

Cabarrus County Schools 3rd Grade Math Curriculum Map

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Scope and Sequence of 3 rd Grade Math Curriculum Map								
<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 4</u>	<u>Unit 5</u>	<u>Unit 6</u>	<u>Unit 7</u>	<u>Unit 8</u>	<u>Unit 9</u>
Building Mathematical Community & Understanding Equal Groups	Using Data to Solve Problems	Stories with Addition and Subtraction	Making Sense of Multiplication and Division	Reasoning with Shapes and Their Attributes	Applying Operations to Area and Perimeter	Understanding Fractions as Parts of a Whole	Using Tools to Measure Length, Weight, and Capacity	Understanding Time
4 WEEKS	2 WEEKS	6 WEEKS	5 WEEKS	2 WEEKS	3 WEEKS	5 WEEKS	3 WEEKS	2 WEEKS
3.OA.1 3.OA.2 3.OA.3 3.OA.9	3.MD.3 3.OA.8 3.NBT.2	3.NBT.2 3.OA.8	3.OA.1 3.OA.2 3.OA.3 3.OA.6 3.OA.7 3.OA.8 3.OA.9 3.NBT.3	3.G.1	3.MD.5 3.MD.7 3.MD.8	3.NF.1 3.NF.2 3.NF.3 3.NF.4	3.MD.2	3.MD.1

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North Carolina Essential Standards for *3rd Grade Math Curriculum Map*

3.OA.1 - For products of whole numbers with two factors up to and including 10:

- Interpret the factors as representing the number of equal groups and the number of objects in each group.
- Illustrate and explain strategies including arrays, repeated addition, decomposing a factor, and applying the commutative and associative properties.

3.OA.2 - For whole-number quotients of whole numbers with a one-digit divisor and a one-digit quotient:

- Interpret the divisor and quotient in a division equation as representing the number of equal groups and the number of objects in each group.
- Illustrate and explain strategies including arrays, repeated addition or subtraction, and decomposing a factor.

NC.3.OA.3 - Represent, interpret, and solve one-step problems involving multiplication and division.

- Solve multiplication word problems with factors up to and including 10. Represent the problem using arrays, pictures, and/or equations with a symbol for the unknown number to represent the problem.
- Solve division word problems with a divisor and quotient up to and including 10. Represent the problem using arrays, pictures, repeated subtraction, and/or equations with a symbol for the unknown number to represent the problem.

3.OA.6 – Solve an unknown-factor problem, by using division strategies and/or changing it to a multiplication problem.

3.OA.7 – Demonstrate fluency with multiplication and division with factors, quotients and divisors up to and including 10.

- Know from memory all products with factors up to and including 10.
- Illustrate and explain using the relationship between multiplication and division.
- Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

3.OA.8 – Solve two-step word problems using addition and subtraction, representing word problems using equations with a symbol for the unknown number.

3.OA.9 - Interpret patterns of multiplication on a hundreds board and/or multiplication table.

3.NBT.2 – Add and subtract whole numbers up to and including 1000.

- Use estimation strategies to assess reasonableness of answers.
- Model and explain how the relationship between addition and subtraction can be applied to solve addition and subtraction problems.
- Use expanded form to decompose numbers and then find sums and differences.

3.NBT.3 – Use concrete and pictorial models, based on place value and the properties of operations, to find the product of a one-digit whole number by a multiple of 10.

3.MD.1 – Tell and write time to the nearest minute. Solve word problems involving addition and subtraction of time intervals within the same hour.

3.MD.2 – Solve problems involving customary measurement.

- Estimate and measure lengths in customary units to the quarter-inch and half-inch, and feet and yards to the whole unit.

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- Estimate and measure capacity and weight in customary units to a whole number: cups, pints, quarts, gallons, ounces, pounds.
- Add, subtract, multiply, or divide to solve one-step word problems involving whole number measurements of length, weight, and capacity in the same customary units.

3.MD.3 - Represent and interpret scaled picture and bar graphs:

- Collect data by asking a question that yields data in up to four categories.
- Make a representation of data and interpret data in a frequency table, scaled picture graph, and/or scaled bar graph with axes provided.
- Solve one and two-step “how many more” and “how many less” problems using information from these graphs.

3.MD.5 – Find the area of a rectangle with whole-number side lengths by tiling without gaps or overlaps and counting unit squares.

3.MD.7 – Relate area to the operations of multiplication and addition.

- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
- Multiply side length to find areas of rectangles with whole number side lengths in the context of solving problems, and represent whole-number products as rectangular areas in mathematical reasoning.
- Use tiles and/or arrays to illustrate and explain that the area of a rectangle can be found by partitioning it into two smaller rectangles.

3.MD.8 – Solve problems involving perimeters of polygons, including finding the perimeter given the side lengths, and finding an unknown side length.

3.G.1 - Reason with two-dimensional shapes and their attributes.

- Investigate, describe, and reason about composing triangles and quadrilaterals and decomposing quadrilaterals.
- Recognize and draw examples and non-examples of types of quadrilaterals including rhombuses, rectangles, squares, parallelograms, and trapezoids.

3.NF.1 – Explain why a fraction is equivalent to another fraction by using area and length fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.

3.NF.2 – Compare two fractions with different numerators and different denominators, using the denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions by:

- Reasoning about their size and using area and length models.
- Using benchmark fractions, 0, $\frac{1}{2}$, and a whole.
- Comparing common numerator or common denominator.

3.NF.3 – Understand and justify decompositions of fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100.

- Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
- Decompose a fraction into a sum of unit fractions and a sum of fractions with the same denominator in more than one way using area models, length models, and equations.
- Add and subtract fractions, including mixed numbers with like denominators, by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. Solve word problems involving addition and subtraction of fractions, including mixed numbers by writing equations from a visual representation of the problem.

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3.NF.4 – Apply and extend previous understandings of multiplication to:

- Model and explain how fractions can be represented by multiplying a whole number by a unit fraction, using this understanding to multiply a whole number by any fraction less than one.
- Solve word problems involving multiplication of a fraction by a whole number.