

RELIGION

The community of believers was of one heart and mind. (Acts 4:32)

THIRD GRADE

Overview

The Church and the Community Continue the Mission of Jesus - The Church consists of a community of believers who follow Jesus. We are guided by our leaders, the pope and bishops.

Faith Background

Third graders continue to grow in an understanding of their faith. Their future capacity to become loving, trusting, independent individuals depends upon the experience of trust, acceptance, and love they find in early relationships with peers and adults. Although these learners are influenced by imagination, they are becoming more realistically oriented.

Children in third grade are developing a deeper relationship with God and with others. Children this age know God is Divine. They actively participate in liturgical celebrations. They pray for others and themselves.

Creed

3RELIGI-1	God – The student will grow in his or her understanding of God as Father, Son, and Holy Spirit.
3RELIGI-1A	Describe how God was first revealed as the Father.
3RELIGI-1B	Describe how God was revealed as Jesus.
3RELIGI-1C	Explain how Jesus revealed God as the Holy Spirit within us.
3RELIGI-2	Jesus – The student will understand that Jesus came to bring us God’s Word.
3RELIGI-2A	Describe how Jesus teaches us to pray.
3RELIGI-2B	Tell how Jesus teaches us to serve others.
3RELIGI-2C	Recognize that Jesus is the head of God’s family, the Church.
3RELIGI-3	Holy Spirit – The student will determine that the Holy Spirit is the gift of God.
3RELIGI-3A	Recognize that the Holy Spirit is with us to help us to pray and to live a Christian life.
3RELIGI-3B	Recognize that the Holy Spirit comes to us in the Sacrament of Baptism and Confirmation.
3RELIGI-4	Blessed Virgin Mary – The student will recognize the Blessed Virgin Mary as the Mother of the Church.
3RELIGI-4A	Recognize Mary as a saint.
3RELIGI-4B	Celebrate feast days in honor of Mary.
3RELIGI-4C	Experience praying the Rosary.

3RELIGI-5	Saints – The student will recognize that saints carry on the mission of the Church.
3RELIGI-5A	Recognize the importance of celebrating All Saints’ Day (November 1 st).
3RELIGI-5B	Recognize that all people are called to be members of the Communion of Saints through prayer and service.
3RELIGI-6	Community – The student will recognize that the Church community includes the pope, clergy, religious, parish, and families.
3RELIGI-6A	Identify the pope as the leader of the Catholic Church.
3RELIGI-6B	Explain that bishops are leaders of dioceses who carry on the works of the apostles.
3RELIGI-6C	Identify priests as successors of the Apostles and ministers to the community.
3RELIGI-6D	Identify men and women in religious orders as serving God through their vocation.
3RELIGI-6E	Identify the parish as a community of faith to which we belong.
3RELIGI-6F	Identify families as the foundation of faith formation.
3RELIGI-7	Sacred Scripture – The student will determine that we learn about God by listening to God’s Word and using the Bible for prayer.
3RELIGI-7A	Read and listen to Sacred Scripture.
3RELIGI-7B	Identify the two major parts of the Bible: the Old Testament and the New Testament.
3RELIGI-7C	Recognize that the Bible is organized into books, chapters, and verses.
3RELIGI-7D	Recognize that the Gospel contains four accounts of the life and message of Jesus.
3RELIGI-8	Church – The student will understand that the Church continues Jesus’ ministries of community, Word, worship, and service.
3RELIGI-8A	Recognize that Jesus began His new Church on earth.
3RELIGI-8B	Explain that the apostles were twelve followers whom Jesus chose to help Him begin His Church.
3RELIGI-8C	Identify and name the four marks of the Church (one, holy, catholic, and apostolic).
3RELIGI-8D	Identify that the Church is a family made up of disciples of Jesus.
3RELIGI-8E	Participate actively in Mass through verbal and physical responses.
3RELIGI-8F	Participate in a liturgy through involvement in specific roles per the directive of the pastor.
3RELIGI-9	Liturgical Year – The student will celebrate the Liturgical Seasons using different kinds of prayers, rituals, and traditions.
3RELIGI-9A	Recognize the meaning of the colors for each Liturgical Season.
3RELIGI-9B	Recognize that the season of Advent prepares us for Christmas and for the second coming of Christ.
3RELIGI-9C	Explain how we celebrate Jesus’ birth at Christmas.
3RELIGI-9D	Describe Lent as a special time for praying, sacrificing, and good works.
3RELIGI-9E	Explain how we celebrate Jesus’ rising from the dead on Easter Sunday.

Sacraments

3RELIGI-10	Sacraments – The student will determine that sacraments are sacred signs through which Jesus shares God’s life with us.
3RELIGI-10A	Identify Baptism, Confirmation, and Eucharist as sacraments of initiation.
3RELIGI-10B	Identify Reconciliation and Anointing of the Sick as sacraments of healing.
3RELIGI-10C	Identify Matrimony and Holy Orders as sacraments of service.

Christian Living

3RELIGI-11	Christian Response – The student will recognize that we are called to share in Jesus’ ministry of love and service.
3RELIGI-11A	Recognize that whatever we do for people in need, we do for Jesus.
3RELIGI-11B	Identify personal gifts and talents and use them to serve in the parish and the local community.
3RELIGI-12	Morality – The student will recognize that we are called to share in Jesus’ mission of forgiveness, justice, and peace.
3RELIGI-12A	Describe how sin hurts their relationship with God and others.
3RELIGI-12B	Explain how forgiving, peacemaking, and working for justice continue the mission of Jesus.
3RELIGI-13	Human Life – The student will respect and reverence the gift of life.
3RELIGI-13A	Recognize that each family is made up of different people, each with unique gifts.
3RELIGI-13B	Recognize individual differences as gifts to be celebrated.
3RELIGI-13C	Recognize that Catholic Social Teachings are central to the mission of the Church.
3RELIGI-13D	Explain the relationship between actions and their consequences.
3RELIGI-11E	Develop good health habits.

Prayer

3RELIGI-14	Prayer – The student will experience different forms of prayer: shared prayer, spontaneous prayer, reflective prayer, and praying with scripture.
3RELIGI-14A	Make the sign of the cross reverently.
3RELIGI-14B	Pray together as a class, school community, family, and church.
3RELIGI-14C	Pray the Lord’s Prayer.
3RELIGI-14D	Pray the Hail Mary.
3RELIGI-14E	Pray the Blessing Before Meals.
3RELIGI-14F	Pray the Glory Be.
3RELIGI-14G	Pray for the forgiveness of sins. Pray the Act of Contrition.
3RELIGI-14H	Pray the Apostles’ Creed.
3RELIGI-14I	Recognize the Nicene Creed.
3RELIGI-14J	Offer God thanks and praise.
3RELIGI-14K	Pray for personal needs and the needs of others.

LANGUAGE ARTS

THIRD GRADE

Overview

Reading continues to be a priority in third grade. Students will read a variety of literature. They will apply the foundational skills learned in earlier grades to decode and comprehend text. These strategies will be applied to all subjects.

The third grader will use effective communication skills and will present information orally. Students will also plan, draft, revise, and edit their writing. In addition, the students will gather and use information from print and non-print sources. Third grade students will be expected to write legibly in cursive.

