FCASD Curriculum Analysis Tool

Grade: 3

Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Names of Reviewers |  |

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| **Rubric for Content** | **Rubric for Balance** |
| **Not Found (N)**- The math content was not found.  **Low (L)**- Gaps in the math content were found and these gaps may not be easily filled.  **Medium (M)**- Few gaps in the content, as described in the Standards, were found and these gaps may be easily filled.  **High (H)**- The math content is fully formed as described in the Standards. | **Not Found (N)**- The curriculum materials do not support this element.  **Low (L)**- The content was found and focused primarily on procedural skills and minimally on mathematical understanding.  **Medium (M)**- The content was developed with a balance of mathematical understanding and procedural skills consistent with the Standards, but the connections between the two were not developed.  **High (H)**- The content was developed with a balance of mathematical understanding and procedural skills consistent with the Standards, and the connections between the two were developed. |

**SECTION 1: CONTENT STANDARDS**

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| **3.OA Operations and Algebraic Thinking** | **Unit/Page Number (NOTES)** | **CONTENT:**  **N, L, M, H** | **BALANCE:**  **N, L, M, H** |
| **Represent 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. |  |  |  |
| **Understand properties of multiplication and the relationship between multiplication and division.** | | | |
| 5. Apply properties of operations as strategies to multiply and divide. 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.) |  |  |  |
| **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. |  |  |  |

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| **Rubric for Focus Areas** |
| **Not Found (N)**- The materials do not support this element.  **Low (L)**- The materials contain limited support for this element, but the support is not embedded or consistently present.  **Medium (M)**- The materials contain support for this element, but it is not always embedded or consistently present.  **High (H)**- The materials contain embedded support for this element so that it is consistently present.. |

**SECTION 2: PROGRAM FOCUS AREAS**

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| **Focus Areas** | **Evidence from Book/NOTES** | **N, L, M, H** |
| Differentiation |  |  |
| Rigorous Assessment |  |  |
| Problem Solving |  |  |
| Manipulatives (list) |  |  |
| Multiple Representations/ strategies (list) |  |  |
| Math Talk |  |  |
| Content PD for teachers |  |  |

**SECTION 3: CONSULTANT QUESTIONS**

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