

**Saint John the Baptist Catholic School**

# **Third Grade Curriculum**

2017-2018



**Saint John the Baptist Catholic School**  
Waunakee, Wisconsin

## **A Blessed Foundation**

**Saint John the Baptist Catholic School**  
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# Saint John the Baptist Catholic School Third Grade Standards

Updated: June 2017

This is an outline of the standards for the Third Grade Curriculum. This is evolving work and standards will be revised to meet the changing needs of the students as they prepare to be productive citizens in the 21st century.

**All standards will be taught and the highlighted standards will be part of your child's report card.** The standards selected to be on the Third Grade are identified as essential learning and skills that will be taught during the school year.

These standards are based on:

#### **The Mission Statement of Saint John the Baptist Catholic School:**

*"The Mission of Saint John the Baptist Catholic School is to empower our students to be faithful Catholics by nurturing and educating each individual to become compassionate leaders in an ever-changing global community."*

#### **The Diocese of Madison Catechetical Standards and Benchmarks for Third Grade Students:**

- Profession of Faith: Catholic school/religion education students in the Diocese of Madison will know and understand the fundamental teachings of Jesus Christ in His Church, according to the articles of our Profession of Faith.
- Liturgy and Sacraments: Catholic school/religion education students in the Diocese of Madison will know and appreciate the centrality of the Eucharist and the importance of sacraments in the life of Catholics.
- Life in Christ: Catholic school/religion education students in the Diocese of Madison will understand and reflect the dignity of the human person and his vocation to freely know, love and serve God and neighbor. With the help of grace, they will seek holiness by avoiding sin, growing in virtue and entrusting themselves to the mercy of God.
- Christian Prayer: Catholic school/religion education students in the Diocese of Madison will understand the revelation and tradition of the Catholic life of prayer.

#### **The Diocese of Madison Academic Standards**

## Religion Standards

### Units of Study Include:

<b>Jesus Gives Us His Own Son</b> <ul style="list-style-type: none"><li>● God Sends Us His Own Son</li><li>● Jesus Teaches Us About God's Love</li><li>● Christ Will Come Again</li><li>● The Church Begins</li><li>● We Learn About the Early Church</li></ul>	<b>We Are Members of the Church</b> <ul style="list-style-type: none"><li>● The Church Has Four Marks</li><li>● The Church Teaches Us</li><li>● The Church Prays</li><li>● The Parish is Our Home</li><li>● God Calls Us to Holiness</li></ul>
<b>The Church Leads Us to Worship</b> <ul style="list-style-type: none"><li>● We Celebrate the Sacraments</li><li>● Celebrating Eucharist: The Mass</li><li>● We Worship at Mass</li><li>● Celebrating Penance and Reconciliation</li><li>● We Pray for Healing and Eternal Life</li></ul>	<b>We Are Called to Discipleship</b> <ul style="list-style-type: none"><li>● We Continue the Work of Jesus</li><li>● The Church Respects All People</li><li>● The Church is Worldwide</li><li>● We Are God's Holy People</li><li>● The Kingdom of God Continues to Grow</li></ul>
<b>The Liturgical Year</b> <ul style="list-style-type: none"><li>● Ordinary Time</li><li>● Advent</li><li>● Christmas</li><li>● Lent</li><li>● Triduum</li><li>● Easter</li></ul>	

### Main Curriculum Resources:

Sadlier: We Believe - We Are the Church

### Highlighted standards appear on the Report Card

CAT.3.A. Understand the revelation as God's action to make Himself known: in creation, in his relationship with Israel, and in the Person of Jesus Christ.

- Know and retell the Story of Salvation History.
- Explain that God speaks to us by sending his beloved Son, through Holy Scriptures, and through the Church. It is through these sources that we know about him and his will. (CCC 50)

CAT.3.B. Understand Faith as an assent to God who reveals Himself.

- Demonstrate how Mary is the perfect model of faith. (CCC 144, 148, 149, 165)

CAT.3.C. Understand Sacred Scripture as witness to God's Self-Revelation.

- Retell and explain the Bible stories of:
  - a. – The Lord's Passion, Death, and Resurrection (Mt. 27-28; Mk. 15-16; Lk. 23-24; Jn. 18-20)

CAT.3.D. Be familiar with the structure and contents of Sacred Scripture and be able to use it.

- **Locate passages in the Bible according to books, chapters, and verses.**

- **Describe the Old Testament as God's relationship with his chosen people, the Hebrews, as a preparation for Jesus Christ while the New Testament as a witness to Jesus, the fullness of all revelation. (CCC 121, 124)**

#### CAT.3.E.

- Know and understand the articles of the Apostles' Creed.
- **Recognize and articulate that the Apostles' Creed is divided into three parts: the first speaks of the Father and creation; the second of the Son and redemption; the third of the Holy Spirit and sanctification. (CCC 190, 197)**
- Recognize and acknowledge that God is Holy, that he is everlasting and that he is present to everyone/everything he has made. (CCC 208, 212, 300)
- Recognize that the Holy Spirit is the third person of the Trinity, worshiped with the Father and the Son. (CCC 243, 245, 263)
- Explain how "The beauty of creation reflects the infinite beauty of the Creator." (CCC 341)
- Demonstrate how "Sin is selfishness; it is to prefer ourselves to God." (CCC 398)
- Communicate that the Good News is that God has sent his beloved Son and that, he the Word became flesh to save us from our sins. (CCC 422, 457)
- Name women of the Old Testament who prefigure Mary (e.g Eve, Sarah, Hannah, Deborah, Ruth, Judith and Esther). (CCC489)
- Explain that Jesus' obedience to Mary and Joseph in their family life at Nazareth is a model for us. (CCC 531-33, 564)
- Define the Paschal mystery, the death and Resurrection of Jesus who died and rose for everyone. (CCC 571, 605, 629)
- Demonstrate that we share in the paschal mystery by dying to sin and selfishness and living in union with the risen Jesus. (CCC 618)
- Identify the Ascension as the return to the Father, 40 days after his resurrection. (CCC 659, 665)
- Explain that this world will come to end when Jesus returns to judge the living and dead. (CCC 682)
- Explain that Jesus was born through the Holy Spirit working in Mary. (CCC 721-26)
- Recalls that the title Emmanuel means "God with us." (CCC 744)
- Explain that Jesus sends the Holy Spirit live in us to make us like Himself. (CCC 736, 740)
- Explain that through the church, God calls all people to communion with Himself. (CCC 836)
- Recall that we become members of the Church through Baptism. (CCC 782, 804)
- Recognize that every Christian is called to take part in the Church's mission. (CCC 900, 941)
- Recognize that Mary models the love of God for the Church, because no one loves Jesus more than his mother does. (CCC 829)
- Recognize, the Church honors saints, and especially Mary, for their holiness. (CCC 828-29)
- Identify the Pope as the pastor of the entire Church. (CCC 882)
- Explain that the Church is the "communion of saints" which is brought about by the sacraments, especially the Eucharist. (CCC 946, 947, 950, 960)
- Explain that death will lead to union with God (heaven) or separation from God (hell). (CCC 1023-24, 1033-36)

#### CAT.3.F. Understand and participate in liturgical seasons, feast, and celebrations.(CCC 1076-1199, 1273)

- Discuss how in the Mass we share in the prayer of Jesus to the Father in the Holy Spirit. (CCC 1066, 1068, 1073)
- Identify the two main parts of the Mass, the Liturgy of the Word and the Liturgy of the Eucharist. (CCC 1345-55, 1408)

- Connect our duty to worship God with the Church's requirement that we participate at weekly Mass and Holy Days of Obligation. (CCC 1389)
- **Define Paschal Mystery as the life, passion, death, and resurrection, and ascension of Jesus. (CCC 1067)**

CAT. 3.G. Name, define, and describe each of the seven sacraments of the Church and will know how to participate in the celebration of each.

