> See Glossary, Table 1.

**Georgia Department of Education  
Common Core Georgia Performance Standards  
Second Grade**

**Common Core Georgia Performance Standards: Curriculum Map**

**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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Unit 5	Unit 6	Unit 7
<b>Understanding Plane and Solid Figures</b>	<b>Developing Multiplication</b>	<b>Show What We Know</b>
<p><b><u>Reason with shapes and their attributes.</u></b>  <b>MCC2.G.1</b> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.<sup>8</sup> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.  <b>MCC2.G.2</b> Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.  <b>MCC2.G.3</b> Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape  <b><u>Represent and interpret data</u></b>  <b>MCC2.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>9</sup> using information presented in a bar graph.</p>	<p><b><u>Work with equal groups of objects to gain foundations for multiplication.</u></b>  <b>MCC2.OA.3</b> Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.  <b>MCC2.OA.4</b> 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.  <b><u>Represent and interpret data</u></b>  <b>MCC2.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>10</sup> using information presented in a bar graph.</p>	<p>ALL</p>

<sup>8</sup> Sizes are compared directly or visually, not compared by measuring.

<sup>9</sup> See Glossary, Table 1.

<sup>10</sup> See Glossary, Table 1.

Georgia Department of Education  
**Common Core Georgia Performance Standards**  
**Elementary School Mathematics**  
**Third Grade – At a Glance**

Common Core Georgia Performance Standards: Curriculum Map

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<b>Numbers and Operations in Base Ten</b>	<b>Operations and Algebraic Thinking: the Relationship Between Multiplication and Division</b>	<b>Operations and Algebraic Thinking: the Properties of Multiplication and Division</b>	<b>Operations and Algebraic Thinking: Patterns in Addition and Multiplication</b>	<b>Geometry</b>	<b>Representing and Comparing Fractions</b>	<b>Measurement</b>	<b>Show What We Know</b>
MCC3.NBT.1 MCC3.NBT.2 MCC3.NBT.3 MCC3.MD.3 MCC3.MD.4	MCC3.OA.1 MCC3.OA.2 MCC3.OA.3 MCC3.OA.4 MCC3.MD.3 MCC3.MD.4	MCC3.OA.5 MCC3.OA.6 MCC3.OA.7 MCC3.MD.3 MCC3.MD.4	MCC3.OA.8 MCC3.OA.9 MCC3.MD.3 MCC3.MD.4 MCC3.MD.5 MCC3.MD.6 MCC3.MD.7	MCC3.G.1 MCC3.G.2 MCC3.MD.3 MCC3.MD.4	MCC3.NF.1 MCC3.NF.2 MCC3.NF.3 MCC3.MD.3 MCC3.MD.4	MCC3.MD.1 MCC3.MD.2 MCC3.MD.3 MCC3.MD.4 MCC3.MD.7 MCC3.MD.8	<b>ALL</b>
<p>These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units.            All units will include the Mathematical Practices and indicate skills to maintain.</p>							

**NOTE:** 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.

**Grades 3-5 Key:** G= Geometry, MD=Measurement and Data, NBT= Number and Operations in Base Ten, NF = Number and Operations, Fractions, OA = Operations and Algebraic Thinking.

**Georgia Department of Education**  
**Common Core Georgia Performance Standards**  
**Third Grade**

Common Core Georgia Performance Standards: Curriculum Map			
Standards for Mathematical Practice			
<p>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.</p>		<p>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.</p>	
Unit 1	Unit 2	Unit 3	Unit 4
Numbers and Operations in Base Ten	Operations and Algebraic Thinking: the Relationship Between Multiplication and Division	Operations and Algebraic Thinking: the Properties of Multiplication and Division	Operations and Algebraic Thinking: Patterns in Addition and Multiplication
<p><u>Use place value understanding and properties of operations to perform multi-digit arithmetic.</u>  <b>MCC3.NBT.1</b> Use place value understanding to round whole numbers to the nearest 10 or 100.  <b>MCC3.1.NBT.2</b> Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.  <b>MCC3.NBT.3</b> Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., <math>9 \times 80</math>, <math>5 \times 60</math>) using strategies based on place value and properties of operations. Represent and interpret data.  <b>MCC3.MD.3</b> Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph</p>	<p><u>Represent and solve problems involving multiplication and division.</u>  <b>MCC3.OA.1</b> Interpret products of whole numbers, e.g., interpret <math>5 \times 7</math> as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as <math>5 \times 7</math>.  <b>MCC3.OA.2</b> Interpret whole-number quotients of whole numbers, e.g., interpret <math>56 \div 8</math> as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as <math>56 \div 8</math>.  <b>MCC3.OA.3</b> Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.<sup>1</sup></p>	<p><u>Understand properties of multiplication and the relationship between multiplication and division.</u>  <b>MCC3.OA.5</b> Apply properties of operations as strategies to multiply and divide.<sup>2</sup>                      Examples: If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known. (Commutative property of multiplication.) <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math>, or by <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math>. (Associative property of multiplication.) Knowing that <math>8 \times 5 = 40</math> and <math>8 \times 2 = 16</math>, one can find <math>8 \times 7</math> as <math>8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56</math>. (Distributive property.)  <b>MCC3.OA.6</b> Understand division as an unknown-factor problem. For example, find <math>32 \div 8</math> by finding the number that makes 32 when multiplied by 8.                      Multiply and divide within 100  <b>MCC3.OA.7</b> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one</p>	<p><u>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</u>  <b>MCC3.OA.8</b> Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.<sup>3</sup>  <b>MCC3.OA.9</b> Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. Represent and interpret data.  <b>MCC3.MD.3</b> Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in</p>

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

<sup>2</sup> Students need not use formal terms for these properties.

<sup>3</sup> This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order where there are no parentheses to specify a particular order (Order of Operations).

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<p>might represent 5 pets.</p> <p><b>MCC3.MD.4</b> Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>	<p><b>MCC3.OA.4</b> Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations <math>8 \times ? = 48</math>, <math>5 = \square \div 3</math>, <math>6 \times 6 = ?</math>. <math>\times ? = 48</math>, <math>5 = \square \div 3</math>, <math>6 \times 6 = ?</math>.</p> <p>Represent and interpret data.</p> <p><b>MCC3.MD.3</b> Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</p> <p><b>MCC3.MD.4</b> Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>	<p>knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. Represent and interpret data.</p> <p><b>MCC3.MD.3</b> Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</p> <p><b>MCC3.MD.4</b> Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>	<p>scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</p> <p><b>MCC3.MD.4</b> Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. Geometric Measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p><b>MCC3.MD.5</b> Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <ol style="list-style-type: none"> <li>a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.</li> <li>b. A plane figure which can be covered without gaps or overlaps by <math>n</math> unit squares is said to have an area of <math>n</math> square units.</li> </ol> <p><b>MCC3.MD.6</b> Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> <p><b>MCC3.MD.7</b> Relate area to the operations of multiplication and addition.</p> <ol style="list-style-type: none"> <li>a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</li> <li>b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</li> <li>c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths <math>a</math> and <math>b + c</math> is the sum of <math>a \times b</math> and <math>a \times c</math>. Use area models to represent the distributive property in</li> </ol>
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			mathematical reasoning. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
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**Georgia Department of Education  
Common Core Georgia Performance Standards  
Third Grade**

Common Core Georgia Performance Standards: Curriculum Map			
Standards for Mathematical Practice			
<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.		<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.	
Unit 5	Unit 6	Unit 7	Unit 8
Geometry	Representing and Comparing Fractions	Measurement	Show What We Know
<u><b>Reason with shapes and their attributes.</b></u> <b>MCC3.G.1</b> Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. <b>MCC3.G.2</b> Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i> <u><b>Represent and interpret data.</b></u> <b>MCC3.MD.3</b> Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i> <b>MCC3.MD.4</b> Generate measurement data by	<u><b>Develop understanding of fractions as numbers.</b></u> <b>MCC3.NF.1</b> Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$ . <b>MCC3.NF.2</b> Understand a fraction as a number on the number line; represent fractions on a number line diagram. <ol style="list-style-type: none"> <li>a. Represent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.</li> <li>b. Represent a fraction <math>a/b</math> on a number line diagram by marking off <math>a</math> lengths <math>1/b</math> from 0. Recognize that the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line.</li> </ol> <b>MCC3.NF.3</b> Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	<u><b>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</b></u> <b>MCC3.MD.1</b> Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. <b>MCC3.MD.2</b> Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). <sup>4</sup> Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. <sup>5</sup> <u><b>Represent and interpret data.</b></u> <b>MCC3.MD.3</b> Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i> <b>MCC3.MD.4</b> Generate measurement data by	ALL

<sup>4</sup> Excludes compound units such as  $\text{cm}^3$  and finding the geometric volume of a container.

<sup>5</sup> Excludes multiplicative comparison problems (problems involving notions of “times as much”; see Glossary, Table 2).

