CURRICULUM UNIT MAP
1ST QUARTER

COURSE TITLE: Third Grade Mathematics **GRADE:** 3

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Multiplication/Division **Ongoing throughout the year** Use strategies to develop fluency with basic number relationships (10 x 10) of multiplication and division	Fluent with math facts through 10x 10	Ongoing throughout the year using mad minute quizzes and math fluency practice	
Unit: Data and Probability Ongoing throughout the year Read and interpret information from line plots, and graphs	Describe data and analyze it for patterns Read and interpret information from line plots Read and interpret information from bar graphs Read and interpret information from line graphs Read and interpret information from circle graphs Read and interpret information from picture graphs	Ongoing through the year using tables, charts and graphs throughout other units to reinforce objectives	
Beginning of Year Review basic 2nd grade math skills in preparation for 3rd grade math curriculum			Pretest Assessment of 2nd grade skills
Unit: Place Value **WEEKS 1 and 2 —OBJECTIVES** Identify numbers up to 100,000	Name the place values to hundred thousands Write the value of a digit within a number Read and write numbers to 6 digits	*Clicker quiz over place values, value of a digit *CR writing numbers using clues *Continuously assessed through morning math throughout the year	Place Value Benchmark Assessment 1
Unit: Place Value **WEEK 3—OBJECTIVES** Recognize equivalent representations for the same number and generate them by decomposing and composing numbers	Change numbers from standard to expanded form Change numbers from expanded to standard form Change numbers from word form to standard form Change numbers from standard form to word form	*Clicker quiz over forms of numbers *Continuously assessed through morning math throughout the year *CR explain how to decompose a number	

CURRICULUM UNIT MAP
1ST QUARTER (Cont'd)

COURSE TITLE: Third Grade Mathematics **GRADE:** 3

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Place Value (Cont'd) **WEEK 4—OBJECTIVES** Classify numbers by their characteristics, including ODD and EVEN Determine the value of place value blocks	Identify a number as ODD or EVEN Explain how to determine whether a number is ODD or EVEN Write the value of place value blocks in standard and expanded form	*Clicker quiz over odd and even and place value blocks *Continuously assessed through morning math throughout the year	Place Value Benchmark Assessment 2
Unit: Place Value **WEEK 5—OBJECTIVES** Compare whole numbers up to 10,000	Compare 2 numbers using the < or > symbols Compare numbers taken from charts, graphs, or word problems Order up to 4 numbers from low to high or high to low Order numbers taken from charts, graphs, or word problems	*In groups students place a set of numbers in order *Continuously assessed through morning math throughout the year *Mini-quiz on comparing numbers *Mini-quiz on ordering numbers	
Unit: Place Value **WEEK 6 and 7—OBJECTIVES** Round numbers up to 6 digits to the closest or nearest ten, hundred, or thousand	Round numbers to the closest ten Round numbers to the closest hundred Round numbers to the closest thousand Round numbers from charts, graphs, and word problems	*Exit slip rounding a number to nearest 10, 100, 1000 *CR explaining either how or why a number rounds the way it does *Continuously assessed through morning math throughout the year	Place Value Benchmark Assessment 3
Unit: Addition **WEEK 8 and 9—OBJECTIVES** Describe the effects of adding whole numbers Apply and describe the strategy used to compute up to 3-digit addition problems	Name the sum of addition facts Find the sum of up to 4 numbers Explain the "carrying" procedure when finding a sum Solve word problems using information from charts, bar graphs, pictographs, line graphs, and line plots	*Exit slip with 5 addition problems *Continuously assessed through morning math throughout the year *Mad Minute Facts *5 problem mini-quiz over word problems with graphs/charts	Addition Benchmark Assessment

CURRICULUM UNIT MAP

2nd QUARTER

COURSE TITLE: Third Grade Mathematics **GRADE:** 3

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Subtraction **WEEK 1 and 2—OBJECTIVES** Describe the effects of subtracting whole numbers Apply and describe the strategy for subtracting 2 numbers (placement, regrouping) Estimate and justify differences of whole numbers	Name the difference in subtraction facts Calculate the difference of 2 numbers up to 4 digits Explain the "regrouping" procedure when subtracting Solve word problems using information from charts, bar graphs, pictographs, line graphs, and line plots Round 2 numbers and estimate their difference	*Exit slip with 5 subtraction problems and two word problems *CR explain procedure for regrouping *Continuously assessed through morning math throughout the year *Miniquiz on estimating differences	Subtraction Benchmark
Unit: Algebra **WEEK 3—OBJECTIVES** Using all operations, represent a mathematical situation as an expression or number sentence Model problem situation with objects or drawings	Write number sentences to complete a fact family Identify which math operation to use based on key vocabulary word or words used in the question asked	*CR given a problem situation the students will make drawing to model the problem and write the number sentence * Continuously assessed through morning math throughout the year *5 questions fact family quiz	
Unit: Algebra **WEEK 4 —OBJECTIVES** Use the commutative, distributive, and associative properties for basic facts of whole numbers	Identify and give examples of addition properties (commutative, associative, and distributive)	*Clicker quiz identifying properties * Continuously assessed through morning math throughout the year	Algebra Benchmark 1

