ARCHDIOCESE of MILWAUKEE

Office for Schools

Curriculum Guide

Grade 3

Before you get started…

What is a Curriculum Guide?

Academic excellence is a hallmark of Catholic schools in the Archdiocese of Milwaukee. To assist schools in maintaining academic excellence, the archdiocese's Office for Schools has developed curriculum guides for grades 4K-8th that identify what we want our students to know and be able to do at the end of each grade based on national, state, and local standards. With these guides as a template, each individual school develops a plan to clearly articulate what is taught, how it is taught, and how student achievement is assessed for each grade. This process of "fine tuning" results in a school specific standards-based curriculum that guides teaching and learning.

CHARACTERISTICS OF A THIRD GRADE CHILD

- ✓ Expresses opinions and feelings about God and the Church
- ✓ Enjoys Bible stories and stories about the lives of the saints
- ✓ Is becoming aware of the struggle between good and evil in the world and sometimes also in their own lives
- ✓ Prays in a way that may be self-centered but is sincere and offered in faith
- ✓ Shows a high level of energy and willingness to tackle almost anything
- ✓ Tends to be less cautious than younger children
- ✓ Begins to act more responsibly
- ✓ Begins to judge situations and considers what can happen to him/her
- ✓ Deepens understanding of forgiveness and healing
- ✓ Develops ability to feel empathy and compassion
- ✓ Displays considerable curiosity
- ✓ Shows increased self-confidence
- ✓ Develops close friendships
- ✓ Looks forward to school for social and academic reasons
- ✓ Wants to belong to a group
- ✓ Likes to read and write for pleasure and entertainment
- ✓ Needs supportive reinforcement from parents and other adults
- ✓ Experiences family rituals and activities
- ✓ Acquires computer skills and a developing understanding of technology
- ✓ Enjoys video games and other electronic entertainment

RELIGION

Grade 3

CREED

- Describes God the Father as Creator, God the Son as Savior, God the Holy Spirit as Helper and Advocate
- Understands Jesus is our Savior and that "Jesus" means "God Saves"
- Describes Jesus' mission as proclaiming the Good News and bringing about the Kingdom of God
- Understands in a simple way that God the Father raised Jesus from the dead through the power of the Holy Spirit
- Identifies the pope and bishops as leaders of the Catholic Church
- Understands in a simple way the Paschal Mystery and that Jesus died to save us from our sins
- Tells the stories of several saints and describes the qualities of the saints
- Names Jesus' twelve apostles
- Knows Mary as the Mother of Jesus, as our mother, and as the Church's model of faith and charity
- Recognizes that death will lead to union with God (heaven) or separation from God (hell)
- Knows that we become members of the Church through Baptism
- Defines the words/terms "creed" and "Communion of Saints"
- Identifies Biblical Citation as Book, Chapter, and Verse
- Begins to practice finding passages in the Bible
- Knows the difference between the Old and New Testaments
- Can give an example of Jesus' miracles from Scripture; e.g., Wedding Feast at Cana (Jn 2: 1-11), Jesus Healing the Lepers (Lk 17: 11-19), Loaves and Fishes (Jn 6: 1-13), Walking on Water and Calming the Sea (Mt 14: 22-33; Mk 6: 45-51)

LITURGY AND SACRAMENTS

- Describes the primary symbols/gestures of each of the seven sacraments; e.g., laying on of hands
- Explains the seasons of the Liturgical Year
- Exhibits understanding of the Easter Season
- Recognizes Holy Days of Obligation as special days of celebration in the Church
- Experiences activities involved in the liturgical seasons and feasts
- Knows that the sacraments are signs of God's grace given by Jesus through the power of the Holy Spirit
- Experiences Reconciliation as healing forgiveness
- Categorizes the sacraments into: Sacraments of Initiation, Sacraments of Healing, and Sacraments at the Service of Communion
- Tells the stories of Jesus' passion, death, resurrection; the Emmaus Story (Lk 24: 13-35), the Story of Pentecost (Acts 1: 1-4)
- Knows the significance of God the Father as Abba, as addressed by Jesus in the Bible
- Knows the difference between the Liturgy of the Word and the Liturgy of the Eucharist in the Mass
- Recognizes the essential importance of regular, active participation at Sunday Eucharist
- Identifies the different roles during Mass (priest, deacon, lector, servers, cantors, assembly, etc.)
- Describes the use of items found in a church worship space