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<p>measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.</p>	<p>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>b. Recognize and generate simple equivalent fractions, e.g., <math>1/2 = 2/4</math>, <math>4/6 = 2/3</math>. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p> <p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form <math>3 = 3/1</math>; recognize that <math>6/1 = 6</math>; locate <math>4/4</math> and 1 at the same point of a number line diagram.</i></p> <p>d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p> <p><b><u>Represent and interpret data.</u></b>  <b>MCC3.MD.3</b> Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p> <p><b>MCC3.MD.4</b> Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.</p>	<p>measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.</p> <p><b>MCC3.MD.7</b> Relate area to the operations of multiplication and addition.</p> <p>a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p> <p>b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths <math>a</math> and <math>b + c</math> is the sum of <math>a \times b</math> and <math>a \times c</math>. Use area models to represent the distributive property in mathematical reasoning.</p> <p>d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p> <p><b><u>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</u></b>  <b>MCC3.MD.8</b> Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>
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Georgia Department of Education  
**Common Core Georgia Performance Standards**  
**Elementary School Mathematics**  
**Fourth Grade – At a Glance**

Common Core Georgia Performance Standards: Curriculum Map

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<b>Whole Numbers, Place Value and Rounding in Computation</b>	<b>Fraction Equivalents</b>	<b>Adding and Subtracting Fractions</b>	<b>Multiplying and Dividing Fractions</b>	<b>Fractions and Decimals</b>	<b>Geometry</b>	<b>Measurement</b>	<b>Show What We Know</b>
MCC4.NBT.1 MCC4.NBT.2 MCC4.NBT.3 MCC4.NBT.4 MCC4.NBT.5 MCC4.NBT.6 MCC4.OA.1 MCC4.OA.2 MCC4.OA.3 MCC4.OA.4 MCC4.OA.5	MCC4.NF.1 MCC4.NF.2 MCC4.OA.1 MCC4.OA.4	MCC4.NF.3	MCC4.NF.4	MCC4.NF.5 MCC4.NF.6 MCC4.NF.7	MCC4.G.1 MCC4.G.2 MCC4.G.3	MCC4.MD.1 MCC4.MD.2 MCC4.MD.3 MCC4.MD.4 MCC4.MD.5 MCC4.MD.6 MCC4.MD.7	<b>ALL</b>

These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units.  
 All units will include the Mathematical Practices and indicate skills to maintain.

**NOTE:** 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.

**Grades 3-5 Key:** G= Geometry, MD=Measurement and Data, NBT= Number and Operations in Base Ten, NF = Number and Operations, Fractions, OA = Operations and Algebraic Thinking.

**Georgia Department of Education**  
**Common Core Georgia Performance Standards**  
**Fourth Grade**

Common Core Georgia Performance Standards: Curriculum Map			
Standards for Mathematical Practice			
<p>1 Make sense of problems and persevere in solving them.</p> <p>2 Reason abstractly and quantitatively.</p> <p>3 Construct viable arguments and critique the reasoning of others.</p> <p>4 Model with mathematics.</p>		<p>5 Use appropriate tools strategically.</p> <p>6 Attend to precision.</p> <p>7 Look for and make use of structure.</p> <p>8 Look for and express regularity in repeated reasoning.</p>	
Unit 1	Unit 2	Unit 3	Unit 4
Whole Numbers, Place Value and Rounding in Computation	Fraction Equivalents	Adding and Subtracting Fractions	Multiplying and Dividing Fractions
<p><b><u>Use the four operations with whole numbers to solve problems.</u></b>  <b>MCC4.OA.1</b> Interpret a multiplication equation as a comparison, e.g., interpret <math>35 = 5 \times 7</math> as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.  <b>MCC4.OA.2</b> Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.<sup>1</sup>  <b>MCC4.OA.3</b> Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.  <b><u>Gain familiarity with factors and multiples.</u></b>  <b>MCC4.OA.4</b> Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its</p>	<p><b><u>Extend understanding of fraction equivalence and ordering.</u></b>  <b>MCC4.NF.1</b> Explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math> by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.  <b>MCC4.NF.2</b> Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as <math>1/2</math>. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.  <b><u>Use the four operations with whole numbers to solve problems.</u></b>  <b>MCC4.OA.1</b> Interpret a multiplication equation as a comparison, e.g., interpret <math>35 = 5 \times 7</math> as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p>	<p><b><u>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</u></b>  <b>MCC4.NF.3</b> Understand a fraction <math>a/b</math> with <math>a &gt; 1</math> as a sum of fractions <math>1/b</math>.</p> <ol style="list-style-type: none"> <li>Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</li> <li>Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.  <i>Examples:</i> <math>3/8 = 1/8 + 1/8 + 1/8</math> ; <math>3/8 = 1/8 + 2/8</math> ; <math>2 \ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8</math>.</li> <li>Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</li> <li>Solve word problems involving addition and subtraction of fractions</li> </ol>	<p><b><u>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</u></b>  <b>MCC4.NF.4</b> Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <ol style="list-style-type: none"> <li>Understand a fraction <math>a/b</math> as a multiple of <math>1/b</math>. <i>For example, use a visual fraction model to represent <math>5/4</math> as the product <math>5 \times (1/4)</math>, recording the conclusion by the equation <math>5/4 = 5 \times (1/4)</math>.</i></li> <li>Understand a multiple of <math>a/b</math> as a multiple of <math>1/b</math>, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express <math>3 \times (2/5)</math> as <math>6 \times (1/5)</math>, recognizing this product as <math>6/5</math>. (In general, <math>n \times (a/b) = (n \times a)/b</math>.)</i></li> <li>Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. <i>For example, if each person at a party will eat <math>3/8</math> of a pound of roast beef, and there</i></li> </ol>

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

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<p>factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p><b><u>Generate and analyze patterns.</u></b></p> <p><b>MCC4.OA.5</b> Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p><b><u>Generalize place value understanding for multi-digit whole numbers.</u></b></p> <p><b>MCC4.NBT.1</b> Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that <math>700 \div 70 = 10</math> by applying concepts of place value and division.</i></p> <p><b>MCC4.NBT.2</b> Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p><b>MCC4.NBT.3</b> Use place value understanding to round multi-digit whole numbers to any place.</p> <p><b><u>Use place value understanding and properties of operations to perform multi-digit arithmetic.</u></b></p> <p><b>MCC4.NBT.4</b> Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p><b>MCC4.NBT.5</b> Multiply a whole number of up to four digits by a one-digit whole number, and multiply 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.</p>	<p><b><u>Gain familiarity with factors and multiples.</u></b></p> <p><b>MCC4.OA.4</b> Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p>	<p>referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p>	<p><i>will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</i></p>
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<p><b>MCC4.NBT.6</b> Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>			
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**Georgia Department of Education  
Common Core Georgia Performance Standards  
Fourth Grade**

Common Core Georgia Performance Standards: Curriculum Map			
Standards for Mathematical Practice			
<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.		<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.	
Unit 5	Unit 6	Unit 7	Unit 8
Fractions and Decimals	Geometry	Measurement	Show What We Know
<u><b>Understand decimal notation for fractions, and compare decimal fractions.</b></u> <b>MCC4.NF.5</b> Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. <sup>2</sup> <i>For example, express <math>3/10</math> as <math>30/100</math>, and add <math>3/10 + 4/100 = 34/100</math>.</i> <b>MCC4.NF.6</b> Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite <math>0.62</math> as <math>62/100</math>; describe a length as <math>0.62</math> meters; locate <math>0.62</math> on a number line diagram.</i> <b>MCC4.NF.7</b> Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual model.	<u><b>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</b></u> <b>MCC4.G.1</b> Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. <b>MCC4.G.2</b> Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. <b>MCC4.G.3</b> Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	<u><b>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b></u> <b>MCC4.MD.1</b> Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i> <b>MCC4.MD.2</b> Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. <b>MCC4.MD.3</b> Apply the area and perimeter formulas for rectangles in real world and	ALL

<sup>2</sup> Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But, addition and subtraction with unlike denominators in general is not a requirement at this grade.

