**SYLLABUS 2019-2020**

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| Teacher | Hasmik Dovlatyan |
| E-mail | hasmikd@cabayanschool.org |
| Phone | 818-892-7991 |
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| Course Name | 3rd grade Math |
| Course Number | 3AB |
| Grade Level | 3rd  |
| Textbooks  | McGraw-Hill Mathematics, GoMath |
| Resources | [www.mhschool.com](http://www.mhschool.com) |
| Required Materials | Daily Homework Practice Workbook & 5 subject notebook |
| Course Description:Third grade students continue to develop computational skills in addition, subtraction, multiplication, and division, and solve problems involving more complex mathematical concepts. Students will continue using a variety of methods to solve problems and begin their study of probability as chance. Students will: • Work with larger numbers and decimals • Study place value and estimating using rounding • Develop calculation skills using place value blocks to understand addition, subtraction, and regrouping • Establish fluency with simple addition, subtraction, division, and multiplication number facts • Study the basics of probability • Use graphs and charts to understand how data can be represented visually • Learn more about the basics of geometry • Use strategies for solving word problems fractions |

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| **Schoolwide Learner Outcomes (SLO)** |
|  A-a A-b A-c |  R-a R-b R-c |  M-a M-b M-c |  E-a E-b E-c |  N-a N-b Nc |
| **Re-enter in the following boxes the designated SLOs numbers, which are addressed by this course** |
|  |  | M-a M-b M-c |  |  |

**Content Standards**

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| **The following is the Common Core or California Department of Education Content Standards**  |
| Operations and Algebraic Thinking 3.OARepresent and solve problems involving multiplication and division. 1. Interpret products of whole numbers, e.g., interpret 5 × 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 × 7. 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 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56÷8. 3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1 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 = ?.Understand properties of multiplication and the relationship between multiplication and division. 5. Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) 6. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.Multiply and divide within 100. 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. Solve problems involving the four operations, and identify and explain patterns in arithmetic. 8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.32 9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.Number and Operations in Base Ten 3.NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.4 1. Use place value understanding to round whole numbers to the nearest 10 or 100. 1. See Glossary, Table 2. 2. Students need not use formal terms for these properties. 3. This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations). 4. A range of algorithms may be used.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. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.Number and Operations—Fractions5 3.NF Develop understanding of fractions as numbers.3 1. Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or Measurement and Data 3.MD Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. 1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. 2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.74Represent and interpret data. 3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. 4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.Geometric measurement: understand concepts of area and relate area to multiplication and to addition. 5. Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). 7. Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. 8. Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. Geometry 3.G Reason with shapes and their attributes. 1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. 2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.**If need be please use additional pages** |

**Subject Matter Covered**

**Please, include the textbook chapters and additional resources to be used**

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| **Semi-Quarter 1** |
| Week 1 | Introduction to Math |
| Week 2 | Chapter 1Place Value and Money |
| Week 3 | Chapter 1Place Value and Money |
| Week 4 | Chapter 1Place Value and Money |
| Week 5 | Chapter 2Add Whole Numbers |

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| **Semi-Quarter 2** |
| Week 1 | Chapter 2Add Whole Numbers |
| Week 2 | Chapter 2Add Whole Numbers |
| Week 3 | Chapter 3Subtracting Whole Numbers |
| Week 4 | Chapter 3Subtracting Whole Numbers |
| Week 5 | Chapter 3Subtracting Whole Numbers |

**Subject Matter Covered**

**Please, include the textbook chapters and additional resources to be used**

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| **Semi-Quarter 3** |
| Week 1 | Chapter 4Time, Data, and Graphs |
| Week 2 | Chapter 4Time, Data, and Graphs |
| Week 3 | Chapter 4Time, Data, and Graphs |
| Week 4 | Chapter 4Time, Data, and Graphs |
| Week 5 | Chapter 5Multiplication Concept |

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| **Semi-Quarter 4** |
| Week 1 | Chapter 5Multiplication Concept |
| Week 2 | Chapter 5Multiplication Concept |
| Week 3 | Chapter 6Multiplication Facts |
| Week 4 | Chapter 6Multiplication Facts |
| Week 5 | Chapter 6Multiplication Facts |

**Subject Matter Covered**

**Please, include the textbook chapters and additional resources to be used**

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| **Semi-Quarter 5** |
| Week 1 | Chapter 7Division Concepts |
| Week 2 | Chapter 7Division Concepts |
| Week 3 | Chapter 7Division Concepts |
| Week 4 | Chapter 8Division Facts |
| Week 5 | Chapter 8Division Facts |

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| **Semi-Quarter 6** |
| Week 1 | Chapter 8Division Facts |
| Week 2 | Chapter 9Multiply by One Digit Number |
| Week 3 | Chapter 9Multiply by One Digit Number |
| Week 4 | Chapter 9Multiply by One Digit Number |
| Week 5 | Chapter 9Multiply by One Digit Number |

