

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

MATHEMATICS CURRICULUM

Grade 3

July, 2020

Course Overview

Grade 3

The third grade mathematics program emphasizes the following content strands as they align with the New Jersey Student Learning Standards (NJSLS) in mathematics: operations and algebraic thinking, number and operations in base 10, number and operations in fractions, measurement and data, and geometry. The NJLS for Mathematical Practice: make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure; and look for and express regularity in repeated reasoning are embedded in the daily teaching and learning. The content is presented using a problem solving approach designed to develop critical thinking skills while embedding the mathematical processes into the daily teaching and learning. Practice of basic skills is ongoing through a variety of program routines and activities. Topics are revisited regularly and practice is distributed over time to facilitate full concept development. Activities explore a wide variety of content with opportunities for students to apply basic fact skills, geometry, measurement and algebra. Program implementation and assessment offers enrichment and reinforcement based on individual student needs. The third grade mathematics program helps prepare students to take the New Jersey Student Learning Assessment or any other new generation assessment. Successful completion of the grade three mathematics program prepares students for entry into the grade four mathematics program.

**Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum**

Unit Title: Unit 1 Multiplication and Time	Time Frame/Pacing: 21
Essential Questions <ul style="list-style-type: none"> ● How can measurements be used to solve problems? ● How do operations affect numbers? 	
Enduring Understandings <ul style="list-style-type: none"> ● Numeric fluency includes both the understanding of and the ability to appropriately use numbers ● Computational fluency includes understanding the meaning and the appropriate use of numerical operations ● A quantity can be represented numerically in a variety of ways 	
Standards Taught and Assessed <ul style="list-style-type: none"> ■ 3.OA.A Represent and solve problems involving multiplication and division ■ 3.MD.A Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. □ 3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic 	
Highlighted Interdisciplinary Connections ELA <ul style="list-style-type: none"> ● SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. ● SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ● W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. ● RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 	
Highlighted Career Ready Practices and 21st Century Themes and Skill <ul style="list-style-type: none"> ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). 	

Key: ■ Major Cluster □ Supporting Cluster ◎ Additional Cluster

**Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum**

<p>Social Emotional Learning Competencies</p> <ul style="list-style-type: none"> ● 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors. ● 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. ● 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). ● 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. 				
<p>Pre-Assessment</p> <ul style="list-style-type: none"> ● 3.OA.A 3.MD.A 3.NBT.A 		<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <p>Small group support, manipulative tools, extended time and specific other accommodations/modifications per a student’s IEP or 504 plan</p>		
<p>Student Learning Objectives: We are learning to/that...</p>	<p>Student Strategies (Mathematical Practices)</p>	<p>Formative Assessment</p>	<p>Activities and Resources</p>	<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p>
<p>■ 3.OA.A Represent and solve problems involving multiplication and division</p>	<p>SMP4 Model with mathematics</p> <p>SMP5 Use appropriate tools strategically</p>	<p>Show how you would represent groups in an array or other drawing and write the corresponding number model.</p>	<p>Practice pages with modeling number stories involving multiplication/division</p> <p>Use counters, drawings, repeated addition and/or skip counting to solve equal groups number stories and record number models.</p>	<p>Small group support, manipulative tools, and specific other accommodations/modifications per a student’s IEP or 504 plan</p>
<p>■ 3.MD.A Solve problems involving</p>	<p>SMP4 Model with mathematics</p>	<p>Have students show a given time on their clock and find elapsed time</p>	<p>Practice pages with telling time to the nearest 5 minute</p>	

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

**Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum**

<p>measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p>	<p>SMP5 Use appropriate tools strategically</p>	<p>between two times.</p>	<p>Use an analog clock to tell time to the nearest minute and calculate elapsed time, represent and interpret data on a scaled bar graph, estimate and compare masses</p>	
<p><input type="checkbox"/> 3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic</p>	<p>SMP4 Model with mathematics SMP5 Use appropriate tools strategically</p>	<p>Use the number grid to find the difference between two numbers. Use a number grid to round a number to the nearest 10.</p>	<p>Practice pages with using a number grid to find the difference between two numbers Use a number grid, a number line, counters and manipulatives to solve multi-digit operations.</p>	
<p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Benchmark 1 	<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> ● Small group support, manipulative tools, extended time and specific other accommodations/modifications per a student's IEP or 504 plan 			
<p>Summative Assessment(s)</p> <ul style="list-style-type: none"> ● Unit 1 Checking Progress ● Unit 1 Open Constructed Response 	<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <p>Small group support, manipulative tools, extended time and specific other accommodations/modifications per a student's IEP or 504 plan</p>			

