

Georgia
Georgia Performance Standards (GPS)
Mathematics - Grade 4
Correlations with Gourmet Curriculum Press, Inc.®
 1.800.900.2290

Concepts / Skills to Maintain
<ul style="list-style-type: none"> • Addition and subtraction of decimals • Multiplication and division of whole numbers • Area • Perimeter • Place Value • Weight and length

<i>Benchmark Number</i>	<i>Benchmark • Instructional Target</i>	<i>Gourmet Resource</i>	<i>Taught</i>	<i>Tested</i>
M 4 N.	<i>Numbers and Operations</i>			
	<p>Students will further develop their understanding of whole numbers and master the four basic operations with whole numbers by solving problems. They will also understand rounding and when to appropriately use it. Students will add and subtract decimal fractions and common fractions with common denominators.</p>			
M 4 N 1.	<p>Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system.</p>			
a.	<ul style="list-style-type: none"> • <i>Identify place value names and places from hundredths through one million.</i> 	<p>Appetizers 1 C & E; Main Dish Objective 1 (Number Concepts)</p>		

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b.	• <i>Equate a number's word name, its standard form, and its expanded form.</i>	Appetizers 1 A; Main Dish Objective 1 (Number Concepts)		
M 4 N 2.	Students will understand and apply the concept of rounding numbers.			
a.	• <i>Round numbers to the nearest ten, hundred, or thousand.</i>	Appetizers 1 D; Main Dish Objective 1 (Number Concepts)		
b.	• <i>Describe situations in which rounding numbers would be appropriate and determine whether to round to the nearest ten, hundred, or thousand.</i>	Appetizers 1 D; 10 A & C; Main Dish Objectives 1 (Number Concepts); 10 (Estimation)		
c.	• <i>Understand the meaning of rounding a decimal fraction to the nearest whole number.</i>	Appetizers 2 C; Main Dish Objective 2 (Mathematical Relations)		
d.	• <i>Represent the results of computation as a rounded number when appropriate and estimate a sum or difference by rounding numbers.</i>	Appetizers 10 A; Main Dish Objective 10 (Estimation)		
M 4 N 3.	Students will solve problems involving multiplication of 2-3 digit numbers by 1-2 digit numbers.			
M 4 N 4.	Students will further develop their understanding of division of whole numbers and divide in problem solving situations without calculators.			
a.	• <i>Know the division facts with understanding and fluency.</i>	Appetizers 9 A-D; Main Dish Objective 9 (Division)		

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b.	• <i>Solve problems involving division by a 2-digit number (including those that generate a remainder).</i>	N/A		
c.	• <i>Understand the relationship between dividend, divisor, quotient, and remainder.</i>	Appetizers 9 A; Main Dish Objective 9 (Division)		
d.	• <i>Understand and explain the effect on the quotient of multiplying or dividing both the divisor or dividend by the same number. (2050 ÷ 50 yields the same answer as 205 ÷ 5).</i>	N/A		
M 4 N 5.	Students will further develop their understanding of the meaning of decimal fractions and use them in computations.			
a.	• <i>Understand decimal fractions are a part of the base-ten system.</i>	Appetizers 1 E; Main Dish Objective 1 (Number Concepts)		
b.	• <i>Understand the relative size of numbers and order two digit decimal fractions.</i>	Appetizers 1 B & E; Main Dish Objective 1 (Number Concepts)		
c.	• <i>Add and subtract both one and two digit decimal fractions.</i>	Appetizers 6 A; Main Dish Objective 6 (Addition)		
d.	• <i>Model multiplication and division of decimal fractions by whole numbers.</i>	N/A		
e.	• <i>Multiply and divide both one and two digit decimal fractions by whole numbers.</i>	N/A		

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M 4 N 6.	Students will further develop their understanding of the meaning of decimal fractions and use them in computations.			
a.	• <i>Understand representations of simple equivalent fractions.</i>	Appetizers 1 H; Main Dish Objective 1 (Number Concepts)		
b.	• <i>Add and subtract fractions and mixed numbers with common denominators. (Denominators should not exceed twelve.)</i>	Appetizers 6 D; Main Dish Objective 6 (Addition)		
c.	• <i>Convert and use mixed numbers and improper fractions interchangeably.</i>	N/A		
M 4 N 7.	Students will explain and use properties of the four arithmetic operations to solve and check problems.			
a.	• <i>Describe situations in which the four operations may be used and the relationships among them.</i>	Appetizers 2 A; Main Dish Objective 2 (Mathematical Relations)		
b.	• <i>Compute using the order of operations, including parentheses.</i>	Appetizers 2 A; Main Dish Objective 2 (Mathematical Relations)		
c.	• <i>Compute using the commutative, associative, and distributive properties.</i>	Appetizers 2 A; Main Dish Objective 2 (Mathematical Relations)		
d.	• <i>Use mental math and estimation strategies to compute.</i>	Appetizers 10 A-E; Main Dish Objective 10 (Estimation)		