MORAL LIFE

- Describes how sin hurts the whole community
- Introduced to and begins to understand the two pillars of Love in Action: Charity (direct service) and Justice (social change)
- Recognizes people who demonstrate stewardship in parish, community, and world
- Describes and shows evidence of what it means to be a peacemaker (opposes discrimination, bullying, prejudice)
- Recognizes the seven Corporal and seven Spiritual Works of Mercy

- Is familiar with the Theological Virtues: Faith, Hope, and Love/Charity as virtues of discipleship
- Knows the Two Great Commandments
- Articulates a simple meaning of each of the Ten Commandments and gives examples of how to follow them
- Begins to recognize the difference between mortal and venial sin
- Describes God's grace as helping restore the damage of sin
- Knows that when we confess our sins, God forgives us

CHRISTIAN PRAYER

- Understands what rituals and devotions are and can provide examples of each
- Understands that we pray with the guidance of the Holy Spirit
- Is able to pray daily and name the types of prayer
- Is introduced to the Stations of the Cross
- Is introduced to the Rosary
- Knows that prayer is vital to love for Christ and should be practiced daily
- Identifies and writes prayers of praise, thanksgiving, contrition, blessing, and petition (Prayers of the Faithful)
- Understands and prays prayers already memorized: the Lord's Prayer, Hail Mary, and Act of Contrition
- Prays the Apostles Creed as a group
- Memorizes the Hail Holy Queen
- Recognizes a Psalm as a form of prayer found in the Bible
- Is familiar with Jesus' teaching about prayer in the Scriptures; e.g., Mt 6: 5-15; Mk 11: 24; Lk 11: 1-13
- Identifies ways that God's creation can help us pray and connects creation to personal prayer experiences

LANGUAGE ARTS

Grade 3

LANGUAGE

- Identify abstract nouns
- Recognize verb tenses
- Identify agreement of subject-verb tenses
- Identify agreement of pronoun-antecedent tenses
- Identify comparative and superlative adjectives and adverbs
- Recognize coordinating and subordinating conjunctions
- Recognize complex sentences
- Demonstrate command of standard English grammar and usage when writing or speaking
- Explain function of nouns
- Explain function of pronouns
- Explain function of verbs
- Explain function of adjectives
- Explain function of adverbs
- Choose between comparative and superlative adjectives and adverbs
- Form and use regular and irregular plural nouns
- Use abstract nouns
- Use regular and irregular verbs
- Ensure subject verb and pronoun-antecedent agreement
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified
- Use coordinating and subordinating conjunctions
- Produce simple sentences
- Produce compound sentences
- Produce complex sentences
- Apply correct capitalization
- Apply correct punctuation
- Apply correct spelling
- Capitalize appropriate words in titles
- Use commas in addresses
- Use commas and quotation marks in dialogue
- Form and use possessives
- Use conventional spelling for high frequency words and for adding suffixes to base words
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings
- Recognize language conventions for writing
- Recognize language conventions for speaking
- Recognize language conventions for reading
- Recognize language conventions for listening
- Apply language knowledge when writing
- Apply language knowledge when reading
- Apply language knowledge when listening
- Apply knowledge of language conventions when writing
- Apply knowledge of language conventions when reading

- Apply knowledge of language conventions when listening
- Determine words and phrases that create effect
- Recognize and observe differences between the conventions of spoken and written standard English
- Use knowledge of language when speaking
- Use knowledge of language conventions when speaking
- Include words and phrases that create effect
- Recognize that context clues can help determine the meaning of unknown or multiple-meaning words
- Identify and define root words
- Identify and define affixes
- Find words in dictionaries and glossaries
- Determine the meaning of unknown and multiple meaning words or phrases by examining a sentence to find clues
- Determine the meaning of unknown and multiple-meaning words or phrases by determining the meaning of a word when an affix is added (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat)
- Determine the meaning of an unknown word by identifying the common root (e.g., company, companion)
- Choose from a range of vocabulary strategies to determine a word's meaning
- Use print and digital glossaries and dictionaries to determine or clarify meanings of key words and phrases
- Recognize the difference between literal and non-literal meanings of words and phrases
- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful
- Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps)
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., new, believed, suspected, heard, wondered)
- Acquire grade appropriate conversational words and phrases
- Acquire grade appropriate general academic words and phrases
- Acquire grade appropriate domain-specific words and phrases
- Acquire grade appropriate words and phrases that signal spatial relationships
- Acquire grade appropriate words and phrases that signal temporal relationships
- Use grade appropriate conversational words
- Use grade appropriate general academic words
- Use grade appropriate domain-specific words
- Use words that signal spatial relationships
- Use words that signal temporal relationships