- Identify and explain the meaning of the signs and symbols that correlate to Baptism, Eucharist, and Reconciliation. (CCC 1234-45, 1278, 1333, 1465)
- Recall that God gave Marriage to the human race at the beginning. (CCC 1603)
- Explain how the Church cares for the sick and prays with them in the sacrament of the Anointing of the Sick, (CCC 1509)
- List the 3 degrees (bishop, priest and deacon) of the sacrament of Holy Orders. (CCC 1536, 1554, 1593)
- Compare the stages of natural life and the stages of sacramental life. (CCC 1212)

CAT.3.H. Understand the Eucharist has a special and central place in the life of the Church and in their own lives because it contains the very act of redemption which Jesus accomplished in his life, death, and resurrection. (CCC 1322-1419)

- Recall that the priest speaks and acts for Jesus leading us in the celebration of Eucharist. (CCC 1348, 1350)
- Demonstrate that we adore Christ by making visits to the Blessed Sacrament. (CCC 1378, 1418)
- Explain that the celebration of the Eucharist remains the center of the Church's life. (CCC 1343)

**CAT.3.I. Understand the dignity of every human person stemming from their creation in the image and likeness of God. (CCC-1691-1876)**

- Identify virtues as habitual and firm dispositions to do good. (CCC 1803, 1833)
- Describe the consequences of sin on our relationships with God and Neighbor. (CCC 1861, 1863, 1865, 1872, 1876)
- Recall that Jesus came to heal our wounds from sin and restore our relationship to God through His grace. (CCC 1708)
- Recall through His grace, God offers us the gift of eternal life. (CCC 1727)
- Explain that the "good News" (Gospel) revealed in Jesus Christ is God's mercy to sinners. (CCC 1846)

CAT.3.J. Understand that the human person is made for communion, both with God and the human community. (CCC 1877-1948)

- Describe God's desire for us to be in communion with Him and each other. (CCC 1878-1879, 1890-91)
- Recognize how the mutual love of the Father, Son and Holy Spirit is the model for harmony among human persons. (CCC 1878, 1890)
- Discuss how we share with others not only our material goods, but also our spiritual goods. (CCC 1942, 1948)

CAT.3.K. Understand that wounded by sin, man needs salvation by God who comes to him in Christ who teaches us the law of love and recreates us in his image through the gift of his grace. (CCC 1949-2051)

- Explain the nature and effects of grace. (CCC 1996-97, 2021)

CAT.3.M. Understand the Ten Commandments. (CCC 2052-2557)

- Recite the Ten Commandments. (CCC 2052-2557)
- Explain that Jesus gave two great commandments: the love of God and the love of neighbor. (CCC 2055)
- Discuss how since “God calls each one by name” everyone’s name is sacred. (CCC 2158, 2167)
- Describe how at Sunday Mass we gather together with our parish in celebration of the Lord’s Day. (CCC 2179)
- Recognize the family is the “domestic church”. (CCC 2204)
- State how children should respect their brothers and sisters. (CCC 2219)
- Defend every human life as being sacred because it has been created in the image of God. (CCC 2258, 2319)
- Give examples of how we follow Jesus’ call to love even our enemies. (CCC 2262) Explain that a child is the “supreme gift of marriage”. (CCC 2378)
- Connect gratitude for God’s creation to good stewardship. (CCC 2415, 2456)
- Recognize that flattery and boasting are opposed to the eighth commandment. (CCC 2480-81)

CAT.3.N. Understand what prayer is and revelation of prayer. (CCC 2559-2649)

- Connect God’s creation and prayer. (CCC 2569)
- Describe prayer as our conversation with God, and examine the five *forms of prayer*. (CCC 2564)
- Create a personal prayer of petition. (CCC 2629)

CAT.3.O. Understand the Catholic Christian tradition of prayer. (CCC 2650-2696)

- Discuss how the Holy Spirit prays in us and teaches us how to pray. (CCC 2650, 2652, 2661)
- Give examples of sacramentals and their use in prayer. (CCC 1677-78)
- Describe how under the guidance of the Holy Spirit, priests are among those who teach us to pray. (CCC 2686)
- Give examples of how religious devote their lives to prayer. (CCC 2687)

CAT.3.P. Understand and experience the Catholic Christian life of prayer (CCC 2697-2758)

- **Recite the Nicene and Apostles Creeds.**
- **Describe the Stations of the Cross.**

CAT.3.Q. Understand the Lord’s prayer as a summary of the whole gospel and it’s many uses within the Christian life. (CCC 2759-2865)

## Language Arts Standards

### Units of Study Include:

**Forms of Writing:** Descriptive Writing, Personal Narrative Writing, Expository Writing, Persuasive Writing, Proofreading, Poetry, Creative Writing

**Vocabulary:** Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Suffixes, Synonyms, Verbs, Vowels, Rhyming Words, Antonyms, Homographs

**Language/Style:** Words, Sentences, Paragraphs, Capitalization, Punctuation, Abbreviations, Quotations, ABC Order, Analogies

**Reading Skills:** Word Recognition, Comprehension, Word Meaning, Structure of Texts, Inferring, Making Connections, Synthesizing, Visualizing, Author’s Purpose, Cause/Effect, Main Idea,

Sequencing, Compare/Contrast

**Spelling:** Short Vowels, Vowel-Consonant-e, Long Vowels, Three-Letter Clusters, Unexpected Consonant Patterns, OW, AW, OY, Vowel+R, OO, Homophones, Compound Words, Contractions, ED/ING Endings, Changing Y to I, Prefixes, Suffixes, CCV Patterns, Double Consonants, OUGH, AUGH, ER and LE endings, A and BE Beginnings, VCCV Patterns

**Main Curricular Resources:**

Houghton Mifflin Harcourt: Write Source

Houghton Mifflin Harcourt: Spelling and Vocabulary Grade Three

Renaissance Learning: Accelerated Reader

Daily 5 and CAFE framework

**Highlighted standards appear on the Report Card**

**LA.3.A. Use effective reading strategies to achieve their purposes in reading.**

- Apply word recognition skills such as rereading and applying letter-sound relationships, including vowel sounds, medial sounds, consonant blends, and consonant digraphs
- Interprets how illustrations convey the meaning of text.
- Break down words into components such as root words, prefixes and suffixes.
- Find the meaning of unfamiliar words by identifying known words and using phonemic awareness.
- Comprehend text by establishing connections, making predictions and developing visual images.
- Read aloud with fluency, accuracy and expression
- Identify and use visual features of texts, such as headings, paragraphs, index, glossary, and format, to improve understanding.

**LA.3.B. Read, interpret, and critically analyze literature.**

- Recognize details of story structure such as sequence of events, character, plot, and setting.
- Recognize a variety of reading materials relating to worldwide cultures.
- Summarize ideas from stories by identifying cause and effect relationships.
- Connect ideas from different works to each other and real-life experience to extend the literal meaning of the text.
- Recognize dialogue and its purpose within the text.

