Personalized Mathematics Pathways: Opportunities for ALL Georgia Students
Purpose:

The purpose of this presentation is to provide district leaders, school administrators, counselors, and teacher leaders with information related to personalized mathematics pathways for all students to have access to opportunities to advance in mathematics based on their post-secondary goals and aspirations.
Be Intentional
Georgia’s K-12 Mathematics Standards
Adopted in August 2021
Implementation to Begin in Fall 2023

KEY TAKEAWAYS FROM THE NEW STANDARDS ADOPTION:
• The grade level/course key competencies represent the standard expectation of learning for students in each grade level and course.
• The standards presented for each grade level and course represent the ultimate expectation for mastery at each grade level for each big idea.
• The standards are presented through a logical progression and provide detailed information as students work toward mastery of the key competencies/standards of the grade level/course.
• The standards are each followed by more detailed learning objectives that further explain the expectations for learning in the specific grade level/course standards.
• The Georgia Department of Education does not mandate a specific strategy or approach to solving a problem.
Georgia’s K-12 Mathematics Standards

Adopted in August 2021
Implementation to Begin in Fall 2023

KEY TAKEAWAYS FROM THE NEW STANDARDS ADOPTION:

• The philosophy of the Georgia Department of Education is to reinforce a strong foundation of reasoning and fundamentals in the early grades that builds on relevant pathways for future success.

• Allow students to experience a sense of self success and self-worth throughout the process of learning. Students should be provided with learning opportunities that focus on mastering fundamental topics and make connections that strengthen understanding.

UNDERSTANDING THE NEW STANDARDS:

• Georgia’s K-12 Mathematics Standards Explanation of Changes and Improvements
Georgia's New K-12 Mathematics Standards Curriculum Maps

IMPLEMENTATION 2023-2024 SCHOOL YEAR
Middle School Mathematics

New Pathways Document Available

Georgia’s K-12 Mathematics Standards

The State Board of Education approved State School Superintendent Richard Woods’ recommendation to adopt the new Georgia’s K-12 Mathematics Standards. The 2021-2022 and 2022-2023 school years will be dedicated to teacher training on the new standards, with implementation to follow in 2023-2024.

The new standards are truly Georgia-developed. They were drafted by Georgia mathematics teachers with input from educational leaders, parents, students, business and industry leaders, and community members. They are designed to provide a strong foundation, to be clear, understandable, and present a reasonable amount of content in each year.

Throughout the current school year, teachers will receive training and professional learning, new resources will be developed, and assessments will be aligned to the updated standards. In addition, communication will be provided to parents to ensure a smooth transition.

New Resources

- **NEW!** K-12 Mathematics Curriculum Maps (effective Fall 2023)
- **NEW!** Secondary Mathematics Pathways Guianace
- **NEW!** Georgia’s K-12 Mathematics Standards Explanation of Changes and Improvements

www.gadoe.org/mathematics
Middle School Mathematics

The following table provides the minimum assessment and accountability requirements as well as a list of ideas for support, enhancement, and acceleration at each grade level. **This list is not all-inclusive.** Students who successfully complete 8th Grade Mathematics are adequately prepared to enroll in Algebra: Concepts and Connections in 9th grade.

<table>
<thead>
<tr>
<th>Grade-Level</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment &amp; Accountability Expectations</td>
<td>Georgia's K-12 Mathematics Standards 6th Grade</td>
<td>Georgia's K-12 Mathematics Standards 7th Grade</td>
<td>Georgia's K-12 Mathematics Standards 8th Grade</td>
</tr>
</tbody>
</table>
| Ideas for Support, Enhancement, & Acceleration | • Content and grade acceleration and support STEM/STEAM interdisciplinary programming with embedded mathematics content  
• Courses that blend multiple content areas or grade-level standards  
• *District approved options | • Content and grade acceleration and support  
• STEM/STEAM interdisciplinary programming with embedded mathematics content  
• Courses that blend multiple content areas or grade-level standards  
• *District approved options | • Content and grade acceleration and support  
• New enhanced course option: Enhanced Grade 8 and Algebra: Concepts and Connections  
• STEM/STEAM interdisciplinary programming with embedded mathematics content  
• Courses that blend multiple content areas or grade-level standards  
• *District approved options |

*NOTE: All options include opportunities for support and content acceleration. Local school districts have flexibility to offer additional course options that meet the needs of students in their specific school communities.
Georgia's New K-12 Mathematics Standards
Required Course per SBOE Graduation Rule