Reading

3LAREAD-1	Decoding and Word Recognition – The student will demonstrate decoding and word recognition skills.
3LAREAD-1A	Apply phonics and structural analysis to decode words (e.g. roots, suffixes, prefixes, less common vowel patterns, syllable breaks).
3LAREAD-1B	Apply context clues, semantic clues, and word recognition skills to comprehend text (e.g. word families, sight words, homonyms, synonyms, antonyms, and homophones).
3LAREAD-1C	Read text aloud fluently and accurately, and with appropriate pacing, intonation, and expression.
3LAREAD-1D	Use word reference materials (e.g. dictionary, glossary) to confirm decoding skills, verify spelling, and to extend the meaning of words.
3LAREAD-2	Comprehension – The student will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.
3LAREAD-2A	Demonstrate comprehension of a variety of fictional and non-fictional works. Interact with the text before, during, and after reading or listening by:
3LAREAD-2B	▪ Setting a purpose
3LAREAD-2C	▪ Previewing the text
3LAREAD-2D	▪ Making, confirming, or revising predictions
3LAREAD-2E	▪ Asking and answering questions
3LAREAD-2F	▪ Making connections between previous experiences and text
3LAREAD-2G	▪ Locating information for specific purposes
3LAREAD-2H	▪ Organizing information or events logically
3LAREAD-3	Literary Response and Analysis – The student will demonstrate familiarity with a variety of literature.
	Read a variety of texts, including:
3LAREAD-3A	▪ Fiction: short stories, novels, fantasies, fairy tales, fables

3LAREAD-3B	<ul style="list-style-type: none"> ▪ Non-fiction: biographies, letters, textbooks, instructions, charts, and maps
3LAREAD-3C	<ul style="list-style-type: none"> ▪ Poetry: poems, riddles, limericks
	Identify and interpret elements of fiction and non-fiction by determining the:
3LAREAD-3D	<ul style="list-style-type: none"> ▪ Author’s purpose
3LAREAD-3E	<ul style="list-style-type: none"> ▪ Plot
3LAREAD-3F	<ul style="list-style-type: none"> ▪ Conflict
3LAREAD-3G	<ul style="list-style-type: none"> ▪ Sequence of events
3LAREAD-3H	<ul style="list-style-type: none"> ▪ Resolution
3LAREAD-3I	<ul style="list-style-type: none"> ▪ Theme
3LAREAD-3J	<ul style="list-style-type: none"> ▪ Main idea and supporting details
3LAREAD-3K	<ul style="list-style-type: none"> ▪ Cause and effect
3LAREAD-3L	<ul style="list-style-type: none"> ▪ Fact and opinion
3LAREAD-3M	<ul style="list-style-type: none"> ▪ Point of view
3LAREAD-3N	Recognize the use of formal and figurative language in text (e.g. similes, idioms).
3LAREAD-3O	Recognize organizational structures of fiction and non-fiction.
3LAREAD-3P	Identify the characteristics of biographies and autobiographies.
3LAREAD-3Q	Identify the characteristics of simple genres (e.g. fiction, non-fiction, fantasy, fairy tales, poetry, plays, fables, and folk tales).
3LAREAD-3R	Distinguish between fact and opinion.
3LAREAD-3S	Select literature appropriate for reading, level, purpose, and interest.
3LAREAD-4	Vocabulary – The student will use new vocabulary in speech and writing.
3LAREAD-4A	Identify and use content area vocabulary.
3LAREAD-4B	Increase the number of recognized words presented in text.
3LAREAD-4C	Fluently read sight words from an appropriate grade level text.

Listening and Speaking

3LALIST-1	Listening – The student will listen and respond to oral communication.
	Listen actively by:
3LALIST-1A	a. Facing the speaker
3LALIST-1B	b. Making eye contact
3LALIST-1C	c. Asking questions to clarify the message
3LALIST-1D	d. Asking questions to gain additional information and ideas
3LALIST-1E	Retell, paraphrase, and explain what has been said by a speaker.
3LALIST-1F	Recognize and interpret non-verbal cues (e.g. facial expressions, gestures).
3LALIST-2	Speaking – The student will speak in clear and coherent sentences.
3LALIST-2A	Speak clearly using appropriate pronunciation, rate, and diction.
3LALIST-2B	Speak expressively using the appropriate volume inflection.
3LALIST-2C	Use formal or informal language appropriate to the audience and purpose.
3LALIST-2D	Organize ideas sequentially around major points of information.
3LALIST-2E	Present ideas and check for listener response in various situations (e.g. class discussions, small groups, and presentations).

Grammar and Usage

3LAGRAM-1	Grammar and Usage – The student will develop a command of standard English conventions appropriate to third grade.
3LAGRAM-1A	Identify and give examples of nouns as subjects and direct objects.
3LAGRAM-1B	Identify and use past, present, and future verb tenses properly.
3LAGRAM-1C	Categorize verbs as regular or irregular.
3LAGRAM-1D	Recognize helping verbs and action verbs.
3LAGRAM-1E	Define and give examples of singular, plural, and possessive pronouns.
3LAGRAM-1F	Recognize that adjectives describe things.
3LAGRAM-1G	Recognize adverbs. Give examples.
3LAGRAM-1J	Identify the subject and predicate of a simple sentence.
3LAGRAM-2	Capitalization – The student will capitalize correctly.
3LAGRAM-2A	Capitalize the first word of a quotation.
3LAGRAM-2B	Capitalize the first word of a dialogue.
3LAGRAM-2C	Capitalize the first word of a poetry line.
3LAGRAM-3	Punctuation – The student will use correct punctuation.
3LAGRAM-3A	Use commas in dates, locations, addresses, and for items in a series.
3LAGRAM-3B	Use a comma after a greeting and closing in friendly letters.
3LAGRAM-3C	Use quotation marks in direct quotes.
3LAGRAM-3D	Use apostrophes in contractions, omissions, and to show possession.
3LAGRAM-4	Spelling – The student will develop spelling strategies and skills.
3LAGRAM-4A	Arrange words in alphabetical order.
3LAGRAM-4B	Correctly spell basic sight words and/or frequently used words.
3LAGRAM-4C	Correctly spell words with consonant sounds (e.g. consonant digraphs, consonant blends, silent consonants, and double consonants).
3LAGRAM-4D	Correctly spell various vowel sounds (e.g. vowel digraphs, vowel diphthongs, variants, and short/long vowels).
3LAGRAM-4E	Add prefixes and suffixes to spelling words.
3LAGRAM-4F	Correctly spell irregular verbs and irregular plural nouns.
3LAGRAM-4G	Correctly spell compound words.
3LAGRAM-4H	Given a contraction, correctly identify the two words that form the contractions. Given two words, correctly combine them into a correctly spelled contraction.
3LAGRAM-4I	Make structural changes to spell words correctly (e.g. add inflectional endings, drop silent e, double final consonants, change “Y” to “I” before adding “ing”).
3LAGRAM-4J	Correctly spell homophones.
3LAGRAM-4K	Alphabetize to the third letter.

Writing

3LAWRIT-1	Handwriting – The student will develop handwriting skills.
3LAWRIT-1A	Demonstrate proper manuscript and cursive writing techniques (e.g. posture, paper placement, pencil grip, letter formation, slant, letter size, spacing, and alignment).

3LAWRIT-1B	Demonstrate clear and legible handwriting.
3LAWRIT-2	Composition – The student will develop writing skills.
	Use the writing process:
3LAWRIT-2A	▪ Prewriting
3LAWRIT-2B	▪ Drafting
3LAWRIT-2C	▪ Revising
3LAWRIT-2D	▪ Editing
3LAWRIT-2E	▪ Publishing
3LAWRIT-2F	Use a variety of prewriting activities such as brainstorming, clustering, illustrating, and webbing.
3LAWRIT-2G	Develop various types of writing (e.g. paragraphs, short stories, poetry, reports, friendly letters and business letters).
3LAWRIT-2H	Using complete sentences, write a composition with a clearly identified beginning, middle, and end.
3LAWRIT-2I	Using complete sentences, write a composition with a main idea and specific relevant details with a variety of sentences and vivid word choices.
3LAWRIT-2J	Use transitional words in paragraph development.
3LAWRIT-2K	Use information from multiple sources in writing reports.
3LAWRIT-2L	Edit for style, structure, grammar, spelling errors, and for clarity.

Information and Research

3LAINFO-1	Reference – The student will understand the structure and organization of various reference materials (e.g. information books, dictionary, encyclopedia).
3LAINFO-1A	Record information from print and non-print resources.
3LAINFO-1B	Use graphic sources to interpret and organize information (e.g. tables, graphs, diagrams, maps, and timelines).
3LAINFO-1C	Use guidewords to locate words or topics.
3LAINFO-1D	Use an index and glossary.
3LAINFO-1E	Use the title page, table of contents, glossary, chapter headings, and index to locate information.