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum

Unit Title: Unit 2 Multiplication and Division	Time Frame/Pacing: 20
Essential Questions <ul style="list-style-type: none"> ● How do operations affect numbers? ● How do mathematical ideas interconnect and build on one another to produce a coherent whole? ● What makes computational strategy both effective and efficient? 	
Enduring Understandings <ul style="list-style-type: none"> ● Numeric fluency includes both the understanding of and the ability to appropriately use numbers ● Context is critical when using estimation ● Computational fluency includes understanding the meaning and the appropriate use of numerical operations 	
Standards Taught and Assessed <ul style="list-style-type: none"> ■ 3.OA.A Represent and solve problems involving multiplication and division ■ 3.OA.D Solve problems involving the four operations, and identify and explain patterns in arithmetic □ 3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic 	
Highlighted Interdisciplinary Connections ELA <ul style="list-style-type: none"> ● SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. ● SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ● RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 	
Highlighted Career Ready Practices and 21st Century Themes and Skill <ul style="list-style-type: none"> ● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). ● 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). 	

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

**Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum**

Social Emotional Learning Competencies

- **2.1.5.EH.1:** Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.
- **2.1.5.EH.2:** Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- **2.1.5.EH.3:** Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- **2.1.5.EH.4:** Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

Pre-Assessment

- **3.OA.A 3.OA.D 3.NBT.A**

Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)

- Small group support, manipulative tools, extended time and specific other accommodations/modifications per a student’s IEP or 504 plan

Student Learning Objectives: We are learning to/that...	Student Strategies (Mathematical Practices)	Formative Assessment	Activities and Resources	Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)
<p>■ 3.OA.A Represent and solve problems involving multiplication and division</p>	<p>SMP 1 Make sense of problems and persevere in solving them</p> <p>SMP 2 Reason abstractly and quantitatively</p>	<p>Show how you would represent groups in an array or other drawing and write the corresponding number model.</p>	<p>Practice pages with modeling number stories involving multiplication/division.</p> <p>Use number models, frame and arrows diagrams, and arrays to solve number stories.</p> <p>Use arrays to practice division with and without remainders.</p>	<p>Small group support, manipulative tools, and specific other accommodations/modifications per a student’s IEP or 504 plan</p>
<p>■ 3.OA.D Solve problems involving</p>	<p>SMP 1 Make sense of problems and persevere in</p>	<p>Use diagrams or other drawings to solve addition</p>	<p>Practice pages with number stories involving four</p>	

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

**Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum**

the four operations, and identify and explain patterns in arithmetic	solving them SMP 2 Reason abstractly and quantitatively	and subtraction problems.	operations. Use counters, diagrams, arrays or other drawings to solve addition and subtraction problems.	
<input type="checkbox"/> 3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic	SMP 1 Make sense of problems and persevere in solving them SMP 2 Reason abstractly and quantitatively	Use basic addition and subtraction facts to solve problems with larger numbers.	Practice pages with basic addition and subtraction facts to solve problems with larger numbers. Use basic addition and subtraction facts to solve extended facts. Use question marks for the unknown, when solving number stories.	
Benchmark Assessment <ul style="list-style-type: none"> Unit 2 Cumulative Assessment 		Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504) <ul style="list-style-type: none"> Small group support, manipulative tools, extended time and specific other accommodations/modifications per a student's IEP or 504 plan 		
Summative Assessment(s) <ul style="list-style-type: none"> Unit 2 Checking Progress 		Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504) <ul style="list-style-type: none"> Small group support, manipulative tools, extended time and specific other accommodations/modifications per a student's IEP or 504 plan 		

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum

Unit Title: Unit 3 Operations	Time Frame/Pacing: 22
<p>Essential Questions</p> <ul style="list-style-type: none"> ● How can we decide when to use an exact answer and when to use an estimate? ● How do operations affect numbers? ● What makes computational strategy both effective and efficient? 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Context is critical when using estimation ● The magnitude of numbers affects the outcome of operations on them ● Computational fluency includes understanding the meaning and the appropriate use of numerical operations 	
<p>Standards Taught and Assessed</p> <ul style="list-style-type: none"> ● <input checked="" type="checkbox"/> 3.OA.A Represent and solve problems involving multiplication and division ● <input checked="" type="checkbox"/> 3.OA.C Multiply and divide within 100 ● <input checked="" type="checkbox"/> 3.OA.D Solve problems involving the four operations and identify and explain patterns in arithmetic ● <input type="checkbox"/> 3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic 	
<p>Highlighted Interdisciplinary Connections</p> <p>ELA</p> <ul style="list-style-type: none"> ● SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. ● SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ● RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 	
<p>Highlighted Career Ready Practices and 21st Century Themes and Skill</p> <ul style="list-style-type: none"> ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). ● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process ● 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, 	

