

Cycle 1	38 Days	
	Aug. 26 – Oct. 18, 2019	
<p>The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</p>		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Mathematical Process Standards Unit planning guides identify Process Standards that align to and support the development of the content standards covered in each unit.</p>	<p>Embedding process standards throughout all units of study supports students' development of mathematical proficiency.</p> <p>Renaissance 360 Screener BOY Sept. 3-20</p>	<p>Mathematical Process Standards The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>Ⓟ MATH.3.1A Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p>Ⓟ MATH.3.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p>Ⓟ MATH.3.1C Select tools, including real objects, manipulatives, paper/pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p>Ⓟ MATH.3.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p>Ⓟ MATH.3.1E Create and use representations to organize, record, and communicate mathematical ideas.</p> <p>Ⓟ MATH.3.1F Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>Ⓟ MATH.3.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>
<p>Unit 1: Establish Math Routines and Understand Place Value to 100,000 Students will compose, decompose, compare, and order numbers to 100,000 and describe the mathematical relationships in the base-10 place value system.</p>	<p>11 90-minute lessons</p> <p>Suggested Pacing: Aug. 26 – Sept. 10</p> <p><i>Labor Day</i> Sept. 2</p> <p>Extend Review Assess Reteach Sept. 11</p>	<p>Establish Math Routines and Understand Place Value to 100,000 (11 lessons)</p> <p>Number and Operations The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value.</p> <p>Ⓡ MATH.3.2A 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.</p> <p>Ⓢ MATH.3.2B Describe the mathematical relationships found in the base-10 place value system through the hundred thousands place.</p> <p>Ⓡ MATH.3.2D Compare and order whole numbers up to 100,000 and represent comparisons using the symbols $>$, $<$, or $=$.</p>

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p>Unit 2: Establish Math Routines and Solve One-Step Addition and Subtraction Problems</p> <p>Students will use a variety of strategies, including number lines, to round and estimate solutions to and represent and solve one-step addition and subtraction word problems.</p>	<p>9 90-minute lessons</p> <p>Suggested Pacing: Sept. 12-24</p> <p>Extend Review Assess Reteach Sept. 25</p>	<p>Unit 2: Establish Math Routines and Solve One-Step Addition and Subtraction Problems (9 lessons)</p> <p>Number and Operations The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. Ⓢ MATH.3.2C Represent a number on a number line as being between two consecutive multiples of 10, 100, 1000, or 10,000 and use words to describe relative size of numbers in order to round whole numbers.</p> <p>Number and Operations The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. Ⓢ MATH.3.4A 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. Ⓢ MATH.3.4B Round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems.</p> <p>Algebraic Reasoning The student applies mathematical process standards to analyze and create patterns and relationships. Ⓢ MATH.3.5A Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.</p>	
<p>Unit 3: Data</p> <p>Students apply mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.</p>	<p>6 90-minute lessons</p> <p>Suggested Pacing: Sept. 26 – Oct. 3</p> <p><i>Early Dismissal</i> Sept. 27</p> <p>Extend Review Assess Reteach Oct. 4</p>	<p>Data (6 lessons)</p> <p>Data Analysis The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. Ⓢ MATH.3.8A Summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals. Ⓢ MATH.3.8B Solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.</p>	

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<p>Unit 4: Multiplication and Division Fluency</p> <p>Students will use a variety of strategies to develop fluency and automaticity with multiplication and division facts. Students will determine a quotient using the relationship between multiplication and division and will use divisibility rules to determine whether a number is even or odd.</p>	<p>7 90-minute lessons</p> <p>Suggested Pacing: Oct. 7-16</p> <p><i>Fall Holiday</i> Oct. 9 <i>(students only)</i></p> <p>Extend Review Assess Reteach Oct. 17-18</p> <p><i>Early Dismissal</i> Oct. 18</p>	<p>Multiplication and Division Fluency (7 lessons)</p> <p>Number and Operations The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy.</p> <p>Ⓢ MATH.3.4D Determine the total number of objects when equally-sized groups of objects are combined or arranged in arrays up to 10 by 10.</p> <p>Ⓢ MATH.3.4E 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.</p> <p>Ⓢ MATH.3.4F Recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts.</p> <p>Ⓢ MATH.3.4H 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.</p> <p>Ⓢ MATH.3.4I Determine if a number is even or odd using divisibility rules.</p> <p>Ⓢ MATH.3.4J Determine a quotient using the relationship between multiplication and division.</p> <p>Algebraic Reasoning The student applies mathematical process standards to analyze and create patterns and relationships.</p> <p>Ⓢ MATH.3.5D 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.</p>