MATHEMATICS

THIRD GRADE

Mathematics

3MATHMA-1	Vocabulary
3MATHMA-1A	Interpreting mathematical vocabulary to analyze and solve a variety of grade level concepts (review words see appendix A)
3MATHMA-1B	Using appropriate mathematical vocabulary for problem solving
3MATHMA-2	Number Sense
3MATHMA-2A	Reading, writing, and comparing six-digit numerals using standard, written, and expanded notation (e.g. $1,417 = 1,000 + 400 + 10 + 7$)
3MATHMA-2B	Identifying the place value for each digit in six-digit numerals
3MATHMA-2C	Comparing and ordering whole numbers to 10,000 using the proper words and symbols (e.g. $>$, greater than)
3MATHMA-2D	Recognizing that fractions and decimals are parts of a whole
3MATHMA-2E	Identifying, representing, comparing, and ordering fractions (including mixed numbers)
3MATHMA-2F	Comparing fractions represented by drawings, or manipulatives, to show equivalency
3MATHMA-3	Operations
3MATHMA-3A	Rounding whole numbers to 10,000 to the nearest ten, hundred, and thousand
3MATHMA-3B	Finding the sum or difference of two whole numbers between 0 and 10,000
3MATHMA-3C	Fluently recalling the multiplication and division facts through the 12's
3MATHMA-3D	Finding products of multi-digit factors up to two-digits by one-digit (e.g. 20×3)
3MATHMA-3E	Recognizing the relationship between division and multiplication
3MATHMA-3F	Representing multiplication and division in a variety of ways (e.g. sharing equally, fact families, and repeated addition or subtraction)
3MATHMA-3G	Performing the division of double-digit divisors with or without remainders
3MATHMA-3H	Adding and subtracting simple fractions and decimals
3MATHMA-3I	Solving word problems and explaining strategies used to arrive at a solution
3MATHMA-3J	Using estimation strategies to determine reasonableness of answers
3MATHMA-4	Expressions and Equations
3MATHMA-4A	Identifying missing parts in patterns
3MATHMA-4B	Identifying and extending a pattern according to a given rule
3MATHMA-4C	Using patterns to make predictions and solve problems
3MATHMA-4D	Solving problems involving numeric equations or inequalities

3MATHMA-4E	Solving a number sentence with a missing number for each of the four operations (e.g. $8 + n = 13$)
3MATHMA-4F	Selecting the operational symbol to make an expression true (e.g. $8 ? 5 = 13$)
3MATHMA-5	Measurement
3MATHMA-5S	Estimating and measuring length (inches, feet, yards centimeters, meters), weight (grams, ounces, pounds), and capacity (cups, pints, quarts, gallons, liters) using appropriate tools and units
3MATHMA-5B	Exploring unit relationships within the U.S. Customary system and the metric system (e.g. four quarts = one gallon)
3MATHMA-5C	Estimating and measuring perimeter, area (square units), and volume
3MATHMA-5D	Completing simple unit conversions within the U.S. Customary system and the metric system (e.g. nickels and dimes, centimeters and meters)
3MATHMA-5E	Counting, comparing, making change, and solving real world and mathematical problems using a collection of coins and bills
3MATHMA-5F	Telling time to the nearest minute with digital and analog clocks
3MATHMA-5G	Understanding the concept of elapsed time
3MATHMA-5H	Reading Celsius and Fahrenheit thermometers and recording temperatures using real world and mathematical problems
3MATHMA-6	Geometry
3MATHMA-6A	Analyzing and classify plane and solid geometric figures using attributes (e.g. number of corners, square corners, shape of faces, and edges)
3MATHMA-6B	Identifying and drawing representations of line segments and angles using a ruler or straight edge
3MATHMA-6C	Identifying and drawing representations of symmetry and congruence
3MATHMA-6D	Using geometric properties (length, width, perimeter, area) of two-dimensional shapes to solve real world and mathematical problems
3MATHMA-6E	Beginning to understand which congruent plane figures could result after geometric transformations such as, rotations (turns), reflections (flips), and translations (slides)
3MATHMA-7	Data Analysis, Statistics, and Probability
3MATHMA-7A	Collecting, organizing, and displaying data in a variety of ways (line plots, bar or picture graphs, and charts)
3MATHMA-7B	Identifying different parts of a graph (e.g. title, labels, key)
3MATHMA-7C	Reading and interpreting graphs and charts (e.g. bar, picture, circle, line) and using this information to draw conclusions and make predictions
3MATHMA-7D	Using the results of probability experiments to make predictions about future events

SCIENCE

THIRD GRADE

Overview

The third grade science program continues to build upon the concepts taught in the primary grades. Students in third grade discover that change is around us all the time.

The best approach to teaching concepts about change is through in-depth study of natural settings, which illustrate a change of events. Because all things change over time, it will be important to visit and revisit selected sites to observe differences that take place over time. Students will continue to need time to explore and manipulate objects in their environment.

Nature of Science: 3-5th grade

3NATSCI	Science Skills 1: The student will understand the nature of scientific knowledge associated with practices.
3NATSCI-1	Scientific Investigations
3NATSCI-1A	Science methods are determined by questions, predictions, and observations.
3NATSCI-1B	Science investigations use a variety of methods, tools, and techniques.
3NATSCI-1C	Science findings are based on recognizing patterns.
3NATSCI-1D	Scientists use tools and technologies to make accurate measurements and observations.
3NATSCI-2	Scientific Revision
3NATSCI-2A	Science explanations can change based on new evidence.
3NATSCI-3	Science Models, Laws, Mechanisms, and Theories
3NATSCI-3A	Science theories are based on a body of evidence and many tests.
3NATSCI-3B	Science explanations describe the reasons for the occurrence of natural phenomena.
3NATSCI	Science Skills 2: The student will understand the nature of scientific knowledge associated with crosscutting concepts.
3NATSCI-4	Scientific Knowledge Assumes an Order and Consistency in Natural Systems
3NATSCI-4A	Science assumes consistent patterns in natural systems.
3NATSCI-4B	Basic laws of nature are universal.

3NATSCI-4C	Science findings are limited to what can be answered with empirical evidence.
3NATSCI-5	Science is a Human Endeavor
3NATSCI-5A	Science is both a body of knowledge and processes that add new knowledge and affects everyday life.
3NATSCI-5B	Men and women from all cultures and backgrounds choose careers as scientists and engineers.
3NATSCI-5C	Most scientists and engineers work in teams.
3NATSCI-5D	Creativity and imagination are important to science.

*Based on **The Next Generation Science Standards**

Reading Standards for Informational Text: 3rd Grade

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

3SCILIT-1	Key Ideas and Details
3SCILIT-1A	Refer to details and examples in a text when explaining what the text says and then draw inferences from the text.
3SCILIT-1B	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3SCILIT-1C	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
3SCILIT-2	Craft and Structure
3SCILIT-2A	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
3SCILIT-2B	Use text features and search tools (e.g. key words, sidebars, hyperlinks, captions) to locate information relevant to a given topic efficiently.
3SCILIT-2C	Differentiate between student point of view and author point of view.
3SCILIT-3	Integration of Knowledge and Ideas
3SCILIT-3A	Use information gained from illustrations (e.g. maps, photographs, charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and the words in a text to demonstrate understanding of the text (e.g. where, when, why and how key events occur).
3SCILIT-3B	Explain how an author uses reasons and evidence to support particular points in a text.
3SCILIT-3C	Integrate information from two resources on the same topic in order to write or speak about the subject knowledgeably.

3SCILIT-4	Range of Reading Level of Text Complexity
3SCILIT-4A	Read and comprehend informational texts independently and proficiently.