Key: Major Cluster Supporting Cluster Additional Cluster

**Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum**

<p>online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</p> <ul style="list-style-type: none"> ● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 				
<p>Social Emotional Learning Competencies</p> <ul style="list-style-type: none"> ● 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors. ● 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. ● 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). ● 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. 				
<p>Pre-Assessment</p> <ul style="list-style-type: none"> ● 3.OA.A 3.OA.C 3.OA.D 		<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> ● Small group support, manipulative tools, extended time and specific other accommodations/modifications per a student’s IEP or 504 plan 		
Student Learning Objectives: We are learning to/that...	Student Strategies (Mathematical Practices)	Formative Assessment	Activities and Resources	Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)
<p>■ 3.OA.A Represent and solve problems involving multiplication and division</p>	<p>SMP 2 Reason abstractly and quantitatively</p> <p>SMP 7 Look for and make use of structure</p>	<p>Show how you would represent groups in an array or other drawing and write the corresponding number model.</p>	<p>Practice pages with modeling number stories involving multiplication/division.</p> <p>Use number models, multiplication squares, frame and arrows diagrams, and arrays to</p>	<p>Small group support, manipulative tools, and specific other accommodations/modifications per a student’s IEP or 504 plan</p>

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

**Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum**

			solve number stories.	
■ 3.OA.C Multiply and divide within 100	<p>SMP 2 Reason abstractly and quantitatively</p> <p>SMP 7 Look for and make use of structure</p>	Solve a given multiplication or division problem using any fact strategy (picture, array, adding or subtracting a group).	<p>Practice pages with representing and solving problems involving multiplication and division</p> <p>Use counters, visuals, and arrays to solve multiplication and division problems.</p>	
■ 3.OA.D Solve problems involving the four operations and identify and explain patterns in arithmetic	<p>SMP 2 Reason abstractly and quantitatively</p> <p>SMP 7 Look for and make use of structure</p>	Develop strategies, such as add a group, subtract a group, partial addition, expand and trade, counting up to solve problems with the four operations.	<p>Practice pages with problems involving all four operations.</p> <p>Use diagrams, different solving strategies, and drawings to solve.</p>	
□ 3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic	<p>SMP 2 Reason abstractly and quantitatively</p> <p>SMP 7 Look for and make use of structure</p>	Use an estimation strategy to check whether an answer is reasonable when solving a multi-digit problem.	<p>Practice pages with subtraction and addition problems and estimating.</p> <p>Use an estimation strategy to help you solve multi-digit problems.</p>	
<p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Benchmark 2 		<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> ● Small group support, manipulative tools, extended time and specific other accommodations/modifications per a student's IEP or 504 plan 		
<p>Summative Assessment(s)</p> <ul style="list-style-type: none"> ● Unit 3 Checking Progress ● Unit 3 Open Constructed Response 				

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

**Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum**

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

**Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum**

Unit Title: Unit 4 Geometry and Measurement	Time frame/Pacing: 20
<p>Essential Questions</p> <ul style="list-style-type: none"> ● How can measurements be used to solve problems? ● How do geometric relationships help to solve problems and/or make sense of phenomena? ● How can spatial relationships be described by careful use of geometric language? 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Numeric fluency includes both the understanding of and the ability to appropriately use numbers ● One representation may sometimes be more helpful than another; used together, multiple representations give a fuller understanding of a problem ● Computational fluency includes understanding the meaning and the appropriate use of numerical operations 	
<p>Standards Taught and Assessed</p> <ul style="list-style-type: none"> ■ 3.MD.A Solve problems involving measurement and estimation ■ 3.MD.C Geometric measurement: understand concepts of area and relate area to multiplication and to addition □ 3.MD.B Represent and interpret data □ 3.MD.D Geometric measurement: recognize perimeter □ 3.G.A Reason with shapes and their attributes 	
<p>Highlighted Interdisciplinary Connections</p> <p>ELA</p> <ul style="list-style-type: none"> ● SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. ● SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ● RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 	
<p>Highlighted Career Ready Practices and 21st Century Themes and Skill</p> <ul style="list-style-type: none"> ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). • 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process 	

