SOUTH CAROLINA ACADEMIC STANDARDS FOR MATHEMATICS CORRELATED TO *MOVING WITH MATH EXTENSIONS GRADE 3*

		Student Book	Skill Builders
	MATHEMATICAL PROCESSES		
3-1:	The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representations.		
3-1.1	Analyze information to solve increasingly more sophisticated problems.	25	
3-1.2	Construct arguments that lead to conclusions about general mathematical properties and relationships.	13, 14	
3-1.3	Explain and justify answers on the basis of mathematical properties, structures, and relationships.	13, 14	
3-1.4	Generate descriptions and mathematical statements about relationships between and among classes of objects.	57	
3-1.5	Use correct, complete, and clearly written and oral mathematical language to pose questions, communicate ideas, and extend problem situations.	62	
3-1.6	Generalize connections between new mathematical ideas and related concepts and subjects that have been previously considered.	25	
3-1.7	Use flexibility in mathematical representations.	29	
3-1.8	Recognize the limitations of various forms of mathematical representations.		
	NUMBER AND OPERATIONS		
3-2:	The student will demonstrate through the mathematical processes an understanding of the representation of whole numbers and fractional parts; the addition and subtraction of whole numbers; accurate, efficient, and generalizable methods of multiplying whole numbers; and the relationships among multiplication, division, and related basic facts.		

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3-2.1	Compare whole-number quantities through 999,999 by using the terms *is less than, is greater than,* and *is equal to* and the symbols <, >, and =.	3	2-1
3-2.2	Represent in word form whole numbers through *nine hundred ninety-nine thousand*.		4-1, 5-1
3-2.3	Apply an algorithm to add and subtract whole numbers fluently.	17-19, 21-23	10-1 to 10-3, 15-1 to 15-3
2-3.4	Apply procedures to round any whole number to the nearest 10, 100, or 1,000.	9-12	7-1, 7-2, 8-1
3-2.5	Understand fractions as parts of a whole.	47	30-1
3-2.6	Represent fractions that are greater than or equal to 1.		
3-2.7	Recall basic multiplication facts through 12 x 12 and the corresponding division facts.	33, 40	20-2
3-2.8	Compare the inverse relationship between multiplication and division.	40	25-2
3-2.9	Analyze the effect that adding, subtracting, or multiplying odd and/or even numbers has on the outcome.		
3-2.10	Generate strategies to multiply whole numbers by using one single-digit factor and one multi-digit factor.	35-37	21-1, 21-2
3-2.11	Use basic number combinations to compute related multiplication problems that involve multiples of 10.	34, 38	22-1
3-2.12	Analyze the magnitude of digits through 999,999 on the basis of their place value.	8	6-1
	ALGEBRA		
3-3:	The student will demonstrate through the mathematical processes an understanding of numeric patterns, symbols as representations of unknown quantity, and situations showing increase over time.		
3-3.1	Create numeric patterns that involve whole-number operations.	5	3-1
3-3.2	Apply procedures to find missing numbers in numeric patterns that involve whole-number operations.		3-1
3-3.3	Use symbols to represent an unknown quantity in a simple addition, subtraction, or multiplication equation.		
3-3.4	Illustrate situations that show change over time as increasing.		
	GEOMETRY		

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3-4:	The student will demonstrate through the mathematical processes an understanding of the connection between the identification of basic attributes and the classification of two-dimensional shapes.		
3-4.1	Identify the specific attributes of circles: center, radius, circumference, and diameter.		
3-4.2	Classify polygons as either triangles, quadrilaterals, pentagons, hexagons, or octagons according to the number of their sides.		
3.4.3	Classify lines and line segments as either parallel, perpendicular, or intersecting.	53, 54	37-1
3-4.4	Classify angles as either right, acute, or obtuse.		
3-4.5	Classify triangles by the length of their sides as ether scalene, isosceles, or equilateral and by the size of their angles as either acute, obtuse, or right.		
3-4.6	Exemplify points, lines, line segments, rays and angles.	51-54	35-1, 35-2, 37-1
3-4.7	Analyze the results of combining and subdividing circles, triangles, quadrilaterals, pentagons, hexagons, and octagons.		
3-4.8	Predict the results of one transformation – either slide, flip, or turn – of a geometric shape.	56	
	MEASUREMENT		
3-5:	Students will demonstrate through the mathematical processes an understanding of length, time, weight, and liquid volume measurements; the relationships between systems of measure; accurate, efficient, and generalizable methods of determining the perimeters of polygons; and the values and combinations of coins required to make change.		
3-5.1	Use the fewest possible number of coins when making change.		
3-5.2	Use appropriate tools to measure objects to the nearest unit: measuring length in meters and half inches; measuring liquid volume in fluid ounces, pints, and liters; and measuring mass in grams.	59, 60	43-1, 44-2
3-5.3	Recognize the relationship between meters and yards, kilometers and miles, liters and quarts, and kilograms and pounds.		
3-5.4	Use common referents to make comparisons and estimates associated with length, liquid volume, and mass and weight: meters compared to yards, kilometers to miles, liters to quarts, and kilograms to pounds.	60	44-1, 44-2, 45-1

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3-5.5	Generate strategies to determine the perimeters of polygons.	61	46-1
3-5.6	Use analog and digital clocks to tell time to the nearest minute.	58	41-1
3-5.7	Recall equivalencies associated with time and length: 60 seconds = 1 minute and 36 inches = 1 yard.	60	44-1, 45-1
	DATA ANALYSIS AND PROBABILITY		
3-6:	**The student will demonstrate through the mathematical processes an understanding of organizing, interpreting, analyzing and making predictions about data, the benefits of multiple representations of a data set, and the basic concepts of probability.**		
3-6.1	Apply a procedure to find the range of a data set.		
3-6.2	Organize data in tables, bar graphs, and dot plots.	64	
3-6.3	Interpret data in tables, bar graphs, pictographs, and dot plots.		50-1
3-6.4	Analyze dot plots and bar graphs to make predictions about populations.		
3-6.5	Compare the benefits of using tables, bar graphs, and dot plots as representations of a given data set.		
3-6.6	Predict on the basis of data whether events are *likely, unlikely, certain,* or *impossible* to occur.		50-2
3-6.7	Understand when the probability of an event is 0 or 1.		