

THIRD GRADE CURRICULUM

RELIGION

The students will demonstrate an understanding of:

Creed:

- Demonstrate an understanding of the human need for God based on revelation and faith
- Understand that God takes care of us and is always faithful to us
- Recognize the Trinity as God
- Understand that God is the Father, Son and Holy Spirit
- Understand that Jesus is a person who lived historically and is alive now
- Understand that the Holy Spirit is the gift of God and Jesus Christ who enables the life of the Church on earth
- Understand that as Christians we accept responsibility for caring for God's creation
- Read, understand, and interpret, and apply Scripture to life
- Understand that the Bible is organized into books, chapters, and verses
- Understand that God loves us like a parent
- Understand that the Holy Spirit is with us to help us pray
- Understand that the Catholic Church is one, holy, catholic and apostolic
- Understand that Jesus began his new church on earth
- Understand the apostles were twelve followers whom Jesus chose to help him begin his church
- Understand that the season of Advent prepares us for Christmas and for the second coming of Christ
- Understand that Lent is a special time for praying, sacrificing, and sharing because of Jesus' suffering.
- Understand that Christians celebrate Jesus' rising from the dead on Easter Sunday
- Demonstrate an appreciation for prayer as the primary way we come to know God and the community as the context for sharing faith within and beyond itself
- Understand that the church community includes the pope, clergy, religious and lay people
- Understand that the church continues Jesus' ministries of community, word, worship, and service
- Understand that the church is the communion of saints

Sacraments:

- Understand the importance of sacraments, with an emphasis on the centrality of the Eucharist, in the life of Catholics
- Understand that Baptism, confirmation and Eucharist are sacraments of initiation
- Understand that penance/reconciliation and anointing of the sick are sacraments of healing
- Understand that matrimony and holy orders are the sacraments of service
- Understand that Holy orders is a sacrament of special service and commitment to the Church
- Examine a variety of Christian vocations as a response to the baptismal call

Christian Morality:

- Acknowledge and affirm the dignity of the human person and the community
- Understand that when we care about people, especially those who are unable to help themselves, we are recognizing their human dignity
- Apply Catholic principles to interpersonal relations
- Understand that all life is a gift of God, which must be respected
- Understand that through the parables, Jesus tells us to love ourselves and one another
- Know, critique and apply social justice principles to personal and societal situations
- Understand that whatever we do for people in need, we do for Jesus
- Understand that we share in Jesus' mission to bring a message of love, justice, and hope to the poor and victims of injustice
- Engage in service to the community in response to the Gospel call
- Understand that we are called to share in Jesus' ministry of love and service
- Understand that the Ten Commandments help us live good lives
- Understand that Jesus sums up the commandments for us in his law of love

Prayer:

- Know and participate in the Catholic tradition of prayer
- Understand that God hears our prayers
- Understand that when we listen to God's Word in Scripture, we hear God speaking to us today
- Participate in liturgical prayer
- Understand the Apostle's Creed

READING

The students will demonstrate an understanding of:

Word Recognition and Word Study:

- Recognize frequently encountered words whether in context or in isolation, with the number of words increasing over the school year.
- Use letter sound, rimes, base words, and affixes to read, decode, and decide meaning of words.
- Know the meanings of frequently encountered words in oral language contexts.
- Identify unknown words by self-monitoring.
- Construct meaning by predicting and applying knowledge of language.
- Apply the following aspects of fluency: pauses and emphasis, punctuation cues, intonation, and automatic recognition of identified words while reading aloud.
- Determine the meaning of words (synonyms, homonyms, multiple meaning words, content vocabulary) while using context clues, concept mapping, and the dictionary.

Narrative Text:

- Explain how characters express attitudes within classic, multicultural, and contemporary literature.
- Identify and describe the basic elements and purpose in an assortment of genre such as folktales, fables, and realistic fiction.

- Identify and describe characters' thoughts, motivations, story themes, and the main idea.
- Explain how authors use literacy devices like prediction, personification, and point of view to depict setting.
- Explain how thoughts and actions show character traits.

Informational Text:

- Identify and describe the basic elements and purpose in a variety of informational genre including textbooks, encyclopedias, and magazines.
- Identify informational patterns such as descriptive, sequential, compare/contrast, and problem/solution.
- Explain how authors use text features such as titles, headings and subheadings, timelines, prefaces, indices, and table of contents to develop understanding.

Comprehension:

- Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text.
- Sequentially retell story elements of narrative text, major ideas, and relevant details.
- Compare and contrast relationships among characters, events, key ideas within texts.
- Apply knowledge from grade level science, social studies, and mathematical texts.