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		<p>mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> <p><b><u>Represent and interpret data.</u></b></p> <p><b>MCC4.MD.4</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i></p> <p><b><u>Geometric Measurement: understand concepts of angle and measure angles.</u></b></p> <p><b>MCC4.MD.5</b> Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <ol style="list-style-type: none"><li>An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through <math>\frac{1}{360}</math> of a circle is called a “one-degree angle,” and can be used to measure angles.</li><li>An angle that turns through <math>n</math> one-degree angles is said to have an angle measure of <math>n</math> degrees.</li></ol> <p><b>MCC4.MD.6</b> Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p> <p><b>MCC4.MD.7</b> Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p>	
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**Georgia Department of Education  
Common Core Georgia Performance Standards  
Elementary School Mathematics  
Fifth Grade – At a Glance**

Common Core Georgia Performance Standards: Curriculum Map

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<b>Order of Operations and Whole Numbers</b>	<b>Decimals</b>	<b>Multiplying and Dividing with Decimals</b>	<b>Geometry and the Coordinate Plane</b>	<b>Adding, Subtracting, Multiplying, and Dividing Fractions</b>	<b>2D Figures</b>	<b>Volume and Measurement</b>	<b>Show What We Know</b>
MCC5.OA.1 MCC5.OA.2 MCC5.NBT.2 MCC5.NBT.5 MCC5.NBT.6	MCC5.NBT.1 MCC5.NBT.3 MCC5.NBT.4 MCC5.NBT.7	MCC5.NBT.2 MCC5.NBT.7	MCC5.G.1 MCC5.G.2 MCC5.OA.3	MCC5.NF.1 MCC5.NF.2 MCC5.NF.3 MCC5.NF.4 MCC5.NF.5 MCC5.NF.6 MCC5.NF.7 MCC5.MD.2	MCC5.G.3 MCC5.G.4	MCC5.MD.1 MCC5.MD.2 MCC5.MD.3 MCC5.MD.4 MCC5.MD.5	<b>ALL</b>
These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units. All units will include the Mathematical Practices and indicate skills to maintain.							

**NOTE:** 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.

**Grades 3-5 Key:** G= Geometry, MD=Measurement and Data, NBT= Number and Operations in Base Ten, NF = Number and Operations, Fractions, OA = Operations and Algebraic Thinking.

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Common Core Georgia Performance Standards  
Fifth Grade

Common Core Georgia Performance Standards: Curriculum Map			
Standards for Mathematical Practice			
<p>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.</p>		<p>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.</p>	
Unit 1	Unit 2	Unit 3	Unit 4
Order of Operations and Whole Numbers	Decimals	Multiplying and Dividing with Decimals	Geometry and the Coordinate Plane
<p><b><u>Write and interpret numerical expressions.</u></b> MCC5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. MCC5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</p> <p><b><u>Understand the place value system.</u></b> MCC5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p><b><u>Perform operations with multi-digit whole numbers and with decimals to hundredths.</u></b> MCC5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm. MCC5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between</p>	<p><b><u>Understand the place value system.</u></b> MCC5.NBT.1 Recognize 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. MCC5.NBT.3 Read, write, and compare decimals to thousandths.</p> <p>a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., <math>347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math>.</p> <p>b. Compare two decimals to thousandths based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p>MCC5.NBT.4 Use place value understanding to round decimals to any place.</p> <p><b><u>Perform operations with multi-digit whole numbers and with decimals to hundredths.</u></b> MCC5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, 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.</p>	<p><b><u>Understand the place value system.</u></b> MCC5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p><b><u>Perform operations with multi-digit whole numbers and with decimals to hundredths.</u></b> MCC5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, 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.</p>	<p><b><u>Graph points on the coordinate plane to solve real-world and mathematical problems.</u></b> MCC5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., <math>x</math>-axis and <math>x</math>-coordinate, <math>y</math>-axis and <math>y</math>-coordinate). MCC5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p> <p><b><u>Analyze patterns and relationships.</u></b> MCC5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3”</p>

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multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.			<i>and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>
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**Georgia Department of Education  
Common Core Georgia Performance Standards  
Fifth Grade**

Common Core Georgia Performance Standards: Curriculum Map			
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>	
Unit 5	Unit 6	Unit 7	Unit 8
Adding, Subtracting, Multiplying, and Dividing Fractions	2D Figures	Volume and Measurement	Show What We Know
<p><b><u>Use equivalent fractions as a strategy to add and subtract fractions.</u></b>  <b>MCC5.NF.1</b> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</i>  <b>MCC5.NF.2</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.  <b><u>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</u></b>  <b>MCC5.NF.3</b> Interpret a fraction as division of the numerator by the denominator (<math>a/b = a \div b</math>). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret <math>3/4</math> as the result of dividing 3 by 4, noting that</i></p>	<p><b><u>Classify two-dimensional figures into categories based on their properties.</u></b>  <b>MCC5.G.3</b> Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>  <b>MCC5.G.4.</b> Classify two-dimensional figures in a hierarchy based on properties.</p>	<p><b><u>Geometric Measurement: understand concepts of volume and relate volume to multiplication and division.</u></b>  <b>MCC5.MD.3</b> Recognize volume as an attribute of solid figures and understand concepts of volume measurement.            a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.            b. A solid figure which can be packed without gaps or overlaps using <math>n</math> unit cubes is said to have a volume of <math>n</math> cubic units.  <b>MCC5.MD.4</b> Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.  <b>MCC5.MD.5</b> Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.            a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to</p>	<p>ALL</p>

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<p><i><math>\frac{3}{4}</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>\frac{3}{4}</math>. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i></p> <p><b>MCC5.NF.4</b> Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a. Interpret the product <math>(a/b) \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. For example, use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math>, and create a story context for this equation. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = ac/bd</math>.)</p> <p>b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p> <p><b>MCC5.NF.5</b> Interpret multiplication as scaling (resizing), by:</p> <p>a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p>b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the</p>	<p>represent the associative property of multiplication.</p> <p>b. Apply the formulas <math>V = l \times w \times h</math> and <math>V = b \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.</p> <p>c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p> <p><b><u>Convert like measurement units within a given measurement system.</u></b></p> <p><b>MCC5.MD.1</b> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p>
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<p>given number; and relating the principle of fraction equivalence <math>a/b = (n \times a)/(n \times b)</math> to the effect of multiplying <math>a/b</math> by 1.</p> <p><b>MCC5.NF.6</b> Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p><b>MCC5.NF.7</b> Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.<sup>1</sup></p> <p><b>a.</b> Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for <math>(1/3) \div 4</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>(1/3) \div 4 = 1/12</math> because <math>(1/12) \times 4 = 1/3</math>.</p> <p><b>b.</b> Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for <math>4 \div (1/5)</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (1/5) = 20</math> because <math>20 \times (1/5) = 4</math>.</p> <p><b>c.</b> Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual <i>fraction</i> models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>1/3</math>-cup servings are in 2 cups of raisins?</p>			
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<sup>1</sup> Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

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<p><b><u>Represent and interpret data.</u></b> <b>MCC5.MD.2</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p>			
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**Georgia Department of Education**  
**Common Core Georgia Performance Standards**  
**Sixth Grade – At a Glance**

Common Core Georgia Performance Standards: Curriculum Map							
1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<b>Number System Fluency</b>	<b>Rate, Ratio and Proportional Reasoning Using Equivalent Fractions</b>	<b>Expressions</b>	<b>One-Step Equations and Inequalities</b>	<b>Area and Volume</b>	<b>Statistics</b>	<b>Rational Explorations: Numbers and their Opposites</b>	<b>Show What We Know</b>
MCC6.NS.1 MCC6.NS.2 MCC6.NS.3 MCC6.NS.4	MCC6.RP.1 MCC6.RP.2 MCC6.RP.3a MCC6.RP.3b MCC6.RP.3c MCC6.RP.3d	MCC6.EE.1 MCC6.EE.2a MCC6.EE.2b MCC6.EE.2c MCC6.EE.3 MCC6.EE.4	MCC6.EE.5 MCC6.EE.6 MCC6.EE.7 MCC6.EE.8 MCC6.EE.9 MCC6.RP.3a MCC6.RP.3b MCC6.RP.3c MCC6.RP.3d (equations)	MCC6.G.1 MCC6.G.2 MCC6.G.4	MCC6.SP.1 MCC6.SP.2 MCC6.SP.3 MCC6.SP.4 MCC6.SP.5	MCC6.NS.5 MCC6.NS.6a MCC6.NS.6b MCC6.NS.6c MCC6.NS.7a MCC6.NS.7b MCC6.NS.7c MCC6.NS.7d MCC6.NS.8 MCC6.G.3	<b>ALL</b>
Incorporated Standards							
	MCC6.NS.1 MCC6.NS.2 MCC6.NS.3 MCC6.NS.4	MCC6.NS.1 MCC6.NS.2 MCC6.NS.3 MCC6.NS.4	MCC6.NS.1 MCC6.NS.2 MCC6.NS.3 MCC6.NS.4	MCC6.EE.2c MCC6.NS.1 MCC6.NS.2 MCC6.NS.3 MCC6.NS.4	MCC6.NS.1 MCC6.NS.2 MCC6.NS.3 MCC6.NS.4		
<p>These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units.            All units will include the Mathematical Practices and indicate skills to maintain.</p>							

**NOTE:** 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.

**Grades 6-8 Key:** NS = The Number System, RP = Ratios and Proportional Relationships, EE = Expressions and Equations, G = Geometry, SP = Statistics and Probability.

