

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
2018-2019 DISTRICT PACING GUIDE
YEAR-AT-A-GLANCE**

Grade 3 Mathematics

COURSE CODE: 5012050E1

1 ST Nine Weeks	2 ND Nine Weeks	3 RD Nine Weeks	4 TH Nine Weeks																																																																											
<p>I. Addition and Subtraction Within 1,000 (Chapter 1) A. Number Patterns B. Operations C. Estimation Strategies D. Using Place Value to Add and Subtract E. Problem Solving</p> <p>II. Representing and Interpreting Data (Chapter 2) A. Frequency Tables B. Pictographs/Picture Graph C. Bar Graphs D. Line Plots E. Problem Solving</p> <p>III. Understand Multiplication (Chapter 3) A. Models of Multiplication B. Arrays C. Relate D. Properties</p> <p>IV. Multiplication Facts and Strategies (Chapter 4) A. Multiplication B. Properties C. Patterns D. Problem Solving</p>	<p>I. Using Multiplication Facts (Chapter 5) A. Patterns B. Factors C. Distributive Property D. Multiples</p> <p>II. Understanding Division (Chapter 6) A. Division B. Equivalent Representations</p> <p>III. Division Facts and Strategies (Chapter 7) A. Solving Division Fact Problems B. Multiplication and Division Relationship</p> <p>IV. Understanding Fractions (Chapter 8) A. Representing Fractions B. Size of Fractional Parts C. Fractions on a Number Line D. Unit Fractions E. Relating Fractions and Whole Numbers</p>	<p>IX. Comparing Fractions (Chapter 9) A. Comparing Fractions B. Equivalent Fractions</p> <p>X. Time, Length, Liquid Volume, and Mass (Chapter 10) A. Minute B. Time Intervals C. Length D. Estimating Liquid Volume and Mass</p> <p>XI. Perimeter and Area (Chapter 11) A. Perimeter B. Area Models C. Area of Rectangles D. Comparing Perimeter and Area</p>	<p>XII. Two-Dimensional Shapes (Chapter 12) A. Classifying Plane Shapes B. Angles C. Polygons D. Quadrilaterals</p> <p>XIII. FSA Review FSA Assessment Administration 05-01-19- to 05-14-19</p> <p>XIV. Understanding Place Value (GRP 1-4) A. Counting by 1,000 B. Base-Ten Blocks C. Expanded Form D. Word Form E. Standard Form</p> <p>XV. Numbers to Ten Thousand (GRP 5-11) A. Number Line B. Comparing Numbers</p> <p>XVI. Multiplication and Division (GRP 12-15) A. Multiplying and Dividing B. Patterns C. Models D. Remainders E. Tens and Ones</p> <p>XVII. Modeling and Writing Fractions (GRP 16-20) A. Tenths and Hundredths B. Fractions C. Equivalent Fractions</p> <p>XIII. Project-Based Instruction A. Horses in the Movies B. The Skateboard Designer C. Zoo Animal Habitats D. Gems and Jewelry</p>																																																																											
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Model Eliciting Activities (MEAs): STEM LESSONS

