Georgia Performance Standards & Essential Skills Math Software

This document outlines the correlations between the Grade 2 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 92% of the Grade 2 Georgia Performance Standards.**

Georgia Performance Standards	Essential Skills Software CORRELATING PROGRAMS
Number and Operations	
M2N1. Students will use multiple representation of numbers to connect symbols to quantities. a. Represent numbers using a variety of models, diagrams, and number sentences (e.g., 4703 represented as 4,000 + 700 + 3, and units, 47 hundreds + 3, or 4,500 + 203).	**Mastering Numeration 2** (to 100) **Mastering Numeration 3** (to 1000)
b. Understand the relative magnitudes of numbers using 10 as a unit, 100 as a unit, or 1000 as a unit. Represent 2-digit numbers with drawings of tens and ones and 3-digit numbers with drawings of hundreds, tens, and ones.	
c. Use money as a medium of exchange. Count back change and use decimal notation and the dollar and cent symbols to represent a collection of coins and currency.	**Mastering Numeration 2** **Measurement 2**
M2N2. Students will build fluency with multi-digit addition and subtraction. a. Correctly add and subtract two whole numbers up to three digits each with regrouping.	**Mastering Numeration 2** (two digit to two digit) **Mastering Numeration 3** **Problem Solving 2-3** (three digit to three digit)
b. Understand and use the inverse relation between addition and subtraction to solve problems and check solutions.	**Mastering Numeration 3** **Problem Solving 2-3**
c. Use mental math strategies such as benchmark numbers to solve problems.	

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d. Use basic properties of addition (commutative, associative, and identity) to simplify problems (e.g. 98 + 17 by taking two from 17 and adding it to the 98 to make 100 and replacing the original problem by the sum 100 + 15).	**Mastering Numeration 1** **Mastering Numeration 3**
e. Estimate to determine if solutions are reasonable for addition and subtraction.	
M2N3. Students will understand multiplication, multiply numbers, and verify results. a. Understand multiplication as repeated addition.	**Mastering Numeration 2** **Problem Solving 2-3**
b. Use repeated addition, arrays, and counting by multiples (skip counting) to correctly multiply 1-digit numbers and construct the multiplication table.	
c. Use the multiplication table (grid) to determine a product of two numbers.	
d. Use repeated subtraction, equal sharing, and forming equal groups to divide large collections of objects and determine factors for multiplication.	
M2N4. Students will understand and compare fractions. a. Model, identify, label, and compare fractions (thirds, sixths, eighths, tenths) as a representation of equal parts of a whole or of a set.	**Mastering Numeration 2**
b. Know that when all fractional parts are included, such as three thirds, the result is equal to the whole.	
M2N5. Students will represent and interpret quantities and relationships using mathematical expressions including equality and inequality signs (=, >, <). a. Include the use of boxes or ___ to represent a missing value.	**Mastering Numeration 2**
b. Represent problem solving situations where addition, subtraction or multiplication may be applied using mathematical expressions.	**Problem Solving 2-3**
Measurement	

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M2M1. Students will know the standard units of inch, foot, yard, and metric units of centimeter and meter and measure length to the nearest inch or centimeter. a. Compare the relationship of one unit to another by measuring objects twice using different units each time.	**Measurement 2** **Problem Solving 2-3** (not measuring twice)
b. Estimate lengths, and then measure to determine if estimations were reasonable.	**Measurement 2** **Problem Solving 2-3**
c. Determine an appropriate tool and unit for measuring.	**Measurement 2** **Problem Solving 2-3**
M2M2. Students will tell time to the nearest five minutes and know relationships of time such as the number of minutes in an hour and hours in a day.	**Measurement 2** (to quarter hour) **Measurement 3** (to five minutes)
M2M3. Students will estimate, then measure, temperature (Fahrenheit) and determine if estimations were reasonable.	**Measurement 2**
Geometry	
M2G1. Students will describe and classify plane figures (triangles, square, rectangle, trapezoid, quadrilateral, pentagon, hexagon, and irregular polygonal shapes) according to the number of edges and vertices and the sizes of angles (right angle, obtuse, acute).	**Patterning, Geometry & Data Management 2** **Problem Solving 2-3** **Problem Solving 3-4** (angles)
M2G2. Students will describe and classify solid geometric figures (prisms, cylinders, cones, and spheres) according to such things as the number of edges and vertices and the number and shape of faces and angles. a. Recognize the (plane) shapes of the faces of a geometric solid and count the number of faces of each type.	**Patterning, Geometry & Data Management 2** **Problem Solving 2-3**
b. Recognize the shape of an angle as a right angle, an obtuse or acute angle.	**Problem Solving 3-4**
M2G3. Students will describe the change in attributes as two and three-dimensional shapes are cut and rearranged.	**Patterning, Geometry & Data Management 2** **Problem Solving 2-3**
Data Analysis and Probability	

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M2D1. Students will create simple tables and graphs and interpret their meaning. a. Organize and display data using picture graphs, Venn diagrams, bar graphs, and simple charts/tables to record results.	**Patterning, Geometry & Data Management 2**
b. Know how to interpret picture graphs, Venn diagrams, and bar graphs.	**Patterning, Geometry & Data Management 2** **Problem Solving 2-3**
Process Standards	
These theoretical standards are covered generally throughout the entire line of ESS programs.	