**Georgia Department of Education  
Common Core Georgia Performance Standards  
Sixth Grade – 1<sup>st</sup> Semester**

**Common Core Georgia Performance Standards: Curriculum Map**

**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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**1<sup>st</sup> Semester**

Unit 1	Unit 2	Unit 3	Unit 4
<b>Number System Fluency</b>	<b>Rate, Ratio and Proportional Reasoning Using Equivalent Fractions</b>	<b>Expressions</b>	<b>One-Step Equations and Inequalities</b>
<p><b><u>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</u></b>  <b>MCC6.NS.1</b> Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.  <b><u>Compute fluently with multi-digit numbers and find common factors and multiples.</u></b>  <b>MCC6.NS.2</b> Fluently divide multi-digit numbers using the standard algorithm.  <b>MCC6.NS.3</b> Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.  <b>MCC6.NS.4</b> Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.</p>	<p><b><u>Understand ratio concepts and use ratio reasoning to solve problems.</u></b>  <b>MCC6.RP.1</b> Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.  <b>MCC6.RP.2</b> Understand the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b \neq 0</math> (<math>b</math> not equal to zero), and use rate language in the context of a ratio relationship.  <b>MCC6.RP.3</b> Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.  <b>MCC6.RP.3a</b> Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.  <b>MCC6.RP.3b</b> Solve unit rate problems including those involving unit pricing and constant speed.  <b>MCC6.RP.3c</b> Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole given a part and the percent.  <b>MCC6.RP.3d</b> Use ratio reasoning to convert measurement units; manipulate and transform</p>	<p><b><u>Apply and extend previous understandings of arithmetic to algebraic expressions.</u></b>  <b>MCC6.EE.1</b> Write and evaluate numerical expressions involving whole-number exponents.  <b>MCC6.EE.2</b> Write, read, and evaluate expressions in which letters stand for numbers.  <b>MCC6.EE.2a</b> Write expressions that record operations with numbers and with letters standing for numbers.  <b>MCC6.EE.2b</b> Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.  <b>MCC6.EE.2c</b> Evaluate expressions at specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).  <b>MCC6.EE.3</b> Apply the properties of operations to generate equivalent expressions.  <b>MCC6.EE.4</b> Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).</p>	<p><b><u>Reason about and solve one-variable equations and inequalities.</u></b>  <b>MCC6.EE.5</b> Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.  <b>MCC6.EE.6</b> Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.  <b>MCC6.EE.7</b> Solve real-world and mathematical problems by writing and solving equations of the form <math>x + p = q</math> and <math>px = q</math> for cases in which <math>p</math>, <math>q</math> and <math>x</math> are all nonnegative rational numbers.  <b>MCC6.EE.8</b> Write an inequality of the form <math>x &gt; c</math> or <math>x &lt; c</math> to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form <math>x &gt; c</math> or <math>x &lt; c</math> have infinitely many solutions; represent solutions of such inequalities on number line diagrams.  <b><u>Represent and analyze quantitative relationships between dependent and</u></b></p>

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	<p>units appropriately when multiplying or dividing quantities.</p>		<p><b><u>independent variables.</u></b>  <b>MCC6.EE.9</b> Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.</p> <p><b><u>Understand ratio concepts and use ratio reasoning to solve problems.</u></b>  <b>MCC6.RP.3</b> Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.  <b>MCC6.RP.3a</b> Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.  <b>MCC6.RP.3b</b> Solve unit rate problems including those involving unit pricing and constant speed.  <b>MCC6.RP.3c</b> Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole given a part and the percent.  <b>MCC6.RP.3d</b> Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p>
<b>Incorporated Standards</b>			
	<p><i>MCC6.NS.1</i>  <i>MCC6.NS.2</i>  <i>MCC6.NS.3</i>  <i>MCC6.NS.4</i></p>	<p><i>MCC6.NS.1</i>  <i>MCC6.NS.2</i>  <i>MCC6.NS.3</i>  <i>MCC6.NS.4</i></p>	<p><i>MCC6.NS.1</i>  <i>MCC6.NS.2</i>  <i>MCC6.NS.3</i>  <i>MCC6.NS.4</i></p>

**Georgia Department of Education**  
**Common Core Georgia Performance Standards**  
**Sixth Grade – 2<sup>nd</sup> Semester**

Common Core Georgia Performance Standards: Curriculum Map			
Standards for Mathematical Practice			
<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.		<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.	
2 <sup>nd</sup> Semester			
Unit 5	Unit 6	Unit 7	Unit 8
Area and Volume	Statistics	Rational Explorations: Numbers and their Opposites	Show What We Know
<u><b>Solve real-world and mathematical problems involving area, surface area, and volume.</b></u> <b>MCC6.G.1</b> Find area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. <b>MCC6.G.2</b> Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. <b>MCC6.G.4</b> Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	<u><b>Develop understanding of statistical variability.</b></u> <b>MCC6.SP.1</b> Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <b>MCC6.SP.2</b> Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. <b>MCC6.SP.3</b> Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. <u><b>Summarize and describe distributions.</b></u> <b>MCC6.SP.4</b> Display numerical data in plots on a number line, including dot plots, histograms, and box plots. <b>MCC6.SP.5</b> Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the	<u><b>Apply and extend previous understandings of numbers to the system of rational numbers.</b></u> <b>MCC6.NS.5</b> Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. <b>MCC6.NS.6</b> Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. <b>MCC6.NS.6a</b> Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$ , and that 0 is its own opposite. <b>MCC6.NS.6b</b> Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	ALL

## Georgia Department of Education

	<p>overall pattern with reference to the context in which the data was gathered.</p> <p>d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered.</p>	<p><b>MCC6.NS.6c</b> Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p> <p><b>MCC6.NS.7</b> Understand ordering and absolute value of rational numbers.</p> <p><b>MCC6.NS.7a</b> Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.</p> <p><b>MCC6.NS.7b</b> Write, interpret, and explain statements of order for rational numbers in real-world contexts.</p> <p><b>MCC6.NS.7c</b> Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.</p> <p><b>MCC6.NS.7d</b> Distinguish comparisons of absolute value from statements about order.</p> <p><b>MCC6.NS.8</b> Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p> <p><b><u>Solve real-world and mathematical problems involving area, surface area, and volume.</u></b></p> <p><b>MCC6.G.3</b> Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</p>	
<b>Incorporated Standards</b>			
<p><i>MCC6.EE.2c</i></p> <p><i>MCC6.NS.1</i></p> <p><i>MCC6.NS.2</i></p> <p><i>MCC6.NS.3</i></p> <p><i>MCC6.NS.4</i></p>	<p><i>MCC6.NS.1</i></p> <p><i>MCC6.NS.2</i></p> <p><i>MCC6.NS.3</i></p> <p><i>MCC6.NS.4</i></p>		

**Georgia Department of Education  
Common Core Georgia Performance Standards  
Seventh Grade – At a Glance**

Common Core Georgia Performance Standards: Curriculum Map						
1 <sup>st</sup> Semester			2 <sup>nd</sup> Semester			
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
<b>Operations with Rational Numbers</b>	<b>Expressions &amp; Equations</b>	<b>Ratios and Proportional Relationships</b>	<b>Inferences</b>	<b>Geometry</b>	<b>Probability</b>	<b>Show What We Know</b>
MCC7.NS.1a MCC7.NS.1b MCC7.NS.1c MCC7.NS.1d MCC7.NS.2a MCC7.NS.2b MCC7.NS.2c MCC7.NS.2d MCC7.NS.3	MCC7.EE.1 MCC7.EE.2 MCC7.EE.3 MCC7.EE.4a MCC7.EE.4b	MCC7.RP.1 MCC7.RP.2a MCC7.RP.2b MCC7.RP.2c MCC7.RP.2d MCC7.RP.3 MCC7.G.1	MCC7.SP.1 MCC7.SP.2 MCC7.SP.3 MCC7.SP.4	MCC7.G.2 MCC7.G.3 MCC7.G.4 MCC7.G.5 MCC7.G.6	MCC7.SP.5 MCC7.SP.6 MCC7.SP.7a MCC7.SP.7b MCC7.SP.8a MCC7.SP.8b MCC7.SP.8c	ALL
Incorporated Standards						
	<i>MCC7.NS.1</i> <i>MCC7.NS.2</i> <i>MCC7.NS.3</i>	<i>MCC7.EE.3</i> <i>MCC7.NS.1</i> <i>MCC7.NS.2</i> <i>MCC7.NS.3</i>	<i>MCC7.NS.1</i> <i>MCC7.NS.2</i> <i>MCC7.NS.3</i>	<i>MCC7.G.1</i>		
<p>These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units. All units will include the Mathematical Practices and indicate skills to maintain.</p>						

**NOTE:** 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.

**Grades 6-8 Key:** NS = The Number System, RP = Ratios and Proportional Relationships, EE = Expressions and Equations, G = Geometry, SP = Statistics and Probability

**Georgia Department of Education  
Common Core Georgia Performance Standards  
Seventh Grade – 1<sup>st</sup> Semester**

**Common Core Georgia Performance Standards: Curriculum Map**

**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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**1<sup>st</sup> Semester**

