NJDOE MODEL CURRICULUM			
CONTENT AREA: Mathematics	**GRADE: 3**	**UNIT: # 1**	**UNIT NAME: Represent and Solve Problems Involving Multiplication and Division**

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	Interpret products of whole numbers as repeated addition or equal groups of objects (up to 100).	3.OA.1
2	Explain division as a set of objects partitioned equally into a number of shares (up to 100).	3.OA.2
3	Determine the unknown in a division or multiplication equation with an unknown relating 3 whole numbers up to 100 (does not require students to solve from memory).	3.OA.4
4	Round whole numbers to the nearest 10 or 100.	3.NBT.1
5	**Fluently** add and subtract (with regrouping) two 2-digit whole numbers within 100.	**3.NBT.2**
6	Multiply one-digit whole numbers by multiples of 10 (10 - 90).	3.NBT.3

Major Content **Supporting Content** **Additional Content** (Identified by PARCC Model Content Frameworks).

Bold type indicates grade level fluency requirements. *(Identified by PARCC Model Content Frameworks).*

Selected Opportunities for Connection to Mathematical Practices

1. **Make sense of problems and persevere in solving them.**
   SLO #1 Analyze and understand the products of whole numbers as multiple groups with an equal number of objects in each group.
   SLO #2 Analyze and understand division of whole numbers as a set of objects being partitioned into an equal number of shares.
   SLO #3 Analyze and understand the relationship between the given values and the unknown values in a division or multiplication equation with an unknown value.
2. **Reason abstractly and quantitatively.**
   SLO #1 Understand and make sense of quantities when they are expressed as repeated addition of equal groups of objects.
   SLO #2 Understand and make sense of division as a set of objects or quantities that is partitioned into equal shares.
   SLO #3 Understand and make sense of the relationship between values of a multiplication or division equation with an unknown value.
   SLO #4 When rounding numbers to the nearest 10 or 100, understand and make sense of the relationship between the whole number and

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the whole number it is rounded to.

3. **Construct viable arguments and critique the reasoning of others.**
   SLO #2 Be able to explain and justify the process of division in terms of partitioning groups into equal shares.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. **Attend to precision.**
   SLO#2 Be able to explain precisely the process of division.
7. **Look for and make use of structure.**
   SLO #1 Look for and discern a pattern in multiple repeated groups with an equal number of objects.
   SLO #6 Look for and discern a pattern when multiplying one-digit whole numbers by multiples of 10.
8. Look for and express regularity in repeated reasoning.

Bold type identifies possible starting points for connections to the SLOs in this unit.

Code #	Common Core State Standards
3. OA.1	Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 x 7.*
3.OA.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 object each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8*.
3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations: 8 × ? = 48, 5 = □ ÷ 3, 6 × 6 = ?*

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3. NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
3.NBT.2	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.
3.NBT.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.

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