CURRICULUM UNIT MAP
2nd QUARTER (Cont'd)

COURSE TITLE: Third Grade Mathematics **GRADE:** 3

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Algebra **WEEK 5 and 6—OBJECTIVES** Extend geometric and numeric patterns to find the next term Represent patterns using words, tables, or graphs Describe quantitative changes, such as students growing 2 inches in one year	Extend or fill in the gaps of number patterns Extend or fill in the gaps of geometric patterns Complete rule boxes by using addition/ subtraction rules Explain the rule being applied to numbers in addition rule boxes Use a T-chart to represent patterns of quantitative changes	*Play game "What's My Rule?" * Continuously assessed through morning math throughout the year *5 question clicker mini-quiz on number/geometric patterns *5 question mini-quiz on rule boxes/T-charts	Algebra Benchmark 2
Unit: Measurement 1 **WEEK 7 and 8—OBJECTIVES** Determine change from $5.00 and add and subtract money values to $5.00	Use addition to total coins and bills Count on to find the total of coins Write an amount of money in 3 different ways Calculate change from $5 with a purchased item Calculate items that can be bought with $5	*Students are given a shopping list with prices. Student will determine cost of list, their change from $5, and one other item they could buy *5 question mini-quiz covering adding coins counting on, and writing money 3 ways * Continuously assessed through morning math throughout the year	
Unit: Measurement 1 **WEEK 9---OBJECTIVES** Determine the perimeter of polygons	Perimeter is the distance around the outside of a figure Add all the sides of a figure to get the perimeter	*Given a group of quadrilaterals students will find the perimeter of each * Continuously assessed through morning math throughout the year	Measurement Benchmark 1

CURRICULUM UNIT MAP

3rd QUARTER

COURSE TITLE: Third Grade Mathematics **GRADE:** 3

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Multiplication **WEEK 1 and 2—OBJECTIVES** Represent a mental strategy used to compute a given multiplication problem up to 10 x 10 Use strategies to develop fluency with basic number relationships up to 10 x 10 (both multiplication and division)	Draw and match arrays with multiplication number sentences Skip count on a number line to demonstrate multiplication Write the addition sentence that is equal to a multiplication sentence Recall multiplication facts up to 10 x 10 Write a Fact Family of number sentences starting with a multiplication sentence Identify the inverse of a multiplication or division sentence	*Continuously assessed through fact fluency practice and mad minutes throughout the year * Continuously assessed through morning math throughout the year *5 question mini-quiz using arrays, skip counting, and number lines to represent multiplication	Timed Test of Math Facts
Unit: Multiplication **WEEK 3—OBJECTIVES** Identify and demonstrate the use of the Identity, Commutative, or Associative Properties of Multiplication	Identify and use the zero, Identity, associative, and commutative properties of multiplication	*Exit slip identifying and writing an example of each of the properties (one property at a time) *Clicker quiz to identify each property * Continuously assessed through morning math throughout the year	Multiplication Benchmark 1
Unit: Multiplication **WEEK 4 and 5—OBJECTIVES** Calculate the product of a multi-digit number by 1 digit Use multiplication to solve various problem situations	Calculate the product of a 2, 3, or 4 digit number times a 1 digit number Use multiplication to answer questions about pictographs Solve word problems using multiplication skills Use T-charts to solve multiplication problems	*CR explain the procedure for multiplying a 3 digit number by a 1 digit number * Continuously assessed through morning math throughout the year *CR explain how a T-chart can be used to solve a multiplication problem *Exit slip with 3 ways to find the product *2 question mini-quizzes on last 3 CLTs	Multiplication Benchmark 2

CURRICULUM UNIT MAP
3rd QUARTER (Cont'd)