Unit 1	Unit 2	Unit 3
<b>Operations with Rational Numbers</b>	<b>Expressions &amp; Equations</b>	<b>Ratios and Proportional Relationships</b>
<p><b><u>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</u></b>  <b>MCC7.NS.1</b> Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.  <b>MCC7.NS.1a</b> Describe situations in which opposite quantities combine to make 0.  <b>MCC7.NS.1b</b> Understand <math>p + q</math> as the number located a distance <math> q </math> from <math>p</math>, in the positive or negative direction depending on whether <math>q</math> is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.  <b>MCC7.NS.1c</b> Understand subtraction of rational numbers as adding the additive inverse, <math>p - q = p + (-q)</math>. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.  <b>MCC7.NS.1d</b> Apply properties of operations as strategies to add and subtract rational numbers.  <b>MCC7.NS.2</b> Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.  <b>MCC7.NS.2a</b> Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as <math>(-1)(-1) = 1</math> and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p>	<p><b><u>Use properties of operations to generate equivalent expressions.</u></b>  <b>MCC7.EE.1</b> Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.  <b>MCC7.EE.2</b> Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.  <b><u>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</u></b>  <b>MCC7.EE.3</b> Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.  <b>MCC7.EE.4</b> Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.  <b>MCC7.EE.4a</b> Solve word problems leading to equations of the form <math>px + q = r</math> or <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.  <b>MCC7.EE.4b</b> Solve word problems leading to inequalities of the form <math>px + q &gt; r</math> or <math>px + q &lt; r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.</p>	<p><b><u>Analyze proportional relationships and use them to solve real-world and mathematical problems.</u></b>  <b>MCC7.RP.1</b> Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.  <b>MCC7.RP.2</b> Recognize and represent proportional relationships between quantities.  <b>MCC7.RP.2a</b> Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.  <b>MCC7.RP.2b</b> Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.  <b>MCC7.RP.2c</b> Represent proportional relationships by equations.  <b>MCC7.RP.2d</b> Explain what a point <math>(x, y)</math> on the graph of a proportional relationship means in terms of the situation, with special attention to the points <math>(0, 0)</math> and <math>(1, r)</math> where <math>r</math> is the unit rate.  <b>MCC7.RP.3</b> Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.  <b><u>Draw, construct, and describe geometrical figures and describe the relationships between them.</u></b>  <b>MCC7.G.1</b> Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p>

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<p><b>MCC7.NS.2b</b> Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If <math>p</math> and <math>q</math> are integers then <math>-(p/q) = (-p)/q = p/(-q)</math>. Interpret quotients of rational numbers by describing real-world contexts.</p> <p><b>MCC7.NS.2c</b> Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p><b>MCC7.NS.2d</b> Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p> <p><b>MCC7.NS.3</b> Solve real-world and mathematical problems involving the four operations with rational numbers.</p>		
<b>Incorporated Standards</b>		
	<p><i>MCC7.NS.1</i></p> <p><i>MCC7.NS.2</i></p> <p><i>MCC7.NS.3</i></p>	<p><i>MCC7.EE.3</i></p> <p><i>MCC7.NS.1</i></p> <p><i>MCC7.NS.2</i></p> <p><i>MCC7.NS.3</i></p>

**Georgia Department of Education  
Common Core Georgia Performance Standards  
Seventh Grade – 2<sup>nd</sup> Semester**

Common Core Georgia Performance Standards: Curriculum Map			
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>	
2 <sup>nd</sup> Semester			
Unit 4	Unit 5	Unit 6	Unit 7
Inferences	Geometry	Probability	Show What We Know
<p><b><u>Use random sampling to draw inferences about a population.</u></b>  <b>MCC7.SP.1</b> Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.  <b>MCC7.SP.2</b> Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions  <b><u>Draw informal comparative inferences about two populations.</u></b>  <b>MCC7.SP.3</b> Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.  <b>MCC7.SP.4</b> Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.</p>	<p><b><u>Draw, construct, and describe geometrical figures and describe the relationships between them.</u></b>  <b>MCC7.G.2</b> Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.  <b>MCC7.G.3</b> Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.  <b><u>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</u></b>  <b>MCC7.G.4</b> Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.  <b>MCC7.G.5</b> Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.  <b>MCC7.G.6</b> Solve real-world and mathematical problems involving area, volume and surface area of two- and three-</p>	<p><b><u>Investigate chance processes and develop, use, and evaluate probability models.</u></b>  <b>MCC7.SP.5</b> Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.  <b>MCC7.SP.6</b> Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.  <b>MCC7.SP.7</b> Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.  <b>MCC7.SP.7a</b> Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events  <b>MCC7.SP.7b</b> Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.  <b>MCC7.SP.8</b> Find probabilities of compound</p>	<p><b>ALL</b></p>

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	dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	events using organized lists, tables, tree diagrams, and simulation. <b>MCC7.SP.8a</b> Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. <b>MCC7.SP.8b</b> Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event. <b>MCC7.SP.8c</b> Design and use a simulation to generate frequencies for compound events.	
<b>Incorporated Standards</b>			
<i>MCC7.NS.1</i> <i>MCC7.NS.2</i> <i>MCC7.NS.3</i>	<i>MCC7.G.1</i>		

**Georgia Department of Education**  
**Common Core Georgia Performance Standards**  
**Middle School Mathematics**  
**Eighth Grade – At a Glance**

**Common Core Georgia Performance Standards: Curriculum Map**

1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<b>Transformations, Congruence and Similarity</b>	<b>Exponents</b>	<b>Geometric Applications of Exponents</b>	<b>Functions</b>	<b>Linear Functions</b>	<b>Linear Models and Tables</b>	<b>Solving Systems of Equations</b>	<b>Show What We Know</b>
MCC8.G.1 MCC8.G.2 MCC8.G.3 MCC8.G.4 MCC8.G.5	MCC8.EE.1 MCC8.EE.2 (evaluating) MCC8.EE.3 MCC8.EE.4 MCC8.EE.7a MCC8.EE.7b MCC8.NS.1 MCC8.NS.2	MCC8.G.6 MCC8.G.7 MCC8.G.8 MCC8.G.9 MCC8.EE.2 (equations)	MCC8.F.1 MCC8.F.2	MCC8.EE.5 MCC8.EE.6 MCC8.F.3	MCC8.F.4 MCC8.F.5 MCC8.SP.1 MCC8.SP.2 MCC8.SP.3 MCC8.SP.4	MCC8.EE.8a MCC8.EE.8b MCC8.EE.8c	<b>ALL PLUS High School Prep Review</b> ❖ inequalities ❖ exponent rules ❖ word problems ❖ expressions ❖ exponential graphs ❖ graphing calculators
<b>Incorporated Standards</b>							
		MCC8.EE.7		MCC8.EE.7	MCC8.EE.7	MCC8.EE.7	
These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units. All units will include the Mathematical Practices and indicate skills to maintain.							

**NOTE:** 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.

**Grades 6-8 Key:** NS = The Number System, RP = Ratios and Proportional Relationships, EE = Expressions and Equations, G = Geometry, SP = Statistics and Probability

**Georgia Department of Education  
Common Core Georgia Performance Standards  
Eighth Grade – 1<sup>st</sup> Semester**

Common Core Georgia Performance Standards: Curriculum Map			
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>	
1 <sup>st</sup> Semester			
Unit 1	Unit 2	Unit 3	Unit 4
Transformations, Congruence and Similarity	Exponents	Geometric Applications of Exponents	Functions
<p><b><u>Understand congruence and similarity using physical models, transparencies, or geometry software.</u></b>  <b>MCC8.G.1</b> Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.  <b>MCC8.G.2</b> Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.  <b>MCC8.G.3</b> Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.  <b>MCC8.G.4</b> Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.  <b>MCC8.G.5</b> Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles</p>	<p><b><u>Work with radicals and integer exponents.</u></b>  <b>MCC8.EE.1</b> Know and apply the properties of integer exponents to generate equivalent numerical expressions.  <b>MCC8.EE.2</b> Use square root and cube root symbols to represent solutions to equations of the form <math>x^2 = p</math> and <math>x^3 = p</math>, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that <math>\sqrt{2}</math> is irrational.  <b>MCC8.EE.3</b> Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.  <b>MCC8.EE.4</b> Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.  <b><u>Analyze and solve linear equations and pairs of simultaneous linear equations.</u></b>  <b>MCC8.EE.7</b> Solve linear equations in one variable.</p>	<p><b><u>Understand and apply the Pythagorean Theorem.</u></b>  <b>MCC8.G.6</b> Explain a proof of the Pythagorean Theorem and its converse.  <b>MCC8.G.7</b> Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.  <b>MCC8.G.8</b> Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.  <b><u>Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.</u></b>  <b>MCC8.G.9</b> Know the formulas for the volume of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.  <b><u>Work with radicals and integer exponents.</u></b>  <b>MCC8.EE.2</b> Use square root and cube root symbols to represent solutions to equations of the form <math>x^2 = p</math> and <math>x^3 = p</math>, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that <math>\sqrt{2}</math> is irrational.</p>	<p><b><u>Define, evaluate, and compare functions.</u></b>  <b>MCC8.F.1</b> Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.  <b>MCC8.F.2</b> Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p>

