

Hardin County Schools Combined Curriculum Guide
Math – Third Grade
DRAFT

Big Idea	DATA ANALYSIS AND PROBABILITY			
Academic Expectations	Students pose questions, plan and collect data, organize and display data and interpret displays of data. They generate outcomes for simple probability activities, determine fairness of probability games and explore likely and unlikely events. 2.7 Students understand number concepts and use numbers appropriately and accurately. 2.8 Students understand various mathematical procedures and use them appropriately and accurately. 2.13 Students understand and appropriately use statistics and probability.			
POS Understandings	MA-P-DAP-U-1 Students will understand that quantitative literacy is a necessary tool to be an intelligent consumer and citizen.	9 Weeks Taught	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">1</div> 2 3 4	
POS Skills & Concepts	Date(s) Taught	Core Content for Assessment	Objective	Essential Vocabulary
MA-P-DAP-S-DR6 Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs, line plots, two-circle Venn diagrams).		No Core Content for 3rd grade		
Strategies & Activities		Resources	Common Assessments	
		Essential Questions	Higher Order Questions	

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POS Understandings		MA-P-DAP-U-2 Students will understand that the collection, organization, interpretation and display of data can be used to answer questions.		9 Weeks Taught	1 2 3 4
POS Skills & Concepts		Date(s) Taught	Core Content for Assessment	Objective	Essential Vocabulary
<p>MA-P-DAP-S-DR1 Students will make a graph using concrete manipulatives and read data displayed on a concrete graph.</p> <p>MA-P-DAP-S-DR2 Students will display, read and compare data on student-invented graphs.</p> <p>MA-P-DAP-S-DR5 Students will display data in line plots.</p> <p>MA-P-DAP-S-ES3 Students will use tools (including technology when appropriate) to organize and display student-collected data.</p>			<p>MA-EP-4.1.1 Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs with two or three sectors, line plots, two-circle Venn diagrams). DOK 3</p> <p><i>MA-EP-4.1.2</i> Students will collect data.</p> <p><i>MA-EP-4.1.3</i> Students will organize and display data.</p>	<p>I can organize data using tables, charts and graphs.</p> <p>I can describe data from tables, charts, and graphs.</p> <p>I can collect data.</p> <p>I can organize and display data.</p>	<p>Tables/charts Pictographs Circle graph Line plot Venn diagram Bar graphs Tally tables</p> <p>Data</p>
Strategies & Activities			Resources	Common Assessments	
			Essential Questions	Higher Order Questions	

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POS Understandings	MA-P-DAP-U-3 Students will understand that the choice of data display can affect the visual message communicated.		9 Weeks Taught	1 2 3 4
POS Skills & Concepts	Date(s) Taught	Core Content for Assessment	Objective	Essential Vocabulary
<p>MA-P-DAP-S-DR3 Students will read, display, compare and interpret student-collected data.</p> <p>MA-P-DAP-S-DR4 Students will display, read and compare data on a pictograph and bar graph.</p> <p>MA-P-DAP-S-DR5 Students will display data in line plots.</p> <p>MA-P-DAP-S-DR7 Students will use technology to organize and display data collected from student investigations.</p> <p>MA-P-DAP-S-ES3 Students will use tools (including technology when appropriate) to organize and display student-collected data.</p>		No Core Content for 3rd grade		
Strategies & Activities	Resources	Common Assessments		
	Essential Questions	Higher Order Questions		

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POS Understandings		MA-P-DAP-U-4 Students will understand that inferences and predictions from data are used to make critical and informed decisions.		9 Weeks Taught	1 2 3 4
POS Skills & Concepts		Date(s) Taught	Core Content for Assessment	Objective	Essential Vocabulary
<p>MA-P-DAP-S-DR6 Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs, line plots, two-circle Venn diagrams).</p> <p>MA-P-DAP-S-ES1 Students will pose questions to generate data.</p> <p>MA-P-DAP-S-ES2 Students will use data from student investigations to make predictions or draw simple conclusion.</p> <p>MA-P-DAP-S-P1 Students will explore chance through games and events.</p> <p>MA-P-DAP-S-P2 Students will compare likely and unlikely outcomes.</p>			<p><i>MA-EP-4.2.1</i> Students will determine the mode (of a set of data with no more than one mode) and the range of a set of data.</p> <p><i>MA-EP-4.3.1</i> Students will pose questions that can be answered by collecting data.</p>		
Strategies & Activities			Resources	Common Assessments	
			Essential Questions	Higher Order Questions	

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POS Understandings		MA-P-DAP-U-5 Students will understand that probability can be used to make decisions or predictions or to draw conclusions.		9 Weeks Taught	1 2 3 4
POS Skills & Concepts		Date(s) Taught	Core Content for Assessment	Objective	Essential Vocabulary
MA-P-DAP-S-P1 Students will explore chance through games and events. MA-P-DAP-S-P2 Students will compare likely and unlikely outcomes. MA-P-DAP-S-P3 Students will explore basic concepts of probability through simple experiments.			<i>MA-EP-4.4.3</i> <i>Students will describe and give examples of the probability of an unlikely event (near zero) and a likely event (near one).</i>		
Strategies & Activities			Resources	Common Assessments	
			Essential Questions	Higher Order Questions	
			How do you use a picture graph? How can you display data on a bar graph? How many ways can you display data?	You did a survey to find out who was happy and sad. What could you use to show these feelings on your graph? (from <i>Good Questions for Math Teaching</i> by Sullivan and Lilburn)	