GES Curriculum Map Math Grade 3	
Unit Title	**Unit 1: Building a Math Community**
Calendar Pacing	4 weeks
Unit Overview	This unit will support the implementation of math workshop by providing many opportunities for students to learn and engage in the routines and procedures they will use throughout the year during math instruction. Students will engage in tasks that promote reasoning and problem-solving. They will be able to build conceptual understanding by using and connecting mathematical representations. Throughout this unit, students will use place value understanding to round whole numbers to the nearest 10 or a hundred, and use this knowledge to add and subtract within 1,000.
Priority Standards/ Supporting Standards	3.NBT.A.1, 3.NBT.A.2 **Mathematical Practices** MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7, MP.8
Unit Title	**Unit 2: Explore, Understand, and Use Multiplication and Division within 100**
Calendar Pacing	6 weeks
Unit Overview	In this unit, students will develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models. They will develop strategies to become fluent with the basic facts of multiplication and their related division facts. Students will understand multiplication and division as inverse operations, and will solve problems and explain their process for solving word problems.
Priority Standards/ Supporting Standards	3.OA.A.1, 3.OA.A.2, 3.OA.A.3, 3.OA.A.4, 3.OA.B.5, 3.OA.B.6, 3.OA.C.7, 3.OA.D.8, 3.OA.D.9 **Mathematical Practices** MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7, MP.8
Unit Title	**Unit 3: Represent and Interpret Data**
Calendar Pacing	6 weeks
Unit Overview	In this unit, students will generate, represent, and interpret data to draw a scaled picture graph and a scaled bar graphs with several categories. Students will solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

	Students will also generate measurement data by measuring the length of objects using rulers marked with halves and fourths of an inch. They will record their collected data using line plots in whole numbers, halves, or quarters.
Priority Standards/ Supporting Standards	3.OA.A.1, 3.OA.A.2, 3.OA.A.3, 3.OA.A.4, 3.OA.B.5, 3.OA.B.6, 3.OA.C.7, 3.OA.D.8, 3.OA.D.9 **Mathematical Practices** MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7, MP.8
Unit Title	**Unit 4: Develop an Understanding of Fractions as Numbers**
Calendar Pacing	*8 weeks*
Unit Overview	In this unit, students will develop an understanding of unit fractions and explore building equivalent fractions using unit fractions. Students will use their knowledge of whole numbers on a number line to develop their understanding of fractions on a linear model, such as a number line. They will learn to identify the intervals on the number line based on the unit fraction. Students will identify equivalent fractions as well as fractions that are equivalent to whole numbers by reasoning about their size.
Priority Standards/ Supporting Standards	3.NF.A.1, 3.NF.A.2, 3.NF.A.2.A, 3.NF.A.2.B, 3.NF.A.3, 3.NF.A.3.A, 3.NF.A.3.B, 3.NF.A.3.C, 3.NF.A.3.D, 3.MD.B.4 **Mathematical Practices** MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7, MP.8
Unit Title	**Unit 5: Attributes of Two-Dimensional Shapes**
Calendar Pacing	6 weeks
Unit Overview	In this unit, students will analyze, compare, sort, and classify two-dimensional shapes through various problem-solving experiences. Students will investigate quadrilaterals and recognize shapes that are not quadrilaterals. They will also sort geometric figures and identify squares, rectangles, and rhombuses as quadrilaterals. Students also partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.
Priority Standards/ Supporting Standards	3.G.A.1, 3.G.A.2 **Mathematical Practices** MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7, MP.8
Unit Title	**Unit 6: Time, Capacity, and Mass Problems**
Calendar Pacing	6 weeks
Unit Overview	In this unit, the students apply their understanding of whole number operations in order to reason about and solve problems involving measurement. Students will expand their understanding of time to tell time to the nearest minute, and solve problems using elapsed time. They

	also begin using standard units of grams, kilograms, and liters in order to measure units of volume, mass, and liquids. Students will explain their reasoning with drawings or diagrams, such as representing problems on a number line or creating a drawing of a beaker with a measurement scale of milliliters.
Priority Standards/ Supporting Standards	3.MD.A.1, 3.MD.A.2 **Mathematical Practice**s MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7, MP.8