![Diagram showing the sequence of required mathematics courses for high school graduation.](image)

- Algebra: Concepts & Connections
- Geometry: Concepts & Connections
- Advanced Algebra: Concepts & Connections
- 4th Core Mathematics Course

*Offering a holistic education to each and every child in our state.*
Mathematics Programming Considerations for High School

The minimum core mathematics course requirements to earn a high school diploma in Georgia include:

- Algebra: Concepts and Connections or the equivalent
- Geometry: Concepts and Connections or the equivalent
- Advanced Algebra: Concepts and Connections or the equivalent
- A fourth core mathematics course option

Though all students have the same core mathematics requirements for graduation, there are many paths to meet those requirements. For example, STEM/STEAM programming offers unique opportunities for content in mathematics to be blended with other content areas for students to develop a deep understanding of the expectations outlined in each grade level and course.

The Georgia Department of Education has created a catalog of secondary courses to help students meet their graduation requirements. These course options include support, enrichment, enhanced, advanced placement, International Baccalaureate (IB), dual enrollment, and more.

The mathematics pathways of courses should be offered as an option for all students based on student interest and post-secondary goals. All paths should provide open access for all students with multiple on-ramps and off-ramps as they matriculate through the secondary grade levels.
Fourth Course Options for Students

Georgia’s Mathematics Graduation Requirements for High School

First Three Required Courses

- Algebra: Concepts & Connections (or the equivalent)
- Geometry: Concepts & Connections (or the equivalent)
- Advanced Algebra: Concepts & Connections (or the equivalent)

• Multiple choices for 4th core mathematics courses
• Co-Requisite Support courses offered, as needed.

4th Mathematics Course Options

- AP Statistics
- Statistical Reasoning
- Computer Science Courses
  - Pre-Calculus
  - Precalculus
  - Advanced Finite Mathematics
  - Advanced Mathematical Decision Making
  - Mathematics of Industry and Government
  - Mathematics Capstone Course
  - Advanced Financial Algebra
  - Approved Dual Enrollment Courses
- Linear Algebra with Computer Science Applications
  - Calculus
  - Multivariable Calculus
  - Differential Equations
  - Engineering Calculus

Fourth mathematics course options may be taken simultaneously once the prerequisite is satisfied for each course.
Modernized Advanced Algebra

Advanced Algebra: Concepts & Connections

DATA SCIENCE
FUNCTIONAL REASONING
ACCESSIBLE CONTENT FOR ALL STUDENTS
STATISTICAL REASONING
21ST CENTURY SKILLS
TECHNOLOGY ENHANCED

Offering a holistic education to each and every child in our state.
New Middle School Accelerated Option

A new Enhanced Algebra: Concepts and Connections course blending option will be offered for learners seeking advanced and accelerated mathematics in Grade 8. This course option can be provided for all learners seeking to pursue accelerated mathematics content in Grade 8 regardless of the course taken previously. The new Enhanced Algebra: Concepts and Connections course will be provided for students interested in pursuing advanced mathematics courses in middle and high school, including courses that go beyond the four core mathematics course options. This accelerated course option aligns with federal assessment and accountability requirements for the grade level to benefit students and teachers and provides a thoughtful blend of SBOE approved standards.

The Enhanced Algebra: Concepts and Connections course, designed for students who have mastered the Grade 7 Mathematics standards, is a blend of the topics addressed in Grade 8 Mathematics (i.e., linear functions) and the topics addressed in Algebra: Concepts and Connections (i.e., non-linear functions). The content of this course prepares students for the federal assessment requirements, including the content assessed on the Grade 8 EOG and the HS Algebra EOC. Students who successfully complete Enhanced Algebra: Concepts and Connections will be prepared for Geometry: Concepts and Connections as a subsequent course.
High School Enhanced Course

A new course blending option has been made available for advanced learners that includes Enhanced Advanced Algebra and Precalculus: Concepts and Connections starting in 2023-2024. All learners should have the opportunity to enroll in support courses and advanced placement mathematics courses at the high school level based on their course-taking patterns at the middle school level. All options should be made available for all students.

High School Acceleration
(Local districts may add additional options, as needed.)

