

# *St. Elizabeth Area Catholic School*



*Small enough to care. Big enough to make a difference.*

## *Third Grade Curriculum*

**“Catholic Schools in collaboration with parents and guardians as the primary educators seek to educate the whole child by providing an excellent education rooted in Gospel values”**

(National Standards & Benchmarks for Catholic Elementary & Secondary Schools, p.3)

### **Mission Statement**

At St. Elizabeth Area Catholic School the staff, parents, and community work together to offer a safe, supportive and nurturing Catholic environment. With the guidance of the Holy Spirit, we are committed to Gospel values, discipleship, and academic excellence.

### **Vision Statement**

St. Elizabeth Area Catholic School will continue to provide an environment permeated by a strong Catholic identity, where students will develop in all areas and where they will *know, live, share and celebrate their Catholic faith* through active participation in worship and service. Led by highly qualified and committed faculty, the school will continue to uphold academic excellence and the responsible use of technology to prepare confident students who will be successful in a secular world.

## *St. Elizabeth Area Catholic School 3<sup>rd</sup> Grade Curriculum*

This curriculum was designed to fit within the whole school curriculum so that students meet the desired outcomes at the end of 8<sup>th</sup> grade.

### **Desired Student Outcomes**

Students leaving St. Elizabeth School at 8<sup>th</sup> Grade will:

- Know the values, beliefs, traditions and practices of the Catholic Church, including a knowledge and appreciation of the Scriptures, liturgy, prayer and the necessity of involvement in the evangelizing mission of the Church.
- Follow the example of our patroness, St. Elizabeth of Hungary, by involving themselves in service to those in need.
- Be able to live in a moral way and make moral decisions according to sound human and Christian values.
- Have respect for and appreciation of each individual person, regardless of his/her cultural, ethnic background, religious beliefs or economic status.
- Respect themselves, others and property.
- Have a positive self-concept.
- Read and comprehend beyond grade level.
- Demonstrate basic computer skills.
- Demonstrate understanding of the scientific process.
- Understand the working of our government, history of our country and significance of current events.
- Have an appreciation for art and music.
- Be aware of the importance of a good diet, exercise and healthy choices of lifestyle.
- Be able to use and apply problem solving techniques and critical thinking skills.

- Understand that learning is a lifelong process.
- Have an appreciation for continuing formal education.
- Be able to work cooperatively and independently.
- Have basic skills for daily living.
- Be willing to accept another person's ideas.
- Accept responsibility for their own actions.

### **Diocese of Saginaw Catholic Schools and Common Core State Standards (CCSS)**

As stated in our mission statement, St. Elizabeth Area Catholic School is committed to academic excellence. Our curriculum is rigorous and it integrates faith and knowledge.

The CCSS are not a curriculum. They are a set of high quality academic expectations or standards aiming to prepare students for college and career readiness. The CCSS establish clear, measurable goals for students.

The administrators of all the schools in the Diocese of Saginaw thoroughly discussed the standards. In our pursuit to provide the best education to our students, it was decided to utilize the portions of the CCSS that do not interfere with our faith-based standards and that would enhance our own standards. The standards that we have picked can be a valuable contribution to our own successful curriculum.

### **Third Grade Curriculum**

Faithful to the Mission Statement of St. Elizabeth Area Catholic School, to the mission of St. Elizabeth Parish and to the Christian values that underlie our philosophy, our program aims at the overall development of the children, taking into consideration all the areas of the curriculum: spiritual, personal, emotional, social, cognitive, physical, linguistic, and aesthetic. Our program provides a safe, nurturing and supportive Catholic environment where children engage in learning activities that drive their development.

This curriculum is designed with a deep understanding of how children learn, what individual children need and to the cultural context they are in. We know that children learn and develop following a typical pattern, all going through similar stages. However, we also know that development varies among children of the same age and that each child may reach those stages at different times. We are

also aware of the important role each child's family plays in the child's development. We see the family as the child's first and most important teacher. We believe in the importance of a home - school partnership to best understand the children and thus be able to guide them to reach their highest potential.

This curriculum was developed by a committee of teachers and administrators of Catholic Schools in the Diocese of Saginaw. The standards from the Michigan Common Core Standards that fit within our curriculum were incorporated to enhance our curriculum. Student progress is assessed every day through observations, anecdotal records, and checklists as well as quizzes and tests. Students take the NWEA MAP test in the fall, winter and the spring.

