

## Marietta City Schools Grade 3 Math Curriculum Map 2023-2024

| Unit Name                    | Unit 1<br>Building a Strong Foundation  | Unit 2<br>Exploring Multiplication   | Unit 3<br>Relating Multiplication to Division   | Unit 4<br>Place Value, Addition & Subtraction up to 10,000   | Unit 5<br>Two-Step Word Problems and Time   | Unit 6<br>Fractions as Numbers  | Unit 7<br>Connecting Length, Perimeter, and Area  | Unit 8<br>Two Dimensional Shapes   | Unit 9<br>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<br>3.NR.1.2<br>3.PAR.2.1<br>3.MDR.5.1<br>3.MDR.5.4<br>3.MDR.5.5<br>3.MP.1-8  | 3.PAR.3.1<br>3.PAR.3.2<br>3.PAR.3.3<br>3.PAR.3.4<br>3.PAR.3.6<br>3.MDR.5.1<br>3.MDR.5.5<br>3.GSR.7.1<br>3.GSR.7.2<br>3.MP.1-8  | 3.PAR.3.2<br>3.PAR.3.3<br>3.PAR.3.4<br>3.PAR.3.5<br>3.PAR.3.6<br>3.PAR.3.7<br>3.MDR.5.1<br>3.MDR.5.5<br>3.MP.1-8  | 3.NR.1.1<br>3.NR.1.2<br>3.NR.1.3<br>3.PAR.2.1<br>3.PAR.2.2<br>3.MDR.5.1<br>3.MDR.5.5<br>3.MP.1-8   | 3.PAR.2.1<br>3.PAR.2.2<br>3.PAR.3.4<br>3.PAR.3.6<br>3.PAR.3.7<br>3.MDR.5.1<br>3.MDR.5.2<br>3.MDR.5.3<br><b>1.MDR.6.2 (Year 1)</b><br><b>2.MDR.6.1 (Year 1)</b><br>3.MP.1-8  | 3.NR.4.1<br>3.NR.4.2<br>3.NR.4.3<br>3.NR.4.4<br>3.MP.1-8  | 3.PAR.3.3<br>3.PAR.3.6<br>3.PAR.3.7<br>3.MDR.5.1<br>3.MDR.5.4<br>3.MDR.5.5<br><b>2.GSR.7.2 (Year 1)</b><br>3.GSR.7.1<br>3.GSR.7.2<br>3.GSR.7.3<br>3.GSR.8.1<br>3.GSR.8.2<br>3.MP.1-8  | 3.GSR.6.1<br>3.GSR.6.2<br>3.GSR.6.3<br>3.MP.1-8  | ALL STANDARDS  |
|                              | <i>The <a href="#">Framework for Statistical Reasoning</a> and the <a href="#">Mathematical Modeling Framework</a> should be taught throughout the units. The <a href="#">K-12 Mathematical Practices</a> 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.</i> |  |   |  |   |   |   |  |  |
| Content Specific Information | <ul style="list-style-type: none"> <li>Developing routines that support the Mathematics Practices</li> <li>Build on previous learning through statistical investigative activities</li> <li>Strengthen understanding of place value, addition &amp; subtraction up to 1,000</li> </ul>  | <ul style="list-style-type: none"> <li>Explore multiplication through hands-on investigations</li> <li>Explore patterns &amp; properties of multiplication</li> <li>Represent &amp; solve multiplication problems through context of pictures &amp; bar graphs</li> <li>Create statistical questions &amp; collect data</li> </ul> | <ul style="list-style-type: none"> <li>Learn that multiplication &amp; division are inverse operations that can be used to solve problems</li> <li>Discover that numbers of objects can be divided by partitioning them into equal shares (partitive) &amp; by grouping them into groups of a known size (quotative)</li> </ul> | <ul style="list-style-type: none"> <li>Extend understanding of the base-ten system to include numbers to 10,000</li> <li>Compare four digit numbers</li> <li>Round whole numbers up to 1,000 to the nearest 10 or 100</li> <li>Fluently add &amp; subtract within 1,000</li> <li>Represent problems using equations with unknowns in all positions and assess the reasonableness of their answers</li> </ul> | <ul style="list-style-type: none"> <li>Solve &amp; represent authentic problems using all four operations</li> <li>Recognize problem situations that indicate when to add, subtract, multiply, or divide and build appropriate equations to solve the problems</li> </ul> | <ul style="list-style-type: none"> <li>Develop an understanding of fractions as numbers with an emphasis on unit fractions</li> <li>Understand that fractions are numbers that describe the division of a whole into equal parts</li> <li>Represent fractions with models, diagrams, &amp; number lines &amp; use these models to compare, find, and generate equivalent fractions</li> </ul> | <ul style="list-style-type: none"> <li>Use a ruler to measure length to the nearest half or quarter of an inch</li> <li>Measure side lengths of polygons to determine the perimeter</li> <li>Extend understanding of area measurement by explaining that the area of a rectangle can be determined by multiplying the side lengths</li> </ul> | <ul style="list-style-type: none"> <li>Reason about attributes (features) of shapes including parallel segments, perpendicular segments, right angles, &amp; symmetry</li> </ul> | 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.) |

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|  |  |  |   |   |   |   |   |                                  |               |
|--|--|--|---|---|---|---|---|----------------------------------|---------------|
| <b>Additional Resources for Instruction &amp; Assessment</b> | Savvas Topic 8<br>Savvas Topic 9<br>Savvas Topic 14<br>MIP - Module 5<br>MIP - Module 6<br>MIP - Module 7<br>MIP Module 11<br>MIP- Module 12<br>MIP- Module 13   | Savvas Topic 1<br>Savvas Topic 2<br>Savvas Topic 3<br>MIP Module 1<br>MIP Module 2<br>MIP Module 3<br>MIP Module 4<br>MIP Module 11<br>MIP Module 12<br>MIP Module 13<br>MIP Module 14 | Savvas Topic 4<br>Savvas Topic 5<br>Savvas Topic 10<br>Savvas Topic 14<br>MIP Module 1<br>MIP Module 2<br>MIP Module 3<br>MIP Module 4<br>MIP Module 11<br>MIP Module 12<br>MIP Module 13 | Savvas Topic 8<br>Savvas Topic 9<br>Savvas Topic 11<br>Savvas Topic 14<br>MIP Module 5<br>MIP Module 6<br>MIP Module 7<br>MIP Module 11<br>MIP Module 12<br>MIP Module 13 | Savvas Topic 8<br>Savvas Topic 9<br>Savvas Topic 11<br>Savvas Topic 14<br>MIP Module 6<br>MIP Module 7<br>MIP Module 11<br>MIP Module 12<br>MIP Module 13 | Savvas Topic 12<br>Savvas Topic 13<br>MIP Module 8<br>MIP Module 9<br>MIP Module 10 | Savvas Topic 6<br>Savvas Topic 7<br>Savvas Topic 14<br>Savvas Topic 16<br>MIP Module 14<br>MIP Module 15<br>MIP Module 1<br>MIP Module 2<br>MIP Module 3<br>MIP Module 4<br>MIP Module 11<br>MIP Module 12<br>MIP Module 13 | Savvas Topic 15<br>MIP Module 16 | All Resources |
| <b>Differentiation For Tiered Learners</b>                   | 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. |  |   |   |   |   |   |                                  |               |