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<p>Topic I (Chapter 1) MAFS.3.OA.4.8 • Lizard Lights MAFS.3.OA.4.9 • Tricky Rice Math Patterns MAFS.3.NBT.1.1 • Perfect Pool Plans MAFS.3.NBT.1.2 • Dining Dilemmas!</p> <p>Topic II (Chapter 2) MAFS.3.MD.2.3 • Raincoats Are Us MAFS.3.MD.2.4 • Thrift Town Melt-Down: Let's Cool Up</p> <p>Topic III (Chapter 3) MAFS.3.OA.1.1 • Florida Fish Aquarium Challenge MAFS.3.OA.1.3 • Cupid's Carnival Rides MAFS.3.OA.2.5 MAFS.3.OA.4.8 • Water Park Fun Day</p> <p>Topic IV (Chapter 4) MAFS.3.OA.1.3 • Pick a Pet MAFS.3.OA.2.5 (See Topic 3) MAFS.3.OA.3.7 • Spin Beyblades MAFS.3.OA.4.8 • Chess Wish List MAFS.3.OA.4.9 (See Topic 1)</p>	<p>Topic V (Chapter 5) MAFS.3.OA.1.4 • Field Trip Fundraiser MAFS.3.OA.4.8 • Chess Wish List MAFS.3.OA.4.9 (See Topic 1) MAFS.3.NBT.1.3 • Peace Love Baseball</p> <p>Topic VI (Chapter 6) MAFS.3.OA.1.2 • Group Singing Lessons MAFS.3.OA.1.3 (see Topic 4) MAFS.3.OA.2.5 (see Topic 4) MAFS.3.OA.2.6 • Spin Beyblades MAFS.3.OA.3.7 • Rift Raft Floating</p> <p>Topic VII (Chapter 7) MAFS.3.OA.1.3 • How Long is Your Music Lesson? MAFS.3.OA.1.4 • Field Trip Fundraiser MAFS.3.OA.3.7 • Spin Beyblades MAFS.3.OA.4.8 (see Topic 4)</p> <p>Topic VIII (Chapter 8) MAFS.3.NF.1.1 • Happy Feet! MAFS.3.NF.1.2a • The Cookie Jar Wants a New Cookie MAFS.3.NF.1.2b MAFS.3.G.1.2</p>	<p>Topic IX (Chapter 9) MAFS.3.NF.1.3a, NF.1.3b (see Topic 8) MAFS.3.NF.1.3d</p> <p>Topic X (Chapter 10) MAFS.3.MD.1.1 • Fairies to the Rescue! MAFS.3.MD.1.2 • Kick the Can Man MAFS.3.MD.2.4 (See Topic 2)</p> <p>Topic XI (Chapter 11) MAFS.3.MD.3.5 and 3.5a • Playground Protection MAFS.3.MD.3.5b (See Topic 6) MAFS.3.MD.3.6 • What Does Your Garden Grow? MAFS.3.MD.3.7 • Treehouse Makeover MAFS.3.MD.3.7a & 3.7b; 3.7c; 3.7d • Lettuce Begin Our Area MAFS.3.MD.4.8</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center;"> <p>Highlighted lessons are recommended STEM Lessons</p> </div>	<p>Topic XII (Chapter 12) MAFS.3.G.1.1 • Artistic Alley MAFS.3.G.1.2</p> <p>Topic XIII FSA Review FSA Administration 05-01-19 to 05-14-19</p> <p>Topic XIV 2nd Grade MAFS.2.NBT.1.1a MAFS.2.NBT.1.2</p> <p>Topic XV 3rd Grade MAFS.3.OA.3.7 MAFS.3.NBT.1.3</p> <p>Topic XVI 3rd Grade MAFS.3.NF.1.1 MAFS.3.NF.1.3b MAFS.4.NF.1.1</p> <p>Topic XVII 3rd Grade MAFS.3.G.1.1 MAFS.3.MD.1.2 2nd Grade MAFS.2.MD.1.3</p> <p>Topic XVIII MAFS.3.OA.3.7 MAFS.3.NF.1.1</p>																																																																											
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MATHEMATICS FLORIDA STANDARDS (MAFS)	
MATHEMATICAL PRACTICES	
	DESCRIPTION
<p>MAFS.K12.MP.1</p> <p>Make sense of problems and persevere in solving them.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Explain the meaning of a problem and looking for entry points to its solution. • Analyze givens, constraints, relationships, and goals. • Make conjectures about the form and meaning of the solution and plan a solution pathway. • Consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. • Monitor and evaluate their progress and change course if necessary. • Explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. • Check answers to problems using a different method, and continually ask, “Does this make sense?” • Identify correspondences between different approaches.
<p>MAFS.K12.MP.2</p> <p>Reason abstractly and quantitatively.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Make sense of quantities and their relationships in problem situations. • Decontextualize—to abstract a given situation and represent it symbolically. • Contextualize—to pause as needed during the manipulation process in order to probe into the referents for the symbols • Create a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them. • Know and be flexible using different properties of operations and objects.
<p>MAFS.K12.MP.3</p> <p>Construct viable arguments and critique the reasoning of others.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. • Analyze situations by breaking them into cases, and can recognize and use counterexamples. • Justify their conclusions, communicate them to others, and respond to the arguments of others. • Reason inductively about data, making plausible arguments that take into account the context from which the data arose. • Compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. • Determine domains to which an argument applies.
<p>MAFS.K12.MP.4</p> <p>Model with mathematics.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. <ul style="list-style-type: none"> ✓ In early grades, this might be as simple as writing an addition equation to describe a situation. ✓ In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. • Apply what they know and feel comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. • Identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. • Analyze relationships mathematically to draw conclusions. • Interpret mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

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MATHEMATICS FLORIDA STANDARDS (MAFS)	
MATHEMATICAL PRACTICES	
	DESCRIPTION
<p style="text-align: center;">MAFS.K12.MP.5</p> <p>Use appropriate tools strategically.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. • Make sound decisions about when each of the tools appropriate for their grade or course might be helpful, recognizing both the insight to be gained and their limitations. • Detect possible errors by strategically using estimation and other mathematical knowledge. • Know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. • Identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. • Use technological tools to explore and deepen their understanding of concepts.
<p style="text-align: center;">MAFS.K12.MP.6</p> <p>Attend to precision.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Communicate precisely to others. • Use clear definitions in discussion with others and in their own reasoning. • State the meaning of the symbols they choose, including using the equal sign consistently and appropriately. • Be careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. • Calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context.
<p style="text-align: center;">MAFS.K12.MP.7</p> <p>Look for and make use of structure.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Discern a pattern or structure. For example, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. • Recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. Step back for an overview and shift perspective. • See complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, students can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
<p style="text-align: center;">MAFS.K12.MP.8</p> <p>Look for and express regularity in repeated reasoning.</p>	<p>Mathematically proficient students will be able to:</p> <ul style="list-style-type: none"> • Notice if calculations are repeated, and look both for general methods and for shortcuts. <ul style="list-style-type: none"> ✓ Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. • Maintain oversight of the process, while attending to the details as they work to solve a problem. • Continually evaluate the reasonableness of their intermediate results.