CCS COURSE MAP
SUBJECT: MATH

GRADE LEVEL 3RD GRADE

COURSE LENGTH YEAR

REVIEWED 2018-2019

Student Goals:

I	To understand numbers, relationships among numbers, and number systems.
II	To realize that mathematical concepts are part of God's structure and order of the world.
III	To understand the importance of using math in daily life.

Student Outcomes:

I	The students will be able to develop speed and accuracy in computation of addition, subtraction, multiplication, and division skills.
II	The students will be able to apply mathematical skills in order to function in daily life (using time, money, and measurement)

The following Biblical concepts are integrated throughout the CCS Math curriculum:

- We can learn more about God by studying Math.
- God is a God of order.
- God is faithful (as seen in patterns and seasons).
- God is the reason Math works.
- Being able to use Math skills and concepts well will help students be efficient, influential workers in God's Kingdom. Almost every vocation needs knowledge of Math.
- We bear the image of God, so we are able to be creative. Part of being creative involves knowledge of Math.
- By using Math concepts, knowing about the world around us and how it works can help us be better stewards of this world. Humans are commanded to take care of God's creation.
- The ways we apply our Math concepts can either promote the evil and darkness in our world or help redeem the areas affected by sin. For example, we can use knowledge of Math to build better medical equipment to help people suffering from sickness and disease.
- Even though we can learn a lot about Math and from Math, we need to recognize that Math is not the absolute truth in our world – God is. He's the one who created Math, so He controls it.
- The goal of teaching Math from a Biblical perspective is not to necessarily do it differently, but to do it faithfully and obediently.

UNIT/ WEEKS	STANDARD	OBJECTIVES	ACTIVITIES/ASSESSMENT	RESOURCES	BIBLICAL INTEGRATION

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	MN Math Standards	Students will:			
Topic 1 Numeration 2 Weeks	3.1.1.1 3.1.1.2 3.1.1.3 3.1.1.5 3.3.3.3 2.3.3.2	• students will read and write numbers in the hundreds • read and write numbers in the thousands • read and write numbers in the ten and hundred thousands • use ordinal numbers to show the order of people or objects • compare 3-digit and 4-digit numbers • order 3-digit and 4-digit whole numbers • find the value of money, including $5 and $1 bills, half dollars, quarters, dimes, nickels, and pennies • use coins and bills to figure out the change they should receive after	• Complete related whole group/small group activities • Classroom and small group discussions • Complete textbook assignments • Complete supplemental worksheets • Timed Tests • Occasional games • Play review game • Topic Test	• *Envision Math 3* Teacher edition • *Envision Math 3* Student textbook • Various Teacher Resources • Various Math Games	• The number concept began with God. He initiated numbers back in the beginning. • God cares about numbers. He knows them all; He has recorded many for our information.

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		purchasing an item • make an organized list to represent information given in a problem			
Topic 2 Adding Whole Numbers 2 Weeks	MN Math Standards 3.1.2.1 3.1.2.2 3.1.1.4	Students will: • use concrete material and concepts of addition to model the Commutative, Associative, and Identity Properties of Addition • use a hundred chart to add 2-digit numbers and develop mental math strategies • solve problems by adding with mental math • round 3-digit whole numbers to the nearest ten or	• Complete related whole group/small group activities • Classroom and small group discussions • Complete textbook assignments • Complete supplemental worksheets • Timed Tests • Occasional games • Play review game • Topic Test	• *Envision Math 3* Teacher edition • *Envision Math 3* Student textbook • Various Teacher Resources Various Math Games	• The consistency of mathematical truths demonstrates the orderliness, precision, and consistency of God.

		hundred by comparing to the number halfway between or by using place value • solve problems by estimating sums • add 2-digit numbers using paper-and pencil methods and use addition to solve problems • add 3-digit numbers using place-value blocks or pictures and record the results using the standard addition algorithm • add 3-digit numbers using paper-and-pencil methods and use addition to solve problems • add 3 or more 2- and/or 3-digit numbers using paper-and-pencil methods and use		

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		• addition to solve problems • draw a picture to solve a problem			
Topic 3 Subtraction Number Sense 2 Weeks	MN Math Standards 3.1.2.1 3.1.2.2	Students will: • recognize situations when subtraction is used to solve a problem and write a number sentence • use a hundred chart to subtract 2-digit numbers • solve problems by subtracting with mental math • solve problems by estimating the difference • solve word problems and check answers for reasonableness	• Complete related whole group/small group activities • Classroom and small group discussions • Complete textbook assignments • Complete supplemental worksheets • Timed Tests • Occasional games • Play review game • Topic Test	• *Envision Math 3* Teacher edition • *Envision Math 3* Student textbook • Various Teacher Resources • Various Math Games	• The consistency of mathematical truths demonstrates the orderliness, precision, and consistency of God.