READING STANDARDS: FOUNDATIONAL SKILLS

- Know grade-level phonics and word analysis skills in decoding words
- Identify and know the meaning of common prefixes
- Identify and know meaning of common suffixes
- Decode words with common Latin suffixes
- Identify syllables in words
- Read multiple syllable words
- Apply grade-level phonics and word analysis in decoding words
- Recognize irregularly spelled words
- Read grade-appropriate irregularly spelled words
- Demonstrate and understand foundational reading skills
- Demonstrate textual purpose and understanding
- Demonstrate oral reading with accuracy, appropriate rate, and expression on successive readings
- Demonstrate rereading as a strategy when confirming or self-correcting words
- Demonstrate how context can help to confirm or self-correct word recognition

- Demonstrate how to confirm or self-correct using context
- Determine the purpose for reading on-level text
- Apply reading strategies for accuracy, rate, and expression
- Confirm or self-correct word recognition
- Confirm or self-correct word understanding
- Read on-level text fluently and accurately
- Reread with fluency as necessary
- Read at an appropriate rate
- Read with expression

READING STANDARDS FOR INFORMATIONAL TEXT

- Ask and answer questions to understand text
- Formulate questions to demonstrate understanding
- Refer explicitly to the text to answer questions and make logical inferences
- Determine the main idea of a text
- Recount key details of a text
- Explain how the key details support the main idea
- Define and use terms pertaining to time
- Define and use terms pertaining to sequence
- Define and use terms pertaining to relationships
- Define and use terms pertaining to cause and effect
- Identify relationships within text
- Describe the relationship that occurs between historical events
- Describe the relationship that occurs between scientific ideas and concepts
- Describe the relationship that occurs between the steps from a procedure
- Describe the sequence of events using language pertaining to time
- Describe the sequence of events using language pertaining to sequence
- Describe the sequence of events using language pertaining to cause and effect
- Identify general academic words and phrases
- Identify domain-specific words and phrases
- Determine the meaning of general academic phrases
- Determine the meaning of domain-specific phrases
- Determine how readers use search tools in text and in technology
- Use various text features to locate key facts or information in written text and technology
- Use search tools to locate key facts or information in text and technology
- Recognize own point of view
- Identify the author's point of view
- Compare/contrast own point of view to the author's point of view
- Recognize key events
- Recognize nonfiction text features
- Read graphs, charts, diagrams, timelines, etc.
- Recognize interactive Web elements
- Demonstrate understanding using information from maps
- Demonstrate understanding using information from photographs
- Demonstrate understanding using information from words telling where, when, why, and how key events occur
- Understand details in sentences
- Explain the purpose of a paragraph
- Identify structure(s) of paragraphs

- Explain how sentences logically connect to a paragraph's meaning
- Determine how a text is organized
- Identify the most important points in two texts on the same topic
- Identify the key details in two texts on the same topic
- Identify similarities of key details
- Identify differences in key details
- Compare/contrast the most important points in two different texts on the same topic
- Compare/contrast the key details in two different texts on the same topic
- Identify/understand key ideas and details
- Identify/understand craft and structure
- Identify/understand integration of knowledge
- Comprehend informational text key ideas and details
- Comprehend informational text craft and structure
- Comprehend informational text integration of knowledge

READING STANDARDS FOR LITERATURE

- Ask and answer questions to understand text
- Formulate questions to demonstrate understanding
- Refer explicitly to the text to answer questions
- Recount stories from different genres
- Recount stories from diverse cultures
- Recount fables from diverse cultures
- Recount folktales from diverse cultures
- Recount myths from diverse cultures
- Determine the moral of a fable
- Determine the lesson of a folktale
- Determine the central message of a myth
- Determine how the central message, lesson, or moral is conveyed in stories in different genres
- Connect elements of Catholic faith to real life experiences
  Describe a character's feelings/emotions
- Describe a character's traits/motivations
- Retell the sequence of events using time order words
- Infer a character's feelings and/or emotions
- Analyze a character's feelings and/or emotions
- Interpret how a character's traits, motivations, and feelings lead to actions
- Explain how a character's actions contribute to the event sequence
- Identify literal and nonliteral
- Determine the meaning of literal and nonliteral words and phrases
- Refer to parts of stories, dramas, and poems when speaking or writing
- Use terms such as chapter, scene, and stanza to describe how a story, drama, or poem builds
- Recognize own point of view
- Identify the narrator's point of view
- Identify the character's point of view
- Compare own point of view to the narrator's or the character's point of view
- Contrast own point of view to the narrator's or the character's point of view
- Identify specific aspects of a text's illustrations
- Visually and orally identify descriptions in a story or drama
- Recognize the mood of a story

