| Place Value  **3.3 Number and operations.** The student represents and compares whole numbers and understand relationships related to place value. | **Unit** | **CHECKPOINT** | | |
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| Catholic Identity Standards (Ways to Grow) | | | | |
| 3.1A recognize that every human life is sacred because each person is created and loved by God\*  3.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts\*  3.1C recognize and oppose unjust social structures and work toward justice for all\*  3.1D see God at work in all things and as expressed in the sacraments\*  3.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith\* | | | | |
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| Learning Process Standards (Tools to Know) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| 3.2A determine math needed to solve problems  3.2B use problem-solving models  3.2C exhibit joy at solving difficult mathematical problems\* |  |  |  |  |
|  |  |  |  |  |
| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| Place Value of Whole Numbers |  |  |  |  |
| 3.3A compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate |  |  |  |  |
| 3.3A.1 describe the mathematical relationships found in the base-10 place value system through the hundred thousands place |  |  |  |  |
| 3.3A.2 compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or = |  |  |  |  |
| 3.3A.3 represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers |  |  |  |  |
|  |  |  |  |  |
| Learning Process Standards (Ways to Show) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| 3.2D create representations  3.2E analyze information  3.2F develop lines of inquiry to determine truth or falsehood\* |  |  |  |  |

| Fractions  **3.4 Number and operations.** The student represents and explains fractional units. | **Unit** | | **CHECKPOINT** | | | | | |
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| Catholic Identity Standards (Ways to Grow) | | | | | | | | | |
| 3.1A recognize that every human life is sacred because each person is created and loved by God\*  3.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts\*  3.1C recognize and oppose unjust social structures and work toward justice for all\*  3.1D see God at work in all things and as expressed in the sacraments\*  3.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith\* | | | | | | | | | |
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| Learning Process Standards (Tools to Know) | | **Unit** | | **CHECKPOINT** | | | | | |
| **1** | | **2** | | **3** | |
| 3.2A determine math needed to solve problems  3.2B use problem-solving models  3.2C exhibit joy at solving difficult mathematical problems\* | |  | |  | |  | |  | |
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| **Content** | **Unit** | | **CHECKPOINT** | | | | | |
| **1** | | **2** | | **3** | |
| Representing Fractions |  | |  | |  | |  | |
| 3.4A solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8 |  | |  | |  | |  | |
| 3.4A.1 represent fractions with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines |  | |  | |  | |  | |
| 3.4A.2 determine the corresponding fraction with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line |  | |  | |  | |  | |
|  |  | |  | | | | | |
| Understanding Unit Fractions as Parts of a Whole |  | |  | |  | |  | |
| 3.4B explain that the unit fraction 1/*b* represents the quantity formed by one part of a whole that has been partitioned into *b* equal parts where *b* is a non-zero whole number |  | |  | |  | |  | |
| 3.4B.1 compose and decompose a fraction *a*/*b* with a numerator greater than zero and less than or equal to *b* as a sum of parts 1/*b* |  | |  | |  | |  | |
| 3.4B.2 decompose two congruent two-dimensional figures into parts with equal areas, express the area of each part as a unit fraction of the whole, and recognize that equal shares of identical wholes need not have the same shape |  | |  | |  | |  | |
|  |  | |  | | | | | |
| Comparing Fractions |  | |  | |  | |  | |
| 3.4C compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models |  | |  | |  | |  | |
| 3.4C.1 represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines |  | |  | |  | |  | |
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| Learning Process Standards (Ways to Show) | **Unit** | | **CHECKPOINT** | | | | | |
| **1** | | **2** | | **3** | |
| 3.2D create representations  3.2E analyze information  3.2F develop lines of inquiry to determine truth or falsehood\* |  | |  | |  | |  | |

