

**3rd Grade**

**Curriculum**

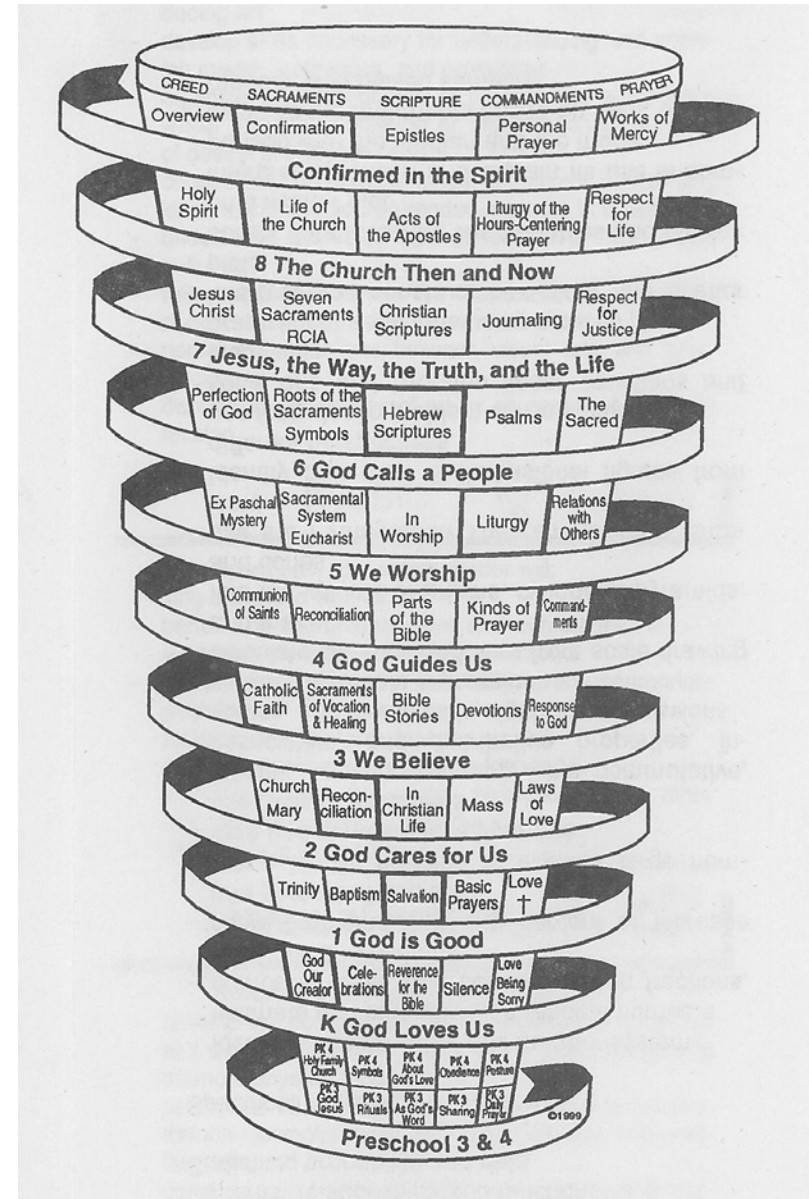
# Religion

The **General Catechetical Directory** states that catechesis “must take diligent care faithfully to present the entire treasure of the Christian message” (#38). All its essential elements are to be presented as a whole, even in the initial stages of Religious Education. In the beginning this presentation will be simple, adapted to the limited capacity and experience of young children. Then it is to be progressively deepened and broadened in accordance with the level of the children’s development.

To achieve this balance in content, and to ensure consistent progress and development, our studies employ the spiral curriculum. The program for each grade level builds upon previous ones following a pattern of continuous growth in depth and in scope.