Key: ■ Major Cluster □ Supporting Cluster ◎ Additional Cluster

**Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum**

<p>(e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</p> <ul style="list-style-type: none"> ● 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). ● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 				
<p>Social Emotional Learning Competencies</p> <ul style="list-style-type: none"> ● 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors. ● 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. ● 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). ● 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. 				
<p>Pre-Assessment 3.MD.A 3.MD.C 3.MD.D 3.G.A</p>		<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> ● Small group support, manipulative tools, extended time and specific other accommodations/modifications per a student’s IEP or 504 plan 		
<p>Student Learning Objectives: We are learning to/that...</p>	<p>Student Strategies (Mathematical Practices)</p>	<p>Formative Assessment</p>	<p>Activities and Resources</p>	<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p>
<p>■ 3.MD.A Solve problems involving measurement and estimation</p>	<p>SMP 6 Attend to precision</p> <p>SMP 7 Look for and make use of structure</p>	<p>Have students measure to the nearest ½ inch.</p>	<p>Practice pages involving measuring to the nearest half inch and centimeter.</p>	<p>Small group support, manipulative tools, and specific other accommodations/modifications per a student’s IEP or 504 plan</p>
<p>■ 3.MD.C Geometric measurement: understand concepts of area and relate area to multiplication and</p>	<p>SMP 6 Attend to precision</p> <p>SMP 7 Look for and make</p>	<p>Have students find areas of rectangles and write matching number sentences.</p>	<p>Practice pages involving finding areas of rectangles with matching number sentences</p>	

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

**Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum**

to addition	use of structure			
<input type="checkbox"/> 3.MD.B Represent and interpret data	SMP 6 Attend to precision SMP 7 Look for and make use of structure	Have students generate measurement data and represent the data on a line plot.	Practice pages for students to create scale, display accurate line plot data and interpret data displayed.	
<input type="checkbox"/> 3.MD.D Geometric measurement: recognize perimeter	SMP 6 Attend to precision SMP 7 Look for and make use of structure	Have students identify and measure perimeters of rectangles and other polygons.	Practice pages for students to find the perimeter of rectangles.	
<input type="checkbox"/> 3.G.A Reason with shapes and their attributes	SMP 6 Attend to precision SMP 7 Look for and make use of structure	Have students identify and describe characteristics of quadrilaterals	Practice pages involving identifying quadrilaterals and naming the characteristics.	
Benchmark Assessment <ul style="list-style-type: none"> • Mid-Year Assessment 		Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504) <ul style="list-style-type: none"> • Small group support, manipulative tools, extended time and specific other accommodations/modifications per a student's IEP or 504 plan 		
Summative Assessment(s) <ul style="list-style-type: none"> • Unit 4 Checking Progress 		Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504) <ul style="list-style-type: none"> • Small group support, manipulative tools, extended time and specific other accommodations/modifications per a student's IEP or 504 plan 		

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum

Unit Title: Unit 5 Fractions and Multiplication	Time Frame/Pacing: 21
<p>Essential Questions</p> <ul style="list-style-type: none"> ● How can measurements be used to solve problems? ● How do operations affect numbers? ● How do mathematical ideas interconnect and build on one another to produce a coherent whole? 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Numeric fluency includes both the understanding of and the ability to appropriately use numbers ● One representation may sometimes be more helpful than another; used together, multiple representations give a fuller understanding of a problem ● Computational fluency includes understanding the meaning and the appropriate use of numerical operations 	
<p>Standards Taught and Assessed</p> <ul style="list-style-type: none"> ■ 3.OA.C Multiply and divide within 100 ■ 3.NF.A Develop understanding of fractions as numbers ■ 3.MD.C Geometric measurement: understand concepts of area to multiplication and to addition 	
<p>Highlighted Interdisciplinary Connections</p> <p>ELA</p> <ul style="list-style-type: none"> ● SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. ● SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ● W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. 	
<p>Highlighted Career Ready Practices and 21st Century Themes and Skill</p> <ul style="list-style-type: none"> ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). ● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 	

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

**Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum**

- **9.4.5.CT.2:** Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

Social Emotional Learning Competencies

- **2.1.5.EH.1:** Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.
- **2.1.5.EH.2:** Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- **2.1.5.EH.3:** Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- **2.1.5.EH.4:** Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

Pre-Assessment

- **3.OA.C 3.NF.A 3.MD.C**

Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)

- Small group support, manipulative tools, extended time and specific other accommodations/modifications per a student’s IEP or 504 plan

Student Learning Objectives: We are learning to/that...	Student Strategies (Mathematical Practices)	Formative Assessment	Activities and Resources	Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)
■ 3.OA.C Multiply and divide within 100	SMP 6 Attend to precision SMP 7 Look for and make use of structure	Have students use helper facts and the doubling strategy to solve multiplication facts.	Practice pages for students using helper facts and the doubling strategy to solve multiplication facts.	Small group support, manipulative tools, and specific other accommodations/modifications per a student’s IEP or 504 plan
■ 3.NF.A Develop understanding of fractions as numbers	SMP 6 Attend to precision SMP 7 Look for and make use of structure	Have students draw a square and shade in one part and label with the appropriate fraction.	Practice pages exploring equal parts or fractions of different wholes.	