| Addition and Subtraction of Whole Numbers  **3.4 Number and operations.** The student develops and uses strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. | **Unit** | | **CHECKPOINT** | | | | | |
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| Catholic Identity Standards (Ways to Grow) | | | | | | | | | |
| 3.1A recognize that every human life is sacred because each person is created and loved by God\*  3.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts\*  3.1C recognize and oppose unjust social structures and work toward justice for all\*  3.1D see God at work in all things and as expressed in the sacraments\*  3.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith\* | | | | | | | | | |
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| Learning Process Standards (Tools to Know) | | **Unit** | | **CHECKPOINT** | | | | | |
| **1** | | **2** | | **3** | |
| 3.2A determine math needed to solve problems  3.2B use problem-solving models  3.2C exhibit joy at solving difficult mathematical problems\* | |  | |  | |  | |  | |
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| **Content** | **Unit** | | **CHECKPOINT** | | | | | |
| **1** | | **2** | | **3** | |
| Addition/Subtraction of Whole Numbers |  | |  | |  | |  | |
| 3.4D solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction |  | |  | |  | |  | |
| 3.4D.1 represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations |  | |  | |  | |  | |
| 3.4D.2 round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems |  | |  | |  | |  | |
| 3.4D.3 represent real-world relationships using number pairs in a table and verbal descriptions |  | |  | |  | |  | |
|  |  | |  | | | | | |
| Addition/Subtraction with Money |  | |  | |  | |  | |
| 3.4E determine the value of a collection of coins and bills |  | |  | |  | |  | |
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| Learning Process Standards (Ways to Show) | **Unit** | | **CHECKPOINT** | | | | | |
| **1** | | **2** | | **3** | |
| 3.2D create representations  3.2E analyze information  3.2F develop lines of inquiry to determine truth or falsehood\* |  | |  | |  | |  | |

| Multiplication and Division of Whole Numbers  **3.4 Number and operations.** The student develops and uses strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. | **Unit** | | **CHECKPOINT** | | | | | |
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| **1** | | **2** | | **3** | |
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| Catholic Identity Standards (Ways to Grow) | | | | | | | | | |
| 3.1A recognize that every human life is sacred because each person is created and loved by God\*  3.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts\*  3.1C recognize and oppose unjust social structures and work toward justice for all\*  3.1D see God at work in all things and as expressed in the sacraments\*  3.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith\* | | | | | | | | | |
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| Learning Process Standards (Tools to Know) | | **Unit** | | **CHECKPOINT** | | | | | |
| **1** | | **2** | | **3** | |
| 3.2A determine math needed to solve problems  3.2B use problem-solving models  3.2C exhibit joy at solving difficult mathematical problems\* | |  | |  | |  | |  | |
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| **Content** | **Unit** | | **CHECKPOINT** | | | | | |
| **1** | | **2** | | **3** | |
| Multiplying Whole Numbers |  | |  | |  | |  | |
| 3.4F solve one-step and two-step problems involving multiplication within 100 using a variety of strategies |  | |  | |  | |  | |
| 3.4F.1 represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting |  | |  | |  | |  | |
| 3.4F.2 recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts |  | |  | |  | |  | |
| 3.4F.3 use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number |  | |  | |  | |  | |
|  |  | |  | | | | | |
| Dividing Whole Numbers |  | |  | |  | |  | |
| 3.4G solve one-step and two-step problems involving division within 100 using a variety of strategies |  | |  | |  | |  | |
| 3.4G.1 determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally |  | |  | |  | |  | |
| 3.4G.2 determine if a number is even or odd using divisibility rules |  | |  | |  | |  | |
| 3.4G.3 determine a quotient using the relationship between multiplication and division |  | |  | |  | |  | |
|  |  | |  | | | | | |
| Representing and Solving Multiplication and Division Problems |  | |  | |  | |  | |
| 3.4H represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations |  | |  | |  | |  | |
| 3.4H.1 determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product |  | |  | |  | |  | |
| 3.4H.2 represent real-world relationships using number pairs in a table and verbal descriptions |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| Learning Process Standards (Ways to Show) | **Unit** | | **CHECKPOINT** | | | | | |
| **1** | | **2** | | **3** | |
| 3.2D create representations  3.2E analyze information  3.2F develop lines of inquiry to determine truth or falsehood\* |  | |  | |  | |  | |