Cycle 2	39 Days		The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p>Mathematical Process Standards Unit planning guides identify Process Standards that align to and support the development of the content standards covered in each unit.</p>	<p>Embedding process standards throughout all units of study supports students' development of mathematical proficiency.</p> <p>Renaissance 360 Screener Progress Monitoring Oct. 14 – Nov. 1</p>	<p>Mathematical Process Standards The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>Ⓟ MATH.3.1A Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p>Ⓟ MATH.3.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p>Ⓟ MATH.3.1C Select tools, including real objects, manipulatives, paper/pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p>Ⓟ MATH.3.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p>Ⓟ MATH.3.1E Create and use representations to organize, record, and communicate mathematical ideas.</p> <p>Ⓟ MATH.3.1F Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>Ⓟ MATH.3.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>	

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 5: Two-Step Addition and Subtraction Problems</p> <p>Students will use a variety of strategies, including number lines, to round and estimate solutions to and represent and solve one- and two-step addition and subtraction word problems, including problems that involve data.</p>	<p>9 90-minute lessons</p> <p>Suggested Pacing: Oct. 21-31</p> <p>Extend Review Assess Reteach Nov. 1</p> <p>Snapshot 1 Suggested Window: Oct. 28 – Nov. 1</p> <p>See Outline for TEKS Details</p>	<p><u>Two-Step Addition and Subtraction Problems</u> (9 lessons)</p> <p>Number and Operations The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value.</p> <p>Ⓢ MATH.3.2C Represent a number on a number line as being between two consecutive multiples of 10, 100, 1000, or 10,000 and use words to describe relative size of numbers in order to round whole numbers.</p> <p>Number and Operations The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy.</p> <p>Ⓢ MATH.3.4A 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.</p> <p>Ⓢ MATH.3.4B Round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems.</p> <p>Algebraic Reasoning The student applies mathematical process standards to analyze and create patterns and relationships.</p> <p>Ⓢ MATH.3.5A Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.</p> <p>Data Analysis The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.</p> <p>Ⓢ MATH.3.8B Solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.</p>

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><u>Unit 6: One-Step Multiplication and Division Problems</u> Students will apply mathematical process standards to develop and use strategies for representing and solving one-step multiplication and division problems.</p>	<p>10 90-minute lessons</p> <p>Suggested Pacing: Nov. 4-15</p> <p><i>Early Dismissal</i> Nov. 8</p> <p>Extend Review Assess Reteach Nov. 18-19</p>	<p><u>One-Step Multiplication and Division Problems</u> (10 lessons)</p> <p>Number and Operations The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy.</p> <p>Ⓢ MATH.3.4G Use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties.</p> <p>Ⓢ MATH.3.4K Solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.</p> <p>Algebraic Reasoning The student applies mathematical process standards to analyze and create patterns and relationships.</p> <p>Ⓢ MATH.3.5B Represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations.</p> <p>Ⓢ MATH.3.5C Describe a multiplication expression as a comparison such as 3×24 represents 3 times as much as 24.</p> <p>Ⓢ MATH.3.5D 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.</p>	
<p><u>Unit 7: Relationships using Number Pairs</u> Students will analyze and create number patterns and represent relationships in tables and with verbal descriptions.</p>	<p>5 90-minute lessons</p> <p>Suggested Pacing: Nov. 20 – Dec. 3</p> <p><i>Thanksgiving Holiday</i> Nov. 25-29</p> <p>Extend Review Assess Reteach Dec. 4-6</p>	<p><u>Relationships using Number Pairs</u> (5 lessons)</p> <p>Algebraic Reasoning The student applies mathematical process standards to analyze and create patterns and relationships.</p> <p>Ⓢ MATH.3.5E Represent real-world relationships using number pairs in a table and verbal descriptions.</p>	

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 8: Two- and Three-Dimensional Figures</p> <p>Students will classify and sort two- and three-dimensional figures, use attributes to recognize types of quadrilaterals, and will decompose two-dimensional figures into parts with equal areas.</p>	<p>7 90-minute lessons</p> <p>Suggested Pacing: Dec. 9-17</p> <p>Extend Review Assess Reteach Dec. 18-19</p> <p>District-Level Assessment Suggested Window: Dec. 9-13</p> <p>See Blueprint for TEKS Details</p> <p><i>Teacher Preparation Day</i> Dec. 20</p> <p><i>Winter Break</i> Dec. 23 – Jan. 3</p>	<p>Two- and Three-Dimensional Figures (7 lessons)</p> <p>Geometry and Measurement</p> <p>The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties.</p> <p>Ⓡ MATH.3.6A Classify and sort two- and three-dimensional solids, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language.</p> <p>Ⓢ MATH.3.6B 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.</p> <p>Ⓢ MATH.3.6E Decompose two congruent two-dimensional figures into parts with equal areas and 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.</p>

