MIDDLETOWN MATH SCOPE & SEQUENCE

Grade: 3
Quarter: 3

Standards **Key Ideas, Major Understandings, Performance Indicators, Competencies**		**Pacing**	**Resources** **Print, Visual, Technology, Manipulatives**	**Assessment** **Evidence & Scoring Guides**
Number Sense and Operation Strand Students will understand meanings of operations and procedures, and how they relate to one another.	*Operations* **3.N.22** Demonstrate fluency and apply single digit division facts of the numbers 3, 4, 6, 7, 8, and 9.	5 days	Sections of chapter 14 Chapter 15 Chapter 16.1	Q3 # 17
Students will collect, organize, display, and analyze data.	*Collection of Data* **3.S.3** Construct a frequency table to represent collection data.	2 days	8.1 pgs. 160-161 Live Odyssey Link Data Representation	
	3.S.4 Identify the parts of pictographs and bar graphs.	2 days 1 day	Data Display Tools Data – Interpreting Charts and Graphs	Q3 # 12
Students will apply and adapt a variety of appropriate strategies to solve problems.	**3.S.5** Display data in pictographs and bar graphs.	1 day	8.3 pgs. 166-167 8.4 pgs. 168-169	Q 3 # 12
Students will recognize reasoning and proof as fundamental aspects of mathematics.	**3.S.6** State the relationships between pictographs and bar graphs.	½ day	8.3 pgs. 166-167 8.4 pgs. 168-169	
	3.PS.7 Represent problem situations in oral, written, concrete, pictorial, and graphical forms.		8.3 pgs. 166-167 8.4 pgs. 168-169	Q3 # 13

MIDDLETOWN MATH SCOPE & SEQUENCE

Grade: 3
Quarter: 3

Standards **Key Ideas, Major Understandings, Performance Indicators, Competencies**		**Pacing**	**Resources** **Print, Visual, Technology, Manipulatives**	**Assessment** **Evidence & Scoring Guides**
	3.RP.6 Develop and explain an argument using oral, written, concrete, pictorial, and/or graphical forms *Analysis of Data* **3.S.7** Read and interpret data in bar graphs and pictographs.		2.6 pgs. 36-37 12.5 pgs. 260-261	Q 3 # 6, 10, 15
Students will make predictions that are based upon data analysis.	*Predictions from Data* **3.S.8** Formulate conclusions and make predictions from graphs.	½ day	8.4 pgs. 168-169 8.7 pgs. 174-175	Q3 # 7, 11, 14
Geometry Strand Students will use visualization and spatial reasoning to analyze	*Shapes* **3.G.1** Define and use correct terminology	1 day	23.2 – 23.7 pgs. 506-519	Q3 # 1, 8, 16

MIDDLETOWN MATH SCOPE & SEQUENCE

Grade: 3
Quarter: 3

Standards **Key Ideas, Major Understandings, Performance Indicators, Competencies**		**Pacing**	**Resources** **Print, Visual, Technology, Manipulatives**	**Assessment** **Evidence & Scoring Guides**
characteristics and properties of geometric shapes.	when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, and hexagon).		Identify Shapes Tutorial Identify Shapes – Polygons Identify Shapes - tools	
	3.G.2 Identify congruent and similar figures. **3.G.3** Name, describe, compare, and sort three-dimensional shapes: cube, cylinder, sphere, prism, and cone.	2 days	24.1 pgs. 524-525 Congruent Shapes Congruent Shapes - Tools	
	3.G.4 Identify the faces on a three-dimensional shape as two-dimensional shapes	1 day	23.1 pgs. 502-505	
	Transformation Geometry **3.G.5** Identify and construct lines of symmetry.	1 day	23.1 pgs. 502-505 Identify Solid Shapes Identify Solid Shapes - Tools	
		1 day	24.3 pgs. 528-529 Symmetry Symmetry Tools	Q3 # 2

MIDDLETOWN MATH SCOPE & SEQUENCE

Grade: 3
Quarter: 3

Standards **Key Ideas, Major Understandings, Performance Indicators, Competencies**		**Pacing**	**Resources** **Print, Visual, Technology, Manipulatives**	**Assessment** **Evidence & Scoring Guides**
Measurement Strand Students will determine what can be measured and how, using appropriate methods and formulas. Students will use units to give meaning to measurements.	*Units* **3.M.7** Count and represent combined coins and dollars, using currency symbols ($0.00). **3.M.8** Relate unit fractions to the face of the clock: Whole = 60 minutes ½ = 30 minutes ¼ = 15 minutes	2 days 2 days	1.5 pgs. 12-17 Money Money Tools 7.1 pgs. 140-143 4-2 Lesson Time - Tools	Q3 # 4 Q3 #5
Students will develop strategies for estimating measurements.	*Estimation* **3.M.9** Tell time to the minute, using digital and analog clocks.	2 days	7.1 pgs. 140-143 4-1 Lesson Telling Time	Q3 #3, 9
Problem Solving Strand Students will build new mathematical knowledge through problem solving.	**3.PS.2** Understand that some ways of representing a problem are more helpful than others. **3.PS.3** Interpret information correctly, identify		18.3 pgs. 388-389 26.7 pgs. 590-591 Unit 7 Problem Solving pgs. 312-313 Problem Solving	Q3 # 4 Q3 #5