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Topic 4 Subtracting Whole Numbers to Solve Problems 2 Weeks	MN Math Standards 3.1.2.1 3.1.2.2	Students will: • subtract 2-digit numbers using place-value blocks or pictures and record the results using the standard subtraction algorithm • subtract 2-digit numbers using paper-and-pencil methods and use subtraction to solve problems • subtract 3-digit numbers using place-value blocks or pictures and record the results using the standard subtraction algorithm • subtract 3-digit numbers using paper-and-pencil methods and use subtraction to solve problems • solve problems by choosing an	• Complete related whole group/small group activities • Classroom and small group discussions • Complete textbook assignments • Complete supplemental worksheets • Timed Tests • Occasional games • Play review game • Topic Test	• *Envision Math 3* Teacher edition • *Envision Math 3* Student textbook • Various Teacher Resources • Various Math Games	• The understanding of mathematical concepts adds to our understanding of expressions in other areas of life.

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		operation based on a picture they have drawn describing the problem			
Topic 5

Multiplication Meanings and Facts

2 Weeks | MN Math Standards

3.1.2.3

3.1.2.4

3.2.1.1

3.2.2.2 | Students will:
• write multiplication number sentences for given equal group situations, using the x symbol
• write multiplication sentences for arrays, use arrays to find products, and use the Commutative Property of Multiplication
• use models and write multiplication sentences to compare amounts
• write math stories for given | • Complete related whole group/small group activities
• Classroom and small group discussions
• Complete textbook assignments
• Complete supplemental worksheets
• Timed Tests
• Occasional games
• Play review game
• Topic Test | • *Envision Math 3* Teacher edition
• *Envision Math 3* Student textbook
• Various Teacher Resources
• Various Math Games | • The understanding of mathematical concepts adds to our understanding of expressions in other areas of life.
• We bear the image of God, so we are able to be creative. Part of being creative involves knowledge of Math. |

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		multiplication facts • identify and explain a multiplication pattern shown in a table • use patterns to multiply with 2 and 5 as factors • use patterns to multiply with 10 as a factor • use a pattern to multiply with 9 as a factor • use patterns and properties to multiply with 0 and 1 as factors • solve one problem and use the solution to complete a second problem		

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	MN Math Standards	Students will:			
Topic 6 Multiplication Fact Strategies: Use Known Facts 2 Weeks	3.1.2.4 3.2.1.1 3.2.2.2	• use known facts to find products with 3 as a factor • use known facts and doubles to find products • use known facts to find products with 4 as a factor • use known facts to find products with 6 and 7 as factors • use known facts and doubles to find products with 8 as a factor • use patterns to multiply with 11 and 12 as factors • multiply 3 numbers and use the Associative Property of Multiplication • solve multiple-step problems	• Complete related whole group/small group activities • Classroom and small group discussions • Complete textbook assignments • Complete supplemental worksheets • Timed Tests • Occasional games • Play review game • Topic Test	• *Envision Math 3* Teacher edition • *Envision Math 3* Student textbook • Various Teacher Resources • Various Math Games	• The consistency of mathematical truths demonstrates the orderliness, precision, and consistency of God.

