

*Georgia*  
**Georgia Performance Standards (GPS)**  
**Mathematics - Grade 3**  
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**Concepts / Skills to Maintain**

- Comparison of numbers
- Addition & subtraction of multi-digit numbers
- Length and time
- Geometric shapes
- Money
- Area models (arrays) of multiplication

<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Instructional Target</i>	<i>Gourmet Resource</i>	<i>Taught</i>	<i>Tested</i>
M 3 N.	<b><i>Numbers and Operations</i></b>			
	<b>Students will use decimal fractions and common fractions to represent parts of a whole. They will also understand the four arithmetic operations for whole numbers and use them in basic calculations, and apply them in problem solving situations.</b>			
M 3 N 1.	Students will further develop their understanding of whole numbers and ways of representing them.			
a.	• <i>Identify place values from tenths through ten thousands.</i>	<b>Appetizers 1 B; Main Dish Objective 1 (Number Concepts)</b>		

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b.	<ul style="list-style-type: none"> <li>Understand the relative sizes of digits in place value notation (10 times, 100 times, 1/10 of a single digit whole number) and ways to represent them.</li> </ul>	Appetizers 1 B & G; Main Dish Objective 1 (Number Concepts)		
<b>M 3 N 2.</b>	Students will further develop their skills of addition and subtraction and apply them in problem solving.			
a.	<ul style="list-style-type: none"> <li>Use the properties of addition and subtraction to compute and verify the results of computation.</li> </ul>	Appetizers 6 A, B & C; 7 A & B; Main Dish Objectives 6 (Addition); 7 (Subtraction)		
b.	<ul style="list-style-type: none"> <li>Use mental math and estimation strategies to add and subtract.</li> </ul>	Appetizers 10 B & D; Main Dish Objective 10 (Estimation)		
c.	<ul style="list-style-type: none"> <li>Solve problems requiring addition and subtraction.</li> </ul>	Appetizers 11 A; Main Dish Objective 11 (Problem Solving)		
<b>M 3 N 3.</b>	Students will further develop their understanding of multiplication of whole numbers and develop the ability to apply it in problem solving.			
a.	<ul style="list-style-type: none"> <li>Describe the relationship between addition and multiplication i.e., multiplication is defined as repeated addition.</li> </ul>	Appetizers 2 A & B; 8 A; Main Dish Objectives 2 (Mathematical Relations); 8 (Multiplication)		
b.	<ul style="list-style-type: none"> <li>Know the multiplication facts with understanding and fluency to 10 x 10.</li> </ul>	Appetizers 8 A & B; Main Dish Objective 8 (Multiplication)		

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c.	• Use arrays and area models to develop understanding of the distributive property and to determine partial products for multiplication of 2- or 3-digit numbers by a 1-digit number.	Appetizers 8 B; Main Dish Objective 8 (Multiplication)		
d.	• Understand the effect on the product when multiplying by multiples of 10.	Appetizers 8 A & B; Main Dish Objective 8 (Multiplication)		
e.	• Apply the identity, commutative and associative properties of multiplication and verify the results.	Appetizers 2 B; Main Dish Objective 2 (Mathematical Relations)		
f.	• Use mental math and estimation strategies to multiply.	N/A		
g.	• Solve problems requiring multiplication.	Appetizers 8 A & B; 12 D; Main Dish Objectives 8 (Multiplication); 12 (Mathematical Representation)		
<b>M 3 N 4.</b>	<b>Students will understand the meaning of division and develop the ability to apply it in problem solving.</b>			
a.	• Understand the relationship between division and multiplication and between division and subtraction.	Appetizers 2 A & B; Main Dish Objective 2 (Mathematical Relations)		
b.	• Recognize that division may be two situations: the first is determining how many equal parts of a given size or amount may be taken away from the whole as in repeated subtraction, and the second is determining the size of the parts when the whole is separated into a given number of equal parts as in a sharing model.	Appetizers 9 A & B; Main Dish Objective 9 (Division)		

