| **Semester 1** | | | | **Semester 2** | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit 1**  3 weeks | **Unit 2**  6 weeks | **Unit 3**  4 weeks | **Unit 4**  5 weeks | **Unit 5**  3 weeks | **Unit 6**  6 weeks | **Unit 7**  4 weeks | **Unit 8**  3 weeks | **Unit 9**  **Culminating Capstone**  **Unit** |
| **Building a Strong Foundation**  **3.NR.1**  **3.PAR.2**  **3.MDR.5** | **Exploring Multiplication**  **3.PAR.3**  **3.MDR.5**  **3.GSR.7** | **Relating Multiplication to Division**  **3.PAR.3**  **3.MDR.5** | **Place Value, Addition & Subtraction up to 10,000**  **3.NR.1**  **3.PAR.2**  **3.MDR.5** | **Two-Step Word Problems and Time**  **3.PAR.2,3**  **3.MDR.5** | **Fractions as Numbers**  **3.NR.4** | **Connecting Length, Perimeter, and Area**  **3.GSR.7,8**  **3.PAR.3**  **3.MDR.5** | **Two Dimensional Shapes**  **3.GSR.6** | **2 weeks** |
| **3.NR.1.1**  (Read and write multi-digit numbers up to 1,000)  **3.NR.1.2**  (Compare numbers up to 1,000)  **3.PAR.2.1**  (Fluently add and subtract within 1,000)  **3.MDR.5.1**  (Analyze graphs)  **3.MDR.5.4**  (Measure lengths to the whole inch)  **3.MDR.5.5**  (Estimate and measure lengths  **3.MP.1-8** | **3.PAR.3.1**  (Numeric patterns)  **3.PAR.3.2**  (Multiplication strategies)  **3.PAR.3.3**  (Properties of operations)  **3.PAR.3.4**  (Meaning of the equal sign)  **3.PAR.3.6**  (Multiplication word problems within 100)  **3.GSR.7.1**  (Investigate area)  **3.GSR.7.2**  (Determine area by tiling and counting)  **3.MDR.5.5**  (Estimate and measure volumes, and masses)  **3.MP.1-8** | **3.PAR.3.2**  (Multiplication/ division strategies)  **3.PAR.3.3**  (Properties of operations)  **3.PAR.3.5**  (Multiplying by multiples of 10)  **3.PAR.3.6**  (Multiplication & division word problems within 100 using strategies)  **3.PAR.3.7**  **(**Multiplication and division within 100 using equations)  **3.MDR.5.5**  (Estimate and measure volumes, and masses)  **3.MP.1- 8** | **3.NR.1.1**  (Read and write multi-digit numbers up to 10,000)  **3.NR.1.2**  (Compare numbers up to 10,000)  **3.NR.1.3**  (Round to the nearest 10 or 100)  **3.PAR.2.1**  (Fluently add and subtract within 1,000)  **3.PAR.2.2**  (Add/sub word problems within 10,000)  **3.MDR.5.1**  (Analyze graphs)  **3.MP.1-8** | **3.PAR.2.1**  (Fluently add and subtract within 1,000 to solve problems)  **3.PAR.3.7**  (x/÷ equations with a variable)  **3.MDR.5.2**  (Tell and write time to the nearest minutes)  **3.MDR.5.3**  (Solve problems using elapsed time)  **3.MP.1-8**  ***3.PAR.2***  *(Add/sub word problems within 10,000)* | **3.NR.4.1**  (Describe a unit fraction)  **3.NR.4.2**  (Compare two-unit fractions)  **3.NR.4.3**  (Represent fractions)  **3.NR.4.4**  (Recognize and generate equivalent fractions)  **3.MP.1-8** | **3.MDR.5.4**  (Use rulers to measure length)  **3.MDR.5.5**  (Estimate and measure lengths)  **3.GSR.8.1**  (Perimeter of a polygon)  **3.GSR.8.2**  (Relationship between area and perimeter)  **3.GSR.7.2**  (Area of rectangles by tiling and counting)  **3.GSR.7.3**  (Area using multiplication)  **3.PAR.3.7**  (Multiplication and division within 100)  **3.MDR.5.1**  (Analyze graphs)  **3.MP.1-8**  ***3.PAR.3.2***  *(Multiplication & division fluency)* | **3.GSR.6.1**  (Line segments and right angles)  **3.GSR.6.2**  (Classify, compare, contrast polygons & analyze 3D figures)  **3.GSR.6.3**  (Lines of symmetry)  **3.MP.1-8** | **ALL STANDARDS** |
| Units contain tasks that depend upon the concepts addressed in earlier units. Mathematical standards are interwoven and should be addressed throughout the year in as many different units and tasks as possible in order to stress the natural connections that exist among mathematical topics. | | | | | | | | |
| ***The*** [***Framework for Statistical Reasoning***](https://lor2.gadoe.org/gadoe/file/5e835b39-307f-4d61-aa50-6e3f58edbf22/1/K-12-Statistical-Reasoning-Framework.pdf) ***and the*** [***Mathematical Modeling Framework***](https://lor2.gadoe.org/gadoe/file/ee2c72a4-900c-4b2a-9fc6-82e13dc17261/1/K-12-Mathematical-Modeling-Framework.pdf) ***should be taught throughout the units. The*** [***K-12 Mathematical Practices***](https://lor2.gadoe.org/gadoe/file/3cd8fd52-2df7-490f-b716-846f0abaaeb5/1/K-12-Mathematical-Practices.pdf) ***should be evidenced at some point throughout each unit depending on the tasks that are explored. It is important to note that MPs 1, 3 and 6 should support the learning in every lesson.*** | | | | | | | | |
| Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for learning experiences are included on the district unit planners. | | | | | | | | |
| Savvas Topic 7  Savvas Topic 8  Savvas Topic 9  Savvas Topic 14  MIP - Module 6  MIP - Module 7  MIP- Module 12  MIP- Module 13 | Savvas Topic 1  Savvas Topic 2  Savvas Topic 3  Savvas Topic 5  Savvas Topic 6  Savvas Topic 7  MIP Module 1  MIP Module 2  MIP Module 3  MIP Module 4  MIP Module 12  MIP Module 13  MIP Module 14 | Savvas Topic 1  Savvas Topic 4  Savvas Topic 5  Savvas Topic 10  Savvas Topic 14  MIP Module 1  MIP Module 3  MIP Module 4  MIP Module 12  MIP Module 13 | Savvas Topic 8  Savvas Topic 9  Savvas Topic 17  MIP Module 4  MIP Module 5  MIP Module 6  MIP Module 7 | Savvas Topic 11  Savvas Topic 14  MIP Module 4  MIP Module 11 | Savvas Topic 12  Savvas Topic 13  MIP Module 8  MIP Module 9  MIP Module 10 | Savvas Topic 6  Savvas Topic 12  Savvas Topic 16  MIP Module 14  MIP Module 13 | Savvas Topic 15  Savvas Topic 17: Step up to Grade 4  MIP Module 16 | All Resources |