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| Topic 7

Division Meanings

2 Weeks | MN Math Standards

3.1.2.3

3.1.2.4

3.2.2.2 | Students will:
• use models to solve division problems involving sharing, and record solutions using division number sentences
• learn that when dividing, there may be some left over called a remainder
• use models to solve division problems involving repeated subtraction and record solutions using division number sentences
• write and solve number stories involving division
• solve problems by using objects and drawing a picture | • Complete related whole group/small group activities
• Classroom and small group discussions
• Complete textbook assignments
• Complete supplemental worksheets
• Timed Tests
• Occasional games
• Play review game
• Topic Test | • *Envision Math 3* Teacher edition
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• Various Teacher Resources
• Various Math Games | • We bear the image of God, so we are able to be creative. Part of being creative involves knowledge of Math. |

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	MN Math Standards	Students will:			
Topic 8 Division Facts 2 Weeks	3.1.2.4 3.2.2.2	• state a related division fact and vice versa, when given a multiplication fact • give quotients for division facts with divisors of 2, 3, 4, or 5 • give quotients for division facts with divisors of 6 or 7 • give quotients for division facts with divisors of 8 or 9 • use patterns and fact families to find answers to division facts with 0 and 1 • draw a picture and write a number sentence in order to solve sharing and repeated subtraction division problems	• Complete related whole group/small group activities • Classroom and small group discussions • Complete textbook assignments • Complete supplemental worksheets • Timed Tests • Occasional games • Play review game • Topic Test	• *Envision Math 3* Teacher edition • *Envision Math 3* Student textbook • Various Teacher Resources • Various Math Games	• The consistency of mathematical truths demonstrates the orderliness, precision, and consistency of God.

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	MN Math Standards	Students will:	• Complete related whole group/small group activities	• *Envision Math 3* Teacher edition	• The consistency of mathematical truths demonstrates the orderliness, precision, and consistency of God.
Topic 9 Patterns and Relationships 2 Weeks	3.2.1.1	• identify and extend repeating geometric or repeating number patterns • identify and extend whole-number patterns involving addition and subtraction • extend tables of ordered pairs for situations involving multiplication, addition, or subtraction • find the rule and extend the table, given a table of number pairs • translate words or situations to expressions • extend patterns of cubes or tiles • compare expressions to determine if they are equal or unequal • use the strategies in	• Classroom and small group discussions • Complete textbook assignments • Complete supplemental worksheets • Timed Tests • Occasional games • Play review game • Topic Test	• *Envision Math 3* Student textbook • Various Teacher Resources • Various Math Games	

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		Act It Out and use Reasoning to solve problems			
Topic 10 Solids and Shapes 2 Weeks	MN Math Standards 3.3.1.1 3.3.1.2 4.3.1.1 4.3.1.2 4.3.2.2	Students will: • identify solid figures by name and describe their attributes • identify shapes related to given solids • identify lines and line segments and explore their different relationships • identify and classify angles in relation to right angles • identify and classify polygons • identify and	• Complete related whole group/small group activities • Classroom and small group discussions • Complete textbook assignments • Complete supplemental worksheets • Timed Tests • Occasional games • Play review game • Topic Test	• *Envision Math 3* Teacher edition • *Envision Math 3* Student textbook • Various Teacher Resources • Various Math Games	• Mathematical study should result in a greater appreciation of the works of God in His creation.

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		classify triangles • identify and classify quadrilaterals • identify commonalities among objects or situations to make and test generalizations			
Topic 11 Congruence and Symmetry 1 Week	MN Math Standards 3.3.1.1 4.3.3.1 4.3.3.2 4.3.3.3 4.3.3.4	Students will: • identify congruent figures and determine whether congruent figures have been created by slides, flips, or turns • identify lines of symmetry in symmetric figures • create a figure with one or more lines of symmetry • use a tangram to solve problems	• Complete related whole group/small group activities • Classroom and small group discussions • Complete textbook assignments • Complete supplemental worksheets • Timed Tests • Occasional games • Play review game • Topic Test	• *Envision Math 3* Teacher edition • *Envision Math 3* Student textbook • Various Teacher Resources • Various Math Games	• Mathematical study should result in a greater appreciation of the works of God in His creation.

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	MN Math Standards	Students will:			
Topic 12 Understanding Fractions 2 Weeks	3.1.3.1 3.1.3.2 3.1.3.3	• identify regions that have been divided into equal-sized parts and divide regions into equal-sized parts • associate the model, symbol, and words used to describe a fractional part of a whole region • associate the model, symbol, and words used to describe a fractional part of a whole • use benchmark fractions to estimate fractional parts • use models to find equivalent fractions • use models to compare fractions • find and write fractions and mixed numbers on a number line, and	• Complete related whole group/small group activities • Classroom and small group discussions • Complete textbook assignments • Complete supplemental worksheets • Timed Tests • Occasional games • Play review game • Topic Test	• *Envision Math 3* Teacher edition • *Envision Math 3* Student textbook • Various Teacher Resources • Various Math Games	• The understanding of mathematical concepts adds to our understanding of expressions in other areas of life.

