

Colorado
Curricular Standards
Mathematics - Grade 5
Correlations with Gourmet Curriculum Press, Inc.®
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Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
	Standard 1: Students develop number sense and use number and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.			
1.1	<i>Demonstrating meanings for integers, rational numbers, percents, exponents, square roots, and pi (•) using physical materials and technology in problem-solving situations.</i>			
	<ul style="list-style-type: none"> locate commonly-used positive rational numbers, including fractions, mixed numbers, terminating decimals through thousandths, and percents, on the number line 	Appetizers 2 C; Main Dish Objective 2 (Mathematical Relations) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> using concrete materials, demonstrate the meaning of integers 	Appetizers 1 A & B; Main Dish Objective 1 (Number Concepts) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> using concrete materials, demonstrate the equivalence of commonly-used fractions, terminating decimals, and percents (for example, $7/10 = 0.7 = 70\%$) 	Appetizers 1 C; 6 D; Main Dish Objectives 1 (Number Concepts) Lesson 3; 6 (Addition) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> pictorially, demonstrate the meaning of square numbers 			

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1.2	<i>Reading, writing, and ordering integers, rational numbers, and common irrational numbers such as $\frac{1}{2}$ and $\frac{1}{5}$ and π.</i>			
	<ul style="list-style-type: none"> • <i>read, write, and order positive rational numbers, including commonly-used fractions and terminating decimals through thousandths</i> 	Appetizers 1 B & D; Main Dish Objective 1 (Number Concepts) Lessons 2 & 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> • <i>compare commonly-used proper fractions and terminating decimals using the symbols =, $\frac{1}{2}$, $<$, $>$</i> 	Appetizers 1 B, C, & D; Main Dish Objective 1 (Number Concepts) Lessons 2, 3, & 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
1.3	<i>Applying number theory concepts (for example, primes, factors, multiples) to represent numbers in various ways.</i>			
	<ul style="list-style-type: none"> • <i>identify factors, multiples, and prime composite numbers</i> 	Appetizers 1 F; Main Dish Objective 1 (Number Concepts) Lesson 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> • <i>write the prime factorization of whole numbers up to 50 (for example, $36 = 2 \cdot 2 \cdot 3 \cdot 3$)</i> 	Appetizers 1 F; Main Dish Objective 1 (Number Concepts) Lesson 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> • <i>relate exponential notation to repeated multiplication (for example, $81 = 3 \cdot 3 \cdot 3 \cdot 3$)</i> 	Appetizers 1 F; Main Dish Objective 1 (Number Concepts) Lesson 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> • <i>write whole numbers in expanded form without powers of ten (for example, $579 = 500 + 70 + 9 = (5 \times 100) + (7 \times 10) + (9 \times 1)$)</i> 	Appetizers 1 A; Main Dish Objective 1 (Number Concepts) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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	<ul style="list-style-type: none"> demonstrate the divisibility rules for 2, 5, and 10 	Appetizers 9 A; Main Dish Objective 9 (Division) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> demonstrate $an = a \cdot a \cdot \dots \cdot a$, where 'a' and 'n' are counting numbers 	Appetizers 2 B; Main Dish Objective 2 (Mathematical Relations) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
1.4	<i>Using the relationships among fractions, decimals, and percents, including the concepts of ratio and proportion, in problem-solving situations.</i>			
	<ul style="list-style-type: none"> demonstrate the meaning of ratio in different contexts 	Appetizers 1 D; Main Dish Objective 1 (Number Concepts) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> use appropriate notation to express ratios, including a/b, a to b, and $a:b$ 	Appetizers 5 D; Main Dish Objective 5 (Probability/Statistics) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
1.5	<i>Developing, testing, and explaining conjectures about properties of integers and rational numbers.</i>			
	<ul style="list-style-type: none"> demonstrate the commutative, associative, and identity properties for addition and multiplication, and the multiplication property of zero for fractions 	Appetizers 2 A; 12 A; Main Dish Objectives 2 (Mathematical Relations) Lesson 1; 12 (Mathematical Representation) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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1.6	Using number sense to estimate and justify the reasonableness of solutions to problems involving integers, rational numbers, and common irrational numbers such as •2, •5, and •.			
	<ul style="list-style-type: none"> estimate sums and differences of fractions and decimals using benchmarks (for example, $\frac{5}{6} + \frac{7}{8}$ must be equal to an amount less than 2, since each fraction is less than 1) 	Appetizers 1 D; Main Dish Objective 1 (Number Concepts) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> estimate, using appropriate techniques, determine, and, then, justify the reasonableness of solutions to problems involving whole numbers 	Appetizers 10 A, B, C, D, F, & G; 13 A & B; Main Dish Objectives 10 (Estimation) Lessons 1, 2, 3, 4, 6, & 7; 13 (Reasonableness) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	Standard 2: Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems.			