Science Processes and Inquiry

3SCIENC-1	The student will engage in investigations that lead to the discovery of science concepts.
3SCIENC-1A	Recognize potential hazards and practice safety procedures in all science investigations.
3SCIENC-1B	Observe and measure objects, organisms, and/or events using the International System of Units (SI/metric).
3SCIENC-1C	Use a variety of measurement tools and technology.
3SCIENC-1D	Compare and/or contrast characteristics in a given set of objects, organisms, or events.
3SCIENC-1E	Classify a set of objects, organisms, and/or events using observable properties.
3SCIENC-1F	Arrange objects, organisms and/or events in sequential order.
3SCIENC-1G	Develop and use models to describe a scientific principle.
3SCIENC-1H	Create hypotheses based on observations or inferences.
3SCIENC-1I	Design and conduct scientific investigations.
3SCIENC-1J	Organize data using tables, line, bar, and simple circle graphs.
3SCIENC-1K	Interpret data tables, line, bar, and simple circle graphs.
3SCIENC-1L	Evaluate the validity of scientific investigations.
3SCIENC-1M	Communicate and compare the results of scientific investigations.

Physical Science

3PHYSICI-1	Energy– The student will observe that energy has multiple forms and can be changed from one form to another.
3PHYSICI-1A	Identify magnetism as a source and/or form of energy.
3PHYSICI-1B	Identify electricity as a source and/or form of energy.
3PHYSICI-1C	Identify static electricity as a source and/or form of energy.
3PHYSICI-1D	Identify stored energy (potential) and energy of motion (kinetic).
3PHYSICI-1E	Define motion.
3PHYSICI-1F	Define force.
3PHYSICI-1G	Identify mechanical motion (potential, kinetic) as a source and/or form of energy.
3PHYSICI-1H	Recognize that work is forces acting on objects causing them to move.
3PHYSICI-1I	Explain how gravity impacts the movement of an object.
3PHYSICI-1J	Explain how friction impacts the movement of an object.

3PHYSICI-2	Machines – The student will determine that simple machines can make it easier to move things.
3PHYSICI-2A	Identify types, examples, and functions of simple machines: ramp, lever, pulley, screw, inclined plane, and wheel and axle.
3PHYSICI-2B	Analyze simple and compound/complex machines to determine how the machines make the work easier.

Life Science

3LIFSCI-1	Adaptations – The student will determine that an organism’s chance of survival is improved with adaptations in physical structure and/or behavior.
3LIFSCI-1A	Evaluate living and non-living things that affect other plants/animals.
3LIFSCI-1B	Evaluate living and non-living things that affect natural resources.
3LIFSCI-1C	Evaluate living and non-living things that affect climate
3LIFSCI-1D	Evaluate living and non-living things that affect water.
3LIFSCI-1E	Evaluate living and non-living things that affect air.
3LIFSCI-1F	Evaluate living and non-living things that affect habitat.
3LIFSCI-1G	Explain how behavioral and physical adaptations allow animals to respond to life needs (e.g. obtaining food, finding shelter, defending themselves, hibernation, and camouflage).
3LIFSCI-1H	Recognize that different organisms vary in how they look and function because they have different inherited information from their parents, while some characteristics are caused by, or influenced by, the environment.
3LIFSCI-1I	Recognize that plants and animals have unique and diverse life cycles.
3LIFSCI-1J	Determine that some plants and animals survive and reproduce, despite environmental changes, while others die, or move to new locations.
3LIFSCI-1K	Explain reasons for the disappearance of extinct species. (CATHST 7B)
3LIFSCI-1L	Explain that fossils provide evidence about the types of organisms that lived long ago and the nature of their environments.
3LIFSCI-1M	Describe ways humans impact air, water, and habitat quality. (CATHST 7A)

Earth Science

3EARSICI-1	The student will observe that objects in the sky move in regular and predictable patterns.
3EARSICI-1A	Describe how night and day are caused by the rotation of the Earth on its axis.
3EARSICI-1B	Using shadows, observe that the position of the sun in the sky changes during the course of the day and from season to season.
3EARSICI-1C	Observe how the moon’s appearance changes during the four-week lunar cycle.
3EARSICI-1D	Observe stars in relation to the Earth and the universe (color, brightness, basic constellations).
3EARSICI-1E	Observe that different stars can be seen in different seasons.
3EARSICI-1F	Determine that the Earth orbits the sun, while the moon orbits the Earth.
3EARSICI-1G	Observe and identify the basic components of the solar system (sun, moons, planets).

3EARS-CI-2	The student will recognize that weather patterns affect climate, but can be unpredictable.
3EARS-CI-2A	Identify the phases of the water cycle and common cloud formation. (CATHST 7A)
3EARS-CI-2B	Identify typical weather conditions expected during a particular season.
3EARS-CI-2C	Describe climate as the result of an area's typical weather conditions over an extended period of time.
3EARS-CI-2D	Identify and explain different types of weather related to natural disasters/hazards and the technologies used in the field of meteorology. (CATHST 1B & 2C)
3EARS-CI-2E	Develop a plan of action for natural disasters related to Oklahoma (CATHST 2A, 2B & 2C)

SOCIAL STUDIES – OKLAHOMA STUDIES

THIRD GRADE

Overview

In the third grade, students begin a focused study of the state of Oklahoma. The historic strand introduces selected Oklahomans who have been important in the development of the state and creates an appreciation for the many peoples who have settled in Oklahoma. In the geography strand students explore the physical and political features of the state including its natural resources. In civics students examine the structure of local governments and the state government. In the economic strand students explore how Oklahomans have used their natural resources to create a prosperous and growing economy. Catholic social teachings will be incorporated throughout.

The Social Studies Process and Literacy Skills (PALS) are to be integrated throughout the Grade 3 content standards and methods of instructional delivery.

Process and Literacy Skills

	Skills Standard 1: The student will develop and demonstrate informational text reading literacy skills.
3SOCLIT-1	Key Ideas and Details
3SOCLIT-1A	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3SOCLIT-1B	Determine the main idea of a text; recount the key details and explain how they support the main idea.
3SOCLIT-1C	Describe the relationship between a series of historic events or social studies concepts, using language that pertains to time, sequence, and cause/effect.
3SOCLIT-2	Craft and Structure
3SOCLIT-2A	Determine the meaning of general academic and social studies domain-specific words and phrases in a text relevant to Grade 3 Oklahoma Studies.
3SOCLIT-2B	Use text features and search tools (e.g., timelines, maps, charts, graphs, images, artwork, photographs, key words, sidebars, links to technology) to locate information relevant to a given topic.
3SOCLIT-2C	Distinguish their own point of view from that of the author of a primary or secondary text.
3SOCLIT-3	Integration of Knowledge and Ideas
3SOCLIT-3A	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
3SOCLIT-3B	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
3SOCLIT-3C	Compare and contrast the most important points and key details presented in two texts on the same topic.

	Skills Standard 2: The student will develop and demonstrate writing literacy skills.
3SOCLIT-4	Text Types and Purposes
3SOCLIT-4A	Write opinion pieces on topics or texts, supporting a point of view with reasons.
3SOCLIT-4B	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
3SOCLIT-4C	Write narratives based on historic Oklahomans and/or events using descriptive details and clear event sequences.
3SOCLIT-5	Production and Presentation of Writing
3SOCLIT-5A	With guidance and support from adults, use technology or other resources, to produce and present writing fostering interaction and collaboration with others.
3SOCLIT-6	Research to Build and Present Knowledge
3SOCLIT-6A	Conduct short research projects that build knowledge about a topic related to Oklahoma.
3SOCLIT-6B	Recall information from experiences or gather information from print and/or digital sources; take brief notes on sources and sort evidence into provided categories.
	Skills Standard 3: The student will develop and demonstrate speaking and listening skills.
3SOCLIT-7	Comprehension and Collaboration
3SOCLIT-7A	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)
3SOCLIT-7B	Determine the main ideas and supporting details of a social studies text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3SOCLIT-7C	Ask and answer questions about social studies information from a speaker, offering appropriate elaboration and detail.
3SOCLIT-8	Presentation of Knowledge and Ideas
3SOCLIT-8A	Report on a social studies topic or text or tell a social studies related story with appropriate facts and relevant, descriptive details, and speaking clearly at an understandable pace.