- Explain how aspects of illustrations contribute to the words in a story
- Explain how aspects of text illustrations create the mood of a story
- Explain how aspects of text illustrations emphasize a character
- Explain how aspects of text illustrations emphasize the setting
- Not applicable to literature
- Identify theme, setting, and plot
- Compare/contrast the theme in stories written by the same author about the same or similar characters
- Compare/contrast the setting in stories written by the same author about the same or similar characters
- Compare/contrast the plot in stories written by the same author about the same or similar characters
- Identify/understand key ideas
- Identify/understand craft and structure
- Identify/understand integration of knowledge
- Comprehend key ideas and details
- Comprehend craft and structure
- Comprehend integration of knowledge

SPEAKING AND LISTENING STANDARDS

- Identify key ideas from reading texts
- Identify agreed-upon rules for discussion
- Identify ways to listen effectively
- Know how to ask a question
- Identify key ideas presented during discussion
- Relate information that has been read to discussion topics
- Evaluate implementation of discussion rules
- Formulate questions and responses based on comments made by others during discussion
- Explain the topic using personal ideas, opinions, and reasoning
- Engage in discussions by sharing knowledge
- Listen actively to discussions and presentations
- Follow agreed-upon rules during discussion
- Ask questions to check understanding of discussion or presentation
- Connect comments to others' remarks
- Express ideas clearly
- Determine the main idea of an oral or media presentation
- Determine supporting details of an oral or media presentation
- Identify where questioning is needed about what a speaker says
- Identify appropriate elaboration and detail when answering questions about information from a speaker
- Formulate appropriate questions about information from a speaker
- Formulate answers about information from a speaker, offering appropriate elaboration and detail
- Ask detailed questions about information from a speaker
- Answer questions about information from a speaker offering appropriate elaboration and detail
- Identify a topic, facts, and descriptive details
- Identify and recall an experience
- Identify clearly pronounced and enunciated words
- Identify an understandable pace
- Determine appropriate supportive facts
- Determine relevant descriptive details
- Speak clearly and understandably while reporting on a topic
- Speak clearly and understandably while telling a story
- Speak clearly and understandably while recounting an experience

- Recognize “engaging” audio recordings
- Identify fluid reading
- Identify facts or details
- Emphasize/enhance facts by adding visual displays
- Emphasize/enhance details by adding visual displays
- Read stories or poems fluently for audio recordings
- Create audio recordings that demonstrate fluid reading
- Create visual displays
- Recognize complete sentences when spoken
- Identify the audience
- Differentiate when situation calls for speaking in complete sentences
- Interpret requested detail or clarification
- Formulate a response
- Speak in complete sentences when appropriate to task and situation
- Respond to answer questions or to clarify

WRITING STANDARDS

- Define point of view
- Recognize the purpose of a concluding statement
- Recognize linking words and phrases that connect opinions and reasons
- Select a topic or text for an opinion piece
- Determine an opinion about the text or topic, and reasons that support the opinion
- Create an organizational structure for listing reasons for the opinion and use appropriate linking words and phrases to connect opinions and reason
- Plan a concluding statement or section
- Create an opinion piece supported with reasons and information
- Create an opinion piece that includes clear introduction
- Create an opinion piece that includes a statement of opinion
- Create an opinion piece that includes strong organization structure
- Create an opinion piece that include reasons supported by facts and details
- Create an opinion piece that includes links between opinion and reasons
- Create an opinion piece that includes a concluding statement or section
- Identify topic, facts, definitions, and details
- Identify linking words and phrases to connect ideas within categories of information
- Identify concluding statements or sections
- Develop a topic that groups related information together
- Develop illustrations that will help with comprehension
- Develop a topic with facts, definitions, and details
- Develop linking words and phrases to connect ideas within categories of information
- Develop a concluding statement or section
- Write informative/explanatory texts that include a topic that groups related information
- Create informative/explanatory texts that include illustrations to aid comprehension
- Write informative/explanatory texts that include a developed topic with facts, definitions, and details
- Write informative/explanatory texts that include linking words and phrases to connect ideas within categories
- Write informative/explanatory texts that include a concluding statement
- Write informative/explanatory texts to examine a topic
- Write informative/explanatory texts to convey ideas
- Write informative/explanatory texts to convey information clearly
- Identify narrator
- Identify character