2.1	Representing, describing, and analyzing patterns and relationships using table graphs, verbal rules, and standard algebraic notation.			
	<ul style="list-style-type: none"> represent, describe, and analyze patterns for relationships involving whole numbers and common proper fractions 	Appetizers 2 B; 12 A; Main Dish Objectives 2 (Mathematical Relations) Lesson 2; 12 (Mathematical Representation) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> recognize that a variable is used to represent an unknown quantity 	Appetizers 2 A & B; 12 A; Main Dish Objectives 2 (Mathematical Relations) Lessons 1 & 2; 12 (Mathematical Representation) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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2.2	<i>Describing patterns using variables, expressions, equations, and inequalities in problem-solving situations.</i>			
	<ul style="list-style-type: none"> <i>solve problems from patterns involving whole numbers and common proper fractions using tables, graphs, and rules</i> 	Appetizers 2 A & B; 5 B; 12 B; Main Dish Objectives 2 (Mathematical Relations) Lessons 1 & 2; 5 (Probability/Statistics) Lesson 2; 12 (Mathematical Representation) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2.3	<i>Analyzing fractional relationships to explain how a change in one quantity results in a change in another (for example, how the area of a circle changes as the radius increases, or how a person's height changes over time).</i>			
	<ul style="list-style-type: none"> <i>in any functional relationship involving whole numbers and common proper fractions, describe how a change in one quantity affects the other</i> 	Appetizers 2 B; 6 E & G; Main Dish Objectives 2 (Mathematical Relations) Lesson 2; 6 (Addition) Lessons 5 & 7; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2.4	<i>Distinguishing between linear and nonlinear functions through informal investigations.</i>			
	<ul style="list-style-type: none"> <i>graph discrete linear and nonlinear functions</i> 	Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <i>match a description of a situation with its continuous graph</i> 	Appetizers 2 D; 5 B; Main Dish Objectives 2 (Mathematical Relations) Lesson 4; 5 (Probability/Statistics) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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2.5	<i>Solving simple linear equations in problem-solving situations using a variety of methods (informal, formal and graphical) and a variety of tools (physical materials, calculators and computers).</i>			
	<ul style="list-style-type: none"> <i>solve problems involving linear relationships in whole numbers</i> 	Appetizers 2 A & B; 12 A; Main Dish Objectives 2 (Mathematical Relations) Lessons 1 & 2; 12 (Mathematical Representation) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <i>solve simple linear equations with coefficients of 1 by informal methods using manipulatives, tables, graphs, or technology</i> 			
Standard 3: Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning and processes used in solving these problems.				
3.1	<i>Reading and constructing displays of data using appropriate techniques (for example, line graphs, circle graphs, scatter plots, box plots, stem-and-leaf plots) and appropriate technology.</i>			
	<ul style="list-style-type: none"> <i>differentiate between categorical and numerical data</i> 	Appetizers 5 B; 12 B; Main Dish Objectives 5 (Probability/Statistics) Lesson 2; 12 (Mathematical Representation) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <i>organize and display data using appropriate graphs, such as line, bar, circle, dot plots, frequency tables, and stem-and-leaf</i> 	Appetizers 5 B; 12 B; Main Dish Objectives 5 (Probability/Statistics) Lesson 2; 12 (Mathematical Representation) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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	<ul style="list-style-type: none"> • <i>read, interpret, and draw conclusions from various displays of data</i> 	Appetizers 5 A, B, & C; 12 B; Main Dish Objectives 5 (Probability/Statistics) Lessons 1, 2, & 3; 12 (Mathematical Representation) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3.2	<i>Displaying and using measures of central tendency, such as mean, median, and mode, and measures of variability, such as range and quartiles.</i>			
	<ul style="list-style-type: none"> • <i>determine the mean of a set of data using manipulatives</i> 	Appetizers 5 E; Main Dish Objective 5 (Probability/Statistics) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> • <i>informally distinguish between mean, median, and mode</i> 	Appetizers 5 E; Main Dish Objective 5 (Probability/Statistics) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> • <i>determine the range of a set of data</i> 	Appetizers 5 E; 10 E; 13 A; Main Dish Objectives 5 (Probability/Statistics) Lesson 5; 10 (Estimation) Lesson 5; 13 (Reasonableness) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> • <i>given various displays of the same set of data (line, bar, circle, and stem-and-leaf), determine which measure of central tendency is most evident</i> 	Appetizers 5 B; 12 B; Main Dish Objectives 5 (Probability/Statistics) Lesson 2; 12 (Mathematical Representation) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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3.3	Evaluating arguments that are based on statistical claims.			
