

## Tri 1: Curriculum Map

| Weeks                                              | Indicator | Standard                                                                                                                                                                                       | Assessment |
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| <b>Week 1:<br/>Aug14-16</b>                        | 3.NS.1    | Read and write whole numbers up to 10,000. Use words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 10,000.                           |            |
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| <b>Week 2:<br/>Aug 19-23</b>                       | 3.NS.1    | Read and write whole numbers up to 10,000. Use words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 10,000.                           |            |
|                                                    | 3.CA.1    | Fluently add and subtract multi-digit numbers using strategies and algorithms based on place value, properties of operations, and relationships between addition and subtraction.              |            |
|                                                    | 3.CA.2    | Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g. by using drawings and equations with a symbol for the unknown number to represent the problem) |            |
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| <b>Week 3:<br/>Aug 26-30</b>                       | 3.NS.1    | Read and write whole numbers up to 10,000. Use words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 10,000.                           |            |
|                                                    | 3.CA.1    | Fluently add and subtract multi-digit numbers using strategies and algorithms based on place value, properties of operations, and relationships between addition and subtraction.              |            |
|                                                    | 3.CA.2    | Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g. by using drawings and equations with a symbol for the unknown number to represent the problem) |            |
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| <b>Week 4:<br/>Sept 3-6<br/>(Labor Day is Mon)</b> | 3.NS.6    | Use place value understanding to round two-and three-digit whole numbers to the nearest 10 or 100.                                                                                             |            |
|                                                    | 3.CA.1    | Fluently add and subtract multi-digit numbers using strategies and algorithms based on place value, properties of operations, and relationships between addition and subtraction.              |            |
|                                                    | 3.CA.2    | Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g. by using drawings and equations with a symbol for the unknown number to represent the problem) |            |
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| <b>Week 5:<br/>Sept 9-13</b>                       | 3.NS.6    | Use place value understanding to round two-and three-digit whole numbers to the nearest 10 or 100.                                                                                             |            |
|                                                    | 3.CA.1    | Fluently add and subtract multi-digit numbers using strategies and algorithms based on place value, properties of operations, and relationships between addition and subtraction.              |            |
|                                                    | 3.CA.2    | Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g. by using drawings and equations with a symbol for the unknown number to represent the problem) |            |
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|                                                    | 3.NS.6    | Use place value understanding to round two-and three-digit whole numbers to the nearest 10 or 100.                                                                                             |            |
|                                                    | 3.CA.1    | Fluently add and subtract multi-digit numbers using strategies and algorithms based on place value, properties of operations, and relationships between addition and subtraction.              |            |

## Tri 1: Curriculum Map

| Weeks                                                               | Indicator              | Standard                                                                                                                                                                                                                                | Assessment |
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| <b>Week 6:<br/>Sept 16-20</b>                                       | <a href="#">3.CA.2</a> | Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g. by using drawings and equations with a symbol for the unknown number to represent the problem)                                          |            |
|                                                                     | <a href="#">3.G.1</a>  | Define, identify and classify four-sided shapes such as rhombuses, rectangles, and squares as quadrilaterals. Identify and draw examples and non-examples of quadrilaterals.                                                            |            |
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| End of Grading Period                                               |                        |                                                                                                                                                                                                                                         |            |
| <b>Week 7:<br/>Sept 23-27<br/>(e-learning<br/>1/2 day<br/>Tues)</b> | <a href="#">3.G.1</a>  | Define, identify and classify four-sided shapes such as rhombuses, rectangles, and squares as quadrilaterals. Identify and draw examples and non-examples of quadrilaterals.                                                            |            |
|                                                                     | <a href="#">3.M.4</a>  | Find the value of any collection of coins and bills. Write amounts less than a dollar using the c symbol and write larger amounts using the \$ symbol in forms of dollars and cents. Solve real-world problems to determine whether the |            |
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| <b>Week 8:<br/>Sept 30-Oct<br/>4</b>                                | <a href="#">3.M.4</a>  | Find the value of any collection of coins and bills. Write amounts less than a dollar using the c symbol and write larger amounts using the \$ symbol in forms of dollars and cents. Solve real-world problems to determine whether the |            |
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| <b>Week 9: Oct<br/>7-11</b>                                         | <a href="#">3.CA.3</a> | Model the concept of multiplication of whole numbers using equal-sized groups, arrays, area models, and equal intervals on a number line.                                                                                               |            |
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| <b>Week 10:<br/>Oct 14-18</b>                                       | <a href="#">3.CA.3</a> | Model the concept of multiplication of whole numbers using equal-sized groups, arrays, area models, and equal intervals on a number line.                                                                                               |            |
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| <b>Week 11:</b>                                                     | <a href="#">3.CA.5</a> | Multiply and divide within 100 using strategies such as the relationship between multiplication and division.                                                                                                                           |            |
|                                                                     | <a href="#">3.CA.7</a> | Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays and measurement quantities.                                                                        |            |
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**Tri 1: Curriculum Map**