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

**Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum**

<p>■ 3.MD.C Geometric measurement: understand concepts of area to multiplication and to addition</p>	<p>SMP 6 Attend to precision</p> <p>SMP 7 Look for and make use of structure</p>	<p>Have students multiply side lengths to find the area of a shape</p>	<p>Practice pages for students to explore different shapes to find the area.</p>	
<p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Not applicable 				
<p>Summative Assessment(s)</p> <ul style="list-style-type: none"> ● Unit 5 Checking Progress ● Unit 5 Open Constructed Response 		<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> ● Small group support, manipulative tools, extended time and specific other accommodations/modifications per a student's IEP or 504 plan 		

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

**Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum**

Unit Title: Unit 6 More Operations	Time Frame/Pacing: 21
Essential Questions <ul style="list-style-type: none"> ● How can we decide when to use an exact answer and when to use an estimate? ● How do operations affect numbers? ● What makes a computational strategy both effective and efficient? 	
Enduring Understandings <ul style="list-style-type: none"> ● Numeric fluency includes both the understanding of and the ability to appropriately use numbers ● The magnitude of numbers affects the outcome of operations on them ● Computational fluency includes understanding the meaning and the appropriate use of numerical operations 	
Standards Taught and Assessed <ul style="list-style-type: none"> ■ 3.OA.B Understand properties of multiplication and the relationship between multiplication and division ■ 3.OA.C Multiply and divide within 100 ■ 3.OA.D Solve problems involving the four operations and identify and explain patterns in arithmetic □ 3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic 	
Highlighted Interdisciplinary Connections ELA <ul style="list-style-type: none"> ● SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. ● SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ● W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. 	
Highlighted Career Ready Practices and 21st Century Themes and Skill <ul style="list-style-type: none"> ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). • 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). ● 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) 	

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

**Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum**

<p>that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</p> <ul style="list-style-type: none"> ● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 				
<p>Social Emotional Learning Competencies</p> <ul style="list-style-type: none"> ● 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors. ● 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. ● 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). ● 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. 				
<p>Pre-Assessment</p> <ul style="list-style-type: none"> ● 3.OA.B 3.OA.C 3.OA.D 3.NBT.A 		<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> ● Small group support, manipulative tools, extended time and specific other accommodations/modifications per a student’s IEP or 504 plan 		
Student Learning Objectives: We are learning to/that...	Student Strategies (Mathematical Practices)	Formative Assessment	Activities and Resources	Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)
<p>■ 3.OA.B Understand properties of multiplication and the relationship between multiplication and division</p>	<p>SMP1 Make sense of problems and persevere in solving them.</p> <p>SMP3 Construct viable arguments and critique the reasoning of others.</p>	<p>Use multiplication strategies to solve equations.</p>	<p>Practice pages applying strategies with different fact strategies of multiplication and division (Ex: commutative, associative and distributive)</p>	<ul style="list-style-type: none"> ● Small group support, manipulative tools, and specific other accommodations/modifications per a student’s IEP or 504 plan
<p>■ 3.OA.C Multiply and divide within 100</p>	<p>SMP1 Make sense of problems and persevere in solving them.</p>	<p>Complete multiplication fact inventory with factors 1-10.</p>	<p>Practice pages and activities to build fact fluency.</p>	

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

**Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum**

	SMP3 Construct viable arguments and critique the reasoning of others.			
■ 3.OA.D Solve problems involving the four operations and identify and explain patterns in arithmetic	SMP1 Make sense of problems and persevere in solving them. SMP3 Construct viable arguments and critique the reasoning of others.	Have students complete a problem including parentheses.	Practice pages including parentheses in number sentences and write two-step number stories.	
□ 3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic	SMP1 Make sense of problems and persevere in solving them. SMP3 Construct viable arguments and critique the reasoning of others.	Have students complete the trade-first method to solve subtraction problems.	Practice pages on trade first method to solve subtraction problems	
Benchmark Assessment <ul style="list-style-type: none"> Unit 6 Cumulative Assessment 		Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504) <ul style="list-style-type: none"> Small group support, manipulative tools, extended time and specific other accommodations/modifications per a student's IEP or 504 plan 		
Summative Assessment(s) <ul style="list-style-type: none"> Unit 6 Checking Progress 		Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504) <ul style="list-style-type: none"> Small group support, manipulative tools, extended time and specific other accommodations/modifications per a student's IEP or 504 plan 		