**LA.3.C. Read and discuss literary and informational texts to gain understanding.**

- Identify and summarize main ideas and key points from literature, informational texts, and other print and digital sources.
- Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography and recognize poetry.
- Select a variety of materials for discovery and appreciation.
- Apply general knowledge about the world to understand literary and informational texts.

**LA.3.D. Read to acquire information.**

- Seek information by investigating available resources such as encyclopedias, newspapers, Internet, and simple reference materials.
- Distinguish between fact and opinion as it relates to information.

- Follow activity directions.

**LA.3.E. Create or produce writing to communicate with different audiences for a variety of purposes.**

- Form and use upper and lower cursive letters in writing.
- Write and recognize narrative, descriptive, and persuasive pieces using a personal voice.
- Write nonfiction and technical pieces (i.e. summaries, messages, informational essays, basic directions, "how to" instructions, simple reports that convey essential details).
- Write expressive pieces in response to reading, viewing, and life experiences.
- Write creative pieces, such as: fiction, plays, and a story with a distinct beginning, middle, and end.
- Write poetry in various forms.
- Write in a variety of situations including journaling and content writing.
- Write for a variety of readers adapting content to an audience and situation

**LA.3.F. Plan, revise, edit, and publish clear and effective writing.**

- Edit writing for correct spelling and grammar.
- Produce a draft and finished pieces.
- Use pre-writing strategies such as story maps, story starters, and webs, to organize information.
- Recognize complete and incomplete sentences.
- Produce a developed, organized, and effective response in correct English within a given amount of time.
- Develop a topic sentence to create a paragraph.

**LA.3.G. Understands the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.**

- Identify and use parts of speech.
- Capitalize and punctuate proper nouns, titles, abbreviations, and initial words of sentences.
- Use punctuation marks and conjunctions, as appropriate, to separate sentences and connect ideas.
- Use commas with lists, dates, and places.
- Use punctuation marks to distinguish statements, questions, exclamations, and commands.
- **Spell frequently used words correctly.**

**LA.3.H. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.**

- Participate in group readings, such as choral, echo and partner reading.
- Communicate information in clearly organized and sequenced detail.
- Develop oral presentations such as a "how to" demonstration, including such factors as eye contact, projection, tone, volume, fluency, and articulation.
- Read aloud effectively to an audience from previously read material.
- Perform dramatic readings and presentations.
- Tell an original story with a beginning, middle, and ending.
- Distinguish between fact and opinion and provide evidence to support both.
- Produce and present autobiographical or fictional stories that recount events to large and small audiences.

**LA.3.I. Listen and comprehend oral communications.**

- Apply the rules of good listening as part of an audience.
- Follow basic and multiple-step directions.
- Identify and summarize key points of a story or discussion in proper sequence.
- Differentiate between a statement and a question.
- Recognize different viewpoints and judge the accuracy of information.

LA.3.J. Participate effectively in discussion.

- Volunteer relevant information, ask relevant questions, and answer questions directly.
- Use appropriate nonverbal cues.
- Reflect on the ideas and opinions of others and respond thoughtfully.
- Use appropriate strategies to keep a discussion going, for example, citing evidence, posing "what if" questions, and relating situations to experiences.
- Ask for clarification and explanation of unfamiliar words and ideas.
- Provide appropriate feedback.

**LA.3.K. Develop a vocabulary of words, phrases, and idioms as a means of improving communication.**

- Consult dictionaries and thesauruses to find and compare definition, choose among synonyms, and spell words correctly.
- Identify common figures of speech including similes and metaphors and use them appropriately.
- Use knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words.
- Discuss word choice.

LA.3.L. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.

- **Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication.**

**LA.3.M. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.**

- Gather data on a specific topic for problem solving.
- Construct a plan of action to solve a problem.
- Identify and use an index.
- Identify heading and subheading in a text.
- Access information from library and internet resources.
- Develop questions for reading and studying.
- Paraphrase gathered information.

## Library Standards

Highlighted standards appear on the report card

L.A.3.A Use effective reading strategies to achieve their purposes in reading.

- **L.A.3.A.2 Interprets how illustrations convey the meaning of text.**
- **L.A.3.A.5 Comprehend text by establishing connections, making predictions and developing visual images.**

L.A.3.C Read and discuss literary and informational texts to gain understanding.

- **L.A.3.C.2 Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography and recognize poetry.**
- **L.A.3.C.3 Select a variety of materials for discovery and appreciation.**
- **L.A. 3.C.4 Apply general knowledge about the world to understand literacy and informational texts.**

L.A.3.I Listen and comprehend oral communications.

- **L.A.3.I.3 Identify and summarize key points of a story or discussion in proper sequence.**

## Math Standards

### Units of Study Include:

<p>Place Value</p> <ul style="list-style-type: none"> <li>● Place Value Through Thousands</li> <li>● Compare Numbers</li> <li>● Order Numbers</li> <li>● Round to the Nearest Tenth</li> <li>● Round to the Nearest Hundred</li> </ul>	<p>Addition</p> <ul style="list-style-type: none"> <li>● Addition Properties</li> <li>● Patterns in the Addition Table</li> <li>● Addition Patterns</li> <li>● Add Mentally</li> <li>● Estimate Sums</li> <li>● Use Models to Add</li> <li>● Add Three-Digit Numbers</li> <li>● Add Four-Digit Numbers</li> </ul>
<p>Subtraction</p> <ul style="list-style-type: none"> <li>● Subtract Mentally</li> <li>● Estimate Differences</li> <li>● Estimate or Exact Answers</li> <li>● Subtract with Regrouping</li> <li>● Subtract Three-Digit Numbers</li> <li>● Subtract Four-Digit Numbers</li> <li>● Subtract Across Zeros</li> </ul>	<p>Understand Multiplication</p> <ul style="list-style-type: none"> <li>● Model Multiplication</li> <li>● Multiplication as Repeated Addition</li> <li>● Multiply with Arrays</li> <li>● Arrays and Multiplication</li> <li>● Make a Table</li> <li>● Use Multiplication to Find Combinations</li> </ul>
<p>Understand Division</p> <ul style="list-style-type: none"> <li>● Model Division</li> <li>● Division as Equal Sharing</li> <li>● Relate Division and Subtraction</li> <li>● Relate Division and Multiplication</li> <li>● Inverse Operations</li> </ul>	<p>Multiplication and Division Patterns</p> <ul style="list-style-type: none"> <li>● Patterns in the Multiplication Table</li> <li>● Multiply by 2</li> <li>● Divide by 2</li> <li>● Multiply by 5</li> <li>● Divide by 5</li> <li>● Looking for Patterns</li> <li>● Multiply by 10</li> <li>● Multiples of 10</li> <li>● Divide by 10</li> </ul>
<p>Multiplication and Division</p> <ul style="list-style-type: none"> <li>● Multiply by 3</li> <li>● Divide by 3</li> <li>● Double a Known Fact</li> <li>● Multiply by 4</li> <li>● Divide by 4</li> <li>● Extra or Missing Information</li> <li>● Multiply by 0 and 1</li> <li>● Divide by 0 and 1</li> </ul>	<p>Apply Multiplication and Division</p> <ul style="list-style-type: none"> <li>● Multiply by 6</li> <li>● Multiply by 7</li> <li>● Divide by 6 and 7</li> <li>● Multiply by 8</li> <li>● Multiply by 9</li> <li>● Divide by 8 and 9</li> <li>● Multiply by 11 and 12</li> <li>● Divide by 11 and 12</li> </ul>