The content presented in the program falls under these headings:

- Creed (Doctrine)** – *Our Proclamation of our Faith*
- Sacraments** – *God’s Signs of Love*
- Scripture** – *God’s Word*
- Commandments** – *God’s Laws*
- Liturgy and Prayer** – *Our Response to God*



# Language Arts

## **Goal 1: The learner will apply enabling strategies and skills to read and write.**

- 1.01 Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).
- 1.02 Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension.
- 1.03 Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently.
- 1.04 Increase sight vocabulary, reading vocabulary, and writing vocabulary .  
dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words.
- 1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level)

## **Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.**

- 2.01 Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).
- 2.02 Interact with the text before, during, and after reading, listening, or viewing
- 2.03 Read a variety of texts, including: fiction, nonfiction, poetry and drama
- 2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:
  - author's purpose.
  - plot.
  - conflict.
  - sequence.
  - resolution.
  - lesson and/or message.
  - main idea and supporting details.
  - cause and effect.
  - fact and opinion.
  - point of view (author and character).
  - author's use of figurative language (e.g., simile, metaphor, imagery).
- 2.05 Draw conclusions, make generalizations, and gather support by referencing the text.
- 2.06 Summarize main idea(s) from written or spoken texts using succinct language.
- 2.07 Explain choice of reading materials congruent with purposes (e.g., solving problems, making decisions).
- 2.08 Listen actively by: facing the speaker, making eye contact, asking questions to clarify the message and to gain additional information and ideas.

## **Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.**

- 3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes
- 3.02 Identify and discuss similarities and differences in events, characters, concepts and ideas within and across selections and support them by referencing the text.
- 3.03 Use text and own experiences to verify facts, concepts, and ideas.
- 3.04 Make informed judgments about television productions.
- 3.05 Analyze, compare and contrast printed and visual information (e.g., graphs, charts, maps).
- 3.06 Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

## **Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.**

- 4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression.
- 4.02 Use oral and written language to:
  - present information in a sequenced, logical manner.
  - discuss.
  - sustain conversation on a topic.
  - share information and ideas.
  - recount or narrate.
  - answer open-ended questions.
  - report information on a topic.

explain own learning.

**4.03** Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).

**4.04** Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).

**4.05** Identify (with assistance) the purpose, the audience, and the appropriate form for the oral or written task.

**4.06** Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.

**4.07** Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions).

**4.08** Focus reflection and revision (with assistance) on target elements by:

clarifying ideas.

adding descriptive words and phrases.

sequencing events and ideas.

combining short, related sentences.

strengthening word choice.

**4.09** Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions).

**4.10** Explore technology as a tool to create a written product.

**Goal 5: The learner will apply grammar and language conventions to communicate effectively.**

**5.01** Use correct capitalization (e.g., geographical place names, holidays, special events, titles) and punctuation (e.g., commas in greetings, dates, city and state; underlining book titles; periods after initials and abbreviated titles; apostrophes in contractions).

**5.02** Use correct subject/verb agreement.

**5.03** Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.

**5.04** Compose two or more paragraphs with:

topic sentences.

supporting details.

appropriate, logical sequence.

sufficient elaboration.

**5.05** Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings).

**5.06** Proofread own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls).

**5.07** Edit (with assistance) to use conventions of written language and format.

**5.08** Create readable documents with legible handwriting (manuscript and cursive).

# Social Studies

## **Goal 1: The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.**

- 1.01 Identify and demonstrate characteristics of responsible citizenship and explain how citizen participation can impact changes within a community.
- 1.02 Recognize diverse local, state, and national leaders, past and present, who demonstrate responsible citizenship.
- 1.03 Identify and explain the importance of civic responsibility, including but not limited to, obeying laws and voting.
- 1.04 Explain the need for leaders in communities and describe their roles and responsibilities.
- 1.05 Suggest responsible courses of action in given situations and assess the consequences of irresponsible behavior.
- 1.06 Identify selected personalities associated with major holidays and cultural celebrations.

## **Goal 2: The learner will analyze the multiple roles that individuals perform in families, workplaces, and communities.**

- 2.01 Distinguish and compare economic and social roles of children and adults in the local community to selected communities around the world.
- 2.02 Analyze similarities and differences among families in different times and in different places.
- 2.03 Describe similarities and differences among communities in different times and in different places.

