



**Georgia's K-12
Mathematics Standards
Curriculum Map**

2026 – 2027

GRADE 3 ADVANCED MATH

FCS GRADE 3 ADVANCED MATH CURRICULUM MAP

Georgia's K-8 Mathematics Standards								
Semester 1				Semester 2				
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Place Value, Addition & Subtraction up to 10,000	Exploring Multiplication	Relating Multiplication to Division	Connecting Length, Perimeter, and Area	Two-Step Problems	Fractions as Numbers	Measurement and Time	Two-Dimensional Shapes	Culminating Capstone Unit
25 Days	25 Days	18 Days	15 Days	14 Days	20 Days	18 Days	10 Days	25 Days
<u>Unit Dates</u> 8/5/2026 - 9/9/2026	<u>Unit Dates</u> 9/10/2026 - 10/22/2026	<u>Unit Dates</u> 10/23/2026 - 11/18/2026	<u>Unit Dates</u> 11/19/2026 - 12/16/2026	<u>Unit Dates</u> 1/5/2027 - 1/25/2027	<u>Unit Dates</u> 1/26/2027 - 3/1/2027	<u>Unit Dates</u> 3/2/2027 - 3/26/2027	<u>Unit Dates</u> 3/29/2027 - 4/16/2027	<u>Unit Dates</u> 4/19/2027 - 5/21/2027
Learning Expectations 3.NR.1.1 3.NR.1.2 3.NR.1.3 3.PAR.2.1 3.PAR.2.2 4.NR.1.1 4.NR.1.3 4.NR.1.4 4.NR.2.1	Learning Expectations 3.PAR.3.1 3.PAR.3.2* 3.PAR.3.3 3.PAR.3.4 3.PAR.3.6 3.MDR.5.1	Learning Expectations 3.PAR.3.2 3.PAR.3.3 3.PAR.3.4 3.PAR.3.5 3.PAR.3.6 3.PAR.3.7 3.MDR.5.1 4.NR.2.3 4.NR.2.4	Learning Expectations 3.GSR.7.1 3.GSR.7.2 3.GSR.7.3 3.GSR.8.1 3.GSR.8.2 3.PAR.3.3 3.PAR.3.6 3.MDR.5.1 3.MDR.5.4 4.GSR.8.3	Learning Expectations 3.PAR.2.1 3.PAR.2.2 3.PAR.3.4 3.PAR.3.6 3.PAR.3.7 4.NR.2.5	Learning Expectations 3.NR.4.1 3.NR.4.2 3.NR.4.3 3.NR.4.4 4.NR.4.2 4.NR.4.3	Learning Expectations 3.MDR.5.1 3.MDR.5.2 3.MDR.5.3 3.MDR.5.4 3.MDR.5.5 4.MDR.6.1	Learning Expectations 3.GSR.6.1 3.GSR.6.2 3.GSR.6.3 4.GSR.8.2	Learning Expectations All Standards
3.MP.1-8	3.MP.1-8	3.MP.1-8	3.MP.1-8	3.MP.1-8	3.MP.1-8	3.MP.1-8	3.MP.1-8	3.MP.1-8
The Framework for Statistical Reasoning , Mathematical Modeling Framework , and the K-12 Mathematical Practices should be taught throughout the units.								

Curriculum Map Key	
Learning Expectations for ES Advanced Courses are in green.	An * indicates to refer to the unit details below for specific instructional and assessment expectations.

Unit 1: Place Value, Addition & Subtraction up to 10,000

25 Days

Unit Dates: 8/5/2026 - 9/9/2026

3.NR.1: Use place value reasoning to represent, read, write, and compare numerical values up to 10,000 and round whole numbers up to 1,000.

3.PAR.2: Use part-whole strategies to represent and solve real-life problems involving addition and subtraction with whole numbers within 10,000.

4.NR.1: Recognize patterns within the base ten place value system with quantities presented in real-life situations to compare and round multi-digit whole numbers through the hundred-thousands place.

3.NR.1.1: Read and write multi-digit whole numbers up to 10,000 to the thousands using base-ten numerals and expanded form.

3.NR.1.2: Use place value reasoning to compare multi-digit numbers up to 10,000, using $>$, $=$, and $<$ symbols to record the results of comparisons.

3.NR.1.3: Use place value understanding to round whole numbers up to 1,000 to the nearest 10 or 100.

3.PAR.2.1: Fluently add and subtract within 1,000 to solve problems.

3.PAR.2.2: Apply part-whole strategies, properties of operations and place value understanding, to solve problems involving addition and subtraction within 10,000.

4.NR.1.1: Read and write multi-digit whole numbers to the hundred-thousands place using base-ten numerals and expanded form.

4.NR.1.3: Use place value reasoning to compare multi-digit numbers, using $>$, $=$, $<$ symbols to record the results of comparisons.

4.NR.1.4: Use place value understanding to round the results of comparisons.

4.NR.2.1: Fluently add and subtract multi-digit numbers to solve practical, mathematical problems using place value understanding, properties of operations, and relationships between operations.