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum

Unit Title: Unit 7 Fractions	Time Frame/Pacing: 21
<p>Essential Questions</p> <ul style="list-style-type: none"> ● How can we compare and contrast numbers? ● How can measurements be used to solve problems? ● What makes a computational strategy both effective and efficient? 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Numeric fluency includes both the understanding of and the ability to appropriately use numbers ● One representation may sometimes be more helpful than another; used together, multiple representations give a fuller understanding of a problem ● A quantity can be represented numerically in a variety of ways 	
<p>Standards Taught and Assessed</p> <ul style="list-style-type: none"> ■ 3.NF.A Develop understanding of fractions as numbers ■ 3.MD.A Solve problems involving measurement and estimation 	
<p>Highlighted Interdisciplinary Connections</p> <p>ELA</p> <ul style="list-style-type: none"> ● SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. ● SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ● W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. 	
<p>Highlighted Career Ready Practices and 21st Century Themes and Skill</p> <ul style="list-style-type: none"> ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). • 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). ● 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). ● • 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 	

Key: ■ Major Cluster □ Supporting Cluster ◎ Additional Cluster

**Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum**

<p>Social Emotional Learning Competencies</p> <ul style="list-style-type: none"> ● 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors. ● 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. ● 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). ● 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. 				
<p>Pre-Assessment</p> <ul style="list-style-type: none"> ● 3.NF.A 3.MD.A 		<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> ● Small group support, manipulative tools, extended time and specific other accommodations/modifications per a student’s IEP or 504 plan 		
<p>Student Learning Objectives: We are learning to/that...</p>	<p>Student Strategies (Mathematical Practices)</p>	<p>Formative Assessment</p>	<p>Activities and Resources</p>	<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p>
<p>■ 3.NF.A Develop understanding of fractions as numbers</p>	<p>SMP4 Model with mathematics</p> <p>SMP5 Use appropriate tools strategically</p>	<p>Students name, compare and order fractions using fraction strips, number lines and fraction circles.</p>	<p>Practice pages naming, comparing and ordering fractions by using fraction strips, number lines and fraction circles.</p>	<p>Small group support, manipulative tools, and specific other accommodations/modifications per a student’s IEP or 504 plan</p>
<p>■ 3.MD.A Solve problems involving measurement and estimation</p>	<p>SMP4 Model with mathematics</p> <p>SMP5 Use appropriate tools strategically</p>	<p>Have students estimate area to solve a problem</p>	<p>Practice pages estimating and measuring liquid volume.</p>	

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

**Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum**

<p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Not Applicable 	
<p>Summative Assessment(s)</p> <ul style="list-style-type: none"> • Unit 7 Checking Progress • Unit 7 Open Constructed Response 	<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> • Small group support, manipulative tools, extended time and specific other accommodations/modifications per a student's IEP or 504 plan

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum

Unit Title: Unit 8 Multiplication and Division	Time Frame/Pacing: 18
<p>Essential Questions</p> <ul style="list-style-type: none"> ● How can we compare and contrast numbers? ● How can measurements be used to solve problems? ● How do geometric relationships help to solve problems and/or make sense of phenomena? 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Numeric fluency includes both the understanding of and the ability to appropriately use numbers ● The magnitude of numbers affects the outcome of operations on them ● Computational fluency includes understanding the meaning and the appropriate use of numerical operations 	
<p>Standards Taught and Assessed</p> <ul style="list-style-type: none"> ■ 3.OA.A Represent and solve problems involving multiplication and division ■ 3.OA.C Multiply and divide within 100 □ 3.MD.B Represent and interpret data □ 3.G.A Reason with shapes and their attributes 	
<p>Highlighted Interdisciplinary Connections</p> <p>ELA</p> <ul style="list-style-type: none"> ● SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. ● SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ● RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 	
<p>Highlighted Career Ready Practices and 21st Century Themes and Skill</p> <ul style="list-style-type: none"> ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). 	

