

Georgia Department of Education
Common Core Georgia Performance Standards
Elementary School Mathematics
Kindergarten

Common Core Georgia Performance Standards: Curriculum Map

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
5-6 weeks	5-6 weeks	5-6 weeks	5-6 weeks	4-5 weeks	4-5 weeks	4 weeks
Counting With Friends	Building Numbers	Sophisticated Shapes	Investigating Addition and Subtraction	Measuring and Analyzing Data	Further Investigation of Addition and Subtraction	Show What We Know
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.G.1 MCCK.G.2 MCCK.G.3 MCCK.G.4 MCCK.G.5 MCCK.G.6 MCCK.MD.3	MCCK.OA.1 MCCK.OA.2 MCCK.OA.3 MCCK.OA.4 MCCK.OA.5	MCCK.MD.1 MCCK.MD.2 MCCK.MD.3	MCCK.OA.2 MCCK.OA.3 MCCK.OA.4 MCCK.OA.5	ALL
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.						

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.

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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
Counting with Friends	Building Numbers	Sophisticated Shapes	Investigating Addition and Subtraction
<p><u>Know number names and the count sequence</u> MCCK.CC.1 Count to 100 by ones and by tens. MCCK.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). MCCK.CC.3 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). <u>Count to tell the number of objects.</u> MCCK.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>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.</p> <p>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.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p> <p><u>Classify objects and count the number of objects in each category.</u> MCCK.MD.3 Classify objects into given</p>	<p><u>Work with numbers 11–19 to gain foundations for place value.</u> MCCK.NBT.1 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., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. <u>Know number names and the count sequence.</u> MCCK.CC.3 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). <u>Count to tell the number of objects.</u> MCCK.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>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.</p> <p>MCCK.CC.5 Count to answer “how</p>	<p><u>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</u> MCCK.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>. MCCK.G.2 Correctly name shapes regardless of their orientations or overall size. MCCK.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). <u>Analyze, compare, create, and compose shapes.</u> MCCK.G. 4 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). MCCK.G. 5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. MCCK.G. 6 Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to</i></p>	<p><u>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</u> MCCK.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings⁵, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. MCCK.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. MCCK.OA.3 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., $5 = 2 + 3$ and $5 = 4 + 1$). MCCK.OA.4 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. MCCK.OA.5 Fluently add and subtract within 5.</p>

Georgia Department of Education

<p>categories; count the numbers of objects in each category and sort the categories by count.¹</p>	<p>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; given a number from 1–20, count out that many objects.</p> <p><u>Compare numbers.</u></p> <p>MCCK.CC.6 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.²</p> <p>MCCK.CC.7 Compare two numbers between 1 and 10 presented as written numerals.</p> <p><u>Classify objects and count the number of objects in each category.</u></p> <p>MCCK.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.³</p>	<p><i>make a rectangle?”</i></p> <p><u>Classify objects and count the number of objects in each category.</u></p> <p>MCCK.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.⁴</p>	
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⁵ Drawings need not show details, but should show the mathematics in the problem.

¹ *Limit category counts to be less than or equal to 10.*

² Include groups with up to ten objects.

³ *Limit category counts to be less than or equal to 10.*

⁴ *Limit category counts to be less than or equal to 10.*

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Unit 5	Unit 6	Unit 7
Measuring and Analyzing Data	Further Investigation of Addition and Subtraction	Show What We Know
<p><u>Describe and compare measurable attributes.</u> MCCK.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. MCCK.MD.2 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> <u>Classify objects and count the number of objects in each category.</u> MCCK.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.⁶</p>	<p><u>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</u> MCCK.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. MCCK.OA.3 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., $5 = 2 + 3$ and $5 = 4 + 1$). MCCK.OA.4 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. MCCK.OA.5 Fluently add and subtract within 5.</p>	<p>ALL</p>

⁶ Limit category counts to be less than or equal to 10.