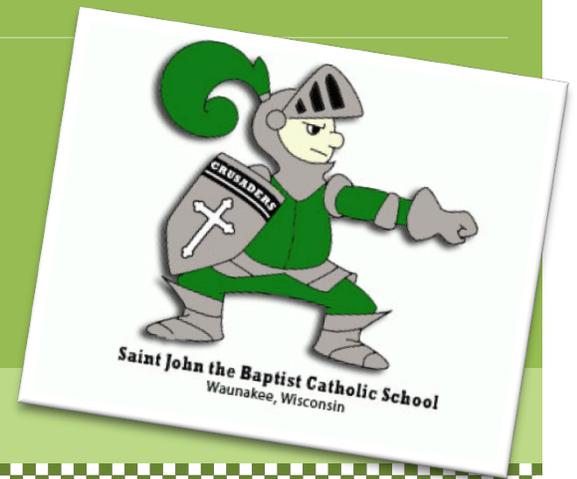


3rd Grade Curriculum

This is an outline of the standards that your child will learn in Third Grade. Please see the teacher for more detailed information.



Revised June 2015

Standards

The standards contained in this guide were developed by the Diocese of Madison based Common Core Standards, Wisconsin State Standards, and best practices.

This is an evolving work, and standards will be revised to meet the every 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.

Computer and Information Sciences Standards Highlighted standards appear on the report card

IT.3.A Create original works as a means of personal or group expression.

IT.3.A.1

Create and modify original works using a variety of preselected software, with guidance.

IT.3.B Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

IT.3.B.1

Create a project for the classroom audience using technology.

IT.3.C Interact, collaborate and publish with peers, experts or others employing a variety of digital environments and media to produce original works or solve problems.

IT.3.C.1 Create an age appropriate collaborative project.

IT.3.D Locate, organize, analyze, evaluate, synthesize and cite information from a variety of sources and media.

IT.3.D.1

Organize information utilizing teacher-directed tools.

IT.3.D.2

Locate, select and cite information for intended audience with guidance.

IT.3.E Collect and analyze data to identify solutions and/or make informed decisions.

Why aren't all standards on the report card?

The concise answer is space. The report card would be very long and difficult to read. The standards selected to be on the report cards are essential learning that takes place within that grade.

IT.3.E.1 Collect and categorize data to make informed decisions using technology.

IT.3.F Advocate and practice safe, legal and responsible use of information and technology.

IT.3.F.1 Demonstrate safe and responsible use of information and technology.

IT.3.F.2 **Applies the morals and teachings of the Catholic Church in social media and online communications (e.g. cyberbullying).**

IT.3.G Understand and uses technology systems.

IT.3.G.1 Use keyboarding skills.

IT.3.G.2 Communicates and demonstrate the use of file systems and hardware.

IT.3.H Select and use applications effectively and productively.

IT.3.H.1 Demonstrate ability to navigate within an application with limited guidance.

Language Arts Standards

Highlighted standards appear on 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.
- LA.3.D.2 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

Highlighted standards appear on the 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.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.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.G. - Perform and explain operations using rational numbers.

MA.3.G.1 - Memorize basic addition facts 0-18.

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.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 0-9.

MA.3.G.9 - Memorize division facts 0-9.

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 Curriculum Standards

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

ME.1.C.3 - Identify and sing an intervallic range of dynamics, using appropriate terminology

ME.1.D.3 - Perform with moderate tempo changes

ME.1.E.3 - Recognize and demonstrate appropriate quality of voice by way of basic diction and breathing techniques

ME.1.F.3 - Sing and recognize 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 and unpitched instruments with proper technique

ME.2.B.3 - Identify and play harmonies containing one or more interval

ME.2.C.3 - Identify and play an intervallic range of dynamics, using appropriate terminology

ME.2.D.3 - Perform rhythmic patterns with moderate tempo changes

ME.2.E.3 - Perform and recognize 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

ME.4.B.3 - Understand how standard notation applies to composition

ME.4.D.3 - Create simple accompaniments with classroom instruments

ME.5 - Reading and notating music

ME.5.A.3 - Read pitches and/or rhythms in standard notation, including whole, half, quarter, eighth, sixteenth, and dotted notes and rests.

ME.5.B.3 - Notate pitches and/or rhythms in standard notation, including whole, half, quarter, eighth, sixteenth, and dotted notes and rests

ME.5.C.3 - Dictate traditional or nontraditional 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 - Experience 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 - Understand how musical elements are utilized in a variety of cultures, genres, and historical settings

ME.9.B.3 - Know multiple uses of music in society and respect differing values and tastes in music

ME.9.C.3 - Demonstrate appropriate audience behavior for the context of the music performed

Physical Education Standards

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

Social Studies Standards

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 communities 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.

Religion Standards

Highlighted standards appear on report card

CAT.3.A. Understand the revelation as God's action to make Himself know: 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). (CCC 489)
- 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)
- Recall 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)

4. 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 apposed 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)

Science Standards

Highlighted standards appear on 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 knowledge
- 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

World Language

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).**

Art Standards

All standards appear on report card

- 3.1 Understands concepts and techniques
- 3.2 Applies basic elements and principles of art
- 3.3 Demonstrates individuality and creativity
- 3.4 Respects efforts and contributions of peers and working artists