| <b>Weeks</b>                                                                      | <b>Indicator</b>       | <b>Standard</b>                                                                                                                                                  | <b>Assessment</b> |
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| <b>Week 11:<br/>Oct 21-25</b>                                                     |                        |                                                                                                                                                                  |                   |
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| <b>Week 12:<br/>October 28-<br/>Nov 1 (Fall<br/>break is<br/>Thurs &amp; Fri)</b> | <a href="#">3.CA.5</a> | Multiply and divide within 100 using strategies such as the relationship between multiplication and division.                                                    |                   |
|                                                                                   | <a href="#">3.CA.7</a> | Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays and measurement quantities. |                   |
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| <b>Week 13:<br/>Nov 4-8 (T1<br/>ends<br/>11.08.24)</b>                            | <a href="#">3.CA.4</a> | Model the concept of division of whole numbers with the following models: partitioning, sharing and an inverse of multiplication.                                |                   |
|                                                                                   | <a href="#">3.CA.7</a> | Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays and measurement quantities. |                   |
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|                                                                                   | 3.CA.6, 3.CA.8         | Demonstrate fluency with mastery of multiplication facts and corresponding division facts. Create, extend and give an appropriate rule for number patterns.      |                   |

## Tri 2: Curriculum Map

| Weeks                                                                      | Indicator |                                                                                                                                                                                             | Assessment |
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| <b>Week 1: Nov 11-15</b><br>(Teacher Work Day is Mon; P/T Conf. on Thurs.) | 3.CA.4    | Model the concept of division of whole numbers with the following models: partitioning, sharing and an inverse of multiplication.                                                           |            |
|                                                                            | 3.CA.7    | Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays and measurement quantities.                            |            |
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| <b>Week 2: Nov 18-22 AND Nov 25, 26</b>                                    | 3.CA.4    | Model the concept of division of whole numbers with the following models: partitioning, sharing and an inverse of multiplication.                                                           |            |
|                                                                            | 3.CA.7    | Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays and measurement quantities.                            |            |
|                                                                            | 3.G.2     | Identify, describe and draw points, lines, and line segments using appropriate tools, and use these terms when describing two-dimensional shapes.                                           |            |
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| <b>Week 3: Dec 2-6</b>                                                     | 3.CA.7    | Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays and measurement quantities.                            |            |
|                                                                            | 3.G.2     | Identify, describe and draw points, lines, and line segments using appropriate tools, and use these terms when describing two-dimensional shapes.                                           |            |
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| <b>Week 4: Dec 9-13</b><br>(elearning 1/2 day on Tues)                     | 3.G.3     | Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.                                                                                |            |
|                                                                            | 3.NS.2    | Model unit fractions as the quantity formed by 1 part when a whole is partitioned into equal parts; model non-unit fractions as the quantity formed iterations of unit fractions            |            |
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| <b>Week 5: Dec 16-20 (Last week before Winter Break)</b>                   | 3.NS.2    | Model unit fractions as the quantity formed by 1 part when a whole is partitioned into equal parts; model non-unit fractions as the quantity formed iterations of unit fractions            |            |
|                                                                            | 3.NS.3    | Model a non-unit fraction on a number line by marking equal lengths from 0, identifying each part as a unit fraction and locating the non-unit fraction as the endpoint on the number line. |            |
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|                                                                            | 3.NS.2    | Model unit fractions as the quantity formed by 1 part when a whole is partitioned into equal parts; model non-unit fractions as the quantity formed iterations of unit fractions            |            |
|                                                                            | 3.NS.3    | Model a non-unit fraction on a number line by marking equal lengths from 0, identifying each part as a unit fraction and locating the non-unit fraction as the endpoint on the number line. |            |