Unit 2: Exploring Multiplication

25 Days

Unit Dates: 9/10/2026 - 10/22/2026

3.PAR.3: Use part-whole strategies to solve real-life, mathematical problems involving multiplication and division with whole numbers within 100.

3.MDR.5: Solve real-life, mathematical problems involving length, liquid volume, mass, and time and analyze graphical displays of data to answer relevant questions.

3.PAR.3.1: Describe, extend, and create numeric patterns related to multiplication. Make predictions related to the patterns.

3.PAR.3.2 *: Represent single digit multiplication and division facts using a variety of strategies. Explain the relationship between multiplication and division (*Only multiplication in this unit).

3.PAR.3.3: Apply properties of operations (i.e., commutative property, associative property, distributive property) to multiply and divide within 100.

3.PAR.3.4: Use the meaning of the equal sign to determine whether expressions involving addition, subtraction, and multiplication are equivalent.

3.PAR.3.6: Solve practical, relevant problems involving multiplication and division within 100 using part-whole strategies, visual representations, and/or concrete models.

3.MDR.5.1: Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.

Unit 3: Relating Multiplication to Division

18 Days

Unit Dates: 10/23/2026 - 11/18/2026

3.PAR.3: Use part-whole strategies to solve real-life, mathematical problems involving multiplication and division with whole numbers within 100.

3.MDR.5: Solve real-life, mathematical problems involving length, liquid volume, mass, and time and analyze graphical displays of data to answer relevant questions.

4.NR.2: Using part-whole strategies, solve problems involving addition and subtraction through the hundred-thousands place, as well as multiplication and division of multi-digit whole numbers presented in real-life, mathematical situations.

3.PAR.3.2: Represent single digit multiplication and division facts using a variety of strategies. Explain the relationship between multiplication and division.

3.PAR.3.3: Apply properties of operations (i.e., commutative property, associative property, distributive property) to multiply and divide within 100.

3.PAR.3.4: Use the meaning of the equal sign to determine whether expressions involving addition, subtraction, and multiplication are equivalent.

3.PAR.3.5: Use place value reasoning and properties of operations to multiply one-digit whole numbers by multiples of 10, in the range 10-90.

3.PAR.3.6: Solve practical, relevant problems involving multiplication and division within 100 using part-whole strategies, visual representations, and/or concrete models.

3.PAR.3.7: Use multiplication and division to solve problems involving whole numbers to 100. Represent these problems using equations with a letter standing for the unknown quantity. Justify solutions.

3.MDR.5.1: Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.

4.NR.2.3: Solve relevant problems involving multiplication of a number with up to four digits by a 1-digit by a whole number or involving multiplication of two two-digit numbers using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays and/or area models.

4.NR.2.4: Solve authentic division problems involving up to 4-digit dividends and 1-digit divisors (including whole number quotients with remainders) using strategies based on place-value understanding, properties of operations, and the relationships between operations.

Unit 4: Connecting Length, Perimeter, and Area

15 Days

Unit Dates: 11/19/2026 - 12/16/2026

3.GSR.7: Identify area as a measurable attribute of rectangles and determine the area of a rectangle presented in real-life, mathematical problems.

3.GSR.8: Determine the perimeter of a polygon presented in real-life, mathematical problems.

3.PAR.3: Use part-whole strategies to solve real-life, mathematical problems involving multiplication and division with whole numbers within 100.

3.MDR.5: Solve real-life, mathematical problems involving length, liquid volume, mass, and time and analyze graphical displays of data to answer relevant questions.

4.GSR.8: Identify and draw geometric objects, classify polygons based on properties, and solve problems involving area and perimeter of rectangular figures.

3.GSR.7.1: Investigate area by covering the space of rectangles presented in realistic situations using multiple copies of the same unit, with no gaps or overlaps, and determine the total area (total number of units that covered the space).

3.GSR.7.2: Determine the area of rectangles (or shapes composed of rectangles) presented in relevant problems by tiling and counting.

3.GSR.7.3: Discover and explain how area can be found by multiplying the dimensions of a rectangle.

3.GSR.8.1: Determine the perimeter of a polygon and explain that the perimeter represents the distance around a polygon. Solve problems involving perimeters of polygons.

3.GSR.8.2: Investigate and describe how rectangles with the same perimeter can have different areas or how rectangles with the same areas can have different perimeters.

3.PAR.3.3: Apply properties of operations (i.e., commutative property, associative property, distributive property) to multiply and divide within 100.

3.PAR3.6: Solve practical, relevant problems involving multiplication and division within 100 using part-whole strategies, visual representations, and/or concrete models.

3.MDR.5.1: Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.

3.MDR.5.4: Use rulers to measure lengths in halves and fourths (quarters) of an inch and a whole inch.

4.GSR.8.3: Solve problems involving area and perimeter of composite rectangles involving whole numbers with known side lengths.

Unit 5: Two-Step Problems

14 Days

Unit Dates: 1/5/2027 - 1/25/2027

3.PAR.2: Use part-whole strategies to represent and solve real-life problems involving addition and subtraction with whole numbers within 10,000.

3.PAR.3: Use part-whole strategies to solve real-life, mathematical problems involving multiplication and division with whole numbers within 100.