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		• compare and order fractions and mixed numbers • add fractions with like denominators, using models • subtract fractions with like denominators, using models • make a table and look for a pattern to solve a problem			
Topic 13 Decimals and Money 1 Week	MN Math Standards 3.3.3.3	Students will: • write a fraction and an equivalent decimal for a model showing tenths or hundredths • use expanded notations to relate money values to decimal place value, and write money amounts to represent ¼, ½, and ¾ of a dollar • add and subtract money given in	• Complete related whole group/small group activities • Classroom and small group discussions • Complete textbook assignments • Complete supplemental worksheets • Timed Tests • Occasional games • Play review game • Topic Test	• *Envision Math 3* Teacher edition • *Envision Math 3* Student textbook • Various Teacher Resources • Various Math Games	• The understanding of mathematical concepts adds to our understanding of expressions in other areas of life.

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		dollars and cents • draw a picture and write a number sentence to solve a problem • determine whether a problem can be solved by classifying the data in the problem as either extra information or missing information			
Topic 14 Customary Measurement 2 Weeks	MN Math Standards 3.3.2.1 3.3.2.3	Students will: • understand the measurement process and the need for standard units; measure length with nonstandard units and to the nearest inch • measure lengths to the nearest ½ and ¼ in. • choose an appropriate unit, estimate, and measure in feet,	• Complete related whole group/small group activities • Classroom and small group discussions • Complete textbook assignments • Complete supplemental worksheets • Timed Tests • Occasional games • Play review game • Topic Test	• *Envision Math 3* Teacher edition • *Envision Math 3* Student textbook • Various Teacher Resources • Various Math Games	• God is concerned that we be accurate and orderly in our use of weights, measures, and numbers.

		yards, and miles; convert units among inches, feet, and yards • choose an appropriate unit and tool, estimate, and measure in cups, pints, quarts, and gallons; identify objects which hold about a cup, pint, quart, or gallon • choose an appropriate unit and tool, estimate and measure in ounces, pounds, and tons; identify objects which weigh about an ounce, pound or ton • solve problems by acting out the information given and by using their reasoning skills			

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| Topic 15

Metric Measurement

1 Week | MN Math Standards | Students will:
• estimate and measure lengths in centimeters
• choose an appropriate unit, estimate, and measure in meters, and kilometers; convert units among kilometers, meters, and centimeters
• choose an appropriate unit and tool, estimate, and measure in milliliters, and liters; identify objects which hold about a liter or a milliliter
• choose an appropriate unit and tool, estimate, and measure in grams and kilograms; identify objects with a mass of about one gram or kilogram | • Complete related whole group/small group activities
• Classroom and small group discussions
• Complete textbook assignments
• Complete supplemental worksheets
• Timed Tests
• Occasional games
• Play review game
• Topic Test | • *Envision Math 3* Teacher edition
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• Various Teacher Resources
• Various Math Games | • God is concerned that we be accurate and orderly in our use of weights, measures, and numbers. |

		• make a table and look for a pattern in order to solve a problem			
Topic 16 Perimeter, Area, Volume 2 Weeks	MN Math Standards 3.3.2.2. 4.3.2.3 4.3.2.4 5.3.2.3	Students will: • find the perimeter of polygons in customary and metric units by adding the lengths of the sides or by counting around grids • find the perimeter of regular polygons in customary and metric units by measuring or using properties of the polygons • match shapes to a given perimeter and learn that different shapes can have the	• Complete related whole group/small group activities • Classroom and small group discussions • Complete textbook assignments • Complete supplemental worksheets • Timed Tests • Occasional games • Play review game • Topic Test	• *Envision Math 3* Teacher edition • *Envision Math 3* Student textbook • Various Teacher Resources • Various Math Games	• God is concerned that we be accurate and orderly in our use of weights, measures, and numbers. • The understanding of mathematical concepts adds to our understanding of expressions in other areas of life.