Content Skills

3SOCSTU-1	Oklahoma Studies (CL) The student will analyze the traits of good citizens.
3SOCSTU-1A	The student will understand why civic responsibility is important. (CST #2)
3SOCSTU-1B	Discuss the importance of public service. Give examples of groups and individuals who make a difference in their communities. (CST #2)
3SOCSTU-1C	Recognize that taxes help pay for community services. (CST #1,2,5)
3SOCSTU-1D	Recognize the sacrifices and contributions to American freedom by veterans. (CST #6)
3SOCSTU-1E	Examine and determine the main purposes of Oklahoma's state government and identify representative leaders of the state of Oklahoma and the three branches of government at local, state, and national level. (CST #3)

	Describe the historical significance of the main symbols of Oklahoma’s history including:
3SOCSTU-1F	<ul style="list-style-type: none"> • State Seal (CST #6)
3SOCSTU-1G	<ul style="list-style-type: none"> • Flag (CST #6)
3SOCSTU-1H	<ul style="list-style-type: none"> • Pledge
3SOCSTU-1I	<ul style="list-style-type: none"> • Song
3SOCSTU-1J	<ul style="list-style-type: none"> • Bird
3SOCSTU-1K	<ul style="list-style-type: none"> • Tree
3SOCSTU-1L	<ul style="list-style-type: none"> • Flower
3SOCSTU-1M	<ul style="list-style-type: none"> • Fruit

Economics Literacy

3SOCSTU-2	Oklahoma Studies (EL). The student will identify and describe basic economic activities creating prosperity in the state of Oklahoma.
3SOCSTU-2A	Summarize how scarcity and surplus require people to make choices producing and consuming goods and services. (CST #7)
3SOCSTU-2B	Define profit. Explain how profit is an incentive for producers. (CST #5)
3SOCSTU-2C	Explain how competition in the market place affects price. (CST #5)
3SOCSTU-2D	Compare differences among human, natural, and capital resources used to produce goods and services. (CST #1, 5, 7)
3SOCSTU-2E	Examine how the development of Oklahoma’s major economic activities has contributed to the growth of the state including the oil and natural gas industry, agriculture and livestock, aviation, tourism, and military installations. (CST #1-7)
3SOCSTU-2F	The student will explain how people engage in trade to satisfy their economic wants. (CST #5, 7)
3SOCSTU-2G	<ul style="list-style-type: none"> • Give examples of trade. Describe how trade benefits both parties.
3SOCSTU-2H	<ul style="list-style-type: none"> • Explain how money makes trade easier.
3SOCSTU-2I	<ul style="list-style-type: none"> • Recognize that buyers and sellers interact to determine the prices of goods and services in markets.
3SOCSTU-2J	<ul style="list-style-type: none"> • Recognize that countries trade goods with one another.

Geography Literacy

3SOCSTU-3	Oklahoma Studies (GL). The student will examine Oklahoma’s geography and how people of Oklahoma interact with their environment. (CST #7)
	The student will demonstrate basic map skills.
	Know the basic elements of maps and globes including:
3SOCSTU-3A	<ul style="list-style-type: none"> • legend
3SOCSTU-3B	<ul style="list-style-type: none"> • cardinal directions
3SOCSTU-3C	<ul style="list-style-type: none"> • landforms
3SOCSTU-3D	<ul style="list-style-type: none"> • resources
3SOCSTU-3E	<ul style="list-style-type: none"> • products

3SOCSTU-3V	<ul style="list-style-type: none"> • distance scales
3SOCSTU-3G	Distinguish among map symbols including legend references to land, water, roads, cities.
3SOCSTU-3H	Recognize the difference between physical and political maps.
3SOCSTU-3I	Distinguish between the North and South Poles, the equator and the prime meridian, and the hemispheres, using coordinates to plot locations.
3SOCSTU-3J	Determine the type of map needed for a specific purpose.
3SOCSTU-3K	Identify continents and oceans.
3SOCSTU-3L	Locate the United States, Oklahoma, and the local community.
3SOCSTU-3M	Identify the state capital and describe the various regions of Oklahoma.
	Locate and describe major physical features of Oklahoma.
	Identify Oklahoma's major landforms including:
3SOCSTU-3N	<ul style="list-style-type: none"> • Arbuckle Mountains
3SOCSTU-3O	<ul style="list-style-type: none"> • Ozark Plateau
3SOCSTU-3P	<ul style="list-style-type: none"> • Wichita Mountains
3SOCSTU-3Q	<ul style="list-style-type: none"> • Kiamichi Mountains
3SOCSTU-3R	<ul style="list-style-type: none"> • Black Mesa
3SOCSTU-3S	<ul style="list-style-type: none"> • Great Salt Plains
	Identify Oklahoma's major bodies of water including:
3SOCSTU-3T	<ul style="list-style-type: none"> • Red River
3SOCSTU-3U	<ul style="list-style-type: none"> • Canadian River
3SOCSTU-3V	<ul style="list-style-type: none"> • Arkansas River
3SOCSTU-3W	<ul style="list-style-type: none"> • Lake Texoma
3SOCSTU-3X	<ul style="list-style-type: none"> • Lake Eufaula
3SOCSTU-3Y	<ul style="list-style-type: none"> • Lake Tenkiller
3SOCSTU-3Z	<ul style="list-style-type: none"> • Grand Lake of the Cherokees
3SOCSTU-3AA	Identify Oklahoma's major metropolitan areas and cities along with their significance on a political map.
	Examine the interaction of the environment and the peoples of Oklahoma. (CST #1,7)
3SOCSTU-3BB	Describe the climate and various natural vegetation zones found in Oklahoma including the Great Plains and the Cross Timbers.
3SOCSTU-3CC	Describe how early Native Americans used Oklahoma's natural resources to survive including the use of the bison, fur trading, and farming.
3SOCSTU-3DD	Describe how pioneers to Oklahoma adapted to and modified their environment including sod houses, wind mills, and crops.
3SOCSTU-3EE	Summarize how contemporary Oklahomans affect and change their environments including the Kerr-McLellan Navigation System, creation of recreational lakes by the construction of dams, irrigation of croplands, and the establishment of wildlife refuges.