- Identify the story elements
- Identify the story structure
- Identify how writers establish a situation
- Identify correct use of dialogue
- Explain how writers use dialogue to develop a narrative
- Explain how writers develop characters
- Describe how writers use sensory details
- Identify how temporal words and phrases are used to develop a sequence of events
- Recognize closure in others' and own writing
- Establish a situation in writing
- Formulate appropriate dialogue between characters
- Develop characters through dialogue, actions, thoughts, and feelings, as well as responses to situations
- Develop events through dialogue, actions, thoughts, and feelings
- Use temporal words to organize a narrative into logical sequence
- Formulate logical conclusions
- Analyze the reason for writing to decide the task
- Analyze the reason for writing to decide the purpose
- Determine suitable idea development strategies
- Determine suitable organization
- Write a piece with idea development appropriate to task and purpose
- Write a piece with organization appropriate to task and purpose
- Recognize how to plan
- Recognize how to revise
- Recognize how to edit
- Recognize how to rewrite
- Recognize how to try a new approach
- Develop and strengthen writing by planning
- Develop and strengthen writing by revising
- Develop and strengthen writing by editing
- Develop and strengthen writing by rewriting
- Develop and strengthen writing by trying a new approach
- Use basic computer skills
- Know how to use technology to produce writing and to interact with others
- Know how to use technology to edit and revise writing
- Select appropriate technology tools that fit the intended audience and purpose
- Perform keyboarding skills
- Use technology to develop, revise, edit, and publish writing
- Use technology to communicate and collaborate
- Conduct shared research using various sources and tools
- Examine information gathered during shared research
- Discriminate between relevant and irrelevant information
- Develops focused questions to research
- Participate in short and more sustained research projects to gain knowledge
- Recognize print and digital sources
- Gather relevant information from print and digital sources
- Write brief notes in own words from sources
- Sort evidence from sources into provided categories
- Identify the various purposes for writing
- Identify and understand the various organizational structures

- Identify and understand different genres or purposes for writing
- Determine when to write for short or extended time frames
- Determine the appropriate organizational structure for specific audiences and purposes
- Write routinely for various purposes and to various audiences for short or extended time frames
- Write routinely for a range of discipline-specific tasks, purposes, and audiences

MATH

Grade 3

In 3rd grade, your child will learn important new ideas and gain important new skills. One of the most important topics this year is multiplication and division. Another is fractions. Multiplication, division, and fractions are the building blocks for many life skills that students will learn in later grades, such as percentages. Students also need to master these topics to be ready for algebra and advanced math, so it is essential to get a good start with these topics in 3rd grade.

HELP YOUR CHILD LEARN AT HOME

Look for "word problems" in real life. Some 3rd grade examples might include:

- Notice those everyday occasions when you find yourself using your times tables – such as to determine how many days there are in four weeks. Ask your child for the answer.
- Involve your child when you notice yourself using division "work backward" in the times tables – such as determining how many candies each child will get if 36 candies are shared equally among nine children at a party, or determining how many six-inch lengths can be cut from a strong 18 inches long.

NUMBER AND OPERATIONS – FRACTIONS

- Recognize a unit fraction such as 1/4 as the quantity formed when the whole is partitioned into 4 equal parts
- Identify a fraction such as 2/3 and explain that the quantity formed is 2 equal parts of the whole partitioned into 3 equal parts (1/3 and 1/3 of the whole 3/3)
- Express a fraction as the number of unit fractions
- Use accumulated unit fractions to represent numbers equal to, less than, and greater than, one (1/3 and 1/3 is 2/3; 1/3, 1/3, 1/3, and 1/3 is 4/3)
- Define the interval from 0 to 1 on a number line as the whole
- Divide a whole on a number line into equal parts
- Recognize that the equal parts between 0 and 1 have a fractional representation
- Explain that the end of each equal part is represented by a fraction (1/the number of equal parts)
- Explain that the endpoint of each equal part represents the total number of equal parts
- Represent each equal part on a number line with a fraction
- Define the interval from 0 to 1 on a number line as the whole
- Divide a whole on a number line into equal parts
- Represent each equal part on a number line with a fraction
- Describe equivalent fractions
- Recognize simple equivalent fractions
- Recognize whole numbers written in fractional parts on a number line
- Recognize the difference between a whole number and a fraction
- Explain what the numerator in a fraction represents and its location on a number line diagram
- Explain what the denominator in a fraction represents and its location on a number line diagram
- Recognize whether or not different fractions refer to the same whole
- Explain how a fraction is equivalent to a whole number
- Compare fractions by reasoning about their size to determine equivalence
- Determine if comparisons of fractions can be made (if they refer to the same whole)
- Compare two fractions with the same numerator by reasoning about their size
- Compare two fractions with the same denominator by reasoning about their size
- Record the results of comparisons using symbols >, =, or <
- Justify conclusions about the equivalence of fractions
- Use number lines, size, visual fraction models, etc. to find equivalent fractions

