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| **Content Area** | Mathematics | | | **Grade Level** | 3rd Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Number Sense, Properties, and Operations | 1. The whole number system describes place value relationships and forms the foundation for efficient algorithms | | | | | | MA10-GR.3-S.1-GLE.1 |
| 1. Parts of a whole can be modeled and represented in different ways | | | | | | MA10-GR.3-S.1-GLE.2 |
| 1. Multiplication and division are inverse operations and can be modeled in a variety of ways | | | | | | MA10-GR.3-S.1-GLE.3 |
| 1. Patterns, Functions, and Algebraic Structures | Expectations for this standard are integrated into the other standards at this grade level. | | | | | |  |
| 1. Data Analysis, Statistics, and Probability | 1. Visual displays are used to describe data | | | | | | MA10-GR.3-S.3-GLE.1 |
| 1. Shape, Dimension, and Geometric Relationships | 1. Geometric figures are described by their attributes | | | | | | MA10-GR.3-S.4-GLE.1 |
| 1. Linear and area measurement are fundamentally different and require different units of measure | | | | | | MA10-GR.3-S.4-GLE.2 |
| 1. Time and attributes of objects can be measured with appropriate tools | | | | | | MA10-GR.3-S.4-GLE.2 |
| **Colorado 21st Century Skills**    **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | | **Mathematical Practices:**   1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
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| **Unit Title** |  | | | **Length of Unit** |  |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** |  | | |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | |
| **Unit Strands** |  | | | | |
| **Concepts** |  | | | | |

| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
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| **Key Knowledge and Skills:**  **My students will…** | *What students will know and be able to do are so closely linked in the concept-based discipline of mathematics. Therefore, in the mathematics samples what students should know and do are combined.* |
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | |  |
| **Academic Vocabulary:** |  | |
| **Technical Vocabulary:** |  | |