

N.ME.03.04 Count orally by 6's, 7's, 8's, and 9's starting with 0, making the connection between repeated addition and multiplication.					X	X													
Resources:																			
M.UN.03.05 Know the definition of area and perimeter and calculate the perimeter of a square and rectangle given whole number side lengths.					X	X													
Resources:																			
M.TE.03.09 Estimate the perimeter of a square and rectangle in inches and centimeters; estimate the area of a square and rectangle in square inches and square centimeters.					X	X													
Resources:																			
N.MR.03.10 Recognize situations that can be solved using multiplication and division including finding "How many groups?" and "How many in a group?" and write mathematical statements to represent those situations.*					X	X							X	X					
Resources:																			
N.MR.03.14 Solve division problems involving remainders, viewing the remainder as the "number left over"; interpret based on problem context, e.g. , when we have 25 children with 4 children per group then there are 6 groups with 1 child left over.*					X	X											X	X	
Resources:																			
M.UN.03.06 Use square units in calculating area by covering the region and counting the number of square units.									X	X									
Resources:																			
M.UN.03.07 Distinguish between units of length and area and choose a unit appropriate in the context.									X	X									
Resources:																			
M.UN.03.08 Visualize and describe the relative sizes of one square inch and one square centimeter.									X	X									
Resources:																			
M.PS.03.13 Solve contextual problems about perimeters of rectangles and areas of rectangular regions.									X	X									
Resources:																			
D.RE.03.03 Solve problems using information in bar graphs, including comparison of bar graphs.									X	X									
Resources:																			

Third Grade Mathematics Curriculum Map

Note: The following timeline and sequence is meant to be a guide only and is subject to change.

Page 3

Grade Level Content Expectations

	1st Trimester			2nd Trimester			3rd Trimester												
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May										
M.PS.03.10 Add and subtract lengths, weights, and times using mixed units within the same measurement system.				X	X		X	X											
Resources:																			
N.ME.03.16 Understand that fractions may represent a portion of a whole unit that has been partitioned into parts of equal area or length; use the terms "numerator" and "denominator."							X	X											
Resources:																			

Resources:				
G.G5.03.06 Identify, describe, build, and classify familiar three-dimensional solids, e.g., cube, rectangular prism, sphere, pyramid, cone, based on their component parts (faces, surfaces, bases, edges, vertices).			X X	
Resources:				
G.SR.03.07 Represent front, top, and side views of solids built with cubes.			X X	
Resources:				
N.FL.03.11 Find products fluently up to 10×10 ; find related quotients using multiplication and division relationships.			X X	
Resources:				
N.MR.03.12 Find solutions to open sentences, such as $7 \times \blacksquare = 42$ or $12 \div \blacksquare = 4$, using the inverse relationship between multiplication and division.			X X	
Resources:				
N.MR.03.15 Given problems that use any one of the four operations with appropriate numbers, represent with objects, words (including "product" and "quotient"), and mathematical statements; solve.			X X	
Resources:				
N.ME.03.21 Understand and relate decimal fractions to fractional parts of a dollar, e.g., $1/2$ dollar = \$0.50; $1/4$ dollar = \$0.25.*				X X
Resources:				
M.UN.03.03 Understand relationships between sizes of standard units, e.g., feet and inches, meters and centimeters.				X X
Resources:				
M.UN.03.04 Know benchmark temperatures such as freezing (32°F , 0°C); boiling (212°F , 100°C); and compare temperatures to these, e.g., cooler, warmer.				X X
Resources:				
M.PS.03.12 Solve applied problems involving money, length, and time.				X X