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

**Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum**

<ul style="list-style-type: none"> ● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). ● 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). 				
<p>Social Emotional Learning Competencies</p> <ul style="list-style-type: none"> ● 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors. ● 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. ● 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). ● 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. 				
<p>Pre-Assessment</p> <ul style="list-style-type: none"> ● 3.OA.A 3.OA.C 3.G.A 3.MD.B 		<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> ● Small group support, manipulative tools, extended time and specific other accommodations/modifications per a student’s IEP or 504 plan 		
<p>Student Learning Objectives: We are learning to/that...</p>	<p>Student Strategies (Mathematical Practices)</p>	<p>Formative Assessment</p>	<p>Activities and Resources</p>	<p>Modifications/ Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p>
<p>■ 3.OA.A Represent and solve problems involving multiplication and division</p>	<p>SMP3 Construct viable arguments and critique the reasoning of others.</p>	<p>Students will use strategies to solve real world problems, justify claims and model equal</p>	<p>Practice pages using visuals, arrays and diagrams to solve real world number stories.</p>	<p>Small group support, manipulative tools, and</p>

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

**Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum**

	SMP8 Look for and express regularity in repeated reasoning.	sharing situations with \$10 and \$1 bills.	Use visuals, slates and model equal-sharing situations with \$10 and \$1 bills.	specific other accommodations/modifications per a student's IEP or 504 plan
■ 3.OA.C Multiply and divide within 100	SMP3 Construct viable arguments and critique the reasoning of others. SMP8 Look for and express regularity in repeated reasoning.	Have students use basic facts to solve extended facts.	Practice pages with extended facts and the basic facts that helped them.	
□ 3.MD.B Represent and interpret data	SMP3 Construct viable arguments and critique the reasoning of others. SMP8 Look for and express regularity in repeated reasoning.	Students use rulers to measure to the nearest $\frac{1}{4}$ inch	Practice pages to measure to the nearest $\frac{1}{4}$ inch using a ruler.	
□ 3.G.A Reason with shapes and their attributes	SMP3 Construct viable arguments and critique the reasoning of others. SMP8 Look for and express regularity in repeated reasoning.	Students will identify the base, vertex, edges & faces of a rectangular prism.	Practice pages to explore the attributes of prisms using rectangular and non rectangular prisms.	
Benchmark Assessment <ul style="list-style-type: none"> ● Benchmark 3 ● Cumulative Unit 8 Assessment 		Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504) <ul style="list-style-type: none"> ● Small group support, manipulative tools, extended time and specific other accommodations/modifications per a student's IEP 		

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

**Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum**

	or 504 plan
<p>Summative Assessment(s)</p> <ul style="list-style-type: none"> Unit 8 Checking Progress 	<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> Small group support, manipulative tools, extended time and specific other accommodations/modifications per a student's IEP or 504 plan

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

**Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum**

Unit Title: Unit 9 Multi-Digit Operations	Time Frame/Pacing: 16
<p>Essential Questions</p> <ul style="list-style-type: none"> ● How can we compare and contrast numbers? ● How do operations affect numbers? ● What makes a computational strategy both effective and efficient? 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Numeric fluency includes both the understanding of and the ability to appropriately use numbers ● The magnitude of numbers affects the outcome of operations on them ● One representation may sometimes be more helpful than another; used together, multiple representations give a fuller understanding of a problem ● Computational fluency includes understanding the meaning and the appropriate use of numerical operations 	
<p>Standards Taught and Assessed</p> <ul style="list-style-type: none"> ● <input checked="" type="checkbox"/> 3.OA.B Understand properties of multiplication and the relationship between multiplication and division ● <input checked="" type="checkbox"/> 3.OA.C Multiply and divide within 100 ● <input checked="" type="checkbox"/> 3.MD.A Solve problems involving measurement and estimation ● <input type="checkbox"/> 3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic 	
<p>Highlighted Interdisciplinary Connections</p> <p>ELA</p> <ul style="list-style-type: none"> ● SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. ● SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ● W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. 	
<p>Highlighted Career Ready Practices and 21st Century Themes and Skill</p> <ul style="list-style-type: none"> ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). 	

Key: Major Cluster Supporting Cluster Additional Cluster

**Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum**

- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- **9.4.5.CT.2:** Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- **9.4.5.CT.3:** Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

Social Emotional Learning Competencies

- **2.1.5.EH.1:** Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.
- **2.1.5.EH.2:** Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- **2.1.5.EH.3:** Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- **2.1.5.EH.4:** Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

Pre-Assessment

- **3.OA.B 3.OA.C 3.MD.A 3.NBT.A**

Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)

- Small group support, manipulative tools, extended time and specific other accommodations/modifications per a student’s IEP or 504 plan

Student Learning Objectives: We are learning to/that...	Student Strategies (Mathematical Practices)	Formative Assessment	Activities and Resources	Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)
<p>■ 3.OA.B - Understand properties of multiplication and the relationship between multiplication and division</p>	<p>SMP 1 Make sense of problems and persevere in solving them</p> <p>SMP 4 Model with mathematics</p>	<p>Have students complete multi digit multiplication problems using partition rectangles.</p>	<p>Practice pages involving multi digit multiplication.</p>	<p>Small group support, manipulative tools, and specific other accommodations/modifications per a student’s IEP or 504 plan</p>

