

## COMMON CORE GEORGIA PERFORMANCE STANDARDS (CCGPS) FOR MATHEMATICS

On June 2, 2010, the final version of the Common Core State Standards (CCSS) for mathematics was released by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA). As specified by CCSSO and NGA, the Standards are research- and evidence-based, aligned with college and work expectations, rigorous, and internationally benchmarked. The Standards are intended to be a living work; as new and better evidence emerges, the Standards will be revised accordingly. As a natural outgrowth of meeting the charge to define college and career readiness, the Standards define what students should understand and be able to do in their study of mathematics. At its July 8, 2010 meeting, the State Board of Education adopted the Common Core State Standards to be known in Georgia as the Common Core Georgia Performance Standards (CCGPS). The CCGPS will be implemented in Georgia's schools beginning with the 2012-2013 school year.

### UNDERSTANDING MATHEMATICS

One hallmark of mathematical understanding is the ability to justify why a particular mathematics statement is true or where a mathematical rule comes from. There is a world of difference between a student who can summon a mnemonic device to perform algebraic manipulations and a student who can explain where the mnemonic actually comes from. The student who can explain the rule understands the mathematics and has a better chance of solving a less familiar problem. Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

The Common Core State Standards *for Mathematical Practice* describes varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices are as follows:

- Make sense of problems and persevere in solving them;
- Reason abstractly and quantitatively;
- Construct viable arguments and critique the reasoning of others;
- Model with mathematics;
- Use appropriate tools strategically;
- Attend to precision;
- Look for and make use of structure;
- Look for and express regularity in repeated reasoning.

The Common Core State Standards *for Mathematical Content* is a balanced combination of procedure and understanding. A lack of understanding effectively prevents a student from engaging in the mathematical practices. Designers of curriculum, assessment, and professional development should all attend to the need to connect the mathematical practice to mathematical content in mathematics instruction.

### IMPACT OF CCSS AND GPS

The GPS for mathematics and the CCSS are comparable in all domains. While there are differences in strand names and grade level expectations, the efficacy of the two sets of standards is evident. The crosswalk of the CCSS and GPS shows how these standards are vertically aligned in each of the domains, and it supports the conclusion that the transition to the CCGPS will necessitate minimal modifications to the current standards and teacher expectations. Professional learning opportunities will be crucial to assist teachers in the understanding of the more specific strand names and in the shifts in grade level expectations. The Georgia Department of Education will incorporate feedback from Georgia educators to determine which components of GPS mathematics will be added to the CCGPS.

# Mathematics Sequence Options

Diploma Options for Students Who Enter HS in 2011-2012	Diploma Options for Students Who Entered HS in 2010-2011	Diploma Options for Students Who Entered HS in 2009-2010	Diploma Options for Students Who Entered HS in 2008-2009
<p>Math I-III + 4<sup>th</sup> Math OR GPS Alg, GPS Geo, GPS Adv Alg + 4<sup>th</sup> Math</p>	<p>Math I-III + 4<sup>th</sup> Math OR GPS Alg, GPS Geo, GPS Adv Alg + 4<sup>th</sup> Math OR Math I, Math II, Math Support III, Math III OR GPS Alg, GPS Geo, Math Support III, GPS Adv Alg OR Math I – II + 2 additional core mathematics credits OR GPS Alg + GPS Geo + 2 additional core mathematics credits</p>	<p>Math I-III + 4<sup>th</sup> Math OR GPS Alg, GPS Geo, GPS Adv Alg + 4<sup>th</sup> Math OR Math I, Math II, Math Support III, Math III OR GPS Alg, GPS Geo, Math Support III, GPS Adv Alg OR Math I – II + 2 additional core mathematics credits OR GPS Alg + GPS Geo + 2 additional core mathematics credits</p>	<p>Math I-III + 4<sup>th</sup> Math OR GPS Alg, GPS Geo, GPS Adv Alg + 4<sup>th</sup> Math OR Math I, Math II, Math Support III, Math III OR GPS Alg, GPS Geo, Math Support III, GPS Adv Alg OR Math I – II + 2 additional core mathematics credits OR GPS Alg + GPS Geo + 2 additional core mathematics credits</p>

**NOTE: Support courses will be available for struggling students for both delivery systems.**



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## Kindergarten Overview

In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

Content standards for Kindergarten are arranged within the following domains and clusters:

### Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

### Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

### Number and Operations in Base Ten

- Work with numbers 11–19 to gain foundations for place value.

### Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

### Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

## Grade 1 Overview

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Content standards for Grade 1 are arranged within the following domains and clusters:

### Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

### Number and Operations in Base Ten

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

### Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

### Geometry

- Reason with shapes and their attributes.

## Grade 2 Overview

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

Content standards for Grade 2 are arranged within the following domains and clusters:

### Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

### Number and Operations in Base Ten

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

### Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

### Geometry

- Reason with shapes and their attributes.

## Grade 3 Overview

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

Content standards for Grade 3 are arranged within the following domains and clusters:

### Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

### Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

### Number and Operations—Fractions

- Develop understanding of fractions as numbers.

### Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

### Geometry

- Reason with shapes and their attributes.

## Grade 4 Overview

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry

Content standards for Grade 4 are arranged within the following domains and clusters:

### Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

### Number and Operations in Base Ten

- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

### Number and Operations—Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

### Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

### Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

## Grade 5 Overview

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Content standards for Grade 5 are arranged within the following domains and clusters:

### Operations and Algebraic Thinking

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

### Number and Operations in Base Ten

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

### Number and Operations—Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

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## Measurement and Data

- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

## Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

## Grade 6 Overview

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Content standards for Grade 6 are arranged within the following domains and clusters:

### Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems.

### The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.

### Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

### Geometry

- Solve real-world and mathematical problems involving area, surface area, and volume.

### Statistics and Probability

- Develop understanding of statistical variability.
- Summarize and describe distributions.

## Grade 7 Overview

In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Content standards for Grade 7 are arranged within the following domains and clusters:

### Ratios and Proportional Relationships

- Analyze proportional relationships and use them to solve real-world and mathematical problems.

### The Number System

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

### Expressions and Equations

- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

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## Geometry

- Draw, construct and describe geometrical figures and describe the relationships between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

## Statistics and Probability

- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

## Grade 8 Overview

In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Content standards for Grade 8 are arranged within the following domains and clusters:

### The Number System

- Know that there are numbers that are not rational, and approximate them by rational numbers.

### Expressions and Equations

- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.

### Functions

- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

### Geometry

- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

### Statistics and Probability

- Investigate patterns of association in bivariate data.

## High School

The high school standards specify the mathematics that all students should study in order to be college and career ready. These standards are to be taught within a three-year course sequence.

The high school standards are listed in conceptual categories:

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability

Conceptual categories portray a coherent view of high school mathematics; a student's work with functions, for example, crosses a number of course boundaries, potentially up through and including calculus.

## Number and Quantity

### The Real Number System

- Extend the properties of exponents to rational exponents
- Use properties of rational and irrational numbers.

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## Quantities

- Reason quantitatively and use units to solve problems

## The Complex Number System

- Perform arithmetic operations with complex numbers
- Represent complex numbers and their operations on the complex plane
- Use complex numbers in polynomial identities and equations

## Vector and Matrix Quantities

- Represent and model with vector quantities.
- Perform operations on vectors.
- Perform operations on matrices and use matrices in applications.

## Algebra

### Seeing Structure in Expressions

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

### Arithmetic with Polynomials and Rational Expressions

- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions

### Creating Equations

- Create equations that describe numbers or relationships

### Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

## Functions

### Interpreting Functions

- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations

### Building Functions

- Build a function that models a relationship between two quantities
- Build new functions from existing functions

### Linear, Quadratic, and Exponential Models

- Construct and compare linear, quadratic, and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model

### Trigonometric Functions

- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions
- Prove and apply trigonometric identities

## Geometry

### Congruence

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions

### Similarity, Right Triangles, and Trigonometry

- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles

### Circles

- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles

### Expressing Geometric Properties with Equations

- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically

### Geometric Measurement and Dimension

- Explain volume formulas and use them to solve problems
- Visualize relationships between two-dimensional and three-dimensional objects

### Modeling with Geometry

- Apply geometric concepts in modeling situations

## Statistics and Probability

### Interpreting Categorical and Quantitative Data

- Summarize, represent, and interpret data on a single count or measurement variable
- Summarize, represent, and interpret data on two categorical and quantitative variables
- Interpret linear models

### Making Inferences and Justifying Conclusions

- Understand and evaluate random processes underlying statistical experiments
- Make inferences and justify conclusions from sample surveys, experiments and observational studies

### Conditional Probability and the Rules of Probability

- Understand independence and conditional probability and use them to interpret data
- Use the rules of probability to compute probabilities of compound events in a uniform probability model

### Using Probability to Make Decisions

- Calculate expected values and use them to solve problems
- Use probability to evaluate outcomes of decisions