- Geometry: Concepts & Connections (or the equivalent)
- Enhanced Advanced Algebra & Precalculus: Concepts & Connections
- AP Calculus AB, AP Calculus BC, AP Statistics, IB Courses
- Dual Enrollment Advanced Calculus & Advanced Statistics Options

*Local school districts maintain the flexibility to offer courses that best meet the needs of students in their school communities.
**NEW**

**AP PRECALCULUS**

**COMING SOON, FALL 2023**

**UNIT 1**
POLYNOMIAL AND RATIONAL FUNCTIONS
(6 - 6.5 WEEKS)

**UNIT 2**
EXPONENTIAL AND LOGARITHMIC FUNCTIONS
(6 – 6.5 WEEKS)

**UNIT 3**
TRIGNOMETRIC AND POLAR FUNCTIONS
(7 – 7.5 WEEKS)

**UNIT 4**
FUNCTIONS INVOLVING PARAMETERS, VECTORS, AND MATRICES
(7 – 7.5 WEEKS)

**Preliminary college board sequence of units for new AP Precalculus Course**
**Anticipated implementation, Fall 2023**
### Additional Pathways for Students interested in Advanced Calculus Options in High School

**Middle and High School Course-Taking Sequences and Pathways for All Students**

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Discussion regarding Decision Point(s) may occur throughout K-HS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Decision Point #1a</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 10 Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Decision Point #2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Local Districts have the flexibility to create additional pathways that support student success based on the needs in their individual districts.

**Personalized, Student-Centered Decision Points**

**Open Access for ANY interested student**

**Figure 3. Mathematics Pathways to Graduation**

**AP Calculus BC is required for the Georgia Tech Distance Mathematics Program**

---

**Offering a holistic education to each and every child in our state.**
# Appendix A - Guidance for Initial Implementation / Transition Year

<table>
<thead>
<tr>
<th>NEW PATHWAY SUPPORT</th>
<th>INITIAL IMPLEMENTATION / TRANSITION YEAR</th>
<th>2024-2025</th>
<th>2025-2026</th>
<th>2026-2027</th>
<th>2027-2028</th>
<th>2028-2029</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GSE Advanced Grade 6/7A in 6th grade</strong></td>
<td>Grade 7 Mathematics*</td>
<td>Enhanced Grade 8 Mathematics and Algebra: Concepts &amp; Connections</td>
<td>Geometry: Concepts &amp; Connections in 9th grade**</td>
<td>Enhanced Advanced Algebra and Precalculus: Concepts &amp; Connections in 10th grade</td>
<td>AP Calculus AB or AP Calculus BC in 11th grade</td>
<td>A 4th mathematics course option in 12th grade (i.e., College-level Calculus or Statistics course)</td>
</tr>
<tr>
<td><strong>GSE Advanced Grade 7B/8 in 7th grade</strong></td>
<td>Enhanced Grade 8 Mathematics and Algebra: Concepts &amp; Connections</td>
<td>Geometry: Concepts &amp; Connections in 9th grade**</td>
<td>Enhanced Advanced Algebra and Precalculus: Concepts &amp; Connections in 10th grade</td>
<td>AP Calculus AB or AP Calculus BC in 11th grade</td>
<td>A 4th mathematics advanced calculus or statistics course option in 12th grade (i.e., College-level Calculus or Statistics)</td>
<td></td>
</tr>
<tr>
<td><strong>GSE Accelerated Coordinate Algebra/ Analytic Geometry A OR Accelerated Algebra/ Geometry A in 8th grade</strong></td>
<td>Geometry: Concepts &amp; Connections in 9th grade**</td>
<td>Enhanced Advanced Algebra and Precalculus: Concepts &amp; Connections in 10th grade</td>
<td>AP Calculus AB or AP Calculus BC in 11th grade</td>
<td>A 4th mathematics course option in 12th grade (i.e., College-level Calculus or Statistics)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GSE Accelerated Coordinate Algebra/ Analytic Geometry A OR Accelerated Algebra/ Geometry A in 9th grade</strong></td>
<td>Geometry: Concepts &amp; Connections in 10th grade**</td>
<td>Enhanced Advanced Algebra and Precalculus: Concepts &amp; Connections in 11th grade</td>
<td>A 4th mathematics course option in 12th grade (i.e., AP Statistics, AP Calculus AB or AP Calculus BC)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GSE Accelerated Analytic Geometry B/Advanced Algebra OR GSE Accelerated Geometry B/ Algebra II in 9th grade</strong></td>
<td>Precalculus: Concepts &amp; Connections AND AP Statistics in 10th grade</td>
<td>AP Calculus AB or AP Calculus BC in 11th grade</td>
<td>A 4th mathematics advanced calculus course option in 12th grade (i.e., College-level Calculus or Statistics)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GSE Accelerated Analytic Geometry B/Advanced Algebra OR GSE Accelerated Geometry B/ Algebra II in 10th grade</strong></td>
<td>Precalculus: Concepts &amp; Connections AND AP Statistics in 11th grade</td>
<td>A 4th mathematics course option in 12th grade (i.e., AP Statistics, AP Calculus AB or AP Calculus BC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Following completion of 7th grade mathematics, all students have the option to take either 8th grade mathematics or Enhanced 8th: Algebra: Concepts & Connections.