<p>Properties and Equations</p> <ul style="list-style-type: none"> <li>● Take Apart to Multiply</li> <li>● The Distributive Property</li> <li>● Multiply Three Factors</li> <li>● The Associative Property</li> <li>● Write Expressions</li> <li>● Evaluate Expressions</li> <li>● Write Equations</li> <li>● Solve Two-Step Word Problems</li> <li>● Use Logical Reasoning</li> </ul>	<p>Fractions</p> <ul style="list-style-type: none"> <li>● Unit Fractions</li> <li>● Part of a Whole</li> <li>● Part of a Set</li> <li>● Fractions on Number Lines</li> <li>● Equivalent Fractions</li> <li>● Fractions as a Whole</li> <li>● Compare Fractions</li> </ul>
<p>Measurement</p> <ul style="list-style-type: none"> <li>● Estimate and Measure Capacity</li> <li>● Solve Capacity Problems</li> <li>● Estimate and Measure mass</li> <li>● Solve Mass Problems</li> <li>● Tell Time to the Minute</li> <li>● Time Intervals</li> <li>● Work Backwards</li> </ul>	<p>Represent and Interpret Data</p> <ul style="list-style-type: none"> <li>● Collect and record data</li> <li>● Draw Scaled Picture Graphs</li> <li>● Draw Scaled Bar Graphs</li> <li>● Relate Bar Graphs to Scaled Picture Graphs</li> <li>● Draw and Analyze Line Plots</li> <li>● Measure to Halves and Fourths of an Inch</li> <li>● Collect and Display Measurement Data</li> </ul>
<p>Geometry</p> <ul style="list-style-type: none"> <li>● Angles</li> <li>● Polygons</li> <li>● Triangles</li> <li>● Quadrilaterals</li> <li>● Shared Attributes of Quadrilaterals</li> <li>● Partition Shapes</li> </ul>	<p>Perimeter and Area</p> <ul style="list-style-type: none"> <li>● Find Perimeter</li> <li>● Perimeter</li> <li>● Understand Area</li> <li>● Measure Area</li> <li>● Tile Rectangles to Find Area</li> <li>● Area of Rectangles</li> <li>● Area and the Distributive Property</li> <li>● Area of Composite Figures</li> <li>● Area and Perimeter</li> <li>● Draw a Diagram</li> </ul>

**Main Curricular Resources:**

McGraw Hill: My Math Grade Three

Renaissance Learning: Accelerated Math

Rocket Math

**Highlighted Standards Appear on Report Card**

MA.3.A. - Communicate mathematical ideas in a variety of ways.

- MA.3.A.1 - Use pictures or manipulatives to demonstrate a solution process.
- MA.3.A.2 - Use graphs to represent and interpret data.
- MA.3.A.3 - Construct a number sentence.
- MA.3.A.4 - Use models and diagrams to represent mathematical ideas.

**MA.3.B. - Use appropriate mathematical vocabulary, symbols, and notation with understanding based on prior conceptual work.**

- MA.3.B.1 - Introduce appropriate vocabulary for each topic of study.

**MA.3.C. - Use reasoning skills.**

- MA.3.C.1 - Geometric patterns.
  - MA.3.C.1a - Identify
  - MA.3.C.1b - Extend
  - MA.3.C.1c - Create
- MA.3.C.2 - Numerical patterns.
  - MA.3.C.2a - Identify
  - MA.3.C.2b - Extend
  - MA.3.C.2c - Create
  - MA.3.C.3 - Demonstrate relationship between multiplication and addition.
  - MA.3.C.4 - Identify basic multiplication and division fact families.
  - MA.3.C.5 - Use a variety of problem-solving strategies.

**MA.3.D. - Recognize mathematical ideas as they appear in other subject areas.**

- MA.3.D.1 - Use operations to solve everyday real world problems.

MA.3.E. - Explain concepts clearly and logically and support solutions with evidence.

- MA.3.E.1 - Explain in written form solutions to problems.

**MA.3.F. - Read, represent, order, and interpret various rational numbers.**

- MA.3.F.1 - Identify place value to 100,000's.
- MA.3.F.2 - Read, write, and order up to 4-digit whole numbers.
- MA.3.F.3 - Read the expanded form for numbers up to 100,000.
- MA.3.F.4 - Write the expanded form for numbers up to 100,000.
- MA.3.F.5 - Create and use a number line.
- MA.3.F.6 - Compare whole numbers using appropriate symbols to 100,000.
- MA.3.F.7 - Identify and compare fractional parts ( $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{6}$ ).
- MA.3.F.8 - Identify and compare equivalent fractions in picture form.
- MA.3.F.9 - Read simple fractions (e.g., halves, fourths, tenths, and unit fractions that have 1 as the numerator)
- MA.3.F.10 - Write, simple fractions (e.g., halves, fourths, tenths, and unit fractions that have 1 as the numerator).
- MA.3.F.11 - Order simple fractions (e.g., halves, fourths, tenths, and unit fractions that have 1 as the numerator).
- MA.3.F.12 - Round whole numbers to tens and/or hundreds.
- MA.3.F.13 - Estimate sums to 10's and 100's.
- MA.3.F.14 - Estimate differences to 10's.
- MA.3.F.15 - Use appropriate dollar and cent signs correctly.
- MA.3.F.16 - Identify odd and even numbers.

**MA.3.G. - Perform and explain operations using rational numbers.**

- MA.3.G.1 - Memorize basic addition facts 0-18.
- MA.3.G.2 - Memorize basic subtraction facts 0-18.
- MA.3.G.3 - 3-digit numbers:
  - MA.3.G.3a - add:
    - MA.3.G.3a1 - without regrouping
    - MA.3.G.3a2 - with regrouping
  - MA.3.G.3b - subtract:

- MA.3.G.3b1 - without regrouping
  - MA.3.G.3b2 - with regrouping
- MA.3.G.4 - Add up to 4 digit numbers with regrouping.
- MA.3.G.5 - Add using money.
- MA.3.G.6 - Subtract up to 4 digit numbers with regrouping.
- MA.3.G.7 - Subtract using money.
- MA.3.G.8 - Memorize multiplication facts 0
- MA.3.G.9 - Memorize division facts 0-9.
  
- MA.3.G.10 - Use mental math to find sums of multiples of 10 and 100.
- MA.3.G.11 - Use mental math to find differences of multiples of 10 and 100.

**MA.3.H. - In problem-solving situations select and use appropriate procedures using rational numbers.**

- MA.3.H.1 - Select appropriate methods for problem solving. (e.g., mental math, estimation, paper and pencil, pictures)
- MA.3.H.2 - Memorize basic facts of addition to 18.
- MA.3.H.3 - Memorize basic facts of subtraction to 18.
- MA.3.H.4 - Show multiple ways of making specific cents/dollar amounts up to \$5.00.
- MA.3.H.5 - Select algorithms for:
  - MA.3.H.5a - Addition
  - MA.3.H.5b - Subtraction
  - MA.3.H.5c - Multiplication
  - MA.3.H.5d - Division
- MA.3.H.6 - Use opposite operations to check computation.