	<ul style="list-style-type: none"> critically evaluate line graphs, bar graphs, pictographs, or dot plots which do not begin at zero 	Appetizers 2 D; 5 B; 12 B; Main Dish Objectives 2 (Mathematical Relations) Lesson 4; 5 (Probability/Statistics) Lesson 2; 12 (Mathematical Representation) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3.4	Formulating hypotheses, drawing conclusions, and making convincing arguments based on data analysis.			
	<ul style="list-style-type: none"> distinguish between a census and a survey 	Appetizers 5 B; Main Dish Objective 5 (Probability/Statistics) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> explain why there may be differences in the data of two or more samples 	Appetizers 5 A & D; Main Dish Objective 5 (Probability/Statistics) Lessons 1 & 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3.5	Determining probabilities through experiments or simulations.			
	<ul style="list-style-type: none"> apply probability terms such as event, outcome, trials, and sample space 	Appetizers 5 A; Main Dish Objective 5 (Probability/Statistics) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> assign a number between 0 and 1, inclusive, to the probability of an event 	Appetizers 5 A; Main Dish Objective 5 (Probability/Statistics) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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	<ul style="list-style-type: none"> perform experiments of independent compound events to estimate probability 	Appetizers 5 A & C; Main Dish Objective 5 (Probability/Statistics) Lessons 1 & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3.6	Making predictions and comparing results using both experimental and theoretical probability drawn from real-world problems.			
	<ul style="list-style-type: none"> predict the probability of independent compound events, such as tossing two coins or determining the gender of two children in a family, and conduct an experiment or simulation to determine the probability 	Appetizers 5 A; Main Dish Objective 5 (Probability/Statistics) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> demonstrates that the sum of the probabilities equals one (as applied to the sample space) 	Appetizers 5 A; Main Dish Objective 5 (Probability/Statistics) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> using one chance device, such as a number cube or a spinner, design a fair game and an unfair game, and write the directions for each game 	Appetizers 5 A; Main Dish Objective 5 (Probability/Statistics) Lesson 1 - Enrichment Activity; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3.7	Using counting strategies to determine all the possible outcomes from an experiment (for example, the number of ways students can line up to have their picture taken).			
	<ul style="list-style-type: none"> determine the number of outcomes of independent compound events, such as tossing two coins or determining the gender of two children in a family by making a list or tree diagram 	Appetizers 5 A & C; Main Dish Objective 5 (Probability/Statistics) Lessons 1 & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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	Standard 4: Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems.			
4.1	Constructing two- and three-dimensional models using a variety of materials and tools.			
	<ul style="list-style-type: none"> using a straight edge and a compass, paper folding, or computer software application, demonstrate the geometric constructions of copying a segment and copying an angle 	Appetizers 3 E; Main Dish Objective 3 (Geometry) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> build models of rectangular prisms including their nets 	Appetizers 3 A & B; Main Dish Objective 3 (Geometry) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> given three-dimensional model built with cubes, draw the two-dimensional orthogonal drawings (that is, the front view, right side view, and top view) and, conversely, given orthogonal drawings, build the model 	Appetizers 3 A & B; Main Dish Objective 3 (Geometry) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
4.2	Describing, analyzing, and reasoning informally about the properties (for example, parallelism, perpendicularity, congruence) of two- and three-dimensional figures; and			
4.3	Applying the concepts of ratio, proportion, and similarity in problem-solving situations.			
	<ul style="list-style-type: none"> know that the measurement of an acute angle is less than 90°, a right angle is 90°, and an obtuse angle is greater than 90° 	Appetizers 3 E; Main Dish Objective 3 (Geometry) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> uses correct geometric symbols for lines, segments, rays, and angles 	Appetizers 3 E; Main Dish Objective 3 (Geometry) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> reason informally about properties of parallel lines, perpendicular lines, intersecting lines, line segments, and rays 	Appetizers 3 E; Main Dish Objective 3 (Geometry) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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	<ul style="list-style-type: none"> reason informally about properties (including lines of symmetry) of rectangles, squares, triangles (named by both lengths of sides and angles), and rectangular prisms 	Appetizers 3 B, D, & F; Main Dish Objective 3 (Geometry) Lessons 2, 4, & 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> reason informally about congruence involving rectangles, squares, triangles, and rectangular prisms 	Appetizers 3 D; Main Dish Objective 3 (Geometry) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