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c.	• <i>Recognize problem-solving situations in which division may be applied and write corresponding mathematical expressions.</i>	<b>Appetizers 12 D; Main Dish Objective 12 (Mathematical Representation)</b>		
d.	• <i>Explain the meaning of a remainder in division in different circumstances.</i>	<b>Appetizers 9 B; Main Dish Objective 9 (Division)</b>		
e.	• <i>Divide a 2 and 3-digit number by a 1-digit divisor.</i>	<b>Appetizers 9 B; Main Dish Objective 9 (Division)</b>		
f.	• <i>Solve problems requiring division.</i>	<b>Appetizers 9 A, B &amp; C; 12 D; Main Dish Objectives 9 (Division); 12 (Mathematical Representation)</b>		
<b>M 3 N 5.</b>	<b>Students will understand the meaning of decimal fractions and common fractions in simple cases and apply them in problem-solving situations.</b>			
a.	• <i>Understand a decimal fraction (i.e., 0.1) and a common fraction (i.e., 1/10) represent parts of a whole.</i>	<b>Appetizers 1 D; Main Dish Objective 1 (Number Concepts)</b>		
b.	• <i>Understand the fraction <math>a/b</math> represents “a” equal sized parts of a whole that is divided into “b” equal sized parts.</i>	<b>Appetizers 1 D; Main Dish Objective 1 (Number Concepts)</b>		
c.	• <i>Understand a one place decimal fraction represents tenths, i.e., <math>0.3 = 3/10</math>.</i>	<b>Appetizers 1 D &amp; G; Main Dish Objective 1 (Number Concepts)</b>		

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d.	• <i>Know and use decimal fractions and common fractions to represent the size of parts created by equal divisions of a whole.</i>	<b>Appetizers 1 D; Main Dish Objective 1 (Number Concepts)</b>		
e.	• <i>Understand the concept of addition and subtraction of decimal fractions and common fractions with like denominators.</i>	N/A		
f.	• <i>Model addition and subtraction of decimal fractions and common fractions.</i>	N/A		
g.	• <i>Solve problems involving fractions.</i>	<b>Appetizers 1 D; Main Dish Objective 1 (Number Concepts)</b>		
<b>M 3 M.</b>	<b><i>Measurement</i></b>			
	<b>Students will understand and measure time and length. They will also model and calculate perimeter and area of simple geometric figures.</b>			
<b>M 3 M 1.</b>	Students will further develop their understanding of the concept of time by determining elapsed time of a full, half, and quarter-hour.			
<b>M 3 M 2.</b>	Students will measure length choosing appropriate units and tools.			
a.	• <i>Use the units kilometer (km) and mile (mi.) to discuss the measure of long distances.</i>	<b>Appetizers 4 B; Main Dish Objective 4 (Measurement)</b>		
b.	• <i>Measure to the nearest 1/4 inch, 1/2 inch, and millimeter (mm) in addition to the previously learned inch, foot, yard, centimeter, and meter.</i>	<b>Appetizers 4 B; Main Dish Objective 4 (Measurement)</b>		

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c.	• <i>Estimate length and represent it using appropriate units.</i>	<b>Appetizers 4 B; Main Dish Objective 4 (Measurement)</b>		
d.	• <i>Compare one unit to another within a single system of measurement.</i>	<b>Appetizers 4 B; Main Dish Objective 4 (Measurement)</b>		
<b>M 3 M 3.</b>	<b>Students will understand and measure the area of simple geometric figures (squares and rectangles).</b>			
a.	• <i>Understand the meaning of the linear unit and measurement in perimeter.</i>	<b>Appetizers 4 E; Main Dish Objective 4 (Measurement)</b>		
b.	• <i>Understand the concept of perimeter as being the boundary of a simple geometric figure.</i>	<b>Appetizers 4 E; Main Dish Objective 4 (Measurement)</b>		
c.	• <i>Determine the perimeter of a simple geometric figure by measuring and summing the lengths of the sides.</i>	<b>Appetizers 4 E; Main Dish Objective 4 (Measurement)</b>		
<b>M 3 M 4.</b>	<b>Students will understand and measure the area of simple geometric figures (squares and rectangles).</b>			
a.	• <i>Understand the meaning of the square unit and measurement in area.</i>	<b>Appetizers 4 F; Main Dish Objective 4 (Measurement)</b>		
b.	• <i>Model (by tiling) the area of a simple geometric figure using square units (square inch, square foot, etc.).</i>	<b>Appetizers 4 F; Main Dish Objective 4 (Measurement)</b>		
c.	• <i>Determine the area of squares and rectangles by counting, addition, and multiplication with models.</i>	<b>Appetizers 4 F; Main Dish Objective 4 (Measurement)</b>		

