Georgia Performance Standards & Essential Skills Math Software

This document outlines the correlations between the Grade 1 Georgia Performance Standards and the Essential Skills math programs. The specific curriculum outcomes are noted on the left and are matched with the relevant Essential Skills program on the right. Where correlations are not exact, the difference is noted in brackets. Essential Skills programs correlate with 97% of the Grade 1 Georgia Performance Standards.

Georgia Performance Standards	Essential Skills Software CORRELATING PROGRAMS
Number and Operations	
M1N1. Students will estimate, model, compare, order, and represent whole numbers up to 100. a. Represent numbers less than 100 using a variety of models, diagrams, and number sentences. Represent numbers larger than 10 in terms of tens and ones using counters and pictures.	**Mastering Numeration 1**
b. Correctly count and represent the number of objects in a set using numerals.	
c. Compare small sets using the terms greater than, less than, and equal to (>, <, =).	
d. Understand the magnitude and order of numbers up to 100 by making ordered sequences and representing them on a number line.	
e. Exchange equivalent quantities of coins by making fair trades involving combinations of pennies, nickels, dimes, and quarters and count out a combination needed to purchase items less than a dollar.	**Mastering Numeration 1** **Measurement 1**
f. Identify bills ($1, $5, $10, $20) by name and value and exchange equivalent quantities by making fair trades involving combinations of bills and count out a combination of bills needed to purchase items less than twenty dollars.	**Mastering Numeration 3** **Measurement 3** (to ten dollars)

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M1N2. Understand place value notation for the numbers between 1 and 100. a. Determine to which multiple of ten a given number is nearest using tools such as a sequential number line or hundreds chart to assist in estimating.	**Mastering Numeration 1**
b. Represent collections of less than 30 objects with 2-digit numbers and understand the meaning of place value.	
c. Decompose numbers between 11 and 19 as one ten and the appropriate number of ones.	
M1N3. Students will add and subtract numbers less than 100 as well as understand and use the inverse relationship between addition and subtraction. a. Identify one more than, one less than, 10 more than, and 10 less than a given number.	
b. Skip-count by 2's, 5's, and 10's forward and backwards – to and from numbers up to 100.	
c. Compose/decompose numbers up to 10 --"break numbers apart", e.g., 8 is represented as 4 + 4, 3 + 5, 5 + 2 + 1, and 10-2).	
d. Understand a variety of situations to which subtraction may apply: taking away from a set, comparing two sets, and determining how many more or how many less.	**Problem Solving 2-3**
e. Understand addition and subtraction number combinations using strategies such as counting on, counting back, doubles and making tens.	**Mastering Numeration 1**
f. Know the single-digit addition facts to 18 and corresponding subtraction facts with understanding and fluency. (Use strategies such as relating to facts already known, applying the commutative property, and grouping facts into families.)	
g. Apply addition and subtraction to 2 digit numbers without regrouping (e.g.15 + 4, 80-60, 56 + 10, 100-30, 52 + 5).	**Mastering Numeration 2**

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h. Solve and create word problems involving addition and subtraction to 100 without regrouping. Use words, pictures and concrete models to interpret story problems and reflect the combining of sets as addition and taking away or comparing elements of sets as subtraction.	**Problem Solving 2-3**
M1N4. Students will count collections of up to 100 objects by dividing them into equal parts and represent the results using words, pictures, or diagrams. a. Use informal strategies to share objects equally between two to five people.	**Mastering Numeration 2**
b. Build number patterns, including concepts of even and odd, using various concrete representations. (Examples of concrete representations include a hundreds chart, ten grid frame, place value chart, number line, counters, or other objects.).	**Mastering Numeration 1** **Patterning, Geometry & Data Management 1**
c. Identify, label and relate fractions (halves, fourths) as equal parts of a whole using pictures and models.	**Mastering Numeration 2**
Measurement	
M1M1. Students will compare and/or order the length, weight, or capacity of two or more objects by using direct comparison or a nonstandard unit. a. Directly compare length, weight, and capacity of concrete objects.	**Measurement 1**
b. Estimate and measure using a non-standard unit that is smaller than the object to be measured.	
c. Measure with a tool by creating a “ruled” stick, tape, or container by marking off ten segments of the repeated single unit.	
M1M2. Students will develop an understanding of the measurement of time. a. Tell time to the nearest hour and half hour and understand the movement of the minute hand and how it relates to the hour hand.	

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b. Begin to understand the relationship of calendar time by knowing the number of days in a week and months in a year.	**Measurement 1**
c. Compare and/or order the sequence or duration of events (e.g., shorter/longer and before/after).	
Geometry	
M1G1. Students will study and create various two and three-dimensional figures and identify basic figures (squares, circles, triangles, and rectangles) within them. a. Build, draw, name, and describe triangles, rectangles, pentagons, and hexagons.	**Patterning, Geometry & Data Management 1**
b. Build, represent, name, and describe cylinders, cones, and rectangular prisms (objects that have the shape of a box).	
c. Create pictures and designs using shapes, including overlapping shapes.	**Problem Solving 2-3**
M1G2. Students will compare, contrast, and/or classify geometric shapes by the common attributes of position, shape, size, number of sides, and number of corners.	**Patterning, Geometry & Data Management 1**
M1G3. Students will arrange and describe objects in space by proximity, position, and direction (near, far, below, above, up, down, behind, in front of, next to, and left or right of).	
Data Analysis and Probability	
M1D1. Students will create simple tables and graphs and interpret them. a. Interpret tally marks, picture graphs and bar graphs.	**Patterning, Geometry & Data Management 1**
b. Organize and record data using objects, pictures, tally marks, and picture graphs.	
Process Standards	
These theoretical standards are covered generally throughout the entire line of ESS programs.	