GEOMETRY

- Identify and define rhombuses, rectangles, and squares as examples of quadrilaterals based on their attributes
- Describe, analyze, and compare properties of two-dimensional shapes
- Compare and classify shapes by attributes, sides, and angles
- Group shapes with shared attributes to define a larger category (e.g., quadrilaterals)
- Draw examples of quadrilaterals that do and do not belong to any of the subcategories
- Know that shapes can be partitioned into equal areas
- Describe the area of each part as a fractional part of the whole
- Relate fractions to geometry by expressing the area of part of a shape as a unit fraction of the whole

MEASUREMENT AND DATA

- Recognize minute marks on an analog clock face and minute position on a digital clock face
- Know how to write time to the minute
- Compare an analog clock face with a number line diagram
- Use a number line diagram to add and subtract time intervals in minutes
- Tell time in the minute
- Solve word problems involving addition and subtraction of time intervals in minutes
- Explain how to measure liquid volume in liters
- Explain how to measure mass in grams and kilograms
- Know various strategies to represent a world problem involving liquid volume or mass
- Solve one-step word problems involving masses given in the same units
- Solve one-step word problems involving liquid volume given in the same units
- Measure liquid volumes using standard units of liters
- Measure mass of objects using standard units of grams (g), and kilograms (kg)
- Add, subtract, multiply and divide units of liters, grams, and kilograms
- Explain the scale of a graph with a scale greater than one
- Identify the scale of a graph with a scale greater than one
- Analyze a graph with a scale greater than one
- Choose a proper scale for a bar graph or picture graph
- Interpret a bar/picture graph to solve one- or two-step problems asking “how many more” and “how many less”
- Create a scaled picture graph to show data
- Create a scaled bar graph to show data
- Define horizontal axis
- Identify each plot on the line as data or a number of objects
- Analyze data from a line plot
- Determine appropriate unit of measurement
- Determine appropriate scale for a line plot
- Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch
- Create a line plot where the horizontal scale is marked off in appropriate units-whole numbers, halves, or quarters
- Define “unit square”
- Define area
- Relate the number (n) of unit squares to the area of a plane figure
- Cover the area of a plane figure with unit squares without gaps or overlaps
- Measure areas by counting unit squares
- Use unit squares of cm, m, in, ft, and other sizes of unit squares to measure area
- Recognize that areas of each rectangle in a rectilinear (straight line) figure can be added together to find the area of the figure

- Compare the area found by tiling a rectangle to the area found by multiplying the side lengths
- Relate area of a rectangle to multiplication and addition by modeling the distributive property
- Multiply side lengths to find areas of rectangles
- Multiply using an area model (array)
- Find areas of rectangles
- Add areas of rectangles
- Solve real world and mathematical area problems by multiplying side lengths of rectangles
- Use rectangular arrays to represent whole-number products in multiplication problems
- Use the technique of decomposing rectilinear figures to find the area of each rectangle to solve real world problems
- Find the area of a rectangle by tiling it in unit squares
- Find the side lengths of a rectangle in units
- Decompose rectilinear figures into a non-overlapping rectangles
- Define a polygon
- Define perimeter
- Find the perimeter when given the length of sides
- Find the perimeter when there is an unknown side length
- Exhibit (design, create, draw, model, etc) rectangles with the same perimeter and different areas
- Exhibit rectangles with the same area and different perimeters

NUMBER AND OPERATIONS IN BASE TEN

- Define “round or rounding” in relation to place value
- Round a whole number to the nearest 10
- Round a whole number to the nearest 100
- Know strategies and algorithms for adding and subtracting within 1000
- Fluently add and subtract within 1000
- Know strategies to multiply one-digit numbers by multiples of 10 (up to 90)
- Apply knowledge of place value to multiply one-digit whole numbers by multiples of 10 in the range 10-90