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<p>created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.</p>	<p><b>MCC8.EE.7a</b> Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form <math>x = a</math>, <math>a = a</math>, or <math>a = b</math> results (where <math>a</math> and <math>b</math> are different numbers).</p> <p><b>MCC8.EE.7b</b> Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p> <p><b><u>Know that there are numbers that are not rational, and approximate them by rational numbers.</u></b></p> <p><b>MCC8.NS.1</b> Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.</p> <p><b>MCC8.NS.2</b> Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., <math>\pi^2</math>).</p>		
<b>Incorporated Standards</b>			
		<i>MCC8.EE.7</i>	

**Georgia Department of Education  
Common Core Georgia Performance Standards  
Eighth Grade – 2<sup>nd</sup> Semester**

Common Core Georgia Performance Standards: Curriculum Map			
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>		
2 <sup>nd</sup> Semester			
Unit 5	Unit 6	Unit 7	Unit 8
Linear Functions	Linear Models and Tables	Solving Systems of Equations	Show What We Know
<p><b><u>Understand the connections between proportional relationships, lines, and linear equations.</u></b>  <b>MCC8.EE.5</b> Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.  <b>MCC8.EE.6</b> Use similar triangles to explain why the slope <math>m</math> is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation <math>y = mx</math> for a line through the origin and the equation <math>y = mx + b</math> for a line intercepting the vertical axis at <math>b</math>.  <b><u>Define, evaluate, and compare functions.</u></b>  <b>MCC8.F.3</b> Interpret the equation <math>y = mx + b</math> as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.</p>	<p><b><u>Use functions to model relationships between quantities.</u></b>  <b>MCC8.F.4</b> Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two <math>(x, y)</math> values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.  <b>MCC8.F.5</b> Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.  <b><u>Investigate patterns of association in bivariate data.</u></b>  <b>MCC8.SP.1</b> Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.  <b>MCC8.SP.2</b> Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots</p>	<p><b><u>Analyze and solve linear equations and pairs of simultaneous linear equations.</u></b>  <b>MCC8.EE.8</b> Analyze and solve pairs of simultaneous linear equations.  <b>MCC8.EE.8a</b> Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.  <b>MCC8.EE.8b</b> Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.  <b>MCC8.EE.8c</b> Solve real-world and mathematical problems leading to two linear equations in two variables.</p>	<p><b>ALL PLUS High School Prep Review</b></p> <ul style="list-style-type: none"> <li>❖ <b>inequalities</b></li> <li>❖ <b>exponent rules</b></li> <li>❖ <b>word problems</b></li> <li>❖ <b>expressions</b></li> <li>❖ <b>exponential graphs</b></li> <li>❖ <b>graphing calculators</b></li> </ul>

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	<p>that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.</p> <p><b>MCC8.SP.3</b> Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.</p> <p><b>MCC8.SP.4</b> Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.</p>		
<b>Incorporated Standards</b>			
<i>MCC8.EE.7</i>	<i>MCC8.EE.7</i>	<i>MCC8.EE.7</i>	

Georgia Department of Education  
**Common Core Georgia Performance Standards**  
**Accelerated Mathematics 6/7A – At a Glance**

Common Core Georgia Performance Standards: Curriculum Map									
1 <sup>st</sup> Semester					2 <sup>nd</sup> Semester				
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
<b>Number System Fluency</b>	<b>Rate, Ratio and Proportional Reasoning Using Equivalent Fractions</b>	<b>Expressions</b>	<b>One-Step Equations and Inequalities</b>	<b>Area and Volume</b>	<b>Statistics</b>	<b>Rational Explorations: Numbers and their Opposites</b>	<b>Operations with Rational Numbers</b>	<b>Expressions &amp; Equations</b>	<b>Ratios and Proportional Relationships</b>
MCC6.NS.1 MCC6.NS.2 MCC6.NS.3 MCC6.NS.4	MCC6.RP.1 MCC6.RP.2 MCC6.RP.3a MCC6.RP.3b MCC6.RP.3c MCC6.RP.3d	MCC6.EE.1 MCC6.EE.2a MCC6.EE.2b MCC6.EE.2c MCC6.EE.3 MCC6.EE.4	MCC6.EE.5 MCC6.EE.6 MCC6.EE.7 MCC6.EE.8 MCC6.EE.9 MCC6.RP.3a MCC6.RP.3b MCC6.RP.3c MCC6.RP.3d (equations)	MCC6.G.1 MCC6.G.2 MCC6.G.4	MCC6.SP.1 MCC6.SP.2 MCC6.SP.3 MCC6.SP.4 MCC6.SP.5	MCC6.NS.5 MCC6.NS.6a MCC6.NS.6b MCC6.NS.6c MCC6.NS.7a MCC6.NS.7b MCC6.NS.7c MCC6.NS.7d MCC6.NS.8 MCC6.G.3	MCC7.NS.1a MCC7.NS.1b MCC7.NS.1c MCC7.NS.1d MCC7.NS.2a MCC7.NS.2b MCC7.NS.2c MCC7.NS.2d MCC7.NS.3	MCC7.EE.1 MCC7.EE.2 MCC7.EE.3 MCC7.EE.4a MCC7.EE.4b	MCC7.RP.1 MCC7.RP.2a MCC7.RP.2b MCC7.RP.2c MCC7.RP.2d MCC7.RP.3 MCC7.G.1
Incorporated Standards									
	MCC6.NS.1 MCC6.NS.2 MCC6.NS.3 MCC6.NS.4	MCC6.NS.1 MCC6.NS.2 MCC6.NS.3 MCC6.NS.4	MCC6.NS.1 MCC6.NS.2 MCC6.NS.3 MCC6.NS.4	MCC6.EE.2c MCC6.NS.1 MCC6.NS.2 MCC6.NS.3 MCC6.NS.4	MCC6.NS.1 MCC6.NS.2 MCC6.NS.3 MCC6.NS.4			MCC7.NS.1 MCC7.NS.2 MCC7.NS.3	MCC7.EE.3 MCC7.NS.1 MCC7.NS.2 MCC7.NS.3
<p>These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units.            All units will include the Mathematical Practices and indicate skills to maintain.</p>									

**NOTE:** 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.

**Grades 6-8 Key:** NS = The Number System, RP = Ratios and Proportional Relationships, EE = Expressions and Equations, G = Geometry, SP = Statistics and Probability.

**Georgia Department of Education  
Common Core Georgia Performance Standards  
Accelerated Mathematics 6/7A – 1<sup>st</sup> Semester**

**Common Core Georgia Performance Standards: Curriculum Map**

**Standards for Mathematical Practice**

- |   |   |
|---|---|
| <p>1 Make sense of problems and persevere in solving them.<br/>2 Reason abstractly and quantitatively.<br/>3 Construct viable arguments and critique the reasoning of others.<br/>4 Model with mathematics.</p> | <p>5 Use appropriate tools strategically.<br/>6 Attend to precision.<br/>7 Look for and make use of structure.<br/>8 Look for and express regularity in repeated reasoning.</p> |
|---|---|

**1<sup>st</sup> Semester**

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>Number System Fluency</b>	<b>Rate, Ratio and Proportional Reasoning Using Equivalent Fractions</b>	<b>Expressions</b>	<b>One-Step Equations and Inequalities</b>	<b>Area and Volume</b>
<p><u>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</u> <b>MCC6.NS.1</b> Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <u>Compute fluently with multi-digit numbers and find common factors and multiples.</u> <b>MCC6.NS.2</b> Fluently divide multi-digit numbers using the standard algorithm. <b>MCC6.NS.3</b> Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. <b>MCC6.NS.4</b> Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a</p>	<p><u>Understand ratio concepts and use ratio reasoning to solve problems.</u> <b>MCC6.RP.1</b> Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <b>MCC6.RP.2</b> Understand the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b \neq 0</math> (<math>b</math> not equal to zero), and use rate language in the context of a ratio relationship. <b>MCC6.RP.3</b> Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. <b>MCC6.RP.3a</b> Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. <b>MCC6.RP.3b</b> Solve unit rate problems including those involving unit pricing and constant speed. <b>MCC6.RP.3c</b> Find a percent of a quantity as a rate per 100 (e.g., 30%</p>	<p><u>Apply and extend previous understandings of arithmetic to algebraic expressions.</u> <b>MCC6.EE.1</b> Write and evaluate numerical expressions involving whole-number exponents. <b>MCC6.EE.2</b> Write, read, and evaluate expressions in which letters stand for numbers. <b>MCC6.EE.2a</b> Write expressions that record operations with numbers and with letters standing for numbers. <b>MCC6.EE.2b</b> Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <b>MCC6.EE.2c</b> Evaluate expressions at specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of</p>	<p><u>Reason about and solve one-variable equations and inequalities.</u> <b>MCC6.EE.5</b> Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. <b>MCC6.EE.6</b> Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. <b>MCC6.EE.7</b> Solve real-world and mathematical problems by writing and solving equations of the form <math>x + p = q</math> and <math>px = q</math> for cases in which <math>p</math>, <math>q</math> and <math>x</math> are all nonnegative rational numbers. <b>MCC6.EE.8</b> Write an inequality of the form <math>x &gt; c</math> or <math>x &lt; c</math> to represent a constraint or condition in a real-</p>	<p><u>Solve real-world and mathematical problems involving area, surface area, and volume.</u> <b>MCC6.G.1</b> Find area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. <b>MCC6.G.2</b> Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas <math>V = lwh</math> and <math>V = bh</math> to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. <b>MCC6.G.4</b> Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these</p>