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	Jan. 6 – Mar. 13, 2020	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Mathematical Process Standards Unit planning guides identify Process Standards that align to and support the development of the content standards covered in each unit.</p>	<p>Embedding process standards throughout all units of study supports students' development of mathematical proficiency.</p> <p>Renaissance 360 Screener MOY Jan. 6-24</p>	<p>Mathematical Process Standards The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>Ⓟ MATH.3.1A Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p>Ⓟ MATH.3.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p>Ⓟ MATH.3.1C Select tools, including real objects, manipulatives, paper/pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p>Ⓟ MATH.3.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p>Ⓟ MATH.3.1E Create and use representations to organize, record, and communicate mathematical ideas.</p> <p>Ⓟ MATH.3.1F Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>Ⓟ MATH.3.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>
<p><u>Unit 9: Area and Perimeter</u> Students will select appropriate units, strategies, and tools to solve problems involving perimeter. Students will determine area of rectangles, including area of composite figures.</p>	<p>7 90-minute lessons</p> <p>Suggested Pacing: Jan. 6-14</p> <p>Extend Review Assess Reteach Jan. 15-17</p> <p><i>Early Dismissal</i> Jan. 17</p> <p><i>MLK Jr. Day</i> Jan. 20</p>	<p><u>Area and Perimeter</u> (7 lessons)</p> <p>Geometry and Measurement The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties.</p> <p>Ⓡ MATH.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.</p> <p>Ⓢ MATH.3.6D Decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area.</p> <p>Geometry and Measurement The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement.</p> <p>Ⓡ MATH.3.7B Determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems.</p>

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><u>Unit 10: Fractions</u> Students will apply mathematical process standards to represent and explain fractional units and solve problems involving partitioning objects or sets of objects among two or more recipients.</p>	<p>12 90-minute lessons</p> <p>Suggested Pacing: Jan. 21 – Feb. 5</p> <p>Snapshot 2 Suggested Window: Jan. 27-31</p> <p>See Outline for TEKS Details</p> <p>Extend Review Assess Reteach Feb. 6-7</p>	<p><u>Fractions</u> (12 lessons)</p> <p>Number and Operations The student applies mathematical process standards to represent and explain fractional units.</p> <p>Ⓢ MATH.3.3A Represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines.</p> <p>Ⓢ MATH.3.3B Determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line.</p> <p>Ⓢ MATH.3.3C Explain that the unit fraction $\frac{1}{b}$ 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.</p> <p>Ⓢ MATH.3.3D Compose and decompose a fraction $\frac{a}{b}$ with a numerator greater than zero and less than or equal to b as a sum of parts $\frac{1}{b}$.</p> <p>Ⓢ MATH.3.3E 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.</p> <p>Geometry and Measurement The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement.</p> <p>Ⓢ MATH.3.7A Represent fractions of halves, fourths, and eighths as distances from zero on a number line.</p>
<p><u>Unit 11: Equivalence and Comparison of Fractions</u> Students will apply mathematical process standards to represent and explain equivalent fractions and will compare two fractions having the same numerator or denominator.</p>	<p>9 90-minute lessons</p> <p>Suggested Pacing: Feb. 10-20</p> <p><i>Early Dismissal</i> Feb. 14</p> <p>Extend Review Assess Reteach Feb. 21-24</p>	<p><u>Equivalence and Comparison of Fractions</u> (9 lessons)</p> <p>Number and Operations The student applies mathematical process standards to represent and explain fractional units.</p> <p>Ⓢ MATH.3.3F Represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines.</p> <p>Ⓢ MATH.3.3G Explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model.</p> <p>Ⓢ MATH.3.3H 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.</p>

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 12: One- and Two-Step Multiplication and Division Problems</p> <p>Students will apply mathematical process standards to develop and use strategies for solving and representing one- and two-step multiplication and division problems.</p>	<p>11 90-minute lessons</p> <p>Suggested Pacing: Feb. 25 – Mar. 10</p> <p>Extend Review Assess Reteach Mar. 11-13</p> <p><i>Spring Break</i> <i>Mar. 16-20</i></p>	<p><u>One- and Two-Step Multiplication and Division Problems</u> (11 lessons)</p> <p>Number and Operations The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy.</p> <p>Ⓢ MATH.3.4G Use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties.</p> <p>Ⓡ MATH.3.4K Solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.</p> <p>Algebraic Reasoning The student applies mathematical process standards to analyze and create patterns and relationships.</p> <p>Ⓡ MATH.3.5B Represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations.</p> <p>Ⓢ MATH.3.5C Describe a multiplication expression as a comparison such as 3×24 represents 3 times as much as 24.</p> <p>Ⓢ MATH.3.5D 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.</p> <p>Ⓡ MATH.3.5E Represent real-world relationships using number pairs in a table and verbal descriptions.</p>

