



Course Syllabus Report

MA1310 Math 3 (MA1310)

DISTRICT APPROVED CURRICULA: Ready Math

STATE COURSE CODE: MISC0007 (Elementary Curriculum)

GRADE LEVELS: 3rd Grade

CREDITS: N/A

PREREQUISITES: N/A

COURSE GRADING SCALE:

Formative assessments do not count toward the final grade, but are necessary for the learning process, teacher feedback, and providing practice for the skills taught.

All summative assessments will be graded according to the corresponding rubric or teacher directions. Only summative assessment scores will calculate towards a student's final grade. Each summative assessment is linked to a FWPS Priority Standard (PS).

Excelling - EX = 100%-90%

Meeting - ME = 89%-70%

Approaching - AP = 69%-60%

Beginning - BE = 59%-0%

INSTRUCTIONAL MATERIALS NEEDED: Internet access, computer, printer, printer paper and ink, modern OS/software/web browser, headphones with microphone (if not built into the computer), webcam (if not built into the computer), camera (cell phone is fine), composition notebook, pencils, small whiteboard with eraser and markers, Ready math books.

DEFAULT CERTIFICATED TEACHER: Angela Rankin

DESCRIPTION The third grade math program is designed with many activities that will help your child learn skills for problem solving and will involve them in exploring numbers, operations & algebraic thinking, measurement, and geometry. These activities will help your child see real-life mathematical applications. This math program also combines online technology with a hands-on manipulative experience. These components enable children of

different learning styles to master basic facts. Students will receive instruction through Canvas, videos,

iReady online instruction, and students Ready math books.

In third grade math, scholars will use language and models to show their thinking by learning and trying several strategies to solve math problems. Students will receive instruction through iReady Online Instruction and Ready Math Student Workbooks (include Canvas, videos, quizzes, etc.).

Students in third grade will focus their math learning on addition and subtraction in the algorithm, and strategies for multiplying and dividing within 100. They will use place value, develop understanding of fractions as numbers, and use measurement to solve problems in time, liquid volume, and weight. They will understand area and perimeters relation to multiplication and addition with regular and irregular shapes. Students will use the following mathematical practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

ESSENTIAL LEARNINGS: In this course, students will learn:

Unit 1: Three Digit Numbers: Place Value, Addition, & Subtraction

- o Rounding numbers can be useful when estimating.
- o Knowing how to round will help you with addition and subtraction.
- o You can use what you know about place value to add or subtract using partial sums or differences and other strategies.

Unit 2: Multiplication and Division Concepts

- o Multiplication is a way of combining equal groups.
- o Knowing how to work with equal groups will help you with both multiplication and division problems.
- o There are many models and strategies to help you multiply.

- o You can multiply numbers in any order.
- o You can use place value to multiply.
- o Division means separating a total number of objects into equal-sized groups.

Unit 3: Multiplication: Finding Area, Solving Word Problems, Using Scaled Graphs

- o Area is a measure of the space inside the shape.
- o You can use what you know about multiplication to find the area of a rectangle.
- o You can add areas to find the area of complex shapes.
- o You can use what you know about arrays to help you solve multiplication and division problems.
- o The scale on a graph can be greater than 1.

Unit 4: Fractions

- o Fractions are numbers that describe a whole divided into equal parts.
- o Knowing how many equal parts you have will help you name fractions.
- o Fractions name points on a number line.
- o Knowing about number lines can help you compare fractions with whole numbers and other fractions.
- o You can use what you know about fraction models and number lines to find different names for the same fractions or equivalent fractions.
- o You can use what you know about fractions to compare fractions that have the same numerator or the same denominator.

Unit 5: Measurement: Time, Liquid Volume, & Mass

- o Both analog clocks are used to tell time.
- o Knowing how to read and tell time to the nearest minute will help you solve problems involving elapsed time.
- o You can use what you know about measurement to estimate and measure the volume of liquid in liters and the mass of an object in grams or kilograms.

Unit 6: Shapes Attributes and Categories

- o Two dimensional shapes have many attributes.
- o Knowing about these attributes will help you categorize shapes.
- o Perimeter is the sum of a shape's side lengths, and area measures the space inside the shape.
- o Knowing a rectangle's perimeter or area can help you reason about its shape.

o You can divide shapes into equal parts to show fractional parts of a whole.

SYLLABUS

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STANDARDS

https://www.fwps.org/cms/lib/WA01919399/Centricity/domain/796/preschool-5th%20grade/standards_2017/3rd-Grade-Math-Priority-Standards-PS.pdf

LEARNING REQUIREMENTS

Weekly Work Completion: Scholars will submit original work in all classes each week.

