

MIDDLE TOWNSHIP PUBLIC SCHOOLS
 CAPE MAY COURT HOUSE, NJ 08210
 CURRICULUM GUIDE 2012
 DISCIPLINE: Math GRADE LEVEL: 3

Operations and Algebraic Thinking							
Represent and solve problems involving multiplication and division.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Domain	Standard						
3.0A	1	How do I interpret products of whole numbers?	Nov. – June	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons	3.W.10, 3.SI.1	Unit Assessment, Slate Assessment, Games, teacher observation, Project 3	Unit 4, Unit 7, Unit 9
3.0A	2	How do you interpret whole-number quotients of whole numbers?	Nov.- June	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.W.10, 3.SL.1, 3r1.1,	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 4, Unit 7 Unit 9
3.0A	3	How do you use multiplication and division within 100 to solve words problems using arrays?	Nov. – June	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3ri.1, 3sl1, 3sl.5, 3l.4	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 4, Unit 7, Unit 8, Unit 9, Unit 10

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Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Domain	Standard						
3.0A	4	How do we determine the unknown number that makes the equation true?	Nov. – June	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3ri.1, 3s11, 3s1.5, 3l.4	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 4, Unit 7, Unit 9
Understand properties of multiplication and the relationship between multiplication and division.							
3.0A	5	How do we apply properties to multiply and divide?	Nov. – June	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3ri.1, 3s11, 3s1.5, 3l.4	Unit Assessment, Slate Assessment, Games, teacher observation Project 7	Unit 4, Unit 7, Unit 8, Unit 9
3.0A	6	How do we use division to solve an unknown factor problem?	Nov. – June	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 4, Unit 7, Unit 9

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Multiply and divide within 100.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Domain	Standard						
3.0A	7	How do we multiply and divide within 100 using properties of operations?	Nov. – June	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 4, Unit 5, Unit 6, Unit 7, Unit 9, Unit 10, Unit 11
Solve problems involving the four operations, and identify and explain patterns in arithmetic.							
3.0A	8		Oct. – June	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation Project 6 and Project 7	Unit 2, Unit 4, Unit 7, Unit 9, Unit 10

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Number and Operations in Base Ten							
Use place value understanding and properties of operations to perform multi-digit arithmetic.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Domain	Standard						
3.NBT	1	How do we round whole numbers to the nearest 10 or 100?	Sept. – June	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 1, Unit 2, Unit 7, Unit 9
	2	How do we use strategies and algorithms to see relationship between addition and subtraction?	Sept. – June	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation Project 1 and 2	Unit 1, Unit 2, Unit 3, Unit 4, Unit 7, Unit 9
	3	How do we multiply one-digit whole numbers by multiples of 10 using properties of operations?		General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	

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Number and Operations - Fractions							
Develop understanding of fractions as numbers.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Domain	Standard						
3.NF	1	How do I understand a fraction as equal parts?	Dec. – June	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 5, Unit 8, Unit 11
3.NF	2	How do we understand a fraction as a number on the number line?	Nov. – June	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 3, Unit 8, Unit 9
3.NF	2a	How do I represent a fraction on a number line?	Nov. – June	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 3, Unit 8, Unit 9

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Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/Benchmark	Resources
Domain	Standard						
3.NF	2b	How do I represent a fraction on a number line and that it has endpoints?	Nov. – June	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 3, Unit 8, Unit 9
3.NF	3a	How do we understand two fractions as equivalent if they are the same size?	Nov. – April	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 3, Unit 8
3.NF	3b	How do we explain why fractions are equivalent?	April – June	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 8, Unit 10, Unit 11
3.NF	3c	How do we express whole numbers as fractions?	April	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 8

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Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Domain	Standard						
3.NF	3d	How do we compare two fractions with the same numerator or denominator?	April – June	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 8, Unit 9, Unit 10
Measurement and Data							
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.							
3.MD	1	How do we tell and write time to the nearest minute and measure time intervals in minutes?	Sept.- June	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 1, Unit 3, Unit 5, Unit 11
3.MD	2	How do we measure and estimate liquid volumes and masses of objects using standard units of grams?	April – May	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 9, Unit 10

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Represent and interpret data.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/Benchmark	Resources
Domain	Standard						
3.MD	3	How do we use a picture graph and bar graph to represent data?	Sept., December, May, June	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 1, Unit 5, Unit 10, Unit 11
3.MD	4	How do we measure lengths using rulers marked with halves and fourths of an inch.	Oct., Dec., April, May	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 3, Unit 5, Unit 8, Unit 9, Unit 10
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.							
3.MD	5	How do you recognize area of plane figures and understand concepts of area measurement?	Oct./Nov.	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 3

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Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Domain	Standard						
3.MD	5a	How do we measure side length of an area?	Oct./Nov.	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 3
3.MD	5b	How do you cover a plane figure without gaps?	Oct.- June	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 3, Unit 9
3.MD	6	How do we measure areas by counting unit squares?	Oct.-April	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 3, Unit 4, Unit 9
3.MD	7	How do we relate area to the operations of multiplication and addition?		General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	

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Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Domain	Standard						
3.MD	7a	How do you find the area of a rectangle?	Oct.-April	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 3, Unit 4, Unit 9
3.MD	7b	How do you multiply the area of rectangles with whole numbers?	Oct.-April	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 3, Unit 4, Unit 6, Unit 9
3.MD	7c	How do we use tiling to show area of a rectangle with whole numbers?	April	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 9
3.MD	7d	How do you find area of rectangles and adding area?	Oct.-April	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 4, Unit 6, Unit 9

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Geometric measurement: recognize perimeter as an attribute of place figures and distinguish between linear and area measures.							
Grade Level Standards		Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Domain	Standard						
3.MD	8	How do we find perimeter of polygons?		General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	
Geometry							
Reason with shapes and their attributes.							
3.G	1	How do we understand that shapes have many attributes?	Oct.- January	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 3, Unit 6
3.G	2	How do we express the area of each part as a unit fraction of the whole?	April	General progression of activities both concrete and abstract as suggested in Everyday Math daily lessons.	3.rl.10, 3.w.10, 3.sl.1	Unit Assessment, Slate Assessment, Games, teacher observation	Unit 8