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M 4 M.	<i>Measurement</i>			
	Students will measure weight in appropriate metric and standard units. They will also measure angles.			
M 4 M 1.	Students will understand the concept of weight and how to measure it.			
a.	<ul style="list-style-type: none"> • <i>Use standard and metric units to measure the weight of objects.</i> 	Appetizers 4 F; Main Dish Objective 4 (Measurement)		
b.	<ul style="list-style-type: none"> • <i>Know units used to measure weight (gram, kilogram, ounces, pounds and tons).</i> 	Appetizers 4 F; Main Dish Objective 4 (Measurement)		
c.	<ul style="list-style-type: none"> • <i>Compare one unit to another within a single system of measurement.</i> 	Appetizers 4 E; Main Dish Objective 4 (Measurement)		
M 4 M 2.	Students will understand the concept of angles and how to measure it.			
a.	<ul style="list-style-type: none"> • <i>Use tools, such as a protractor or angle ruler, and other methods such as paper folding, drawing a diagonal in a square, to measure angles.</i> 	Appetizers 3 D; Main Dish Objective 3 (Geometry)		
b.	<ul style="list-style-type: none"> • <i>Understand the meaning and measure of a half rotation (180°) and a full rotation (360°).</i> 	Appetizers 3 C; Main Dish Objective 3 (Geometry)		

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M 4 G.	Geometry			
	Students will understand the concept of angles and how to measure it.			
M 4 G 1.	Students will define and identify the characteristics of geometric figures. They will also graph points on the coordinate plane.			
a.	• <i>Examine and compare angles in order to classify and identify triangles by their angles.</i>	Appetizers 3 D; Main Dish Objective 3 (Geometry)		
b.	• <i>Describe parallel and perpendicular lines in plane geometric figures.</i>	Appetizers 3 B; Main Dish Objective 3 (Geometry)		
c.	• <i>Examine and classify quadrilaterals (including parallelograms, squares, rectangles, trapezoids, and rhombi).</i>	Appetizers 3 A; Main Dish Objective 3 (Geometry)		
d.	• <i>Compare and contrast the relationships among quadrilaterals.</i>	Appetizers 3 A; Main Dish Objective 3 (Geometry)		
M 4 G 2.	Students will understand fundamental solid figures.			
a.	• <i>Compare and contrast a cube and a rectangular prism in terms of the number and shape of their faces, edges, and vertices.</i>	Appetizers 3 A; Main Dish Objective 3 (Geometry)		
b.	• <i>Describe parallel and perpendicular lines and planes in connection with the rectangular prism.</i>	N/A		

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c.	• <i>Construct/collect models for solid geometric figures (cube, prisms, cylinder, etc.)</i>	Appetizers 3 A & B; Main Dish Objective 3 (Geometry)		
M 4 G 3.	Students will use the coordinate system.			
a.	• <i>Understand and apply ordered pairs in the first quadrant of the coordinate system.</i>	Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations)		
b.	• <i>Locate a point in the first quadrant in the coordinate plane and name the ordered pair.</i>	Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations)		
c.	• <i>Graph ordered pairs in the first quadrant.</i>	Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations)		
M 4 A.	<i>Algebra</i>			
	Students will investigate and represent mathematical relationships between quantities using mathematical expressions in problem-solving situations.			
M 4 A 1.	Students will represent and interpret mathematical relationships in quantitative expressions.			
a.	• <i>Understand and apply patterns and rules to describe relationships and solve problems.</i>	Appetizers 2 B; Main Dish Objective 2 (Mathematical Relations)		
b.	• <i>Represent unknowns using symbols, such as x and y.</i>	Appetizers 2 A; Main Dish Objective 2 (Mathematical Relations)		
c.	• <i>Write and evaluate mathematical expressions using symbols and different values.</i>	Appetizers 2 A; Main Dish Objective 2 (Mathematical Relations)		

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M 4 D.	<i>Data Analysis</i>			
	Students will gather, organize, and display data. They will also compare features of graphs.			
M 4 D 1.	Students will gather, organize, and display data according to the situation and compare related features.			
a.	<ul style="list-style-type: none"> • <i>Represent data in bar, line and pictographs.</i> 	Appetizers 5 C; 12 B; Main Dish Objectives 5 (Probability/Statistics); 12 (Mathematical Representation)		
b.	<ul style="list-style-type: none"> • <i>Investigate the features and tendencies of graphs.</i> 	Appetizers 5 C; Main Dish Objective 5 (Probability/Statistics)		
c.	<ul style="list-style-type: none"> • <i>Compare different graphical representations for a given set of data.</i> 	Appetizers 5 C; Main Dish Objective 5 (Probability/Statistics)		
d.	<ul style="list-style-type: none"> • <i>Identify missing information and duplication in data.</i> 	Appetizers 5 B; Main Dish Objective 5 (Probability/Statistics)		
M 4 P.	<i>Process Skills</i>			
	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. Students will use the process standards as a way of acquiring and using content knowledge.			
M 4 P 1.	Using the appropriate technology, students will solve problems that arise in mathematics and in other contexts.			

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