| Geometry  **3.6 Geometry and measurement.** The student analyzes attributes of two-dimensional figures and three-dimensional solids to develop generalizations about their properties. | **Unit** | | **CHECKPOINT** | | | | | |
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| Catholic Identity Standards (Ways to Grow) | | | | | | | | | |
| 3.1A recognize that every human life is sacred because each person is created and loved by God\*  3.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts\*  3.1C recognize and oppose unjust social structures and work toward justice for all\*  3.1D see God at work in all things and as expressed in the sacraments\*  3.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith\* | | | | | | | | | |
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| Learning Process Standards (Tools to Know) | | **Unit** | | **CHECKPOINT** | | | | | |
| **1** | | **2** | | **3** | |
| 3.2A determine math needed to solve problems  3.2B use problem-solving models  3.2C exhibit joy at solving difficult mathematical problems\* | |  | |  | |  | |  | |
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| **Content** | **Unit** | | **CHECKPOINT** | | | | | |
| **1** | | **2** | | **3** | |
| Two-Dimensional/Three-Dimensional |  | |  | |  | |  | |
| 3.6A classify and sort three-dimensional solids, including cones, cylinders, spheres, triangular and rectangular prisms, pyramids, and cubes, based on attributes using formal geometric language |  | |  | |  | |  | |
| 3.6A.1 use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| Learning Process Standards (Ways to Show) | **Unit** | | **CHECKPOINT** | | | | | |
| **1** | | **2** | | **3** | |
| 3.2D create representations  3.2E analyze information  3.2F develop lines of inquiry to determine truth or falsehood\* |  | |  | |  | |  | |

| Measurement  **3.6 Geometry and measurement.** The student selects appropriate units, strategies, and tools to solve problems involving customary and metric measurement. | **Unit** | | **CHECKPOINT** | | | | | |
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| Catholic Identity Standards (Ways to Grow) | | | | | | | | | |
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| Learning Process Standards (Tools to Know) | | **Unit** | | **CHECKPOINT** | | | | | |
| **1** | | **2** | | **3** | |
| 3.2A determine math needed to solve problems  3.2B use problem-solving models  3.2C exhibit joy at solving difficult mathematical problems\* | |  | |  | |  | |  | |
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| **Content** | **Unit** | | **CHECKPOINT** | | | | | |
| **1** | | **2** | | **3** | |
| Perimeter |  | |  | |  | |  | |
| 3.6B determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems |  | |  | |  | |  | |
|  |  | |  | | | | | |
| Area |  | |  | |  | |  | |
| 3.6C determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row |  | |  | |  | |  | |
| 3.6C.1 decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area |  | |  | |  | |  | |
|  |  | |  | | | | | |
| Time |  | |  | |  | |  | |
| 3.6D determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes |  | |  | |  | |  | |
|  |  | |  | | | | | |
| Liquid Capacity/Weight |  | |  | |  | |  | |
| 3.6E determine liquid volume (capacity) or weight using appropriate units and tools |  | |  | |  | |  | |
| 3.6E.1 determine when it is appropriate to use measurements of liquid volume (capacity) or weight |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| Learning Process Standards (Ways to Show) | **Unit** | | **CHECKPOINT** | | | | | |
| **1** | | **2** | | **3** | |
| 3.2D create representations  3.2E analyze information  3.2F develop lines of inquiry to determine truth or falsehood\* |  | |  | |  | |  | |

| Data Analysis  **3.7 Data analysis.** The student solves problems by collecting, organizing, displaying, and interpreting data. | **Unit** | | **CHECKPOINT** | | | | | |
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| Catholic Identity Standards (Ways to Grow) | | | | | | | | | |
| 3.1A recognize that every human life is sacred because each person is created and loved by God\*  3.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts\*  3.1C recognize and oppose unjust social structures and work toward justice for all\*  3.1D see God at work in all things and as expressed in the sacraments\*  3.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith\* | | | | | | | | | |
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| Learning Process Standards (Tools to Know) | | **Unit** | | **CHECKPOINT** | | | | | |
| **1** | | **2** | | **3** | |
| 3.2A determine math needed to solve problems  3.2B use problem-solving models  3.2C exhibit joy at solving difficult mathematical problems\* | |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| **Content** | **Unit** | | **CHECKPOINT** | | | | | |
| **1** | | **2** | | **3** | |
| Using Data to Solve Problems |  | |  | |  | |  | |
| 3.7A solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals |  | |  | |  | |  | |
| 3.7A.1 summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| Learning Process Standards (Ways to Show) | **Unit** | | **CHECKPOINT** | | | | | |
| **1** | | **2** | | **3** | |
| 3.2D create representations  3.2E analyze information  3.2F develop lines of inquiry to determine truth or falsehood\* |  | |  | |  | |  | |