COURSE TITLE: 3rd Grade Math **GRADE: 3**

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Division **Week 6 and 7—Objectives** Recall division facts through 100/10 Represent or model a given situation involving multiplication and related division	Recall division facts of numbers that are 100 or less Write a fact family of number sentences starting with a division number sentence Model a division problem using sets, arrays, area, repeated subtraction, and partitioning	*Demonstrate or model a division problem using at least 3 different methods. * Continuously assessed through morning math throughout the year *Mad Minutes *Exit slip on division fact families	Timed Test of Division Facts Division Benchmark Assessment 1
Unit: Geometry **WEEK 7—OBJECTIVES** Compare and analyze 2D and 3D shapes by describing their attributes Predict the results of putting together or taking apart 2- and 3-dimensional shapes	Identify polygons and explain what they are Name 2D and 3D geometrical shapes Count and compare the number of faces, vertices, and edges of shapes	*Fill out a chart for various geometric shapes giving the number of faces, vertices, and edges *Given a set of geometric solids the student will be able to identify and name each one * Continuously assessed through morning math throughout the year	Geometry Benchmark 1
Week 8 and 9--Objectives Determine if two objects are congruent and why Recognize slides, flips and turns Identify lines of symmetry in polygons	Tell whether shapes are congruent and why Recognize 2-dimensional movement as being a slide, flip or turn Explain what it means for a shape to show symmetry Identify and draw lines of symmetry in a shape or object	*CR explain whether two objects are congruent and why *Given several geometric shapes draw lines of symmetry * Continuously assessed through morning math throughout the year *CR Explain symmetry *Exit slip Identify congruent shapes *5 question mini-quiz on flips, slides, turns	Geometry Benchmark 2

CURRICULUM UNIT MAP
4th QUARTER

COURSE TITLE: Third Grade Mathematics **GRADE:** 3

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Measurement 2 **WEEK 1—OBJECTIVES** Identify, justify, and use the appropriate unit of measure (linear, time, weight) Tell time to the nearest 5 minutes Calculate elapsed time of less than an hour	Pick the appropriate unit of measurement (measuring length, time or weight) Tell time to the nearest 5 minutes Determine how much time has passed in a situation	* Continuously assessed through morning math throughout the year *A set of objects is laid on the desk, Students need to tell what would be the best unit of measurement to use with the individual objects (a bag of flour-pound, a ribbon-inches, etc.)	Measurement Benchmark 1
Unit—Measurement 2 **WEEK 2-OBJECTIVES** Measure to the nearest half inch or centimeter Determine the temperature using a thermometer	Use a ruler to measure items to the nearest ½ inch or centimeter Use a ruler to draw lines to show various lengths using inches, half inches, and centimeters Use a thermometer to read the temperature	*Measure and compare lengths of objects * Continuously assessed through morning math throughout the year *Clicker quiz over measurement/temperature on thermometer	Measurement Benchmark 2
Unit: Fractions **WEEK 3 —OBJECTIVES** Represent halves, thirds, and fourths	Read fraction amounts Know what a denominator is Know what a numerator is Recognize that ½ means dividing into 2 equal parts Recognize that 1/3 means dividing into 3 equal parts Recognize that ¼ means dividing into 4 equal parts Use circles, sets, lines, and polygons to represent halves, thirds, and fourths	*Clicker quiz over fractional parts * Continuously assessed through morning math throughout the year	Fractions Benchmark
Unit: Data and Probability **Week 4** Indicate the probability of an event happening as being likely, unlikely,	Determine of the probability of an event is likely, unlikely, impossible, certain, or equal Name the fractional chance of an event happening	*Using colored cubes in a bag, tell how likely a color is to be drawn. *Using different configurations for a spinner determine if a game would be fair or unfair * Continuously assessed through morning math throughout the year	Data and Probability Benchmark 1

CURRICULUM UNIT MAP
4th QUARTER (Cont'd)

COURSE TITLE: Third Grade Mathematics **GRADE:** 3

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: MAP Review **WEEK 5—OBJECTIVES** Review Place Value, Addition, Subtraction, Multiplication, Division Double Dip time will provide practice in needed areas as determined by Acuity testing	Review for MAP Test		
WEEK 6—OBJECTIVES MAP Testing (Sequence of instruction will be adjusted to accommodate MAP test dates)			
Unit: Division **WEEKS 7--OBJECTIVES** Do simple long division with no remainders	Do simple long division with no remainders Explain the steps in solving a long division problem	*Explain what is incorrect or correct about a long division work sample *Exit slip completing a long division problem with no remainder	Performance Event Do a presentation showing the class how to solve a long division problem
Unit: Fractions **WEEKS 8--OBJECTIVES** Compare fractions using a fraction chart Calculate sums and differences of fractions with like denominators	Find and compare fractions on a chart Add and subtract fractions with like denominators	*CR Explain why ¼ is larger than 1/12 *5 question mini-quiz finding/comparing 2 fractions on a chart *5 question mini-quiz adding/subtracting fractions with same denominators	Fraction Benchmark 2
Unit: Data and Probability **WEEKS 9--OBJECTIVES** Conduct a survey and interpret the results	Choose a survey question Write survey answer choices Gather student survey answers Create a tally chart of results Interpret results		Performance Event Student will create and conduct a survey and include a tally chart and interpretation of results