History Literacy

3SOCSTU-4	Oklahoma Studies (HL): The student will analyze the significant events and historic personalities contributing to the development of the state Oklahoma.
3SOCSTU-4A	Understand and describe the relationship between historic events and chronology through the creation of basic timelines.
	Read and interpret primary sources related to key events in Oklahoma's past to demonstrate understanding of a text including:
3SOCSTU-4B	<ul style="list-style-type: none"> • George Catlin's artwork (CST #7)
3SOCSTU-4C	<ul style="list-style-type: none"> • Sequoyah's syllabary
3SOCSTU-4D	<ul style="list-style-type: none"> • News accounts and photographs of the land openings (CST #1-2)
3SOCSTU-4E	<ul style="list-style-type: none"> • Depression and Dust Bowl (CST #1,2,3,4,5,7)
3SOCSTU-4F	<ul style="list-style-type: none"> • Woody Guthrie's musical lyrics of <i>This Land is Your Land</i>(CST #2)
3SOCSTU-4G	<ul style="list-style-type: none"> • Roger's and Hammerstein state song, <i>Oklahoma</i>. (CST #2)
	Describe the many Native American cultures that have inhabited present-day Oklahoma including: (CST #1)
3SOCSTU-4H	<ul style="list-style-type: none"> • Spiro Mound Builders
3SOCSTU-4I	<ul style="list-style-type: none"> • Osage, Wichitas, and Comanches
3SOCSTU-4J	<ul style="list-style-type: none"> • Five Tribes
3SOCSTU-4K	<ul style="list-style-type: none"> • Plains Indians
	Describe early expeditions in Oklahoma including:
3SOCSTU-4L	<ul style="list-style-type: none"> • Coronado
3SOCSTU-4M	<ul style="list-style-type: none"> • Washington Irving (CST #7)
3SOCSTU-4N	<ul style="list-style-type: none"> • George Catlin (CST #7)
	Describe the migrations and settlements by Native Americans including: (CST #1, 3, 4, 6)
3SOCSTU-4O	<ul style="list-style-type: none"> • Indian Removal Act First Trail of Tears -Five Civilized Tribes
3SOCSTU-4P	<ul style="list-style-type: none"> • Civil war
3SOCSTU-4Q	<ul style="list-style-type: none"> • Second Trail of Tears-Woodland Tribes and Plains
3SOCSTU-4R	Describe cowboy life and cattle drives as typified by experiences along the Chisholm Trail. (CST #5)
	Explain the opening of the Unassigned Lands including: (CST #1, 2, 3, 4, 7)
3SOCSTU-4S	<ul style="list-style-type: none"> • Homestead Act
3SOCSTU-4T	<ul style="list-style-type: none"> • Native American versus settlers' view points
	<ul style="list-style-type: none"> • Land Run:
3SOCSTU-4U	<ul style="list-style-type: none"> ✓ Boomers
3SOCSTU-4V	<ul style="list-style-type: none"> ✓ Sooners
3SOCSTU-4W	Commemorate Statehood Day November 16, 1907, as the joining of Indian and Oklahoma Territories. (Twin Territories) (CST #2)

3SOCSTU-4X	Summarize how the Depression and Dust Bowl impacted the environment, economy, and people of Oklahoma. (CST #1-7)
	Examine notable historic and present-day Oklahomans utilizing biographies and informational texts to describe their significant contributions including but not limited to including:
3SOCSTU-4Y	<ul style="list-style-type: none"> • Sequoyah
3SOCSTU-4Z	<ul style="list-style-type: none"> • Bill Pickett
3SOCSTU-4AA	<ul style="list-style-type: none"> • Jim Thorpe
3SOCSTU-4BB	<ul style="list-style-type: none"> • Kiowa Six (formerly the Kiowa Five)
3SOCSTU-4CC	<ul style="list-style-type: none"> • Will Rogers
3SOCSTU-4DD	<ul style="list-style-type: none"> • Wiley Post
3SOCSTU-4EE	<ul style="list-style-type: none"> • Woody Guthrie
3SOCSTU-4FF	<ul style="list-style-type: none"> • Clara Luper
3SOCSTU-4GG	<ul style="list-style-type: none"> • Wilma Mankiller
3SOCSTU-4HH	<ul style="list-style-type: none"> • Gordon Cooper
3SOCSTU-4II	<ul style="list-style-type: none"> • Shannon Lucid
3SOCSTU-4JJ	<ul style="list-style-type: none"> • Mickey Mantle
3SOCSTU-4KK	<ul style="list-style-type: none"> • Carl Albert
3SOCSTU-4LL	<ul style="list-style-type: none"> • Five Ballerinas
3SOCSTU-4MM	Explore the historic and contemporary racial, ethnic, and cultural groups of Oklahoma. (CST # 1-7)
	Identify and describe the historic significance of state and local landmarks including:
3SOCSTU-4NN	<ul style="list-style-type: none"> • The Buffalo Soldiers' Old Post at Fort Sill
3SOCSTU-4OO	<ul style="list-style-type: none"> • Nellie Johnstone Number 1
3SOCSTU-4PP	<ul style="list-style-type: none"> • Oklahoma Capitol
3SOCSTU-4QQ	<ul style="list-style-type: none"> • Route 66
3SOCSTU-4RR	<ul style="list-style-type: none"> • Will Roger's Birthplace
3SOCSTU-4SS	<ul style="list-style-type: none"> • Oklahoma City National Memorial (CST #1, 6)
3SOCSTU-4TT	Identify and discuss current events. (CST #1-7).

TECHNOLOGY

THIRD GRADE

Overview

The third, fourth, and fifth grade student will improve speed and accuracy in keyboarding skills and basic operations. The student will practice responsible use of technology systems, information, and software. The student will learn how to access content on the Internet for curriculum based projects and begin to evaluate the content for appropriateness and usefulness.

Students will become more proficient in the use of a variety of applications that will enable them to express themselves creatively. Students will begin to use the Internet more independently to conduct searches required for completing assignments. Activities using information drawn from the Internet will lend structure to classroom projects while encouraging critical thinking allowing the pursuit of individual student interests. Students will also learn more information about the legal and ethical use of information as well as the validity and value of information found on the Internet. The student will come to a deeper understanding of the Catholic Social Teachings through the use of technology.

Basic Operations and Concepts

3TECHNO-1	The student will demonstrate knowledge and skills in the use of technology.
3TECHNO-1A	Demonstrate correct keyboarding posture and finger placement for the home row keys and other keys as needed (e.g. Enter/Return, space bar, ESC, Shift, Delete, Control, arrow keys).
3TECHNO-1B	Type simple documents.
3TECHNO-1C	Use appropriate computer terminology. Expand technology vocabulary.
3TECHNO-1D	Determine the appropriate technology tools needed to perform specific tasks.
3TECHNO-1E	Demonstrate proper care and use of technology equipment.
3TECHNO-1F	Open and save files to an appropriate location.

Ethical, Legal, and Social Media

3TECHNO-2	The student will recognize and use responsible, ethical, and safe behaviors when using technology.
3TECHNO-2A	Discuss the ownership and privacy rights of computer-created work.
3TECHNO-2B	Recognize that copyright laws protect the creative works of individuals/groups/companies.
3TECHNO-2C	Recognize the existence of a digital footprint.

Technology as a Tool for Productivity

3TECHNO-3	The student will use word processing as a tool for writing.
3TECHNO-3A	Identify and use basic word processing features and terminology.

3TECHNO-3B	Recognize, discuss, and use word processing as a tool to enter/edit, print, save, and retrieve assignments.
3TECHNO-3C	Use software applications to develop writing skills.
3TECHNO-4	The student will use technology to produce projects.
3TECHNO-4A	Use a drawing/paint program to create and edit a simple graphic (e.g. size, shape, color, content).
3TECHNO-4B	Create signs and cards.
3TECHNO-5	The student will use technology to process data and report results.
3TECHNO-5A	Recognize that graphing is a tool for organizing information.
3TECHNO-5B	Use manipulatives and/or graphing software to organize and display data.

Technology as a Tool for Communication

3TECHNO-6	The student will use technology as a tool to interact with others.
3TECHNO-6A	Use teacher-selected Internet resources to locate, discuss, and compare information as a class/group.
3TECHNO-6B	Discuss how the Internet is a tool to gather and locate information.
3TECHNO-6C	Recognize that email is a tool for communication.

Technology as a Tool for Research

3TECHNO-7	The student will utilize the Internet as a research tool.
3TECHNO-7A	Recognize Internet terminology.
3TECHNO-7B	Follow guidelines for acceptable use of the Internet.
3TECHNO-7C	Access sites using bookmarks, URLs, and search engines.

Technology as a Tool for Problem Solving and Decision-Making

3TECHNO-8	The student will use technology resources for solving problems and making informed decisions.
3TECHNO-8A	Use software applications for drill and practice.
3TECHNO-8B	Use simulation programs.
3TECHNO-8C	Use applications that promote creative thinking and problem solving strategies.
3TECHNO-8D	Use graphic software.
3TECHNO-8E	Explore the concepts of coding.

VISUAL ART

THIRD GRADE

Overview

Third Grade students will recognize the elements and principles of design as a way to communicate through art. An appreciation for art from a Catholic, historical, and cultural perspective will be developed. The visual arts will provide opportunities for self expression and creative thinking. Students will learn to demonstrate respect for their own artwork and the artwork of others.