Metacognition:

- Self-monitor comprehension when reading by applying strategies to increase comprehension including predicting, constructing mental images, visualizing ideas in text, questioning, rereading if uncertain, inferring, and summarizing.
- Plan, monitor, regulate, evaluate skills, strategies, and processes to construct and convey meaning using graphic organizers to deepen understanding.

Reading Attitude:

- Be enthusiastic about reading and learning how to read.
- Do substantial reading and writing on their own during free time, in school, and at home.

WRITING

The students will demonstrate an understanding of:

Writing Genres:

- Write a narrative piece such as a fable, folktale, or realistic fiction using personification, setting, actions and thoughts that reveal important character traits.
- Write poetry based on reading a wide variety or grade appropriate poetry.
- Write a persuasive piece with audience in mind, proper organization, proper organization, elaboration, and clarification.
- Write a descriptive piece with a clear, detailed picture of a person, place, thing, or event.

Writing Process:

- Set a purpose, consider audience, and replicate authors' style and patterns when writing a narrative or informational piece.

- Apply a variety of pre-writing strategies for both narrative and informational text in order to generate, sequence, and structure ideas.
- Write sentences varying in patterns and length to slow down or speed up reading and create mood when drafting a story.
- Use the compare/contrast, cause/effect, or problem/solution organizational pattern in informational writing.
- Proofread and edit writing using appropriate resources both individually and in groups.

Personal Style:

- Exhibit personal style and voice to enhance the written message (in narrative text: varied word choice, sentence structure, and character description, in informational text: examples, transitions, grammar usage).

Grammar and Usage:

- Identify and use subjects and adverbs that are in agreement; verb tenses, nouns and possessives, commas in a series, quotation marks, capitalization in dialogue, proper nouns, pronouns, and modifiers.

Spelling:

- Spell frequently encountered words (multi-syllabic, r-controlled, most consonant blends, contractions, compound words, common homophones) correctly. For less frequently encountered words, students will use structural clues (letter/sound, rhymes, morphemic) and environmental sources (word lists, dictionaries, and spell checkers).

Handwriting:

- Fluently and legibly write the cursive alphabet

Writing Attitude:

- Be enthusiastic about writing and learning to write.

Speaking:

Conventions:

- Express time relationships using correct verb tenses
- Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (information, requests, discussion, presentations, and classroom interactions).
- Emphasize key words and vary pace for effect when presenting spoken informational and narrative text

Spoken discourse:

- Engage in interactive extended conversation to socially construct meaning (book clubs, literature circles, partnerships, or other conversation protocols).
- Discuss narrative and explain why the story is worthwhile and how it is relevant to the storyteller or audience.

Listening & Viewing:

Conventions:

- Respond to questions asked, providing an appropriate level of detail.
- Listen to, interact appropriately and view knowledgeably.
- Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.
- Be aware that the media has a role in focusing attention on events and in shaping opinions, and recognize the variables (mistakes, misspeaks) in the media.
- Be aware of their role in discerning appropriate viewing habits that are in line with Catholic teaching.

Response:

- Listen to or view and discuss a variety of genres and compare their responses to those of their peers
- Select, listen to, view, and respond thoughtfully to both classic and contemporary texts.
- Respond to multiple text types, listened to or viewed, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and share understandings
- Combine skills to reveal strengthening literacy (viewing then analyzing orally, listening to then summarizing orally).
- Retell what a speaker said, paraphrasing and explaining the main idea, then extend by connecting and relating personal experiences.

MATH

The students will demonstrate an understanding of:

Number Notation and Place Value:

- Write number words to hundred thousand
- Compare and order three digit numbers
- Round to thousands place
- Write four digit numbers in expanded form

Addition and Subtraction:

- Solve four digit addition with and without regrouping
- Solve four digit subtraction with and without regrouping
- Estimate addition and subtraction problems

Multiplication and Division:

- Use multiplication and division fact families to understand the inverse relationships of these two operations.
- Recognize situations that can be solved using multiplication and division
- Find products fluently up to 10×10
- Find solutions to open sentences using the inverse relationship between multiplication and division
- Calculate simple products and quotients up to three-digit number by a one digit number
- Solve division problems involving remainders and interpreting that remainder based on problem context

Fractions and Decimals:

- Understand that fractions may represent a portion of a whole unit that has been partitioned into equal parts
- Recognize, name, and use equivalent fractions with denominators of 2, 4, and 8.
- Understand and relate decimal fractions to fractional parts of a dollar

Measurement:

- Know and use common units of measurement in length, weight, and time
- Measure in mixed units within the same measurement system for length, weight, and time. (feet, inches, meters, centimeters, kilograms, grams, pounds, ounces, liters, milliliters, hours, minutes, seconds, years, months) .
- Know benchmark temperatures such as freezing and boiling.
- Add and subtract lengths, weights and times using mixed units within the same measurement system.
- Add and subtracts money in dollars and cents.
- Solve applied problems involving time, money, and length.