## **Goal 3: The learner will examine how individuals can initiate change in families, neighborhoods, and communities.**

- 3.01 Analyze changes, which have occurred in communities past and present.
- 3.02 Describe how individuals, events, and ideas change over time.
- 3.03 Compare and contrast the family structure and the roles of its members over time.

## **Goal 4: The learner will explain geographic concepts and the relationship between people and geography in real life situations.**

- 4.01 Distinguish between various types of maps and globes.
- 4.02 Use appropriate source maps to locate communities.
- 4.03 Use geographic terminology to describe and explain variations in the physical environment as communities.
- 4.04 Compare how people in different communities adapt to or modify the physical environment to meet their needs.

## **Goal 5: The learner will apply basic economic principles to the study of communities.**

- 5.01 Define and identify examples of scarcity.
- 5.02 Explain the impact of scarcity on the production, distribution, and consumption of goods and services.
- 5.03 Apply concepts of specialization and division of labor to the local community.
- 5.04 Compare and contrast the division of labor in local and global communities.
- 5.05 Distinguish and analyze the economic resources within communities.
- 5.06 Recognize and explain reasons for economic interdependence of communities.
- 5.07 Identify historic figures and leaders who have influenced the economies of communities and evaluate the effectiveness of their contributions.

## **Goal 6: The learner will recognize how technology is used at home, school, and in the community.**

- 6.01 Describe and assess ways in which technology is used in a community's economy.
- 6.02 Identify and describe contributions made by community leaders in technology.
- 6.03 Identify the impact of technological change on communities around the world.

## **Goal 7: The learner will analyze the role of real and fictional heroes in shaping the culture of communities.**

- 7.01 Identify the deeds of local and global leaders.
- 7.02 Assess the heroic deeds of characters from folktales and legends.
- 7.03 Explore the role of selected fictional characters in creating new communities.

# Mathematics

## Goal 1: The learner will model, identify, and compute with whole numbers through 9,999.

- 1.01** Develop number sense for whole numbers through 9,999.
- Connect model, number word, and number using a variety of representations.
  - Build understanding of place value (ones through thousands).
  - Compare and order.
- 1.02** Develop fluency with multi-digit addition and subtraction through 9,999 using:
- Strategies for adding and subtracting numbers.
  - Estimation of sums and differences in appropriate situations.
  - Relationships between operations.
- 1.03** Develop fluency with multiplication from  $1 \times 1$  to  $12 \times 12$  and division up to two-digit by one-digit numbers using:
- Strategies for multiplying and dividing numbers.
  - Estimation of products and quotients in appropriate situations.
  - Relationships between operations.
- 1.04** Use basic properties (identity, commutative, associative, order of operations) for addition, subtraction, multiplication, and division.
- 1.05** Use area or region models and set models of fractions to explore part-whole relationships.
- Represent fractions concretely and symbolically (halves, fourths, thirds, sixths, eighths).
  - Compare and order fractions (halves, fourths, thirds, sixths, eighths) using models and benchmark numbers (zero, one-half, one); describe comparisons.
  - Model and describe common equivalents, especially relationships among halves, fourths, and eighths, and thirds and sixths.
  - Understand that the fractional relationships that occur between zero and one also occur between every two consecutive whole numbers.
  - Understand and use mixed numbers and their equivalent fraction forms.
- 1.06** Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.

## Goal 2: The learner will recognize and use standard units of metric and customary measurement.

- 2.01** Solve problems using measurement concepts and procedures involving:
- Elapsed time.
  - Equivalent measures within the same measurement system.
- 2.02** Estimate and measure using appropriate units.
- Capacity (cups, pints, quarts, gallons, liters).
  - Length (miles, kilometers)
  - Mass (ounces, pounds, grams, kilograms).
  - Temperature (Fahrenheit, Celsius).

## Goal 3: The learner will recognize and use basic geometric properties of two- and three-dimensional figures.

- 3.01** Use appropriate vocabulary to compare, describe, and classify two- and three-dimensional figures.
- 3.02** Use a rectangular coordinate system to solve problems.
- Graph and identify points with whole number and/or letter coordinates.
  - Describe the path between given points on the plane.