### **Integration of Catholic Intellectual Tradition and Gospel Message across the Curriculum**

Our aim at St. Elizabeth Area Catholic School is to infuse our Catholic Identity across the curriculum, to use the lens of Scripture in all subjects, and to ensure that young children understand our modern world and how each of us can address the important social issues that affect it by engaging in Works of Mercy and trying to effect change by putting into practice the Catholic Social Teachings.

We pursue the Catholic Intellectual tradition with a loving spirit by teaching the children that the world is a gift of God. Everything that we do in our school points God's presence in our lives and how He works through us since we are His hands on earth. Therefore, following the example of our patroness St. Elizabeth of Hungary is important for us to teach our children to reach out to those less fortunate, the poor and the sick. The Works of Mercy are embedded in all that we do.

Using the lens of Scripture in all subjects with elementary school aged children is difficult. We will teach the children to use the virtues and fruits of the Spirit that they learn in our *Disciple of Christ, Education in Virtue program*. We will continue to instill in the children the importance of perseverance, respect, kindness, patience, industriousness, honesty and orderliness.















The reading series we use is *Journeys, Catholic Edition*. Catholic Social Teachings are embedded in the units with essential questions that explore themes and topics in reading that teachers carry on to other subject areas.


Our curriculum aims at children's spiritual development during every minute that they are in our school.

### **Disciple of Christ, Education in Virtue Program**

“In Baptism we are grafted onto Christ the Vine; He enters us and remains in us as long as we desire his presence. By freely choosing to live as one with Christ, we permit Him to transform us from within. Tis life in Christ is rooted in the virtues and gifts received at baptism (See CCC, 1266).

The *Disciple of Christ, Virtues in Education Program* identifies the virtues that teachers are to cultivate in students since “human virtues are acquired by education” (CCC, 1810). The program also identifies the opposing traits to recognize the pattern of behavior that needs to change. The program provides suggestions for teachers to identify ways to promote growth in virtue based on the age of the children.

VIRTUE	AGES 6 AND UP
<b>AFFABILITY</b>	 Smile; greet people.  “How are you doing?”
<b>COURTESY</b>	 Let others go first.  “You can go first.” “Let’s work together.”
<b>GENEROSITY</b>	 Share your items and time.  “Would you like to have one of my cookies?”
<b>GRATITUDE</b>	 Smile at your mom after she cooks dinner.  “Thank you!” “I am thankful for...”
<b>KINDNESS</b>	 Talk to someone who seems sad.  “Do you need any help?”
<b>LOYALTY</b>	 Speak positively about family and friends.  “My brother/sister/friend is good at...”
<b>OBEDIENCE</b>	 Listen; follow directions.  “I would be happy to do that for you!”

<b>VIRTUE</b>	<b>AGES 6 AND UP</b>
<b>PATRIOTISM</b>	 Show respect for your country's flag.  "I pledge allegiance to the flag..."
<b>PRAYERFULNESS</b>	 Fold your hands while you pray.  "I love you, Jesus."
<b>RESPECT</b>	 Listen and smile when asked to do something.  "Yes, Mom." "Excuse me, Dad." " Yes, Sister."
<b>RESPONSIBILITY</b>	 Complete your tasks.  "I have finished my homework."
<b>SINCERITY</b>	 Pay attention when others are speaking.  "May I help you?"
<b>TRUSTWORTHINESS</b>	 Tell the truth.  "I will take the money to the office."

### **Timeline for Introduction of the Virtues**

<b>August</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>
Orderliness	Perseverance Industriousness Obedience	Affability Courtesy Generosity Responsibility	Respect Patriotism Gratitude	Loyalty Magnificence Magnanimity
<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>
Prayerfulness Good counsel Good judgment	Kindness Sincerity Command	Honesty Trustworthiness Patience	Docility Circumspection Self-control	Meekness Humility Modesty Foresight

### ***To Serve as Jesus Did - Learning about Catholic Social Teachings***

Our mission states that "we are committed to Gospel values, discipleship ...." As a Catholic school of quality we are expected to have three important characteristics: message, community and service. It is our job to pass on the Gospel message to our students and help them internalize that they are to live in harmony with each other, have community with one another and in this shared life teach students that "the experience of Christian community leads naturally to service" (National Conference of Catholic Bishops, 1972, Section 28).

