Georgia Performance Standards & Essential Skills Math Software

This document outlines the correlations between the Kindergarten 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 91% of the Kindergarten Georgia Performance Standards.

Georgia Performance Standards	Essential Skills Software CORRELATING PROGRAMS
Number and Operations	
MKN1. Students will connect numerals to the quantities they represent. a. Count a number of objects up to 30.	**Readiness Skills** (to 10) **Mastering Numeration 1** (to 100)
b. Produce models for number words through ten.	
c. Write numerals through 20 to label sets.	
d. Sequence and identify using ordinal numbers (1st-10th).	**Mastering Numeration 2** (to 30th)
e. Compare two or more sets of objects (1-10) and identify which set is equal to, more than, or less than the other.	**Mastering Numeration 1** (to 100)
f. Estimate quantities using five and ten as a benchmark. (e.g. 9 is one five and four more. It is closer to two fives or one 10 than it is to one five.).	
g. Use informal strategies to share objects equally (divide) between two to three people or sets.	**Mastering Numeration 2**
h. Identify coins by name and value (penny, nickel, dime, and quarter).	**Mastering Numeration 1** **Measurement 1** (to one dollar)
i. Count out pennies to buy items that together cost less than 30 cents.	
j. Make fair trades involving combinations of pennies and nickels or pennies and dimes.	

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MKN2. Students will use representations to model addition and subtraction. a. Use counting strategies to find out how many items are in two sets when they are combined, separated, or compared.	**Mastering Numeration 1**
b. Build number combinations up to 10 (e.g., 4 and 1, 2 and 3, 3 and 2, 4 and 1 for five) and for doubles to 10 (3 and 3 for six).	
c. Use objects, pictures, numbers, or words to create, solve and explain story problems (combining, separating, or comparing) for two numbers that are each less than 10.	
Measurement	
MKM1. Students will group objects according to common properties such as longer/shorter, more/less, taller/shorter, and heavier/lighter. a. Compare and order objects on the basis of length.	**Readiness Skills** **Measurement 1**
b. Compare and order objects on the basis of capacity.	**Measurement 1**
c. Compare and order objects on the basis of height.	**Readiness Skills** **Measurement 1**
d. Compare and order objects on the basis of weight.	**Measurement 1**
MKM2. Students will understand the measurement of calendar time. a. Know the names of the days of the week.	**Measurement 1**
b. Know the months of the year.	
c. Know the four seasons.	
MKM3. Students will tell time as it relates to a daily schedule. a. Order daily events.	
b. Tell the time when daily events occur, such as morning, afternoon, and night.	

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c. Know the name of the day of the week when weekly events occur in class.	
Geometry	
MKG1. Students will correctly name simple two and three-dimensional figures, and recognize them in the environment. a. Recognize and name the following basic two-dimensional figures: triangles, rectangles, squares, and circles.	**Patterning, Geometry & Data Management 1**
b. Recognize and name the following three-dimensional figures: spheres (balls), and cubes.	
c. Observe concrete objects in the environment and represent the objects using basic shapes, such as drawing a representation of a house using a square together with a triangle for the roof.	
d. Combine basic shapes into basic and more complicated shapes, and will decompose basic shapes into combinations of basic shapes.	**Patterning, Geometry & Data Management 1**
e. Compare geometric shapes and identify similarities and differences of the following two and three-dimensional shapes: triangles, rectangles, squares, circles, spheres, and cubes.	
MKG2. Students will understand basic spatial relationships. a. Identify when an object is beside another object, above another object, or below another object.	**Readiness Skills** **Patterning, Geometry & Data Management 1**
b. Identify when an object is in front of another object, behind another object, inside another object or outside it.	
MKG3. Students will identify, create, extend, and transfer patterns from one representation to another using actions, objects, and geometric shapes. a. Identify a missing shape within a given pattern of geometric shapes.	

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b. Extend a given pattern, and recognize similarities (such as color, shape, texture, or number) in different patterns.	**Readiness Skills** **Patterning, Geometry & Data Management 1**
Data Analysis and Probability	
MKD1. Students will pose information questions, collect data, organize, and record results using objects, pictures, and picture graphs.	**Patterning, Geometry & Data Management 1**
Process Standards	
These theoretical standards are covered generally throughout the entire line of ESS programs.	