OPERATIONS AND ALGEBRAIC THINKING

- Find the product of multiple groups of objects
- Interpret products of whole numbers as a total number of objects in a number of groups
- Know what the numbers in a division problem represent
- Explain what division means and how it relates to equal shares
- Interpret quotients as the number of shares or the number of groups when a set of objects is divided equally
- Multiply and divide within 100
- Solve word problems in situations involving equal groups, arrays, and measurement quantities
- Represent a word problem using a picture, an equation with a symbol for the unknown number, or in other ways
- Multiply and divide within 100
- Determine which operation (multiplication or division) is needed to determine the unknown whole number
- Solve to find the unknown whole number in a multiplication or division equation
- Multiply and divide within 100
- Explain how the properties of operations work
- Apply properties of operations as strategies to multiply and divide
- Identify the multiplication problem as related to the division problem
- Identify the unknown factor in the related multiplication problem
- Recognize multiplication and division as related operations and explain how they are related
- Use multiplication to solve division problems
- Know from memory all products of two one-digit numbers

- Fluently multiply and divide within 100
- Analyze a multiplication or division problem in order to choose an appropriate strategy to fluently multiply or divide within 100
- Know the order of operations
- Know strategies for estimating
- Construct an equation with a letter standing for the unknown quantity
- Solve two-step word problems using the four operations
- Justify answers to problems using various estimation strategies
- Identify arithmetic patterns such as even and odd numbers, patterns in an addition table, patterns in a multiplication table, and patterns regarding multiples and sums
- Explain rules for a pattern using properties of operations
- Explain relationships between the numbers in a pattern

SOCIAL STUDIES

Grade 3

ECONOMIC

PRODUCTION/CONSUMPTION/DISTRIBUTION:

- Distinguish between goods and services
- Identify factors such as climate, technology and job skills and their impact on production
- Identify the means of distribution of goods in a community

EXCHANGE:

- Justify and explain the role of money, banking, and savings in everyday life

POLITICAL SCIENCE

CITIZENSHIP:

- Describe the rights and responsibilities of citizens
- Understand patriotic identity

LAWS:

- Explore citizen's role in creating local laws

GOVERNMENT:

- Identify the origins of a democratic system of government
- Describe the basic function of, and parts of our government

HISTORY

TIME:

- Understand cause, effect, and sequence of events
- Compare own community's past and present with other communities
- Discuss various types of historical evidence (See Appendix)

PEOPLE:

- Identify important people and their roles in history
- Explore the significance of immigrants to a community
- Explore the significance of American Indians in the development of communities

EVENTS:

- Understand how conflicts affect communities
- Compare and contrast current events in local community and other communities

BEHAVIORIAL SCIENCE

INDIVIDUAL:

- Describe how individuals contribute to the community

INSTITUTIONS:

- Explain the contributions family, school, church, and government have on a community

SOCIETY:

- Explain connection between local community, national, and world events
- Explain impact of world events on local community

GEOGRAPHY

LOCATION:

- Locate continents and oceans on a map
- Describe geographic landforms
- Locate and identify state and physical features in a community
- Identify the exact location of geographic features

MAP SKILLS:

- Identify intermediate directions
- Use a map grid

REGIONS:

- Compare and contrast communities
- Explain the impact of movement of people

HUMAN ENVIRONMENT INTERACTION:

- Explain the use and conservation of natural resources

PLACE:

- Identify the cultures of a region

CATHOLIC SOCIAL TEACHINGS

Life and Dignity of the Human Person:

- Begins to develop skills for conflict resolution
- Identifies ways to prevent prejudice/discrimination at school and play
- Recognizes and respects the qualities of a dignified life

The Call to Family, Community, and Participation:

- Recognizes and discusses the value of the human family
- Identifies Jesus as a member of a community in addition to being part of a family
- Applies the teachings of Jesus to Community
- Is involved in service projects and identifies these with Christian community

The Rights and Responsibilities of the Human Person:

- Applies basic Christian attitudes and skills in solving arguments and conflicts
- Articulates basic human rights and responsibilities
- Prays the Prayer of St. Francis in order to be sustained in fighting injustice

Option for the Poor and the Vulnerable:

- Understands Jesus' teachings about serving others
- Practices behaviors that help others
- Uses special individual talents to assist those in need of help
- Can tell stories about what poor children and children who are not poor have in common

Dignity of Work and the Rights of Workers:

- Shows respect for the value of all classmates work
- Can discuss the many different types of work roles and professions with respect
- Gives examples of how different kinds of work call forth different talents
- Demonstrates how all types of work contribute to the good of the whole

SCIENCE

Grade 3

Dear Parents:

A strong foundation in science, technology, engineering, and mathematics is essential for preparing our students to be well informed citizens as well as prepared for college and the work force. Our traditional science programs have focused on content, facts, and vocabulary, but have lacked the ability for students to engage in the actual application of scientific concepts. The Next Generation Science Standards (NGSS) have refocused K-12 science education to focus on the big ideas through an emphasis on firsthand experiences such as investigation, design, and modeling, to help make more meaningful connections to the concepts that will stay with our children for a lifetime.