Language of Visual Art

3VISART-1	The student will identify and communicate using a variety of visual art terms.
3VISART-1A	Name, describe, and understand the elements of art including: line, color, form, shape, texture, value, and space.
3VISART-1B	Name, describe, and be familiar with the principles of design including: rhythm, balance, contrast, movement, center of interest (emphasis), and repetition.
3VISART-1C	Recognize how artists use the elements of art and principles of design to creatively express original ideas.
3VISART-1D	Use appropriate art vocabulary to describe art.

Visual Art History and Culture

3VISART-2	The student will recognize the development of visual art from a historical and cultural perspective.
3VISART-2A	Discover and appreciate the art of the Catholic Church and its symbolism.
3VISART-2B	Understand that art reflects the culture of its origin.
3VISART-2C	Identify connections between visual arts and other art disciplines.
3VISART-2D	Identify specific works of art produced by artists in different cultures, times and places.
3VISART-2E	Use appropriate art terminology to express personal opinions about art.
3VISART-2F	Understand how the visual arts are reflected in the culture, traditions, and history of Oklahoma.

Visual Art Expression

3VISART-3	The student will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.
3VISART-3A	Recognize that creating art is a prayerful expression of their relationship with God.
3VISART-3B	Experiment with color mixing with various media.
3VISART-3C	Use a variety of subjects, basic media, and techniques in creating visual art (e.g. drawing, painting, weaving, sculpture, ceramics, collage, and mixed media).

3VISART-3D	Demonstrate developing skills of composition using the elements of art and principles of design.
3VISART-3E	Use art media and tools in a safe and responsible manner to create visual art.

Visual Art Appreciation

3VISART-4	The student will appreciate and utilize art to make interdisciplinary connections and informed aesthetic decisions.
3VISART-4A	Demonstrate appropriate behavior while viewing art and/or attending a visual art exhibition in a museum or art gallery.
3VISART-4B	Demonstrate respect for personal artwork and the artwork of others.
3VISART-4C	Demonstrate thoughtfulness and care in completion of artworks.
3VISART-4D	Identify learning connections between visual art and other disciplines, such as mathematics, science, English language arts, social studies, and media arts.

GENERAL MUSIC

THIRD GRADE

Overview

Students in the Third Grade continue to explore melody and rhythm through singing, creative movement, and playing percussion instruments. They sing and perform appropriate liturgical music, secular, patriotic and holiday songs. They are able to read melodic patterns, count rhythms, and identify treble clef.

Language of Music

3MUSIC3-1	The student will read, notate, and interpret music.
3MUSIC3-1A	Explore the elements of melody (steps, wide and narrow leaps, repeated tones, melodic patterns, high and low pitches, melodic contour, and same, different, and similar phrases).
3MUSIC3-1B	Explore the elements of rhythm (strong and weak beats, steady beat, rests, meter in 2, 3 and 4, and dotted rhythms).
3MUSIC3-1C	Explore the elements of harmony (chordal harmony, chord changes, ostinati patterns, countermelody, and rounds).
3MUSIC3-1D	Explore the elements of form (introduction, coda, repetition/contrast, solo/chorus, AB and ABA).
3MUSIC3-1E	Explore the elements of tone color (classroom percussion instruments, each family of orchestra instruments [strings, woodwinds, brass, and percussion]).
3MUSIC3-1F	Explore the elements of pitch (high and low).
3MUSIC3-1G	Explore the elements of tempo (fast and slow, gradually faster and slower).
3MUSIC3-1H	Explore the elements of dynamics (forte/piano, crescendo/decrescendo).
3MUSIC3-2	The student will identify basic notation.
3MUSIC3-2A	Read and count quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, whole rest, and dotted half note.
3MUSIC3-2B	Recognize melodic patterns (sol, mi, la, do, re or 5, 3, 6, 1, 2).
3MUSIC3-2C	Recognize simple melodies in treble clef using standard notation within the staff.
3MUSIC3-2D	Identify treble clef, staff, and names of lines and spaces.
3MUSIC3-3	The student will recognize basic features of familiar and unfamiliar songs.
3MUSIC3-3A	Identify dynamics in a given song (forte/piano, crescendo/decrescendo).
3MUSIC3-3B	Identify tempo in a given song (fast and slow, accelerando/ritardando).
3MUSIC3-3C	Identify form in a given song (same, different, and similar).
3MUSIC3-4	The student will identify the instruments of the orchestra.
3MUSIC3-4A	Identify orchestral families (brass, strings, woodwinds, and percussion).

Music History and Culture

3MUSIC3-5	The student will recognize the development of music from a historical and cultural perspective.
3MUSIC3-5A	Differentiate between sacred and secular music.
3MUSIC3-5B	Sing appropriate liturgical music (seasons).
3MUSIC3-5C	Sing and perform action songs, chants, rhymes, singing games, and dances from a variety of cultures.
3MUSIC3-5D	Recognize patriotic and holiday songs.
3MUSIC3-5E	Identify music and instruments from different cultures.
3MUSIC3-5F	Recognize and practice appropriate audience and/or performer behavior while demonstrating respect for the context and style of music performed.

Musical Expression

3MUSIC3-6	The student will present an existing work formally or informally with appropriate expressive and technical skills.
3MUSIC3-6A	Participate in music through singing (e.g. echo singing, rounds, and partner songs) and/or playing instruments (e.g. body percussion and melodic ostinati).
3MUSIC3-6B	Match pitches, sing in tune (C-scale range), and use appropriate tone and expression.
3MUSIC3-6C	Play simple rhythmic patterns on classroom percussion instruments to accompany songs and rhythm activities.
3MUSIC3-6D	Play simple melodies by rote on instruments, such as bells or xylophones.
3MUSIC3-6E	Perform solos and in groups with expression and technical accuracy.

Music Appreciation

3MUSIC3-7	The student will use active listening to interpret various musical selections.
3MUSIC3-7A	Explore improvisation through singing and/or playing instruments.
3MUSIC3-7B	Recognize basic features of familiar and unfamiliar songs.
3MUSIC3-7C	Recognize basic differences between major and minor tonality.
3MUSIC3-7D	Use appropriate terms to explain musical works and styles.

Additional Instructional Opportunities

3MUSIC3-8	Additional Instructional Opportunities
3MUSIC3-8A	Answer unfinished short melodic patterns using voice or classroom instruments.

PHYSICAL EDUCATION

THIRD GRADE

Overview

Third grade students will develop movement skills utilizing large muscle groups. They will engage in simple organized games. Safety guidelines will be implemented related to specific activities. Students will demonstrate Christ-like behavior through consideration, cooperation, and respect for others. Promotion of fitness components and exercises that are good for one's health will enrich the physical ability given by God.

Motor Skills

3PHYSED-1	The student will engage in coordinated locomotor and non-locomotor activities.
3PHYSED-1A	Demonstrate movement patterns which combine unilateral, bilateral, and oppositional movements to accomplish a specific goal.
3PHYSED-1B	Use basic offensive and defensive concepts in modified versions of individual and team games.
3PHYSED-1C	Identify equipment used in a variety of activities.

Responsible Behaviors

3PHYSED-2	The student will develop responsible personal and social behavior. (CST 1A, 1B, 3B)
3PHYSED-2A	Apply safety guidelines related to a specific activity.
3PHYSED-2B	Demonstrate the appropriate use and care of equipment.
3PHYSED-2C	Demonstrate Christ-like behavior through cooperation and fair play in following the rules of games and activities (CST 1A, 1B, 2B, 3B, 6B)
3PHYSED-2D	Motivate and encourage others to participate in activities. (CST 1A, 1B, 2C)

Health and Fitness

3PHYSED-3	The student will participate in health and fitness activities.
3PHYSED-3A	Engage in lead up skills to prepare for lifetime activities and games.
3PHYSED-3B	Monitor fitness components (muscular strength, muscular endurance, flexibility, body composition, cardiovascular endurance).
3PHYSED-3C	Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. (CST 2B)

WORLD LANGUAGES

KINDERGARTEN THROUGH FOURTH

Overview

The World Languages curriculum focuses on these areas: Catholicity, Communication, Cultural Practices, Connections, Comparisons, and Communities. Although each Diocesan school has a different configuration regarding World Languages scheduling, all students will still cover the main areas of focus, appropriate for their developmental level, regardless of the target language taught or the amount of time spent on learning a language other than English. The exception to this is Latin which is a classical language that is not used for communication or to interact with communities of today.