**MA.3.I. - Describe geometric figures.**

- MA.3.I.1 - Identify plane and solid figures (e.g. sphere, cube, prism, square, rectangle, triangle, trapezoid)
- MA.3.I.2 - Classify and identify parts of solid figures. (e.g. corner, face)
- MA.3.I.3 - Identify parallel and intersecting lines.
- MA.3.I.4 - Identify the concept of angles as greater than, right, or less than.
- MA.3.I.5 - Identify and draw lines of symmetry.
- MA.3.I.6 - Create simple symmetrical images.

**MA.3.J. - Understand the use of a rectangular coordinate system.**

- MA.3.J.1 - Identify points on a coordinate plane.
- MA.3.J.2 - Plot points on a coordinate plane.

**MA.3.K. - Perform transformations.**

- MA.3.K.1 - Identify slides, flips, and turns.
- MA.3.K.2 - Use physical materials and motion geometry to perform slides, flips, and turns.

**MA.3.L. - Identify and use relationships among figures.**

- MA.3.L1 - Identify congruent and non-congruent figures.

**MA.3.M. - Recognize and describe measurable attributes/units of measure.**

- MA.3.M.1 - Demonstrate the use of the appropriate tools and units to measure.

- MA.3.M.2 - Express time in a variety of ways. (e.g., 2:15=quarter after 2)

**MA.3.N. - Understand and demonstrate basic facts, principles, and techniques of measurement.**

- MA.3.N.1 - Measure to the nearest yard and 1/2 inch.
- MA.3.N.2 - Measure to the nearest meter and centimeter.
- MA.3.N.3 - Use digital and analog clocks to read, write, and translate time to one minute intervals using A.M. and P.M.
- MA.3.N.4 - Compute elapsed time.
- MA.3.N.5 - Read temperatures on a thermometer in Celsius and Fahrenheit.
- **MA.3.P. - Collect, organize and display data.**
  - MA.3.P.1 - Create a simple graph to represent data.
  - MA.3.P.2 - Collect data using observations, surveys and experiments.
  - MA.3.P.3 - Create a graph to represent data.
  - MA.3.P.4 - Solve problems making an organized list.

**MA.3.Q. - Extract, interpret, and analyze information from organized and displayed data.**

- MA.3.Q.1 - Interpret circle, bar, line, and picture graphs.
- MA.3.Q.2 - Draw reasonable conclusions based on data.

**MA.3.R. - Determine the likelihood of an occurrence of events.**

- MA.3.R.1 - Experiment to determine possible outcomes.
- MA.3.R.2 - Predict and list possible outcomes.
- MA.3.R.3 - Recognize fair and unfair outcomes.

**MA.3.S. - Use variables to represent an unknown number, quantity, or object.**

- MA.3.S.1 - Substitute letters and symbols for unknown numbers.
- MA.3.S.2 - Determine what mathematical symbols (e.g. <, >, +, =) are used to represent relationships .
- MA.3.S.3 - Write a number sentence using a variable.

**MA.3.U. - Recognize, describe, and analyze functional relationships.**

- MA.3.U.1 - Use input/output chart.

**MA.3.V. - Solve equations and inequalities in a variety of ways.**

- MA.3.V.1 - Solve problems involving an unknown using manipulatives.
- MA.3.V.2 - Solve multi-step word problems using addition and subtraction.

**MA.3.W. - Recognize and use generalized properties and relations.**

- MA.3.W.1 - Recognize and use Commutative, Associative, and Identity Properties of addition.
- MA.3.W.2 - Recognize and use Commutative and Identity Properties of multiplication.

**Music**

**Highlighted standards appear on the report card**

**ME.1 - Singing, alone and with others, a varied repertoire of music**

- ME.1.A.3 - Sing melodic phrases in various types of texture

- ME.1.D.3 - Perform a variety of patterns in simple and compound meter
- ME.1.E.3 - Demonstrate proper vocal technique with appropriate expression
- ME.1.F.3 - Sing and understand music representing various cultures, genres, and styles

**ME.2 - Performing on instruments, alone and with others, a varied repertoire of music**

- ME.2.A.3 - Perform phrases or melodies on pitched instruments in more than one part with proper technique
- ME.2.B.3 - Identify and play harmonies that change intervals as a member of an ensemble
- ME.2.D.3 - Perform a variety of rhythmic patterns in simple and compound meter
- ME.2.E.3 - Perform and understand music representing various cultures, genres, and styles

**ME.4 - Composing and arranging music within specified guidelines**

- ME.4.A.3 - Compose short pieces within specified guidelines that express a particular idea or feelings
- ME.4.C.3 - Demonstrate the use of elements of music in a composition
- ME.4.D.3 - Create or arrange an accompaniment to a given melody

**ME.5 - Reading and notating music**

- ME.5.A.3 - Read melodic and rhythmic patterns using standard notation in a variety of time signatures, including syncopated patterns and expressive qualities
- ME.5.B.3 - Notate melodic and rhythmic patterns using standard notation in a variety of time signatures, including syncopated patterns
- ME.5.C.3 - Dictate traditional notation for simple melodic and/or rhythmic patterns that have been performed by someone else

**ME.8 - Understanding relationships between music, the other arts, other subject areas, and Catholic Identity**

- ME.8.A.3 - Understand similarities and differences within artistic genres
- ME.8.B.3 - Understand the relationship between music and other subjects
- ME.8.C.3 - Understand music of the Catholic Tradition and participate appropriately within the context of the Mass

**ME.9 - Understanding music in relation to history and culture**

- ME.9.A.3 - Identify by genre and style examples of music from various cultures and historical periods
- ME.9.B.3 - Understand how uses of music are suitable for specific occasions while respecting differences in values
- ME.9.C.3 - Demonstrate appropriate audience behavior and understand roles of varied performers

**Physical Education**

**Highlighted standards appear on the report card**

PE.1 - The physically literate individual will demonstrate competency in a variety of motor skills and movement patterns

- PE.1.A.3 - Perform locomotor skills in a mature pattern

- PE.1.B.3 - Perform teacher-selected and developmentally appropriate dance steps and movement patterns
- **PE.1.C.3 - Apply balance and transfer weight within an activity**
- PE.1.D.3 - Demonstrate ability to manipulate with a variety of implements
- PE.1.E.3 - Demonstrate ability to manipulate with accuracy
- PE.1.F.3 - Demonstrate ability to manipulate with a variety of implements

PE.2 - The physically literate individual will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance

- **PE.2.A.3 - Demonstrate locomotor skills within open spaces through a wide variety of physical activities**
- PE.2.B.3 - Combine movement concepts, including direction, levels, force, and time, with skills
- PE.2.C.3 - Apply simple strategies and tactics in chasing and fleeing activities

PE.3 - The physically literate individual will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

- **PE.3.A.3 - Identify physical activity benefits as a way to become healthier**
- PE.3.B.3 - Recognize the importance of warm-up and cool down
- PE.3.C.3 - Identify foods and beverages that are beneficial for before and after physical activity

PE.4 - The physically literate individual will exhibit responsible personal and social behavior that respects self and others

- **PE.4.A.3 - Exhibit personal responsibility in teacher-directed activities, and work independently for extended periods of time**
- PE.4.B.3 - Accept and implement specific corrective feedback from the teacher
- PE.4.C.3 - Work cooperatively with others, encouraging one another
- PE.4.D.3 - Recognize the role of rules and etiquette in activities involving peers
- PE.4.E.3 - Work independently and safely

PE.5 - The physically literate individual will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