4.4	Solving problems using coordinate geometry.			
	<ul style="list-style-type: none"> set up a coordinate graph (include axes, origin, and scale) and use it to mark and read coordinate pairs in the first quadrant 	Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> from a scenario, choose the correct graph from given possible graph representations 	Appetizers 5 B; 12 B; Main Dish Objectives 5 (Probability/Statistics) Lesson 2; 12 (Mathematical Representation) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> given a distance, find pairs of points on the coordinate plane in the first quadrant separated by that horizontal or vertical distance 	Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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4.5	<i>Solving problems involving perimeter and area in two dimension, and involving surface area and volume in three dimensions.</i>			
	<ul style="list-style-type: none"> <i>solve problems involving perimeter and area of rectangles, squares, and triangles</i> 	Appetizers 4 D & E; 11 B; Main Dish Objectives 4 (Measurement) Lessons 4 & 5; 11 (Problem Solving) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <i>solve problems involving volume of rectangular prisms</i> 	Appetizers 4 E; Main Dish Objective 4 (Measurement) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
4.6	<i>Transforming geometric figures using reflections, translations, and rotations to explore congruence.</i>			
	<ul style="list-style-type: none"> <i>use pattern blocks to tile a plane</i> 			
	<ul style="list-style-type: none"> <i>show lines of symmetry of geometric shapes</i> 	Appetizers 3 D; Main Dish Objective 3 (Geometry) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
Standard 5: Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.				
5.1	<i>Estimating, using, and describing measures of distance, perimeter, area, volume, capacity, weight, mass, and angle comparison.</i>			
	<ul style="list-style-type: none"> <i>estimate the length of the sides and height of rectangles, squares, triangles, and rectangular prisms</i> 	Appetizers 4 D; 11 B; Main Dish Objectives 4 (Measurement) Lesson 4; 11 (Problem Solving) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <i>estimate the perimeter and area of rectangles, squares, and triangles</i> 	Appetizers 4 D; Main Dish Objective 4 (Measurement) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <i>estimate the volume of rectangular prisms</i> 	Appetizers 4 E; Main Dish Objective 4 (Measurement) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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	<ul style="list-style-type: none"> continue to estimate and use the capacity, weight, and mass measurements from previous grades 	Appetizers 4 A; Main Dish Objective 4 (Measurement) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> estimate measures of angles (for example, 30°, 45°, 60°, 90°, 120°, 150°, 180°) 	Appetizers 3 E; Main Dish Objective 3 (Geometry) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.2	Estimating, making, and using direct and indirect measurements to describe and make comparisons.			
	<ul style="list-style-type: none"> compares the estimates and direct measurements obtained in benchmarks 5.1, 5.4, and 5.6 	Appetizers 4 A, B, C, & D; 11 B; Main Dish Objectives 4 (Measurement) Lessons 1, 2, 3, & 4; 11 (Problem Solving) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.3	Reading and interpreting various scales including those based on number lines, graphs, and maps.			
	<ul style="list-style-type: none"> read and interpret scales on number lines, graphs, and maps 	Appetizers 2 B; 5 B; 12 B; Main Dish Objectives 2 (Mathematical Relations) Lesson 2; 5 (Probability/Statistics) Lesson 2; 12 (Mathematical Representation) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> select the appropriate scale for a given problem 	Frugal Field Trips		
5.4	Developing and using formulas and procedures to solve problems involving measurement.			
	<ul style="list-style-type: none"> develop and use formulas for perimeter and area of rectangles, squares, and triangles using appropriate units. 	Appetizers 4 D, E, & F; 11 B; Main Dish Objectives 4 (Measurement) Lessons 4, 5, & 6; 11 (Problem Solving) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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	<ul style="list-style-type: none"> develop and use the formula for volume of rectangular prisms using appropriate units 	Appetizers 4 E; Main Dish Objective 4 (Measurement) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.5	Describing how a change in an object's linear dimensions affects its perimeter, area, and volume.			
	<ul style="list-style-type: none"> describe how changes in one of the dimensions of a rectangle affects its perimeter and area 	Appetizers 4 F; Main Dish Objective 4 (Measurement) Lesson 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> using graph paper, demonstrate the changes in area of a rectangle having a constant perimeter and variable side lengths. 	Appetizers 4 D; Main Dish Objective 4 (Measurement) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5.6	Selecting and using appropriate units and tools to measure to the degree of accuracy required in a particular problem-solving situation.			
	<ul style="list-style-type: none"> select and use the appropriate units and tools to measure to the degree of accuracy required in a particular problem 	Appetizers 4 A, B, & C; Main Dish Objective 4 (Measurement) Lessons 1, 2, & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> measure the length of the sides and heights of rectangles, squares, triangles, and rectangular prisms to the nearest inch and nearest centimeter 	Appetizers 4 B, C, & E; Main Dish Objective 4 (Measurement) Lessons 2, 3, & 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> measure and draw angles using a protractor (for example, 30°, 45°, 60°, 90°, 120°, 150°, 180°) 	Appetizers 3 E; 4 F; Main Dish Objectives 3 (Geometry) Lesson 5; 4 (Measurement) Lesson 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		