This curriculum is designed to give students an opportunity to:

- Develop and deepen individual faith through Catholic practices in order to connect with and participate more fully in the Universal Church.
- Communicate effectively in one or more languages in order to function in a variety of situations and for multiple purposes.
- Interact with cultural competence and understanding.
- Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
- Develop insight into the nature of language and culture in order to interact with cultural competence.
- Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Catholicity

K-4WORLAN-1	The student will understand Creed as the faith professed.
K-4WORLAN-1A	Listen and/or read excerpts from a Catholic Bible in the target language.
K-4WORLAN-1B	Translate scripture excerpts from a Catholic Bible in the target language.
K-4WORLAN-1C	Explore various Catholic Church documents in the target language.
K-4WORLAN-2	The student will understand Sacraments as the faith celebrated.
K-4WORLAN-2A	Identify and participate in Catholic customs and traditions of the target language related to the sacraments.
K-4WORLAN-2B	Participate in some aspects of the Liturgy formally or informally in the target language.
K-4WORLAN-2C	Use Catholic scripture in the target language to explore the origins of the sacraments.
K-4WORLAN-3	The student will understand Christian morality as the faith lived.
K-4WORLAN-3A	Identify and explore the target culture in relation to the Catholic Social Teachings.
K-4WORLAN-3B	Use the target language within and beyond the classroom to enhance participation in the Catholic faith.

K-4WORLAN-3C	Identify and explore influential figures from the target culture and their contributions to the Catholic Church.
K-4WORLAN-3D	Identify and explore expressions of the Catholic faith within the target culture.
K-4WORLAN-3E	Explore sacred art from the target culture.
K-4WORLAN-4	The student will understand Prayer as the faith prayed.
K-4WORLAN-4A	Read, recite, and/or sing common Catholic prayers and songs in the target language.
K-4WORLAN-4B	Compose original prayers in the target language.

Communication

K-4WORLAN-5	The student will understand, interpret, and analyze spoken and written language on a variety of topics.
K-4WORLAN-5A	Recognize memorized words and phrases when heard.
K-4WORLAN-5B	Understand words, phrases, and simple sentences related to everyday life when heard.
K-4WORLAN-5C	Recognize pieces of information and understand the main topic of what is being said.
K-4WORLAN-5D	Recognize letters and characters.
K-4WORLAN-5E	Understand learned or memorized words and phrases when read.
K-4WORLAN-5F	Understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
K-4WORLAN-5G	Understand the main idea of what is read.
K-4WORLAN-6	The student will engage in conversation, provide and obtain information, share reactions, express feelings, and exchange opinions.
K-4WORLAN-6A	Communicate on very familiar topics using a variety of practiced and memorized words and phrases.
K-4WORLAN-6B	Communicate and exchange information about familiar topics using phrases and simple sentences.
K-4WORLAN-6C	Participate in short social interactions in everyday situations by asking and answering simple questions.
K-4WORLAN-7	The student will present information, concepts, and ideas to listeners or readers on a variety of topics.
K-4WORLAN-7A	Present information about self and some other very familiar topics using single words or memorized phrases.
K-4WORLAN-7B	Present information about self and some other very familiar topics using a variety of words, phrases, and memorized expressions.
K-4WORLAN-7C	Reproduce some familiar words, characters, or phrases.
K-4WORLAN-7D	Write lists and memorized phrases on familiar topics.
K-4WORLAN-7E	Write short messages and notes on familiar topics related to everyday life.

Culture

K-4WORLAN-8	The student will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
K-4WORLAN-8A	Respond to cultural expressions and gestures for greetings and farewells in appropriate social situations.
K-4WORLAN-8B	Initiate and respond to routine courtesy exchanges.
K-4WORLAN-8C	Participate in cultural activities, traditions, and holidays of the target culture.
K-4WORLAN-8D	Participate in children’s games representative of the target culture.
K-4WORLAN-8E	Identify and color flags and a few landmarks of the target culture.
K-4WORLAN-8F	Listen and respond simply to stories, songs, and rhymes of the target culture.
K-4WORLAN-8G	Name and experience foods and eating customs of the target culture.
K-4WORLAN-8H	Identify some beliefs and outlooks of the target culture.
K-4WORLAN-8I	Understand diversity and recognize the impact of stereotyping other cultures.
K-4WORLAN-8J	Recognize differences and similarities between the target culture and their own.
K-4WORLAN-8K	Recognize and write numbers according to cultural custom.
K-4WORLAN-9	The student will demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
K-4WORLAN-9A	Name and identify tangible products of everyday living.
K-4WORLAN-9B	Identify and explore artifacts and symbols commonly used in the target culture.
K-4WORLAN-9C	Identify and explore some major contributions and influential figures, past and current, from the target culture.
K-4WORLAN-9D	Identify and explore the impact of historical and contemporary influences from the target culture that are significant in their own culture.
K-4WORLAN-9E	Identify and investigate products and geographic features from civilizations, countries, regions, and tribes associated with the target language studied.
K-4WORLAN-9F	Recognize samples of the culture’s perspectives from the arts, media, and sports in the target culture.

Connections

K-4WORLAN-10	The student will reinforce and expand their knowledge of other areas of study using a variety of sources in the target language.
K-4WORLAN-10A	Identify and/or apply selected information and skills from other content areas in experiences related to the target language and culture.
K-4WORLAN-10B	Reinforce and/or expand learning in other content areas using authentic target language resources.
K-4WORLAN-10C	Identify eight colors using clothing of children and pictures.
K-4WORLAN-10D	Count from 0 to 15 using the target language.

Comparisons

K-4WORLAN-11	The student will demonstrate an understanding of the nature of language through comparisons of the target language and their own.
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K-4WORLAN-11A	Recognize cognates and borrowed words when applicable and be aware of their usefulness in comprehending language.
K-4WORLAN-11B	Identify and compare the sound and writing systems of the target language with their own, including stress, intonation, and punctuation.
K-4WORLAN-11C	Identify basic grammatical structures of the target language and compare these structures such as tense, gender, word order, and agreement to their own language.
K-4WORLAN-11D	Recognize and use identified idiomatic expressions that cannot be directly translated into their own language.
K-4WORLAN-12	The student will demonstrate an understanding of the concept of culture through comparisons of the target culture and their own.
K-4WORLAN-12A	Identify similarities and differences in verbal and nonverbal behavior between cultures.
K-4WORLAN-12B	Recognize cross-cultural similarities and differences in the practices of the target culture.
K-4WORLAN-12C	Identify cross-cultural similarities and differences in the products of the target culture.
K-4WORLAN-12D	Recognize cross-cultural similarities and differences in the perspectives within the target culture.

Communities

K-4WORLAN-13	The student will use the target language both within and beyond the school community for personal enjoyment, enrichment, and active participation.
K-4WORLAN-13A	Produce short presentations for a variety of audiences.
K-4WORLAN-13B	Participate in activities where the ability to communicate in a second language is beneficial.
K-4WORLAN-13C	Take part in language-related activities to benefit the school and/or community.(CST 2B)
K-4WORLAN-13D	Articulate the benefits of being able to communicate in more than one language.
K-4WORLAN-13E	Demonstrate a willingness to interact with native speakers.
K-4WORLAN-13F	Discover and explore a variety of entertainment sources representative of the target culture.
K-4WORLAN-13G	Identify and discuss issues of interest within the target culture.
K-4WORLAN-13H	Discover and explore samples of art, literature, music, and sports representative in the target culture.