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

**Hillsborough Township Public Schools
Grade 3 Mathematics Curriculum**

<p>■ 3.OA.C Multiply and divide within 100</p>	<p>SMP 1 Make sense of problems and persevere in solving them</p> <p>SMP 4 Model with mathematics</p>	<p>Have students complete multiplication & division problems using multiples of 10.</p>	<p>Practice pages involving mental computation to solve multiplying with larger factors.</p>	
<p>■ 3.MD.A Solve problems involving measurement and estimation</p>	<p>SMP 1 Make sense of problems and persevere in solving them</p> <p>SMP 4 Model with mathematics</p>	<p>Have students tell and write time to the nearest minute and measure time intervals in minutes</p>	<p>Practice pages involving elapsed time problems.</p>	
<p>□ 3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic</p>	<p>SMP 1 Make sense of problems and persevere in solving them</p> <p>SMP 4 Model with mathematics</p>	<p>Have students complete extended multiplication and division problems.</p>	<p>Practice pages involving extended multiplication and division problems.</p>	
<p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● End of the Year Assessment 		<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> ● Small group support, manipulative tools, extended time and specific other accommodations/modifications per a student's IEP or 504 plan 		
<p>Summative Assessment(s)</p> <ul style="list-style-type: none"> ● Unit 9 Checking Progress ● Unit 9 Open Constructed Response 		<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> ● Small group support, manipulative tools, extended time and specific other accommodations/modifications per a student's IEP or 504 plan 		

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

Bibliography

Grade Three

- Bell, J., Bell, M., Bretzlauf, J., Dairyko, M. E., Dillard, A., Hartfield, R., Isaacs, A., McBride, J., Pitvorec, K., & Saecker, P. (2020). *Everyday Mathematics: Teachers Lesson Guide*. Columbus, OH: McGraw-Hill Education.
- Bell, J., Bell, M., Bretzlauf, J., Dairyko, M. E., Dillard, A., Hartfield, R., Isaacs, A., McBride, J., Pitvorec, K., & Saecker, P. (2020). *Everyday Mathematics: Math Masters*. Columbus, OH: McGraw-Hill Education.
- Bell, J., Bell, M., Bretzlauf, J., Dairyko, M. E., Dillard, A., Hartfield, R., Isaacs, A., McBride, J., Pitvorec, K., & Saecker, P. (2020). *Everyday Mathematics: Student Math Journal*. Columbus, OH: McGraw-Hill Education.
- Bell, J., Bell, M., Bretzlauf, J., Dairyko, M. E., Dillard, A., Hartfield, R., Isaacs, A., McBride, J., Pitvorec, K., & Saecker, P. (2020). *Everyday Mathematics: Assessment Handbook*. Columbus, OH: McGraw-Hill Education.
- Bell, J., Bell, M., Bretzlauf, J., Dillard, A., Flanders, J., Hartfield, R., Isaacs, A., Kelso, C. R., McBride, J., Pitvorec, K., Saecker, P. (2020). *Everyday Mathematics: My Reference Book*. Columbus, OH: McGraw-Hill Education
- Bell, J., Bell, M., Bretzlauf, J., Dillard, A., Flanders, J., Hartfield, R., Isaacs, A., Kelso, C.R., Leslie, D.A., McBride, J., Pitvorec, K., & Saecker, P. (2020) *Everyday Mathematics: Differentiation and English Learners Support*, Columbus, OH: McGraw-Hill Education
- McGraw-Hill Education, (2020). *Everyday Mathematics: Home Connection Handbook Grades 1-3*. McGraw-Hill Education.
- Bell, J., Bell, M., Bretzlauf, J., Dairyko, M.E., Dillard, A., Hartfield, R., Isaacs, A., McBride, J., Pitvorec, K., & Saecker, P. McGraw-Hill Education, (2020). *Everyday Mathematics: Activity Cards*. McGraw-Hill Education.
- Bell, J., Bell, M., Bretzlauf, J., Dillard, A., Flanders, J., Hartfield, R., Isaacs, A., Kelso, C.R., Leslie, D.A., McBride, J., Pitvorec, K., & Saecker, P. (2020) *Everyday Mathematics: Implementation Guide K-6*, Columbus, OH: McGraw-Hill Education

Digital Resources

McGraw Hill ConnectEd - all hard copy materials are also available digitally