Original Work Submissions: Scholars will only submit their original work. If a scholar uses outside sources in the creation of their original work, citations must be present in the format requested by their teacher.

Weekly Communication: Scholars will communicate weekly with their teachers regarding their academic progress.

Functioning Technology/Required Materials: Scholars will always have

constant and consistent access to the functioning hardware, software, technology, and required materials necessary to complete their coursework in all classes.

Academic Integrity: Academic integrity is essential to learning. scholars are expected to complete their own work. Copying, plagiarizing, cheating, or other methods of intentional deception are prohibited and could result in the scholar's removal from the class or iA entirely.

IA Policy 1st Offense: The scholar will be contacted by the teacher via phone call, the scholar will be made aware of the plagiarism and examples of how this can be avoided will be discussed. Direct instruction on plagiarism will be delivered by the teacher. iA Administration and other teachers will be made aware of the plagiarism. The work must be redone without plagiarism.

2nd Offense: The scholar and parents will be contacted by the teacher directly and the scholar will have to complete the plagiarized assignment without plagiarism before moving on in the course. iA Administration will be made aware.

3rd Offense: The scholar will be withdrawn from the course or iA depending on the severity and/or frequency of the plagiarism.

WAC (Weekly Academic Contact): State regulations require scholars in online programs to have weekly academic contact with each teacher. This occurs by engaging with the curriculum and online instruction, submitting assignments to make progress in learning, and successfully completing courses. Scholars have multiple opportunities and methods to achieve weekly academic contact and receive teacher assistance and feedback: email, message, live online sessions, assignments, phone, and/or face-to-face meetings by appointment when applicable and in accordance with social distancing guidelines.

In accordance with new state law the iA Weekly Academic Contact policies are changing. To ensure the success of all iA scholars, Weekly Academic Contact is required to remain enrolled at iA.

1st week missed WAC= Notification of missed WAC that informs scholars and parents of the consequences of additional missed WAC.

(Step 1)

2nd consecutive or 3rd cumulative week of missed WAC= The scholar and parent must conference with a designee to discuss the missed contact, administer a “screener”, and develop a data-based interventions plan. (Step 2)

5th consecutive OR 6 cumulative of missed WAC= BECCA petition will be filed. (Step 3)

ACADEMIC GOALS

LEARNING ACTIVITIES

Text Books and/or Work Books.

EVALUATIONS

Monthly Progress Review: State law also requires enrolled scholars to maintain monthly forward progress toward completing classes with success. Scholars are expected to complete one monthly module of at-standard work or have completed the teacher-prescribed plan as assigned by the certificated teacher of that course. If the assigned at-standard work is submitted, the scholar will be considered having made Satisfactory Progress. If the assigned work is not submitted and/or is not at standard, the scholar will be considered having made Unsatisfactory Progress.

An overall Monthly Progress Review (MPR) score will be prepared in the ALE App and notification that they are ready to be viewed will be emailed to every family once a month by the Advisory/Homeroom teacher to communicate overall progress towards mastery and passing of the courses.

Scholars are either making Satisfactory Progress or Unsatisfactory Progress. If a scholar is considered having made Satisfactory progress (by the individual teachers in individual courses) in 50% or more of their courses, they will be considered having made Satisfactory progress overall. If a scholar is considered having made Unsatisfactory progress (by the individual teachers in individual courses) in more than 50% of their courses they will be considered having made Unsatisfactory Progress overall. If a scholar is determined to have made Unsatisfactory Progress for consecutive months, the Advisory/Homeroom teacher will include escalating intervention plans each month in the Monthly Progress Review. If a scholar reaches 3 months of Unsatisfactory Progress they may be withdrawn by the administration.

TIMELINES Complete all lessons and assignments in the September module on your "modules" page in Canvas by September's monthly progress deadline.

Complete all lessons and assignments in the October module on your "modules" page in Canvas by October's monthly progress deadline.

OCTOBER Complete all lessons and assignments in the October module on your "modules" page in Canvas.

NOVEMBER Complete all lessons and assignments in the November module on your "modules" page in Canvas.

DECEMBER Complete all lessons and assignments in the December module

on your "modules" page in Canvas.

JANUARY Complete all lessons and assignments in the January module
on your "modules" page in Canvas.

FEBRUARY Complete all lessons and assignments in the February module
on your "modules" page in Canvas.

MARCH Complete all lessons and assignments in the March module
on your "modules" page in Canvas.

APRIL Complete all lessons and assignments in the April module
on your "modules" page in Canvas.

MAY Complete all lessons and assignments in the May module
on your "modules" page in Canvas.

JUNE Complete all lessons and assignments in the June module
on your "modules" page in Canvas.