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		same perimeter • solve addition problems by making a reasoned first try for what the answer might be and then through additional reasoning arrive at the correct answer • use concrete pictoral models of square unit to determine the area of two-dimensional surfaces • estimate and find the area of irregular shapes drawn on a grid or with square units shown • find the volume of solid figures constructed of cubes • solve complex problems asking for the area of irregular shapes		

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	MN Math Standards	Students will:	• Complete related whole group/small group activities • Classroom and small group discussions • Complete textbook assignments • Complete supplemental worksheets • Timed Tests • Occasional games • Play review game • Topic Test	• *Envision Math 3* Teacher edition • *Envision Math 3* Student textbook • Various Teacher Resources • Various Math Games	• God is concerned that we be accurate and orderly in our use of weights, measures, and numbers. • The understanding of mathematical concepts adds to our understanding of expressions in other areas of life. • God is concerned with the concept of time as was expressed in the six days of creation.
Topic 17 Time and Temperature 2 Weeks	3.3.3.1 3.3.3.2 3.3.3.4	• tell time to the nearest half hour and quarter hour using analog and digital clocks, and identify times as A.M. or P.M. • tell time to the nearest minute using analog and digital clocks • perform simple conversions for units of time • find elapsed time in intervals of minutes • read temperatures on Fahrenheit and Celsius thermometers ,and determine appropriate temperatures for given activities • use the strategy Work Backward to solve problems			

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	MN Math Standards	Students will:			
Topic 18 Multiplying Greater Numbers 2 Weeks	3.2.2.1 3.2.2.2	• use mental math to multiply by multiples of 10, 100, and 1,000. • estimate products of 1-digit numbers times 2-digit numbers by using rounding • use an array to multiply 1-digit times 2-digit numbers • use an array and breaking apart to multiply 1-digit times 2-digit numbers • use breaking apart and the expanded algorithm to multiply a 1-digit times a 2-digit number • multiply 2- and 3-digit numbers by 1-digit numbers • solve word problems by drawing a picture	• Complete related whole group/small group activities • Classroom and small group discussions • Complete textbook assignments • Complete supplemental worksheets • Timed Tests • Occasional games • Play review game • Topic Test	• *Envision Math 3* Teacher edition • *Envision Math 3* Student textbook • Various Teacher Resources • Various Math Games	• The consistency of mathematical truths demonstrates the orderliness, precision, and consistency of God.

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		and writing a number sentence			
Topic 19 Dividing with 1-Digit Numbers 2 Weeks	MN Math Standards 3.2.2.1 3.2.2.2	Students will: • use known multiplication patterns to divide multiples of 10, 100, and 1,000 by a 1-digit number • use compatible numbers to estimate quotients • use place-value blocks and an algorithm to divide 2-digit numbers by 1-digit numbers • divide 2-digit numbers by 1-digit numbers using paper-and-pencil • use arrays and the division algorithm to divide numbers with a remainder • solve multiple-step	• Complete related whole group/small group activities • Classroom and small group discussions • Complete textbook assignments • Complete supplemental worksheets • Timed Tests • Occasional games • Play review game • Topic Test	• *Envision Math 3* Teacher edition • *Envision Math 3* Student textbook • Various Teacher Resources • Various Math Games	• The consistency of mathematical truths demonstrates the orderliness, precision, and consistency of God.

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		problems			
Topic 20 Data, Graphs, and Probability 2 Weeks	MN Math Standards 3.4.1.1	Students will: • use tally charts to record and organize survey data • read and interpret data from a pictograph and a bar graph • make a pictograph from a table • make a bar graph to represent the data in a table or tally chart • locate points on a coordinate grid and read and use line graphs • describe and compare events as likely, unlikely, or impossible, or certain • predict the results of a probability experiment,	• Complete related whole group/small group activities • Classroom and small group discussions • Complete textbook assignments • Complete supplemental worksheets • Timed Tests • Occasional games • Play review game • Topic Test	• *Envision Math 3* Teacher edition • *Envision Math 3* Student textbook • Various Teacher Resources • Various Math Games	• God has at various times commanded men to count, measure, and record their findings. • The understanding of mathematical concepts adds to our understanding of expressions in other areas of life.

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		conduct the experiment, and compare the results to the prediction • use a line plot to organize the results of a probability experiment and to predict future events • use information from tables and graphs to draw conclusions			