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<p>sum of two whole numbers with no common factor.</p>	<p>of a quantity means 30/100 times the quantity); solve problems involving finding the whole given a part and the percent.  <b>MCC6.RP.3d</b> Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p>	<p>Operations).  <b>MCC6.EE.3</b> Apply the properties of operations to generate equivalent expressions.  <b>MCC6.EE.4</b> Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).</p>	<p>world or mathematical problem. Recognize that inequalities of the form <math>x &gt; c</math> or <math>x &lt; c</math> have infinitely many solutions; represent solutions of such inequalities on number line diagrams.  <u><b>Represent and analyze quantitative relationships between dependent and independent variables.</b></u>  <b>MCC6.EE.9</b> Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.  <u><b>Understand ratio concepts and use ratio reasoning to solve problems.</b></u>  <b>MCC6.RP.3</b> Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.  <b>MCC6.RP.3a</b> Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.  <b>MCC6.RP.3b</b> Solve unit rate problems including those involving unit pricing and constant speed.  <b>MCC6.RP.3c</b> Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole given a part and</p>	<p>techniques in the context of solving real-world and mathematical problems.</p>
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			the percent. <b>MCC6.RP.3d</b> Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	
<b>Incorporated Standards</b>				
	<i>MCC6.NS.1</i> <i>MCC6.NS.2</i> <i>MCC6.NS.3</i> <i>MCC6.NS.4</i>	<i>MCC6.NS.1</i> <i>MCC6.NS.2</i> <i>MCC6.NS.3</i> <i>MCC6.NS.4</i>	<i>MCC6.NS.1</i> <i>MCC6.NS.2</i> <i>MCC6.NS.3</i> <i>MCC6.NS.4</i>	<i>MCC6.EE.2c</i> <i>MCC6.NS.1</i> <i>MCC6.NS.2</i> <i>MCC6.NS.3</i> <i>MCC6.NS.4</i>

**Georgia Department of Education**  
**Common Core Georgia Performance Standards**  
**Accelerated Mathematics 6/7A – 2<sup>nd</sup> Semester**

**Common Core Georgia Performance Standards: Curriculum Map**

**Standards for Mathematical Practice**

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| <p><b>1</b> Make sense of problems and persevere in solving them.<br/> <b>2</b> Reason abstractly and quantitatively.<br/> <b>3</b> Construct viable arguments and critique the reasoning of others.<br/> <b>4</b> Model with mathematics.</p> | <p><b>5</b> Use appropriate tools strategically.<br/> <b>6</b> Attend to precision.<br/> <b>7</b> Look for and make use of structure.<br/> <b>8</b> Look for and express regularity in repeated reasoning.</p> |
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**2<sup>nd</sup> Semester**

Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
<b>Statistics</b>	<b>Rational Explorations: Numbers and their Opposites</b>	<b>Operations with Rational Numbers</b>	<b>Expressions &amp; Equations</b>	<b>Ratios and Proportional Relationships</b>
<p><b><u>Develop understanding of statistical variability.</u></b>  <b>MCC6.SP.1</b> Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.  <b>MCC6.SP.2</b> Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.  <b>MCC6.SP.3</b> Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.  <b><u>Summarize and describe distributions.</u></b>  <b>MCC6.SP.4</b> Display numerical data in plots on a number line, including dot plots, histograms, and box plots.  <b>MCC6.SP.5</b> Summarize numerical data sets in relation to their context, such as by:  a. Reporting the number of observations.  b. Describing the nature of the attribute under investigation,</p>	<p><b><u>Apply and extend previous understandings of numbers to the system of rational numbers.</u></b>  <b>MCC6.NS.5</b> Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.  <b>MCC6.NS.6</b> Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.  <b>MCC6.NS.6a</b> Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., <math>-(-3) = 3</math>, and that 0 is its own opposite.  <b>MCC6.NS.6b</b> Understand signs of</p>	<p><b><u>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</u></b>  <b>MCC7.NS.1</b> Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.  <b>MCC7.NS.1a</b> Describe situations in which opposite quantities combine to make 0.  <b>MCC7.NS.1b</b> Understand <math>p + q</math> as the number located a distance <math> q </math> from <math>p</math>, in the positive or negative direction depending on whether <math>q</math> is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.  <b>MCC7.NS.1c</b> Understand subtraction of rational numbers as adding the additive inverse, <math>p - q = p + (-q)</math>. Show that the distance between two rational numbers on the number line is the absolute value of their difference,</p>	<p><b><u>Use properties of operations to generate equivalent expressions.</u></b>  <b>MCC7.EE.1</b> Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.  <b>MCC7.EE.2</b> Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.  <b><u>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</u></b>  <b>MCC7.EE.3</b> Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.  <b>MCC7.EE.4</b> Use variables to</p>	<p><b><u>Analyze proportional relationships and use them to solve real-world and mathematical problems.</u></b>  <b>MCC7.RP.1</b> Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.  <b>MCC7.RP.2</b> Recognize and represent proportional relationships between quantities.  <b>MCC7.RP.2a</b> Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.  <b>MCC7.RP.2b</b> Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.  <b>MCC7.RP.2c</b> Represent proportional relationships by equations.  <b>MCC7.RP.2d</b> Explain what a point <math>(x, y)</math> on the graph of a proportional relationship means in terms of the</p>

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<p>including how it was measured and its units of measurement.</p> <p>c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was gathered.</p> <p>d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered.</p>	<p>numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p><b>MCC6.NS.6c</b> Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p> <p><b>MCC6.NS.7</b> Understand ordering and absolute value of rational numbers.</p> <p><b>MCC6.NS.7a</b> Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.</p> <p><b>MCC6.NS.7b</b> Write, interpret, and explain statements of order for rational numbers in real-world contexts.</p> <p><b>MCC6.NS.7c</b> Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.</p> <p><b>MCC6.NS.7d</b> Distinguish comparisons of absolute value from statements about order.</p> <p><b>MCC6.NS.8</b> Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p> <p><b><u>Solve real-world and mathematical problems involving area, surface area, and volume.</u></b></p> <p><b>MCC6.G.3</b> Draw polygons in the coordinate plane given coordinates</p>	<p>and apply this principle in real-world contexts.</p> <p><b>MCC7.NS.1d</b> Apply properties of operations as strategies to add and subtract rational numbers.</p> <p><b>MCC7.NS.2</b> Apply and extend previous understandings of multiplication and division of fractions to multiply and divide rational numbers.</p> <p><b>MCC7.NS.2a</b> Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as <math>(-1)(-1) = 1</math> and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p><b>MCC7.NS.2b</b> Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If <math>p</math> and <math>q</math> are integers then <math>-(p/q) = (-p)/q = p/(-q)</math>. Interpret quotients of rational numbers by describing real-world contexts.</p> <p><b>MCC7.NS.2c</b> Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p><b>MCC7.NS.2d</b> Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p> <p><b>MCC7.NS.3</b> Solve real-world and mathematical problems involving the four operations with rational numbers.</p>	<p>represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p><b>MCC7.EE.4a</b> Solve word problems leading to equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</p> <p><b>MCC7.EE.4b</b> Solve word problems leading to inequalities of the form <math>px + q &gt; r</math> or <math>px + q &lt; r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.</p>	<p>situation, with special attention to the points <math>(0, 0)</math> and <math>(1, r)</math> where <math>r</math> is the unit rate.</p> <p><b>MCC7.RP.3</b> Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p> <p><b><u>Draw, construct, and describe geometrical figures and describe the relationships between them.</u></b></p> <p><b>MCC7.G.1</b> Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p>
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	for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.			
<b>Incorporated Standards</b>				
<i>MCC6.NS.1</i>			<i>MCC7.NS.1</i>	<i>MCC7.EE.3</i>
<i>MCC6.NS.2</i>			<i>MCC7.NS.2</i>	<i>MCC7.NS.1</i>
<i>MCC6.NS.3</i>			<i>MCC7.NS.3</i>	<i>MCC7.NS.2</i>
<i>MCC6.NS.4</i>				<i>MCC7.NS.3</i>

**Georgia Department of Education**  
**Common Core Georgia Performance Standards**  
**Accelerated Mathematics 7B/8 – At a Glance**