**Following completion of Geometry: Concepts & Connections, all students have the option to take either Algebra: Concepts & Connections or Enhanced Advanced Algebra and Precalculus: Concepts & Connections.
High School Supports

NOTE: Technical College Readiness as an ACCUPLACER® Prep Support course may be taken, as needed, for students interested in Dual Enrollment Option B. Students must meet eligibility requirements.

Co-Requisite support courses may be taken in conjunction with the core mathematics courses they are paired with to provide students with the necessary intervention support in real time as they are working toward mastery of the grade-level standards. The co-requisite support courses are not stand-alone courses; these courses assist students as they work to earn the required core course credit.
INTERDISCIPLINARY TEACHING AND LEARNING
GEORGIA’S K-12
MATHEMATICS STANDARDS

MATHEMATICAL PRACTICES

The Mathematical Practices describe the reasoning behaviors students should develop as they build an understanding of mathematics – the “habits of mind” that help students become mathematical thinkers. There are eight standards, which apply to all grade levels and conceptual categories.

These mathematical practices describe how students should engage with the mathematics content for their grade level. Developing these habits of mind builds students’ capacity to become mathematical thinkers. These practices can be applied individually or together in mathematics lessons, and no particular order is required. In well-designed lessons, there are often two or more Mathematical Practices present.

### MATHEMATICAL PRACTICES

- **MP.1**: Make sense of problems and persevere in solving them.
- **MP.2**: Reason abstractly and quantitatively.
- **MP.3**: Construct viable arguments and critique the reasoning of others.
- **MP.4**: Model with mathematics.
- **MP.5**: Use appropriate tools strategically.
- **MP.6**: Attend to precision.
- **MP.7**: Look for and make use of structure.
- **MP.8**: Look for and express regularity in repeated reasoning.
GEORGIA'S K-12
MATHEMATICS STANDARDS

MATHEMATIC MODELING

Teaching students to model with mathematics is engaging, builds confidence and competence, and gives students the opportunity to collaborate and make sense of the world around them, the main reason for doing mathematics. For these reasons, mathematical modeling should be incorporated at every level of a student’s education. This is important not only to develop a deep understanding of mathematics itself, but more importantly to give students the tools they need to make sense of the world around them. Students who engage in mathematical modeling will not only be prepared for their chosen career but will also learn to make informed daily life decisions based on data and the models they create.

The diagram below is a mathematical modeling framework depicting a cycle of how students can engage in mathematical modeling when solving a realistic problem or task.

A Mathematical Modeling Framework

- Explore & describe real-life, mathematical situations or problems.
- Gather information, make assumptions, and define variables related to the problem.
- Create a model and arrive at a solution to explain the problem presented.
- Analyze and revise models, as necessary.
- Evaluate the model and interpret solutions generated from other models. Draw and validate conclusions.

Critical thinking
Communication
Collaboration
Creative Problem Solving
GEORGIA’S K-12
MATHEMATICS STANDARDS

FRAMEWORK FOR STATISTICAL REASONING

Statistical reasoning is important for learners to engage as citizens and professionals in a world that continues to change and evolve. Humans are naturally curious beings and statistics is a language that can be used to better answer questions about personal choices and/or make sense of naturally occurring phenomena. Statistics is a way to ask questions, explore, and make sense of the world around us.

The Framework for Statistical Reasoning should be used in all grade levels and courses to guide learners through the data-making process, ultimately leading to the goal of statistical literacy in all grade levels and courses. Reasoning with statistics provides a context that necessitates the learning and application of a variety of mathematical concepts.

<table>
<thead>
<tr>
<th>INTERPRET</th>
<th>ASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpret the Results</td>
<td>Formulate Statistical Investigative Questions</td>
</tr>
<tr>
<td>ANALYZE</td>
<td>COLLECT</td>
</tr>
<tr>
<td>Analyze the Data</td>
<td>Collect &amp; Consider the Data</td>
</tr>
</tbody>
</table>

**FIGURE 1: GEORGIA FRAMEWORK FOR STATISTICAL REASONING**

The following four-step statistical problem-solving process can be used throughout each grade level and course to help learners develop a solid foundation in statistical reasoning and literacy.