- **PE.5.A.3 - Recognize the relationship between physical activity and good health**
- PE.5.C.3 - Recognize the challenges that come from learning new physical activities
- PE.5.D.3 - Understand the reasons for enjoying selected physical activities
- PE.5.E.3 - Recognize the need to work with others

## Science Standards

### Unit of Study Include

#### Water

- Observe and explore properties of water in liquid, solid and gaseous states
- Observe the expansion and contraction of water as it warms and cools
- Investigate factors that influence evaporation and condensation of water
- Consider components of the water cycle
- Observe and compare how water moves through different types of earth materials, including soil and gravel
- Consider the water quality of local water sources
- Investigate how water can be used to do work
- Acquire vocabulary associated with water

- Record observations in writing and pictures
- Exercise language, social studies and math skills in the context of science
- Become aware of the importance of water in their lives
- Use scientific thinking processes to conduct investigations and build explanations (observing, comparing, organizing)

### Measuring Matter

- Apply the conventions of measurement, accuracy, position, orientation and repetition
- Use tools to make accurate measurements and represent measurements by using numbers and units
- Use measurement data to construct explanations
- Plan a procedure and apply it to solve a problem
- Use tables and graphs to organize and display data for analysis
- Weigh materials to confirm conservation of matter
- Investigate the relationship between phase change and heating and cooling
- Make and separate a number of simple mixtures: mix materials to observe solutions and reactions

### Structures of Life

- Observe and compare the properties of seeds and fruits
- Investigate the effect of water on seeds
- Observe, describe and record structures of germinated seeds and learn their functions for the growing plant
- Describe and compare different kinds of germinated seeds
- Grow plants hydroponically and observe the life cycle of a bean plant, focusing on structure and functions
- Observe and record crayfish structural and behavioral adaptations
- Use knowledge of crayfish requirements to maintain the organisms in the classroom
- Organize data about crayfish territorial behavior
- Study skeletal systems using bones, images and models
- Collect, organize and analyze data from life science investigations to build explanations

### Main Curricular Source:

Delta Education: Full Option Science System (FOSS)

### Highlighted standards appear on the report card

SCI.3.A: Scientists, Inventors and Inventions

- Identify scientific contributions and their effect

SCI.3.B: Current Events

- **Discuss current events and their global impact in science**

SCI.3.C: Science is ever changing

- Identify a change in scientific knowledge over a period of time
- Compare and contrast the change in scientific knowledge over time
- Predict a possible scientific change for the future

SCI.3.D: Scientific resources, tools and instruments

- Identify tools used in science

- **Use tools to obtain data**
- Explain how technology has helped people
- Use various sources of information to gain knowledge

SCI.3.E: Relationship between science and our faith

- Show our love for God through caring for plants, animals and our environment

SCI.3.F: Problem Solving

- Apply a strategy to solve a problem
- Participate in groups to brainstorm possible solutions to a given problem

SCI.3.G: Sharing Knowledge with others

- **Show and explain a scientific concept in a variety of forms**

SCI.3.H: Models, graphs and diagrams

- Use models to demonstrate knowledges ge
- Interpret data from graphs and diagrams

SCI.3.I: Interconnectedness of Science

- Recognize how a concept is integrated into different topics in science

SCI.3.J: Careers

- Investigate careers in science
- Connect careers in science with personal interest

### **Grade Three: Physical Science: Measuring Matter**

SCI.3.K: Matter

- Define matter and give examples
- Identify the processes needed to change matter from one state to another

SCI.4.K: Matter

- **Observe, describe and classify diversity in matter**
- Explain the states of matter
- Describe the properties of matter
- Measure matter using a variety of tools

SCI.2.L: Forms and Properties of Energy

- Explain how energy affects everyday life.
- Compare and contrast the properties of light, sound and heat energy.

SCI.3.L: Forms and Properties of Energy

- Identify the different forms of matter
- Identify the sources of energy (hydro, geo, solar, wind)
- Explain the basic concept of gravity

SCI.4.L: Forms and Properties of Energy

- Demonstrate the relationship between kinetic and potential energy

- Identify the sources of energy (hydro, geo, solar, wind)
- Investigate and categorize the different forms of energy

SCI.3.M: How Matter and Energy Connect

- Describe a force as a push or a pull

**Grade Three: Earth Science: Water**

SCI.3.N: Weather and Climate

- Identify that the sun drives the water cycle

SCI.4.N: Weather and Climate

- Describe the water cycle

SCI.5.N: Weather and Climate

- **Describe and illustrate the water cycle**

**Grade Three: Life and Environmental Science: Structures of Life**

SCI.3.R: Ecology

- Illustrate how living things can be sorted into groups in many ways
- **Explain how changes in the environment can have an impact on different organisms**
- Investigate that an ecosystem is composed of all populations of living organisms

SCI.3.S: Environmental Science

- Describe ways to reuse, reduce and recycle
- Describe how humans can pollute ecosystems, but that this can be prevented or resolved
- **Recognize that all organisms cause changes in their environments**
- Explain how organism are affected by day and night

**Health Education Standards**

**Units of Study Include:**

<p>Your Amazing Body</p> <ul style="list-style-type: none"> <li>● Bones, Muscles and Nerves</li> <li>● Breathing and Digestion</li> <li>● You Grow and Change</li> <li>● People Grow at Different Rates</li> <li>● Taking Care of Your Body</li> </ul>	<p>Taking Care of Yourself</p> <ul style="list-style-type: none"> <li>● Your Skin</li> <li>● Your Teeth</li> <li>● Your Ears, Eyes and Nose</li> <li>● Health Care Products</li> <li>● Advertising</li> </ul>
<p>Food for a Healthy Body</p> <ul style="list-style-type: none"> <li>● Why YOuR Body Needs Food</li> <li>● The Food Guide Pyramid</li> <li>● Healthful Foods</li> <li>● Being a Wise Food Shopper</li> <li>● Handling Food Safely</li> </ul>	<p>Activity for a Healthy Body</p> <ul style="list-style-type: none"> <li>● Keeping Your Body Fit</li> <li>● Staying Safe While Exercising</li> <li>● Rest and Sleep for Health</li> </ul>
<p>Keeping Safe</p> <ul style="list-style-type: none"> <li>● Being Responsible for Your Safety</li> <li>● Safety Around Others</li> </ul>	<p>Emergency Safety</p> <ul style="list-style-type: none"> <li>● Safety Around Fire and Poisons</li> <li>● Home Safety</li> </ul>

<ul style="list-style-type: none"> <li>● Safety on Wheels</li> </ul>	<ul style="list-style-type: none"> <li>● Disaster Safety</li> </ul>
<p>Preventing Disease</p> <ul style="list-style-type: none"> <li>● Learning About Disease</li> <li>● Diseases You Can Catch</li> <li>● Fighting Disease</li> <li>● Diseases You Can't Catch</li> <li>● Staying Healthy</li> </ul>	<p>Medicines and Other Drugs</p> <ul style="list-style-type: none"> <li>● Learning About Drugs</li> <li>● Using Medicines Safely</li> <li>● Harmful and Illegal Drugs</li> <li>● Say NO to Drugs</li> </ul>
<p>Avoiding Tobacco and Alcohol</p> <ul style="list-style-type: none"> <li>● Tobacco and Its Effects</li> <li>● Alcohol and Its Effects</li> <li>● Refusing to Use Alcohol and Tobacco</li> </ul>	<p>About Yourself and Others</p> <ul style="list-style-type: none"> <li>● Understanding Your Feelings</li> <li>● Coping with Emotions</li> <li>● Relationships with Family and Friends</li> <li>● Communicating with Others</li> </ul>
<p>Your Family and You</p> <ul style="list-style-type: none"> <li>● Learning About Families</li> <li>● Changes in Families</li> <li>● Families Help Each Other</li> </ul>	<p>Health in the Community</p> <ul style="list-style-type: none"> <li>● Where to Get Health Care</li> <li>● Keeping the Environment Healthy</li> <li>● Controlling Water Pollution</li> <li>● Reduce, Reuse, Recycle</li> </ul>