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<b>M 3 G.</b>	<b>Geometry</b>			
	<b>Students will further develop their understanding of characteristics of previously studied geometric figures.</b>			
<b>M 3 G 1.</b>	Students will further develop their understanding of geometric figures by drawing them. They will also state and explain their properties.			
<b>a.</b>	<ul style="list-style-type: none"> <li>• <i>Draw and classify previously learned fundamental geometric figures and scalene, isosceles and equilateral triangles.</i></li> </ul>	<b>Appetizers 3 A &amp; B; Main Dish Objective 3 (Geometry)</b>		
<b>b.</b>	<ul style="list-style-type: none"> <li>• <i>Identify and explain the properties of fundamental geometric figures.</i></li> </ul>	<b>Appetizers 3 A &amp; B; Main Dish Objective 3 (Geometry)</b>		
<b>c.</b>	<ul style="list-style-type: none"> <li>• <i>Examine and compare angles of fundamental geometric figures.</i></li> </ul>	<b>Appetizers 3 A &amp; B; Main Dish Objective 3 (Geometry)</b>		
<b>d.</b>	<ul style="list-style-type: none"> <li>• <i>Identify the center, diameter, and radius of a circle.</i></li> </ul>	<b>Appetizers 3 A &amp; B; Main Dish Objective 3 (Geometry)</b>		
<b>M 3 A.</b>	<b>Algebra</b>			
	<b>Students will understand how to express relationships as mathematical expressions.</b>			
<b>M 3 A 1.</b>	Students will use mathematical expressions to represent relationships between quantities and interpret given expressions.			
<b>a.</b>	<ul style="list-style-type: none"> <li>• <i>Describe and extend numeric and geometric patterns.</i></li> </ul>	<b>Appetizers 1 C; 2 C; Main Dish Objectives 1 (Number Concepts); 2 (Mathematical Relations)</b>		

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b.	• Describe and explain a quantitative relationship represented by a formula (such as the perimeter of a geometric figure).	Appetizers 4 E; Main Dish Objective 4 (Measurement)		
c.	• Use a symbol, such as ___ or ___, to represent an unknown and find the value of the unknown in a number sentence.	Appetizers 2 A; Main Dish Objective 2 (Mathematical Relations)		
<b>M 3 D.</b>	<b>Data Analysis</b>			
	<b>Students will gather, organize, and display data and interpret graphs.</b>			
<b>M 3 D 1.</b>	Students will create and interpret simple tables and graphs.			
a.	• Solve problems by organizing and displaying data in bar graphs and tables.	Appetizers 5 A; 12 C; Main Dish Objectives 5 (Probability/Statistics); 12 (Mathematical Representation)		
b.	• Construct and interpret bar graphs using scale increments of 1, 2, 5, and 10.	Appetizers 5 A; 12 C; Main Dish Objectives 5 (Probability/Statistics); 12 (Mathematical Representation)		
<b>M 3 P.</b>	<b>Process Skills</b>			
	<b>Students will apply mathematical concepts and skills in the context of authentic problems and will understand concepts rather than merely following a sequence of procedures. The students will use the process standards as a way of acquiring and using content knowledge.</b>			

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<b>M 3 P 1.</b>	Students will solve problems that arise in mathematics and in other contexts.			
<b>a.</b>	• <i>Solve non-routine word problems using the strategy of logical reasoning as well as all strategies learned in previous grades.</i>	<b>Appetizers 11 A-D; Main Dish Objective 11 (Problem Solving)</b>		
<b>b.</b>	• <i>Solve single and multi-step routine word problems related to all appropriate third grade math standards.</i>	<b>Appetizers 11 A &amp; D; 12 D; Main Dish Objectives 11 (Problem Solving); 12 (Mathematical Representation)</b>		
<b>c.</b>	• <i>Determine the operation(s) needed to solve a problem.</i>	<b>Appetizers 11 A; 12 A &amp; B; Main Dish Objectives 11 (Problem Solving); 12 (Mathematical Representation)</b>		
<b>d.</b>	• <i>Determine the most efficient way to solve a problem (mentally, paper/pencil, or calculator).</i>	<b>Appetizers 12 A &amp; B; Main Dish Objective 12 (Mathematical Representation)</b>		
<b>M 3 P 2.</b>	Students will investigate, develop, and evaluate mathematical arguments.			
<b>M 3 P 3.</b>	Students will use the language of mathematics to express ideas precisely.			
<b>M 3 P 4.</b>	Students will understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.			
<b>M 3 P 5.</b>	Students will create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.			