**Subject Matter Covered**

**Please, include the textbook chapters and additional resources to be used**

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| **Semi-Quarter 7** |
| Week 1 | Chapter 10Divide by One Digit Number |
| Week 2 | Chapter 10Divide by One Digit Number |
| Week 3 | Chapter 10Divide by One Digit Number |
| Week 4 | Chapter 11Measurement  |
| Week 5 | Chapter 11Measurement  |

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| **Semi-Quarter 8** |
| Week 1 | Chapter 11Measurement  |
| Week 2 | Chapter 12Geometry |
| Week 3 | Chapter 12Geometry |
| Week 4 | Chapter 12Geometry |
| Week 5 | Chapter 13Fractions |

**Classroom Rules**

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| **This section includes classroom rules set by the school administration** |
| * Students must be in the classroom and seated at their desks when the bell rings
* Students must work quietly in a low tone during group activities
* Students must not chew gum, eat, or drink in the classrooms
* Students must follow teachers' directives without challenge at all times
* Students must address the school personnel as Mr. (Baron), Mrs. (Digin), Ms./Miss (Oryort)
* Students must raise a hand to request permission to talk or to ask questions
* Students must be highly attentive to class instructions
* Students must avoid sleeping in the classroom
* Students must be under supervision at all times
* Students may not be in a classroom without the presence of a teacher
* Restroom visits must be done at recesses only, except in emergency situations
* Students cannot visit other classrooms
* Students may not have incomplete or missing homework assignments
* Students must bring the required workbooks and textbooks to classroom
* Students must be prepared for classroom work
* Students must not miss parental signatures in assignment book or on tests.

The Cooperation Grade reflects a student’s behavior and work habits in the classroom. Therefore, the Cooperation Grade is assigned based on the number of violations committed relative to the above-mentioned Classroom Rules. If a student frequently violates the above-mentioned Classroom Rules, the teacher must submit a “Referral Form” to the Office for proper action. Teachers are responsible in dealing with the above-mentioned classroom infractions as follows:

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| **Classroom Infractions & Cooperation Grade**  |
| 4 | Excellent  | Exemplary conduct and no infractions |
| 3 | Good  | Good behavior and no infractions |
| 2 | Needs Improvement | 1-5 infractions |
| 1 | Unsatisfactory | 6-10 infractions |

At the end of each quarter, two and more “Unsatisfactory” grades in Cooperation will lead the Administration to issue the student a probation contract. If the performance of the student has not improved in the following quarter, then the student will be denied registration the ensuing year or face expulsion process.  |
| **This section includes additional classroom rules set by the teacher** |
| 1. Be in your assigned seat and ready to work.2. Take out required books and materials in every class, unless told otherwise by the teacher. 3. Listen and stay seated when someone is speaking. 4. Follow directions the first time they are given. 5. Turn assignments in on time. 6. Treat everyone and their property respectfully |

**Assessment Method**

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| **This section includes rules set by the school administration** |
| Test/Quiz PolicyStudents take at least TWO tests and two quizzes per class or course per semi-quarter. Two to four quizzes may be counted as one test. It is up to the individual teacher to adopt a policy to drop the lowest test grade of a student in calculating the quarter grade. No more than two tests are scheduled on the same day. The test scheduled last will be automatically dropped.Test/Quiz Make-UpStudents with **excused** absences shall have the opportunity to complete missed class work and make up all tests receiving full credit. The student is responsible to arrange for the make-up. Students who miss a test/quiz because of an **unexcused** absence will receive a failing grade on that test/quiz, except when the teacher decides to offer the chance for make-up. If a student misses a test/quiz while on suspension, he/she will not have the opportunity to make up the test/quiz and will receive an "F". Cheating Acts of cheating or plagiarism will result in suspension and the student will receive an "F" (20/100) on the test or the assigned work. |
| **This section includes additional grading rules set by the teacher** |
| The grades assigned to students are based on their **academic progress** and their **classroom behavior**. Students receive **Academic** and **Cooperation** grades for every quarter of the four-quarter academic year. Students also receive a mid-term progress report for each of these 9-10 weeklong quarters. Besides the quarter grades, students are assigned semester grades for each class or course.

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| **Academic Grade Scale - Grades K-5** |
| Letter Grade | Scale of 100 | Scale of 4 |  |
| A+ | 100-97 | 4.0 |  |
| A | 96-93 | 4.0 | Exceeds grade level standards |
| A- | 92-90 | 3.7 |  |
| B+ | 89-87 | 3.3 |  |
| B | 86-83 | 3.0 | Meets grade level standards |
| B- | 82-80 | 2.7 |  |
| C+ | 79-77 | 2.3 |  |
| C | 76-73 | 2.0 | Partially meets grade level standards |
| C- | 72-70 | 1.7 |  |
| D+ | 69-67 | 1.3 |  |
| D | 66-63 | 1.0 | Below grade level standards |
| D- | 62-60 | 0.7 |  |
| F | 59-0 | 0 | Fail |

Tests 50%Quiz 10%Homework 15%Classwork 15%Participation 10% |