**Main Curricular Source:**

Harcourt - Health and Fitness

**Highlighted standards appear on Report Card**

HE.1.3 Students will understand concepts of health promotion and disease prevention

- **HE.1.3.A Describe the relationship between healthy behaviors and personal health**
- HE.1.3.B Identify examples of dimensions of health; including spiritual, mental, intellectual, emotional, physical and social
- HE.1.3.C Describe ways in which safe and healthy school and community environments can promote personal health
- HE.1.3.D Describe ways to prevent common injuries and health problems
- HE.1.3.E Describe when it is important to seek health care

HE.2.3 Students will understand the external influences on health behaviors

- HE.2.3.A Describe how the family influences personal health practices and behaviors
- **HE.2.3.B Understand the influence of peers, school and community on health practices and behaviors**
- HE.2.3.C Understand how media and technology influences thoughts, feelings and health behaviors

HE.3.3 Students will access valid information, products and services to enhance health

- HE.3.3.A Recognize the various careers associated with health related fields
- **HE.3.3.B Recognize the validity of health information, products and services**

HE.4.3 Students will demonstrate the ability to use decision-making skills to enhance health

- **HE.4.3.A Understand when assistance is needed in making a health-related decision**
- HE.4.3.B Recognize that options of health-related decisions affect outcomes

HE.5.3 Students will demonstrate the ability to use goal-setting skills to enhance health

- HE.5.3.A **Recognize a personal health goal and track progress towards its achievement**
- HE.5.3.B Identify resources to assist in achieving a personal health goal
- HE.5.3.C Demonstrates advocacy for healthy individuals, families and schools

**Social Studies Standards**

**Units of Study Include:**

<p><b>Our Communities</b></p> <ul style="list-style-type: none"> <li>● Arizona Communities</li> <li>● What Makes a Community</li> <li>● Where Communities are Located</li> <li>● Three Types of Communities</li> <li>● Map Skills - Latitude and Longitude</li> </ul>	<p><b>Our Environment</b></p> <ul style="list-style-type: none"> <li>● Jacques-Yves Cousteau</li> <li>● Land and Water</li> <li>● Weather and Climate</li> <li>● Using Earth's Resources</li> <li>● Interacting With the Environment</li> <li>● Map Skills - Interpret Maps</li> </ul>
<p><b>Communities Build A Nation</b></p> <ul style="list-style-type: none"> <li>● Mission San Luis</li> <li>● America's First People</li> <li>● Early Explorers</li> <li>● Early Spanish Communities</li> <li>● Early French Communities</li> <li>● Early English Communities</li> <li>● Creating a New Nation</li> <li>● Graph Skills - Timelines</li> </ul>	<p><b>US Government</b></p> <ul style="list-style-type: none"> <li>● George Washington</li> <li>● Our Democracy</li> <li>● Branches of Government</li> <li>● Levels of Government</li> <li>● Critical Thinking - Compare Viewpoints</li> </ul>
<p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>● Volunteering</li> <li>● Good Citizens, Good Deeds</li> <li>● Taking Action for Our Rights</li> <li>● Taking Action for a Cause</li> </ul>	<p><b>A Growing Nation</b></p> <ul style="list-style-type: none"> <li>● Benjamin Franklin</li> <li>● New Ways to Travel</li> <li>● A New Home in America</li> <li>● New Ways to Communicate</li> <li>● New Ideas</li> </ul>
<p><b>Working in Our Communities</b></p> <ul style="list-style-type: none"> <li>● Farmers Market</li> <li>● Meeting Our Needs and Wants</li> <li>● Producers and Consumers</li> <li>● Exchanging Goods and Services</li> <li>● Spending and Saving</li> <li>● Graph Skills: Line Graphs</li> </ul>	<p><b>Celebrating Our Communities</b></p> <ul style="list-style-type: none"> <li>● Joseph Bruchac</li> <li>● People and Cultures</li> <li>● Culture Through the Arts</li> <li>● Cultural Celebrations</li> <li>● Our Nation's Diversity</li> </ul>

**Main Curricular Resource:**

Pearson: My World - We Are Connected

**Highlighted standards appear on report card**

**SS.3.A. Summarize and draw conclusions regarding information on graphs, charts and timelines.**

- Use globes, maps, atlases, and charts to gather information.
- Label the seven continents and recognize the bodies of water.
- Use a map key, map scale, and cardinal and ordinal directions.

- Use geographic vocabulary (i.e. scale, equator, etc.)
- Use a map key to identify basic features on a map.
- Construct a simple hometown map.
- Practice constructing maps from memory.
- Compare and contrast the local community with other places in Wisconsin.
- Identify cities, states and national borders.
- Use various types of maps (i.e. political, physical, etc.).
- Construct a simple world map with continent and ocean identification.

**SS.3.B. Understand how geographic and human characteristics create culture and define regions.**

- Compare and contrast life in the community's early history to present day.
- Identify major changes in the community and explain the causes and effects.
- Explain how climate, geographic location, and natural resources affect communities.

SS.3.C. Understand how human actions and the location of resources affect the development of communities, environments, and the movement of populations.

- Generalize the geographical reasons for the settling of the local community.
- Recognize how current issues impact people, places and environments.

SS.3.D. Understand how and why people create, maintain, or change systems of power, authority, and governance.

- Explain the need for laws and policies.

**SS.3.E. Understand how cultures, groups, and individuals influence society and government.**

- Identify and describe important events and famous people in the community and U.S.
- Give examples of cooperation and interdependence among groups and nations.
- Explain the significance of immigrants to the community.
- Give examples of social, economic, political and cultural factors that contribute to change in the local community and Church.

SS.3.G. Understand the historical sources in the order to interpret events and issues.

- Summarize and draw conclusions regarding information on graphs, charts and timelines.

SS.3.J. Understand the rights and responsibilities of each citizen, and demonstrate the value of lifelong civic action.

- Identify and participate in selected forms of civic responsibility. (i.e., classroom meetings, being role models, etc.)
- Summarize rules/laws and describe consequences for breaking them.
- Identify and state the significance of the political documents of the United States in which rights of our citizens are guaranteed.
- Distinguish the difference between power and authority.

**SS.3.K. Understand the concepts of our American system of government.**

- Explain the purpose of government in American society, including the executive, legislative, and judicial branches at the local and United States level.

**SS.3.M. Understand the role of the United States and social responsibility in current world affairs.**

- Identify and discuss current events.

- Compare and contrast various viewpoints on current issues.

**SS.3.N. Understand how economic needs and wants influence individual and group decisions.**

- Describe the effects of personal economic decisions.
- Give examples of how economic resources in the home, school, and community are limited, and how people must make choices about how to use those resources.
- Define opportunity costs.

SS.3.O. Understand how economic conditions impact people's lives.

- Give examples to explain how businesses and industry depend upon workers with specialized skills.

SS.3.P. Understand the functions of economic institutions.