4.NR.2: Using part-whole strategies, solve problems involving addition and subtraction through the hundred-thousands place, as well as multiplication and division of multi-digit whole numbers presented in real-life, mathematical situations.

3.PAR.2.1: Fluently add and subtract within 1,000 to solve problems.

3.PAR.2.2: Apply part-whole strategies, properties of operations and place value understanding, to solve problems involving addition and subtraction within 10,000.

3.PAR.3.4: Use the meaning of the equal sign to determine whether expressions involving addition, subtraction, and multiplication are equivalent.

3.PAR.3.6: Solve practical, relevant problems involving multiplication and division within 100 using part-whole strategies, visual representations, and/or concrete models.

3.PAR.3.7: Use multiplication and division to solve problems involving whole numbers to 100. Represent these problems using equations with a letter standing for the unknown quantity. Justify solutions.

4.NR.2.5: Solve multi-step problems using addition, subtraction, multiplication, and division involving whole numbers. Use mental computation and estimation strategies to justify the reasonableness of solutions.

Unit 6: Fractions as Numbers

20 Days

Unit Dates: 1/26/2027 - 3/1/2027

3.NR.4: Represent fractions with denominators of 2, 3, 4, 6, and 8 in multiple ways within a framework using visual models.

4.NR.4: Solve real-life problems involving addition, subtraction, equivalence, and comparison of fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100 using part-whole strategies and visual models.

3.NR.4.1: Describe a unit fraction and explain how multiple copies of a unit fraction form a non-unit fraction. Use parts of a whole, parts of a set, points on a number line, distances on a number line and area models.

3.NR.4.2: Compare two-unit fractions by flexibly using a variety of tools and strategies.

3.NR.4.3: Represent fractions, including fractions greater than one, in multiple ways.

3.NR.4.4: Recognize and generate simple equivalent fractions.

4.NR.4.2: Compare two fractions with the same denominator by reasoning about their size and recognize that comparisons are valid only when the two fractions refer to the same whole.

4.NR.4.3: Compare two fractions with different numerators and/or different denominators by flexibly using a variety of tools and strategies and recognize that comparisons are valid only when the two fractions refer to the same whole.

Unit 7: Measurement and Time

18 Days

Unit Dates: 3/2/2027 - 3/26/2027

3.MDR.5: Solve real-life, mathematical problems involving length, liquid volume, mass, and time and analyze graphical displays of data to answer relevant questions.

4.MDR.6: Measure time and objects that exist in the world to solve real-life, mathematical problems and analyze graphical displays of data to answer relevant questions.

3.MDR.5.1: Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.

3.MDR.5.2: Tell and write time to the nearest minutes and estimate time to the nearest fifteen minutes (quarter hour) from the analysis of an analog clock.

3.MDR.5.3: Solve meaningful problems involving elapsed time, including intervals of time to the hour, half hour, and quarter hour where the times presented are only on the hour, half hour, or quarter hour within a.m. or p.m. only.

3.MDR.5.4: Use rulers to measure lengths in halves and fourths (quarters) of an inch and whole inch.

3.MDR.5.5: Estimate and measure liquid volumes, lengths, and masses of objects using customary units. Solve problems involving mass, length, and volume given the same unit, and reason about the relative sizes of measurement units within the customary system.

4.MDR.6.1: Use the four operations to solve problems involving elapsed time to the nearest minute, intervals of time, metric measurements of liquid volumes, lengths, distances, and masses of objects, including problems involving fractions with like denominators, and also problems that require expressing measurements given in a larger unit in terms of a smaller unit, and expressing a smaller unit in terms of a larger unit based on the idea of equivalence.

Unit 8: Two-Dimensional Shapes

10 Days

Unit Dates: 3/29/2027 - 4/16/2027

3.GSR.6: Identify the attributes of polygons, including parallel segments, perpendicular segments, right angles, and symmetry.

4.GSR.8: Identify and draw geometric objects, classify polygons based on properties, and solve problems involving area and perimeter of rectangular figures.

3.GSR.6.1: Identify perpendicular line segments, parallel line segments, and right angles, identify these in polygons, and solve problems involving parallel line segments, perpendicular line segments, and right angles.

3.GSR.6.2: Classify, compare, and contrast polygons, with a focus on quadrilaterals, based on properties. Analyze specific 3-dimensional figures to identify and describe quadrilaterals as faces of these figures.

3.GSR.6.3: Identify lines of symmetry in polygons.

4.GSR.8.2: Classify, compare, and contrast polygons based on lines of symmetry, the presence or absence of parallel or perpendicular line segments, or the presence or absence of angles of a specified size and based on side lengths.

Unit 9: Culminating Capstone Unit

25 Days

Unit Dates: 4/19/2027 - 5/21/2027

ALL Standards Addressed in this Unit

The capstone unit applies content that has already been learned in previous interdisciplinary PBLs and units throughout the school year. The capstone unit is an interdisciplinary unit that allows students to create a presentation, report, or demonstration that could include their models used to answer an overarching driving question. (e.g., Students can present their solution(s), findings, project, or answer the driving question to a larger audience during the culminating capstone unit.)