Geometry:

- Identify points, line segments, lines, and distance.
- Identify perpendicular lines and parallel lines in familiar shapes and in the classroom.
- Identify, describe, compare, and classify two dimensional shapes based on their component parts and on the number of sides and vertices.
- Identify, describe, build, and classify familiar three-dimensional solids based on their component parts.
- Represent front, top, and side views of solids built with cubes.

Data and Probability:

- Read and interpret bar graphs in both horizontal and vertical forms.
- Solve problems using information in bar graphs, including comparison of bar graphs.

SCIENCE

The students will demonstrate an understanding of:***Science Process:***

- Make purposeful observation of the natural world using the appropriate senses
- Generate questions based on observations
- Plan and conduct simple and fair observations
- Manipulate simple tools that aid observations and data collection
- Construct simple charts and graphs from data and observations
- Summarize information from charts and graphs to answer scientific questions
- Share ideas about science through purposeful conversation in collaborative groups.
- Communicate and present findings of observations and investigations.
- Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
- Use evidence when communicating scientific ideas

Physical Science:

- Identify the force that pulls objects towards the Earth.
- Describe how a push or a pull is a force.
- Identify changes in motion.
- Relate a change in motion of an object to the force that caused the change in motion.
- Identify light and sound as forms of energy.
- Demonstrate that light travels in a straight line and that shadows are made by placing an object in a path of light.
- Demonstrate what happens to light when it travels from water to air.
- Relate sounds to their sources of vibrations.
- Distinguish the effect of fast or slow vibrations as pitch. Demonstrate how some materials are heated more than others by light that shines on them.

Life Science:

- Describe the function of the following plant parts: flower, stem, root, and leaf.
- Identify and compare structures in animals used for controlling body temperature, support, movement, food-getting, and protection.
- Classify plants on the basis of observable physical characteristics.
- Classify animals on the basis of observable physical characteristics.
- Relate characteristics and functions of observable parts in a variety of plants that allow them to live in their environment.
- Relate characteristics and functions of observable body parts to the ability of animals to live in their environments.

Earth Science:

- Identify natural resources (metals, fuels, fresh water, farmland, and forests).
- Classify renewable and non-renewable resources.
- Describe ways humans are protecting, extending, and restoring resources
- Recognize that paper, metal, glass, and some plastics can be recycled.
- Describe ways humans are dependent on the natural environment and constructed environments.
- Describe helpful or harmful effects of humans on the environment.

SOCIAL STUDIES

The students will demonstrate an understanding of:

History of Michigan:

- Identify questions historians ask in examining the past in Michigan
- Explain how historians use primary and secondary sources to answer questions about the past
- Describe the causal relationships between events in Michigan's past
- Draw upon traditional stories of American Indians who lived in Michigan in order to make generalizations about their beliefs.

- Use informational text and visual data to compare how America Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.
- Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.
- Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements in Michigan.
- Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.
- Describe how Michigan attained Statehood.
- Create a timeline to sequence early Michigan history.

Geography:

- Use cardinal directions to describe the relative location of significant places in the immediate environment.
- Use thematic maps to identify and describe the physical and human characteristics of Michigan. Use a variety of materials and data sources to describe ways in which Michigan can be divided into regions.
- Describe different regions to which Michigan belongs. Describe major kinds of economic activity in Michigan, such as agriculture, manufacturing, as well as services and tourism, research and development.
- Describe the diverse groups that have come into a region of Michigan and reasons why they came.
- Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movement.
- Locate natural resources in Michigan and explain the consequences of their use.
- Describe how people adapt to, use, and modify the natural resources of Michigan.

Civics and Government:

- Give an example of how Michigan state government fulfills one of the purposes of government
- Describe how Michigan state government reflects the principle of representative government.
- Distinguish between the roles of state and local government.
- Identify the three branches of state government in Michigan and the powers of each.
- Explain how state courts function to resolve conflict.
- Identify rights and responsibilities of citizenship.
- Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.
- Analyze how Michigan's location and natural resources have influenced economic development.
- Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services to Michigan.
- Explain the role of business development in Michigan's economic future.
- Using a Michigan example, describe how specialization leads to increased interdependence.
- Identify products produced in other countries and consumed by people in Michigan.

Public Discourse, Decision Making, and Citizen Involvement:

- Identify public issues in Michigan that influence the daily lives of its citizens.
- Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative solutions.
- Participate in a project to help and inform others.