- Explain the purpose of saving, spending, investing, and tithing money.

**SS.3.S. Understand universal economic concepts.**

- Give examples of how people exchange goods and services.
- Recognize that money is the universal medium of exchange.

SS.3.T. Understand the role an individual in group dynamics.

- Give examples of laws, rules, and peer pressure that influence a person in the community.

**SS.3.U. Understand the process of how humans develop, learn, and internalize their culture.**

- Justify the appreciation of the diversity of cultures.
- Describe and illustrate the customs and traditions of the various cultures found in the local community.
- Identify outside influences that affect identity and development. (i.e. language, neighborhood, family)
- Describe the ways in which local cultures may influence the community.

**SS.3.V. Understand current social issues and respond to them according to Catholic identity.**

- Analyze media's influence on opinion, choices, and decisions.
- Describe instances of cooperation and interdependence among individuals, groups, and nations (i.e. church, missions, disaster relief).
- Identify and describe issues affecting the environment (animal welfare, pollution, littering, etc.).
- Analyze suggestions for how to address environmental issues.
- Give examples from Scripture to justify our responsibility, as Christians, to care for the environment.

**Technology Education**

**Units of Study Include:**

Microsoft Programs (Word, Powerpoint, Excel)	Community Unit Research
Presentation Software	Computer-Aided Drawing
Student Taught Technology Lesson	Journey Inside the Computer

Reference Resources	Logic Learning
Mobile Devices	Basic Coding
Autobiographical Story	Using appropriate sources
Google Maps	Internet Safety

### Main Curricular Resources:

Many projects and activities are collaboratively planned with other curricular areas and staff members.

### Highlighted standards appear on the report card

#### Technology Education Standards

IT.1.3 Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.

- **IT.1.3.B Create original works as a means of personal expression**

IT.2.3 Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- IT.2.3.A Utilize technology independently to communicate and publish

IT.3.3 Students apply digital tools to gather, evaluate and use information

- **IT.3.3.A Utilize digital tools to evaluate information within original work**

IT.4.3 Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.

- IT.4.3.A Understand the process of research using appropriate digital tools and resources

IT.5.3 Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior

- IT.5.3.A Demonstrate safety independently
- IT.5.3.B Utilize technologies for independent learning
- **IT.5.3.C Demonstrate responsible and ethical use of technology**

IT.6.3. Students demonstrate a sound understanding of technology concepts, systems and operations.

- **IT.6.3.A Recognize the differences between digital tools**

#### Visual Art

The theme for 3rd Grade is “Art Tells a Story, Exploring the Dynamic Relationship That Exists Between Art and Language”. Throughout this series of lessons, words and stories inspire ideas and pictures. The activities are designed to naturally draw students into the world of literature through engaging exercise in pictorial illustration,. Each project begins with the presentation of an open-ended point of departure from which an idea grows and an original artwork progresses. While exploring familiar objects and places in their worlds, students are encouraged to share their discoveries through art and stories.

**Units of Study Include:**

Unleash the Dragon: The Art of Bookmaking Print: St. George and the Dragon Artist: Kandinsky
Nonsense Poems Nonsense Pictures: Silly Sentences Make Intriguing Images Print: Circus Mann Artist: Spence
The Space Connection: Inventing Imaginary Environments Print: The Stars Artist: Calder
Dynamic Destinations: Cooperative Storytelling and Illustration Print: Night Flight to New York Artist: Corr
Magical Memories: Special memories Become Momentos Print: Dancing at the Louvre Artist: Ringgold
Going Dottie: Building Pictures with Small Strokes Print: Sunday Afternoon on "La Grande Jatte" Artist: Seurat
Letters to Leonardo: Artworks and Inventions Start with Great Ideas Print: Mona Lisa Artist: Da Vinci
Pow Wow Patterns: Native American Pattern and Design Inspires Artwork Print: White Mountain Apache Artist: Feathered Warcap
Team Spirit: Cooperative Creation of a Baseball Themed Mural/Self Portraits Print: The Dugout Artist: Rockwell

**Main Curricular Resource:**

Creative Curricula Inc: Art Works

**Highlighted Standards Appear on the Report Card**

**VA.1 Create art using various media, techniques and processes.**

- Understand safe procedures for using and cleaning tools and workspace in an efficient manner
- Respond to direction in the revision process

**VA.2 Investigate and apply the principles of design and elements of art.**

- Implement directional lines
- Classify colors as either warm or cool
- Utilize value to create the illusion of three dimensions
- Recognize and identify foreground, middleground and background
- Apply tactile and visual textures in the works of art
- Understand movement

**VA.3 Perceive and analyze artistic work**

- Identify that a process exists when an artist creates a work of art
- Identify the mood suggested by a work of art

**VA.4 Relate artistic ideas and works with societal, cultural and historic context**

- Recognize that historical knowledge is derived from art and related artifacts

### World Language Standards

#### Units of Study Include:

Greetings	Pronouns	Writing Numbers (1 to 100)
Days of the Week/Seasons	Months of the Year	Colors
Classroom objects words.	Spanish Alphabet	Food
Clothing	Community	The Body parts.
Family members	Animals and habitats.	Home
Feelings and emotions	Singular and Plural Nouns	Definite and Indefinite Articles
Adjectives - yo soy....	Command words	Telling time

#### Main Curricular Resource:

Bymers - Spanish Elementary III

#### Highlighted standards appear on report card

WL.3.A Students in Wisconsin will engage in conversations, provide and obtain information, express feelings and exchange opinions in a language other than their own.

- WL.3.A.3 Students will state personal preferences and feelings
- WL.3.A.5 Students will ask for repetition and repeat to ensure understanding.
- WL.3.A.7 Students will ask and answer a variety of questions, giving reasons for their answers.
- WL.3.A.8 Students will state personal preferences, feelings with some explanation.
- WL.3.A.10 Students will ask for simplification and clarification.
- WL.3.A.15 Students will ask for clarification and be able to paraphrase to ensure understanding.
- WL.3.A.20 Students will ask for clarification and be able to paraphrase to ensure understanding,

WL.3.B Students in Wisconsin will understand and interpret a language other than their own in its written and spoken form on a variety of subjects.

- WL.3.B.3 Students will understand written materials on familiar subjects that have strong visual support.
- WL.3.B.4 Students will comprehend the main idea of selected, short authentic written materials.
- **WL.3.B.5 Students will use previous classroom experience with the language to understand its spoken and written forms.**
- WL.3.B.8 Students will understand selected written materials on topics of personal interest.
- **WL.3.B.9 Students will comprehend the main idea and some supporting ideas of selected authentic written materials.**
- WL.3.B.11 Students will understand spoken language that incorporates more advanced vocabulary and structures.
- WL.3.B.12 Students will comprehend the main ideas and supporting ideas of oral presentations and selected authentic materials including videos and radio and television broadcasts.

WL.3.C Students in Wisconsin will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.

- WL.3.C.5 Students will write personal journals and/or brief messages to friends (postcard, letter or email).
- **WL.3.C.6 Students will present student-created and/or authentic short plays, stories, skits, poems and songs.**

WL.3.D Students in Wisconsin will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

- **WL.3.D.1 Students will observe and imitate appropriate patterns of behavior (such as greetings or gestures) used with friends and families in the cultures studied.**
- **WL.3.D.2 Students will participate in and learn about age-appropriate cultural activities (such as games, songs, and holiday celebrations).**