I. **Formulate Statistical Investigative Questions**
   - Ask questions that anticipate variability.

II. **Collect & Consider the Data**
   - Ensure that data collection designs acknowledge variability.

III. **Analyze the Data**
   - Make sense of data and communicate what the data mean using pictures (graphs) and words. Give an accounting of variability, as appropriate.

IV. **Interpret the Results**
   - Answer statistical investigative questions based on the collected data.
Customized for School Community and Needs

All content areas considered, but not all content areas must be included for every lesson.

Interdisciplinary approaches to teaching and learning

Strong connections with mathematical modeling

<table>
<thead>
<tr>
<th>COMPUTER SCIENCE CONTENT &amp; CONNECTIONS</th>
<th>ENGLISH/LANGUAGE ARTS CONTENT &amp; CONNECTIONS</th>
<th>SCIENCE CONTENT &amp; CONNECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GEORGIA’S K-12 MATHEMATICS STANDARDS
INTERDISCIPLINARY UNIT PLANNING TOOL

<table>
<thead>
<tr>
<th>MATHEMATICS CONTENT &amp; CONNECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOCIAL STUDIES CONTENT &amp; CONNECTIONS</th>
<th>FIVE ARTS, HEALTH, PHYSICAL EDUCATION, WORLD LANGUAGES CONTENT &amp; CONNECTIONS</th>
<th>CTE &amp; WORKFORCE READINESS CONTENT &amp; CONNECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Drawing Question/Statement of the Problem (Real-Life Phenomena):

Georgia Department of Education
April 2022
All Rights Reserved
### INTERDISCIPLINARY CONNECTIONS IN ALL GRADE LEVELS

#### GRADE 6 CURRICULUM MAP

**Georgia’s K-12 Mathematics Standards**

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 1</strong></td>
</tr>
<tr>
<td>Making Relevant Connections</td>
<td>Making Relevant Connections</td>
</tr>
<tr>
<td>Through Number System Fluency</td>
<td>Through Number System Fluency</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit 2</strong></th>
<th><strong>Unit 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdisciplinary Connection</td>
<td>Interdisciplinary Connection</td>
</tr>
<tr>
<td>Interdisciplinary Connection</td>
<td>Interdisciplinary Connection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit 3</strong></th>
<th><strong>Unit 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating Rate, Ratio</td>
<td>Investigating Rate, Ratio</td>
</tr>
<tr>
<td>Proportional Reasoning</td>
<td>Proportional Reasoning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit 4</strong></th>
<th><strong>Unit 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Building a Conceptual Understanding of Expressions</td>
<td>Building a Conceptual Understanding of Expressions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit 5</strong></th>
<th><strong>Unit 5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring Area and Volume</td>
<td>Exploring Area and Volume</td>
</tr>
<tr>
<td>Rational Exploration: Numbers and their Opposites</td>
<td>Rational Exploration: Numbers and their Opposites</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit 6</strong></th>
<th><strong>Unit 6</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphing Rational Equations and Inequalities</td>
<td>Graphing Rational Equations and Inequalities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit 7</strong></th>
<th><strong>Unit 7</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdisciplinary Connection</td>
<td>Interdisciplinary Connection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit 8</strong></th>
<th><strong>Unit 8</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 8</td>
<td>Unit 9</td>
</tr>
<tr>
<td>Interdisciplinary Connection</td>
<td>Interdisciplinary Connection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit 9</strong></th>
<th><strong>Unit 9</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Culminating Capstone Unit</td>
<td>Culminating Capstone Unit</td>
</tr>
</tbody>
</table>

Ongoing Interdisciplinary learning to impact the community and to explain real-life phenomena.

The concepts in each unit are presented based on a logical, mathematical progression. Each unique unit in sequence builds upon the previous unit.


Mathematical Practices (MP 1-8) should be evidenced at some point throughout each unit depending on the concepts that are explored. It is important to note that MPs 1, 3 and 6 should always be integrated.

- **Key for Course Standards:** MP: Mathematical Practices, NR: Numerical Reasoning, PAR: Pattern & Algebraic Reasoning, GSR: Geometric & Spatial Reasoning

---

**Offering a holistic education to each and every child in our state.**
THANK YOU FOR ALL YOU DO!!!
Preparing students for life.

www.gadoe.org/mathematics

@GaDOEMath

youtube.com/georgiastandards