Cycle 4	47 Days	
	Mar. 23 – May 29, 2020	
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<p>Mathematical Process Standards Unit planning guides identify Process Standards that align to and support the development of the content standards covered in each unit.</p>	<p>Embedding process standards throughout all units of study supports students' development of mathematical proficiency.</p> <p>Renaissance 360 Screener EOY Apr. 20 – May 22</p>	<p>Mathematical Process Standards The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>Ⓟ MATH.3.1A Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p>Ⓟ MATH.3.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p>Ⓟ MATH.3.1C Select tools, including real objects, manipulatives, paper/pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p>Ⓟ MATH.3.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p>Ⓟ MATH.3.1E Create and use representations to organize, record, and communicate mathematical ideas.</p> <p>Ⓟ MATH.3.1F Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>Ⓟ MATH.3.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>
<p><u>Unit 13: Intervals of Time</u> Students will apply mathematical process standards to determine solutions to problems involving addition and subtraction of time intervals.</p>	<p>6 90-minute lessons</p> <p>Suggested Pacing: Mar. 23-31</p> <p>STAAR-Released Assessment Suggested Window: Mar. 23-27</p> <p>2018 Released Assessment</p> <p><i>Chávez/Huerta Day</i> <i>Mar. 30</i></p>	<p><u>Intervals of Time</u> (6 lessons)</p> <p>Geometry and Measurement The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement.</p> <p>Ⓢ MATH.3.7C 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.</p>

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><u>Unit 14: Liquid Volume and Weight</u> Students will determine liquid volume or weight using appropriate units and tools.</p>	<p>5 90-minute lessons Suggested Pacing: Apr. 1-7</p>	<p><u>Liquid Volume and Weight</u> (5 lessons) Geometry and Measurement The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement. Ⓢ MATH.3.7D Determine when it is appropriate to use measurements of liquid volume (capacity) or weight. Ⓢ MATH.3.7E Determine liquid volume (capacity) or weight using appropriate units and tools.</p>
<p><u>Unit 15: Money and Financial Literacy</u> Students will apply mathematical process standards to determine the value of a collection of coins and bills and will learn how to manage financial resources effectively.</p>	<p>7 90-minute lessons Suggested Pacing: Apr. 8-17 <i>Spring Holiday</i> <i>Apr. 10</i></p>	<p><u>Money and Financial Literacy</u> (7 lessons) Number and Operations The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. Ⓢ MATH.3.4C Determine the value of a collection of coins and bills. Personal Financial Literacy The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. Ⓢ MATH.3.9A Explain the connection between human capital/labor and income. Ⓢ MATH.3.9B Describe the relationship between the availability or scarcity of resources and how that impacts cost. MATH.3.9C Identify the costs and benefits of planned and unplanned spending decisions. Ⓢ MATH.3.9D Explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest. Ⓢ MATH.3.9E List reasons to save and explain the benefit of a savings plan, including for college. MATH.3.9F Identify decisions involving income, spending, saving, credit, and charitable giving.</p>

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	Mar. 23 – May 29, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p>Unit 16: Cumulative Review</p> <p>Students will receive differentiated instruction based on areas of need according to assessment data.</p>	<p>15 90-minute lessons</p> <p>Suggested Pacing: Apr. 20 – May 8</p> <p>STAAR Math May 12</p>	<p>Cumulative Review (15 lessons)</p> <p>MATH.3.1A–MATH.3.9F</p> <p>During this unit, teachers will gather individual student data from various campus and district-level assessments administered during the academic year. Teachers will review student progress tracking records to determine individual student areas of need to be addressed during the cumulative review. Students should be placed in small groups according to student expectations and receive immediate feedback during the re-teaching of lessons. Teachers will model various problem-solving strategies to allow students to choose the strategy they are most comfortable with and, thereafter, replicate independently.</p>	
<p>Unit 17: Problem-Solving Experiences</p> <p>During this unit, students will engage in real-world problem-solving activities that involve applying grade-level concepts to authentic and complex questions or challenges.</p>	<p>10 90-minute lessons</p> <p>Suggested Pacing: May 13-27</p> <p><i>Memorial Day</i> <i>May 25</i></p> <p>Extend Review Assess Reteach May 28-29</p>	<p>Problem-Solving Experiences (10 lessons)</p> <p>MATH.3.1A–MATH.3.9F</p> <p>During this unit, students will engage in real-world problem-solving activities that involve applying grade-level concepts to authentic and complex questions or challenges.</p>	