Standards **Key Ideas, Major Understandings, Performance Indicators, Competencies**		**Pacing**	**Resources** **Print, Visual, Technology, Manipulatives**	**Assessment** **Evidence & Scoring Guides**
	the problem, and generate possible solutions.		Unit 9 Problem Solving pgs. 398-399 Unit 13 pgs. 594-595	
Students will solve problems that arise in mathematics and in other contexts.	**3.PS.5** Formulate problems and solutions from everyday situations. **3.PS.7** Represent problem situations in oral, written, concrete, pictorial, and graphical forms.		Unit 7 Problem Solving pgs. 312-313 Unit 9 Problem Solving pgs. 398-399 Unit 13 pgs. 594-595 14.5 pgs. 306-307 17.4 pgs. 377-378 18.3 pgs. 388-389 26.7 pgs. 590-591	
Students will apply and adapt a variety of appropriate strategies to solve problems.	**3.PS.11** Make pictures/diagrams of problems. **3.PS.12** Use physical objects to model problems. **3.PS.14** Make organized lists to solve numerical problems.		12.5 pgs. 260-261, Quarter 2 4.3 pgs. 78-79, Quarter 2 26.7 pgs. 590-591 2.6 pgs. 36-37, Quarter 2	

MIDDLETOWN MATH SCOPE & SEQUENCE

Grade: 3
Quarter: 3

Standards **Key Ideas, Major Understandings, Performance Indicators, Competencies**		**Pacing**	**Resources** **Print, Visual, Technology, Manipulatives**	**Assessment** **Evidence & Scoring Guides**
	3.PS.15 Make charts to solve numerical problems.			
Students will develop and evaluate mathematical arguments and proofs.	**3.RP.6** Develop and explain an argument using oral, written, concrete, pictorial, and/or graphical forms.		14.5 pgs. 306-307 17.4 pgs. 377-378	
Communication Strand Students will organize and consolidate their mathematical thinking through communication.	**3.CM.2** Verbally explain their rationale for strategy selection.		20.4 pgs. 438-439, Quarter 4	
Students will use the language of mathematics to express mathematical ideas precisely.	**3.CM.9** Increase their use of mathematical vocabulary and language.		Vocabulary included at beginning of every lesson.	
	3.CM.10 Describe objects, relationships, solutions and rationale using appropriate		Vocabulary included at beginning of every lesson.	

MIDDLETOWN MATH SCOPE & SEQUENCE

Grade: 3
Quarter: 3

Standards **Key Ideas, Major Understandings, Performance Indicators, Competencies**		**Pacing**	**Resources** **Print, Visual, Technology, Manipulatives**	**Assessment** **Evidence & Scoring Guides**
	vocabulary. **3.CM.11** Decode and comprehend mathematical visuals and symbols to construct meaning.		Chapter 15, pg. 326 Chapter 17, pg. 374 Chapter 18, pg. 394 Chapter 25, pgs. 562-565	
Connections Strand Students will recognize and use connections among mathematical ideas.	**3.CN.3** Connect and apply mathematical information to solve problems.		Unit 9 pgs. 388-389 Unit 13 pgs. 594-595	
Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole.	**3.CN.5** Model situations with objects and representations and be able to make observations.		12.5 pgs. 260-261, Quarter 2 4.3 pgs. 78-79, Quarter 2 20.4 pgs. 438-439, Quarter 4	Q3 # 5
Representation Strand Students will create and use representations to organize, record, and communicate mathematical ideas.	**3.R.1** Use verbal and written language, physical models, drawing charts, graphs, tables, symbols, and equations as representations.		14.5 pgs. 306-307 17.4 pgs. 377-378 18.3 pgs. 388-389 26.7 pgs. 590-591	

MIDDLETOWN MATH SCOPE & SEQUENCE

Grade: 3
Quarter: 3

Standards Key Ideas, Major Understandings, Performance Indicators, Competencies		Pacing	Resources Print, Visual, Technology, Manipulatives	Assessment Evidence & Scoring Guides
	3.R.3 Recognize and use external mathematical representations with each new operation. **3.R.4** Use standard and nonstandard representations with accuracy and detail.		18.3 pgs. 388-389 Chapter 21, Quarter 2	
Students will select, apply, and translate among mathematical representations to solve problems.	**3.R.7** Construct effective representations to solve problems.		14.5 pgs. 306-307 17.4 pgs. 377-378 18.3 pgs. 388-389 26.7 pgs. 590-591	