

Marietta City Schools Grade 3 Math Curriculum Map

Unit Name	Unit 1 Building a Strong Foundation	Unit 2 Exploring Multiplication	Unit 3 Relating Multiplication to Division	Unit 4 Place Value, Addition & Subtraction up to 10,000	Unit 5 Two-Step Word Problems and Time	Unit 6 Fractions as Numbers	Unit 7 Connecting Length, Perimeter, and Area	Unit 8 Two Dimensional Shapes	Unit 9 Culminating Capstone Unit
Time Frame	2-3 weeks	5-6 weeks	3-4 weeks	5-6 weeks	3-4 weeks	4-5 weeks	3-4 weeks	2-3 weeks	1-2 weeks
Standards	3.NR.1.1 (up to 1,000) 3.NR.1.2 (up to 1,000) 3.PAR.2.1 (up to 1,000) 3.MDR.5.1 3.MDR.5.4 (only whole inch) 3.MDR.5.5 3.MP.1-8	3.PAR.3.1 3.PAR.3.2 3.PAR.3.3 (multiply only) 3.PAR.3.4 3.PAR.3.6 3.MDR.5.1 3.MDR.5.5 3.GSR.7.1 3.GSR.7.2 3.GSR.7.3 3.MP.1-8	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 3.MDR.5.5 3.MP.1-8	3.NR.1.1 (up to 10,000) 3.NR.1.2 (up to 10,000) 3.NR.1.3 3.PAR.2.1 3.PAR.2.2 3.MDR.5.1 3.MDR.5.5 3.MP.1-8	3.PAR.2.1 3.PAR.2.2 3.PAR.3.4 3.PAR.3.6 3.PAR.3.7 3.MDR.5.1 3.MDR.5.2 3.MDR.5.3 3.MP.1-8	3.NR.4.1 3.NR.4.2 3.NR.4.3 3.NR.4.4 3.MP.1-8	3.PAR.3.3 3.PAR.3.6 3.PAR.3.7 3.MDR.5.1 3.MDR.5.4 3.MDR.5.5 3.GSR.7.1 3.GSR.7.2 3.GSR.7.3 3.GSR.8.1 3.GSR.8.2 3.MP.1-8	3.GSR.6.1 3.GSR.6.2 3.GSR.6.3 3.MP.1-8	ALL STANDARDS 3.MP.1-8
<i>The Framework for Statistical Reasoning and the Mathematical Modeling Framework should be taught throughout the units. The K-12 Mathematical Practices should be evidenced at some point throughout each unit depending on the tasks that are explored. It is important to note that MP's 1, 3 and 6 should support the learning in every lesson.</i>									
Content Specific Information	<ul style="list-style-type: none"> Developing routines that support the Mathematics Practices Build on previous learning through statistical investigative activities Strengthen understanding of place value, addition & subtraction up to 1,000 	<ul style="list-style-type: none"> Explore multiplication through hands-on investigations Explore patterns & properties of multiplication Represent & solve multiplication problems through context of pictures & bar graphs Create statistical questions & collect data 	<ul style="list-style-type: none"> Learn that multiplication & division are inverse operations that can be used to solve problems Discover that numbers of objects can be divided by partitioning them into equal shares (partitive) & by grouping them into groups of a known size (quotative) 	<ul style="list-style-type: none"> Extend understanding of the base-ten system to include numbers to 10,000 Compare four digit numbers Round whole numbers up to 1,000 to the nearest 10 or 100 Fluently add & subtract within 1,000 Represent problems using equations with unknowns in all positions and assess the reasonableness of their answers 	<ul style="list-style-type: none"> Solve & represent authentic problems using all four operations Recognize problem situations that indicate when to add, subtract, multiply, or divide and build appropriate equations to solve the problems 	<ul style="list-style-type: none"> Develop an understanding of fractions as numbers with an emphasis on unit fractions Understand that fractions are numbers that describe the division of a whole into equal parts Represent fractions with models, diagrams, & number lines & use these models to compare, find, and generate equivalent fractions 	<ul style="list-style-type: none"> Use a ruler to measure length to the nearest half or quarter of an inch Measure side lengths of polygons to determine the perimeter Extend understanding of area measurement by explaining that the area of a rectangle can be determined by multiplying the side lengths 	<ul style="list-style-type: none"> Reason about attributes (features) of shapes including parallel segments, perpendicular segments, right angles, & symmetry 	<p>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 to the driving question to a larger audience during the culminating capstone unit.)</p>

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Additional Resources for Instruction & Assessment	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
Differentiation For Tiered Learners	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.								