**Tri 2: Curriculum Map**

| Weeks                                                             | Indicator |                                                                                                                                                                         | Assessment |
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| <b>Week 6:<br/>Jan 6-10</b>                                       |           |                                                                                                                                                                         |            |
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| End of Grading Period                                             |           |                                                                                                                                                                         |            |
| <b>Week 7:<br/>Jan 13-17<br/>(elearning<br/>1/2 day<br/>Tues)</b> | 3.NS.4    | Use fraction models to represent two simple equivalent fractions with attention to how the number and size of the parts differ even though the quantities are the same. |            |
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| <b>Week 8:<br/>Jan 20-24<br/>(MLK Day is<br/>Mon)</b>             | 3.NS.4    | Use fraction models to represent two simple equivalent fractions with attention to how the number and size of the parts differ even though the quantities are the same. |            |
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| <b>Week 9:<br/>Jan 27-31</b>                                      | 3.NS.5    | Compare two fractions with the same numerator on the same denominator by reasoning about their size based on the same whole.                                            |            |
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| <b>Week 10:<br/>Feb 3-7</b>                                       | 3.NS.5    | Compare two fractions with the same numerator on the same denominator by reasoning about their size based on the same whole.                                            |            |
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| <b>Week 11:<br/>Feb 10-14<br/>(1/2 day)</b>                       | 3.M.3     | Tell and write time to the nearest minute and measure time interval in minutes. Solve word problems add/sub. of time intervals in minutes.                              |            |
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| Tri 2: Curriculum Map                        |                                                 |                                                                                                                                                            |            |
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| Weeks                                        | Indicator                                       |                                                                                                                                                            | Assessment |
| (1 1/2 day elearning Tuesday; no school Fri) |                                                 |                                                                                                                                                            |            |
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| Week 12:<br>Feb 17-21<br>(No school Mon)     | 3.M.3                                           | Tell and write time to the nearest minute and measure time interval in minutes. Solve world problems add/sub. of time intervals in minutes.                |            |
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| Week 13:<br>Feb 24-28<br>(T2 ends 2.28.24)   | 3.M.3                                           | Tell and write time to the nearest minute and measure time interval in minutes. Solve world problems add/sub. of time intervals in minutes.                |            |
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| year long                                    | <a href="#">3.CA.6</a> , <a href="#">3.CA.8</a> | Demonstrate fluency with mastery of multiplication facts and corresponding division facts. Create, extend and give an appropriate rule for number patterns |            |

### Tri 3: Curriculum Map

| Weeks                                                                        | Indicator | Standard                                                                                                                                                                         | Assessment |
|------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>Week 1</b><br><b>March 3-7</b>                                            | 3.M.6     | Find perimeters of polygons given the side lengths or given an unknown side length.                                                                                              |            |
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| <b>Week 2</b><br><b>March 10-14</b><br><b>(1/2 day elearning Tues)</b>       | 3.DA.1    | Collect, organize, and graph data from observations, surveys, experiments using scaled bar graphs and pictographs.                                                               |            |
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| <b>Week 3</b><br><b>March 17-21</b>                                          | 3.M.1     | Estimate and measure the mass of objects in grams and kilograms and the volume of objects in quarts, gallons, and liters.                                                        |            |
|                                                                              | 3.M.2     | Choose and use appropriate units and tools to estimate and measure length, weight, and temperature.                                                                              |            |
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| <b>Week 4</b><br><b>March 24-28</b><br><b>(Sp Break is March 31-April 4)</b> | 3.CA.5    | Multiply and divide within 100 using strategies such as the relationship between multiplication and division.                                                                    |            |
|                                                                              | 3.CA.7    | Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays and measurement quantities.                 |            |
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| <b>Week 5</b><br><b>April 7-11</b><br><b>(1/2 day elearning Tues)</b>        | 3.M.5     | Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. |            |
|                                                                              | 3.M.6     | Find perimeters of polygons given the side lengths or given an unknown side lengths.                                                                                             |            |
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| <b>Week 6</b>                                                                | 3.NS.4    | Use fraction models to represent two simple equivalent fractions with attention to how the number and size of the parts differ even though the quantities are the same.          |            |
|                                                                              | 3.NS.5    | Compare two fractions with the same numerator on the same denominator by reasoning about their size based on the same whole.                                                     |            |

Tri 3: Curriculum Map

| Weeks                                                       | Indicator     | Standard                                                                                                                                                                                    | Assessment |
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| Week 6<br>April 14-18<br>(No school<br>Fri; Good<br>Friday) |               |                                                                                                                                                                                             |            |
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| End of Grading Period                                       |               |                                                                                                                                                                                             |            |
| Week 7<br>April 21-25                                       | 3.NS.2        | Model unit fractions as the quantity formed by 1 part when a whole is partitioned into equal parts; model non-unit fractions as the quantity formed iterations of unit fractions            |            |
|                                                             | 3.NS.3        | Model a non-unit fraction on a number line by marking equal lengths from 0, identifying each part as a unit fraction and locating the non-unit fraction as the endpoint on the number line. |            |
|                                                             | 3.NS.5        | Compare two fractions with the same numerator on the same denominator by reasoning about their size based on the same whole.                                                                |            |
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| Week 8<br>April 28-May<br>2                                 | spiral review |                                                                                                                                                                                             |            |
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| Week 9 May<br>5-9                                           | spiral review |                                                                                                                                                                                             |            |
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| Week 10<br>May 12-16                                        | spiral review |                                                                                                                                                                                             |            |
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| Week 11                                                     |               |                                                                                                                                                                                             |            |
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Tri 3: Curriculum Map

| Weeks                | Indicator | Standard | Assessment |
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| Week 11<br>May 19-23 |           |          |            |
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| Week 12<br>May 26-30 |           |          |            |
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