



3 rd GRADE MATHEMATICS	
Cardinal Newman Standards: Catholic Identity Integration	
<ul style="list-style-type: none"> • CS.M.K6.GS3: Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made. (CCSS1.M.3.OA.3; OA.5; OA.7; OA.8; NBT.2; NBT.3; NF.3; MD.3; MD.6; MD.7; MD.8; G.1; G.2) • CS.M.K6.GS4: Survey the truths about mathematical objects that are interesting in their own right and independent of human opinions. (CCSS1.M.3.OA.1; OA.2; OA.4; OA.5; OA.9; NBT.1; NF.1; MD.3; MD.8; G.1) • CS.M.K6.DS3: Show interest in the pursuit of understanding for its own sake. (CCSS1.M.3.OA.3; OA.4; OA.5; OA.9; NBT.2; NF.1; NF.2; MD.1; MD.2; MD.5; MD.6; MD.8; G.1; G.2) 	
Priority Skills	Supporting Skills
<ul style="list-style-type: none"> • Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. • Apply properties of operations as strategies to multiply and divide. • Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. • Multiply one-digit whole numbers by multiples of 10 in the range 10–90. • Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. • Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. • Solve real world and mathematical problems involving perimeters of polygons. • Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. • Tell and write time to the nearest minute and measure time intervals in minutes. • Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts. 	<ul style="list-style-type: none"> • Interpret products and whole-number quotients of whole numbers. • Understand a fraction as a number on the number line; represent fractions on a number line diagram. • Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. • Recognize area as an attribute of plane figures and understand concepts of area measurement. • Understand that shapes in different categories (rhombuses, rectangles, and others) may share attributes, and that the shared attributes can define a larger category. • Use place value understanding to round whole numbers to the nearest 10 or 100.



Essential Questions

- What best practices can we implement in order to represent, analyze and interpret data without inherent human bias?
- How can we use Mathematical Properties to increase our fluency in performing addition, subtraction, multiplication and division operations?
- How can we recognize similarities and differences between different quadrilaterals with consistency and translate that understanding to real world problems?
- How can we use fractions to represent parts of a whole or parts of a set?

Vital Vocabulary

- Area, Associative (Property), Commutative (Property), Data, Denominator, Distributive (Property), Dividend, Divisor, Estimate, Factor, Interval, Model, Numerator, Place Value, Polygon, Product, Quadrilateral, Quotient, Rhombus, Side, Solution, Unit Square

Additional Resources: [Cardinal Newman Mathematics Resources, Appendix F](#)