## Goal 4: The learner will understand and use data and simple probability concepts.

- 4.01** Collect, organize, analyze, and display data (including circle graphs and tables) to solve problems.
- 4.02** Determine the number of permutations and combinations of up to three items.
- 4.03** Solve probability problems using permutations and combinations.

## Goal 5: The learner will recognize, determine, and represent patterns and simple mathematical relationships.

- 5.01** Describe and extend numeric and geometric patterns.
- 5.02** Extend and find missing terms of repeating and growing patterns.
- 5.03** Use symbols to represent unknown quantities in number sentences.
- 5.04** Find the value of the unknown in a number sentence.

# Science

## **Goal 1: The learner will conduct investigations and build an understanding of plant growth and adaptations.**

- 1.01 Observe and measure how the quantities and qualities of nutrients, light, and water in the environment affect plant growth.
- 1.02 Observe and describe how environmental conditions determine how well plants survive and grow in a particular environment.
- 1.03 Investigate and describe how plants pass through distinct stages in their life cycle including.
  - Growth.
  - Survival.
  - Reproduction.
- 1.04 Explain why the number of seeds a plant produces depends on variables such as light, water, nutrients, and pollination.
- 1.05 Observe and discuss how bees pollinate flowers.
- 1.06 Observe, describe and record properties of germinating seeds.

## **Goal 2: The learner will conduct investigations to build understanding of soil properties.**

- 2.01 Observe and describe the properties of soil:
  - Color.
  - Texture.
  - Capacity to hold water.
- 2.02 Investigate and observe that different soils absorb water at different rates.
- 2.03 Determine the ability of soil to support the growth of many plants, including those important to our food supply.
- 2.04 Identify the basic components of soil:
  - Sand.
  - Clay.
  - Humus.
- 2.05 Determine how composting can be used to recycle discarded plant and animal material.
- 2.06 Determine the relationship between heat and decaying plant matter in a compost pile.

## **Goal 3: The learner will make observations and use appropriate technology to build an understanding of the earth/moon/sun system.**

- 3.01 Observe that light travels in a straight line until it strikes an object and is reflected and/or absorbed.
- 3.02 Observe that objects in the sky have patterns of movement including: Sun, Moon, Stars.
- 3.03 Using shadows, follow and record the apparent movement of the sun in the sky during the day.
- 3.04 Use appropriate tools to make observations of the moon.
- 3.05 Observe and record the change in the apparent shape of the moon from day to day over several months and describe the pattern of changes.
- 3.06 Observe that patterns of stars in the sky stay the same, although they appear to move across the sky nightly.

## **Goal 4: The learner will conduct investigations and use appropriate technology to build an understanding of the form and function of the skeletal and muscle systems of the human body.**

- 4.01 Identify the skeleton as a system of the human body.
- 4.02 Describe several functions of bones:
  - Support.
  - Protection.
  - Locomotion.
- 4.03 Describe the functions of different types of joints:Hinge, Ball and Socket.
  - Gliding.
- 4.04 Describe how different kinds of joints allow movement and compare this to the movement of mechanical devices.
- 4.05 Observe and describe how muscles cause the body to move.

# Computer

Goal 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.

Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.

Goal 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.

# Music

GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.

GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.

GOAL 3: The learner will improvise melodies, variations, and accompaniments.

GOAL 4: The learner will compose and arrange music within specified guidelines.

GOAL 5: The learner will read and notate music.

GOAL 6: The learner will listen to, analyze, and describe music.

GOAL 7: The learner will evaluate music and music performances.

GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.

GOAL 9: The learner will understand music in relation to history and culture.

# Art

GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.

GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.

GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.

GOAL 5: The learner will understand the visual arts in relation to history and cultures.

GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.

GOAL 7: The learner will perceive connections between visual arts and other disciplines.

GOAL 8: The learner will develop an awareness of art as an avocation and profession.

# Foreign Language

GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.