Common Core Georgia Performance Standards: Curriculum Map									
1 <sup>st</sup> Semester					2 <sup>nd</sup> Semester				
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
<b>Inferences</b>	<b>Geometry</b>	<b>Probability</b>	<b>Transformations, Congruence and Similarity</b>	<b>Exponents</b>	<b>Geometric Applications of Exponents</b>	<b>Functions</b>	<b>Linear Functions</b>	<b>Linear Models and Tables</b>	<b>Solving Systems of Equations</b>
MCC7.SP.1 MCC7.SP.2 MCC7.SP.3 MCC7.SP.4	MCC7.G.2 MCC7.G.3 MCC7.G.4 MCC7.G.5 MCC7.G.6	MCC7.SP.5 MCC7.SP.6 MCC7.SP.7a MCC7.SP.7b MCC7.SP.8a MCC7.SP.8b MCC7.SP.8c	MCC8.G.1 MCC8.G.2 MCC8.G.3 MCC8.G.4 MCC8.G.5	MCC8.EE.1 MCC8.EE.2 (evaluating) MCC8.EE.3 MCC8.EE.4 MCC8.EE.7a MCC8.EE.7b MCC8.NS.1 MCC8.NS.2	MCC8.G.6 MCC8.G.7 MCC8.G.8 MCC8.G.9 MCC8.EE.2 (equations)	MCC8.F.1 MCC8.F.2	MCC8.EE.5 MCC8.EE.6 MCC8.F.3	MCC8.F.4 MCC8.F.5 MCC8.SP.1 MCC8.SP.2 MCC8.SP.3 MCC8.SP.4	MCC8.EE.8a MCC8.EE.8b MCC8.EE.8c
Incorporated Standards									
MCC7.NS.1 MCC7.NS.2 MCC7.NS.3	MCC7.G.1				MCC8.EE.7		MCC8.EE.7	MCC8.EE.7	
These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units. All units will include the Mathematical Practices and indicate skills to maintain.									

**NOTE:** 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.

**Grades 6-8 Key:** NS = The Number System, RP = Ratios and Proportional Relationships, EE = Expressions and Equations, G = Geometry, SP = Statistics and Probability.

**Georgia Department of Education  
Common Core Georgia Performance Standards  
Accelerated Mathematics 7B/8 – 1<sup>st</sup> Semester**

**Common Core Georgia Performance Standards: Curriculum Map**

**Standards for Mathematical Practice**

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| <p><b>1</b> Make sense of problems and persevere in solving them.<br/> <b>2</b> Reason abstractly and quantitatively.<br/> <b>3</b> Construct viable arguments and critique the reasoning of others.<br/> <b>4</b> Model with mathematics.</p> | <p><b>5</b> Use appropriate tools strategically.<br/> <b>6</b> Attend to precision.<br/> <b>7</b> Look for and make use of structure.<br/> <b>8</b> Look for and express regularity in repeated reasoning.</p> |
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**1<sup>st</sup> Semester**

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>Inferences</b>	<b>Geometry</b>	<b>Probability</b>	<b>Transformations, Congruence and Similarity</b>	<b>Exponents</b>
<p><b><u>Use random sampling to draw inferences about a population.</u></b>  <b>MCC7.SP.1</b> Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.  <b>MCC7.SP.2</b> Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions  <b><u>Draw informal comparative inferences about two populations.</u></b>  <b>MCC7.SP.3</b> Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.</p>	<p><b><u>Draw, construct, and describe geometrical figures and describe the relationships between them.</u></b>  <b>MCC7.G.2</b> Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.  <b>MCC7.G.3</b> Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.  <b><u>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</u></b>  <b>MCC7.G.4</b> Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.  <b>MCC7.G.5</b> Use facts about</p>	<p><b><u>Investigate chance processes and develop, use, and evaluate probability models.</u></b>  <b>MCC7.SP.5</b> Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.  <b>MCC7.SP.6</b> Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.  <b>MCC7.SP.7</b> Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.  <b>MCC7.SP.7a</b> Develop a uniform</p>	<p><b><u>Understand congruence and similarity using physical models, transparencies, or geometry software.</u></b>  <b>MCC8.G.1</b> Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.  <b>MCC8.G.2</b> Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.  <b>MCC8.G.3</b> Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.  <b>MCC8.G.4</b> Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections,</p>	<p><b><u>Work with radicals and integer exponents.</u></b>  <b>MCC8.EE.1</b> Know and apply the properties of integer exponents to generate equivalent numerical expressions.  <b>MCC8.EE.2</b> Use square root and cube root symbols to represent solutions to equations of the form <math>x^2 = p</math> and <math>x^3 = p</math>, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that <math>\sqrt{2}</math> is irrational.  <b>MCC8.EE.3</b> Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.  <b>MCC8.EE.4</b> Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific</p>

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<p><b>MCC7.SP.4</b> Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.</p>	<p>supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.  <b>MCC7.G.6</b> Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p>	<p>probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events  <b>MCC7.SP.7b</b> Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.  <b>MCC7.SP.8</b> Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.  <b>MCC7.SP.8a</b> Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.  <b>MCC7.SP.8b</b> Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.  <b>MCC7.SP.8c</b> Design and use a simulation to generate frequencies for compound events.</p>	<p>translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.  <b>MCC8.G.5</b> Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.</p>	<p>notation that has been generated by technology.  <u><b>Analyze and solve linear equations and pairs of simultaneous linear equations.</b></u>  <b>MCC8.EE.7</b> Solve linear equations in one variable.  <b>MCC8.EE.7a</b> Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form <math>x = a</math>, <math>a = a</math>, or <math>a = b</math> results (where <math>a</math> and <math>b</math> are different numbers).  <b>MCC8.EE.7b</b> Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.  <u><b>Know that there are numbers that are not rational, and approximate them by rational numbers.</b></u>  <b>MCC8.NS.1</b> Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.  <b>MCC8.NS.2</b> Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., <math>\pi^2</math>).</p>
<b>Incorporated Standards</b>				
<p><i>MCC7.NS.1</i> <i>MCC7.NS.2</i></p>	<p><i>MCC7.G.1</i></p>			

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<i>MCC7.NS.3</i>				
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**Georgia Department of Education  
Common Core Georgia Performance Standards  
Accelerated Mathematics 7B/8 – 2<sup>nd</sup> Semester**

Common Core Georgia Performance Standards: Curriculum Map				
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>		
2 <sup>nd</sup> Semester				
Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Geometric Applications of Exponents	Functions	Linear Functions	Linear Models and Tables	Solving Systems of Equations
<p><b><u>Understand and apply the Pythagorean Theorem.</u></b>  <b>MCC8.G.6</b> Explain a proof of the Pythagorean Theorem and its converse.  <b>MCC8.G.7</b> Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.  <b>MCC8.G.8</b> Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.  <b><u>Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.</u></b>  <b>MCC8.G.9</b> Know the formulas for the volume of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.  <b><u>Work with radicals and integer exponents.</u></b>  <b>MCC8.EE.2</b> Use square root and cube root symbols to represent solutions to equations of the form <math>x^2 = p</math> and <math>x^3 = p</math>, where <math>p</math> is a positive rational number. Evaluate square roots of small perfect squares and</p>	<p><b><u>Define, evaluate, and compare functions.</u></b>  <b>MCC8.F.1</b> Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.  <b>MCC8.F.2</b> Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p>	<p><b><u>Understand the connections between proportional relationships, lines, and linear equations.</u></b>  <b>MCC8.EE.5</b> Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.  <b>MCC8.EE.6</b> Use similar triangles to explain why the slope <math>m</math> is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation <math>y = mx</math> for a line through the origin and the equation <math>y = mx + b</math> for a line intercepting the vertical axis at <math>b</math>.  <b><u>Define, evaluate, and compare functions.</u></b>  <b>MCC8.F.3</b> Interpret the equation <math>y = mx + b</math> as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.</p>	<p><b><u>Use functions to model relationships between quantities.</u></b>  <b>MCC8.F.4</b> Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two <math>(x, y)</math> values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.  <b>MCC8.F.5</b> Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.  <b><u>Investigate patterns of association in bivariate data.</u></b>  <b>MCC8.SP.1</b> Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as</p>	<p><b><u>Analyze and solve linear equations and pairs of simultaneous linear equations.</u></b>  <b>MCC8.EE.8</b> Analyze and solve pairs of simultaneous linear equations.  <b>MCC8.EE.8a</b> Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.  <b>MCC8.EE.8b</b> Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.  <b>MCC8.EE.8c</b> Solve real-world and mathematical problems leading to two linear equations in two variables.</p>

## Georgia Department of Education

<p>cube roots of small perfect cubes. Know that <math>\sqrt{2}</math> is irrational.</p>			<p>clustering, outliers, positive or negative association, linear association, and nonlinear association. <b>MCC8.SP.2</b> Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. <b>MCC8.SP.3</b> Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <b>MCC8.SP.4</b> Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.</p>	
<b>Incorporated Standards</b>				
<i>MCC8.EE.7</i>		<i>MCC8.EE.7</i>	<i>MCC8.EE.7</i>	<i>MCC8.EE.7</i>