The NGSS promote a new way of teaching and learning that allows students to experience science in a meaningful way. This is accomplished by integrating three dimensions of learning as well as technology and engineering principles:

- **Core Disciplinary Concepts:** This is the content that is being covered (ex. Biology).
- **Science and Engineering Practices**: This focuses on the process of how science is conducted in the real world, such as through planning and carrying out investigations.
- **Cross Cutting Concepts**: These are science ideas, like *cause and effect*, that permeate all the sciences.

Your child(ren) will experience instruction in the classroom that emphasizes scientific exploration and experimentation. Children will be engaged in questioning, exploring and discussing possible solutions, investigating science concepts, using argumentation, and being fully active in the learning process. This approach mirrors real-world science practices and engages students in a more meaningful way. Not only will our students be immersed in investigative experiences, but they will also be developing important critical-thinking skills that will cultivate the great thinkers and innovators of tomorrow.

PHYSICAL SCIENCE:

- Explain that a force is a push or a pull.
- Identify the effects of balanced forces and unbalanced forces on objects.
- Investigate forces with a partner and record the data.
- Observe the pattern of an object's motion and use observations to predict the future motion of an object.
- Generate questions about how distance or orientation effect electric and magnetic forces.
- Recognize that electric and magnetic forces between a pair of objects does not require contact.
- Demonstrate the relationship between distance and strength of the force.
- Identify a design problem that can be solved by using magnets.
- Show the solution to the design problem using magnets.

LIFE SCIENCE:

- Identify the progression of life for plants and animals as: birth, growth and development, reproduction, death.
- Explain the life cycle of flowering plants.
- Develop a model of a life cycle.
- List various groups to which animals belong.
- Explain the advantage of belonging to a group.
- Provide evidence that some animals survive better in groups.
- Analyze patterns of physical traits between offspring and their parents.
- Identify the passing of physical trait from parent to offspring such as fur color, ear shape, nose shape, teeth, height, etc.
- Use evidence to infer how the environment can negatively affect an organism's traits.
- Summarize the cause and effect relationship between an organism's traits and its environment.
- Analyze and interpret data from fossils about the environments from long ago.
- Identify extinct organisms.
- Interpret the significance of different types of fossil remain.
- Describe/compare life from the fossil record with modern life forms.

- Formulate an explanation of how some organisms survive better in an environment based on their characteristics.
- Identify variations among the same species, such as differences in fur coat or coloration for attracting a mate.
- State what animals need to survive.
- Define a habitat as an environment in which an animal lives.
- Support an argument that organisms depend on each other for survival through modeling, illustrating, or creating a diagram.
- Analyze the cause and effect relationships within a habitat.
- Explain how changes in the environment such as pollution, natural disasters, and climate change can impact organisms.
- Design and support a solution to an environmental change that impacts plants and animals.

EARTH SCIENCE:

- Collect data about weather conditions during a particular season.
- Represent collected data in a pictograph or bar graph.
- Describe the weather conditions during particular seasons.
- Describe the climate of a particular area.
- Identify the connection between weather patterns and climate.
- Obtain information about the weather patterns of different climates.
- Identify weather related hazards.
- Argue for or against a solution to a weather related hazard.
- Use evidence in a claim to support argument.

SCIENCE AND ENGINEERING PRACTICES:

- Ask questions and define a problem.
- Construct explanations and design solutions.
- Obtain, evaluate, and communicate information.
- Plan and carry out investigations.
- Analyze and interpret data.
- Develop and use models.
- Engage in an argument based on evidence.

CATHOLIC SOCIAL TEACHINGS:

- Work cooperatively and respect my classmates' ideas, roles, and abilities.
- Relate concepts of heredity and reproduction to life and dignity of the human person.
- Discuss the theory of evolution and origin of life in the context of Catholic teaching.
- Demonstrate stewardship inspired by Catholic values in the care of local and global environments.