## **Repetition Is the Mother of Learning**

By engaging students in service activities regularly they will develop a habit of serving others. Our apostolic service program is interwoven into our entire curriculum to help students acquire the Gospel values of justice to others, love of neighbor and service to the world (NCEA, 1998).

To have a successful apostolic service program we ensure that:

1. Our program is developmentally appropriate for the different grades and ages. The activities in the younger grades prepare the children for the more challenging demands of the upper grades. For example, on a visit to a nursing home, 3<sup>rd</sup> grade students would read and discuss a book with the residents.
2. Our program provides regular challenges. To develop a habit of service to others is done over time, after repeated actions. In 3<sup>rd</sup> grade, the teacher continues guiding her students so, encouraging students to face the challenges.
3. Our program uses real-life situations. Service activities should flow from the children's world. There is enough need out there and they have to learn how to respond. Ideas can come from life, for instance, a family that moves into the area may trigger ideas of how to help this family settle down. Ideas can also come from the reading book. For instance, students may read that a child went to visit his/her grandma in a nursing home. This would be the moment to introduce the topic of conversations you have with patients in a nursing home, followed by an actual visit.
4. Our program is fully organized. Some children may find some apostolic service activities disturbing so we give students details of what can be done and what they may encounter on a visit to a nursing home, for instance. This helps ease anxieties and better prepare students to be of service. At this age, students do not understand why they should provide service to others. We need to teach them through the life of Christ and using the examples of the saints as role models so the students can understand Christ's command to love and serve one another.
5. Our program provides time for reflection. After an activity, students have time to reflect about what they have done. While immersed in the activity students are concerned with what they are doing; they can't reflect. But a few moments of quiet and self-examination after the activity will foster the internalization of the values.

*To Serve as Jesus Did: A Catholic Student's Service Journal* can be a good tool for reflection. See the sample **page** below:

Week of \_\_\_\_\_

*"And so I am giving a new commandment to you  
now- love one another just as I love you."*

-John 13:34

**My service project for this week is:**

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**What I think about this project:**

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**Parent's response** \_\_\_\_\_

**Parent's signature** \_\_\_\_\_

### **Catholic Social Teachings**

To ensure we provide students with a good understanding of what Catholic Social Teachings mean for each grade, we have designed a continuum:

Seven Themes of Catholic Social Teaching	Outcome Statements	Activities, Special Projects & Resources
<p><b>Life and Dignity of the Human Person:</b></p> <p><i>All humans are sacred, created in the image and likeness of God.</i></p> <p>As Catholic Christians, we honor every human being God has created. From womb to tomb, every human being reflects the image and likeness of God. We respect the sacred human nature of others regardless of their behaviors, lifestyles, or physical conditions. We do not take upon ourselves that which belongs solely to God: the beginning of life and the end of life.</p>	K: Each person is created and loved by God	
	1-2: I treat others with respect because they have been created by God.	
	3-4: I like people who are different from me because God created them.	
	5-6: Life is precious from conception to natural death.	
	7-8: Our rights are given to us by God.	
<p><b>Call to Family, Community and Participation:</b></p> <p><i>Humans thrive in community</i></p> <p>God created us as social creatures. We grow to our fullest and most satisfying potential in community with others. The seeds of wisdom, mercy, and courage are planted and the foundation of integrity takes root within the holy and secure embrace of marriage and family. We learn to join our strengths and weaknesses with the strengths and weaknesses of others to form a harmonious world.</p>	K: My family is the first place in which I learn about God's love and faithfulness.	
	1-2: My family is a community of love and my parents are my first teachers.	
	3-4: I recognize the importance of being a responsible member who contributes to my family, school, parish and community.	
	5-6: I recognize the importance of and am committed to membership in family, school, parish and community.	
	7-8: I take positive steps to build up family life at home and participate positively at school, parish and community.	

Seven Themes of Catholic Social Teaching	Outcome Statements	Activities, Special Projects & Resources
<p><b>Rights and Responsibilities of the Human Person:</b></p> <p><i>Human beings have fundamental rights and responsibilities</i></p> <p>We have the right to safe and decent living conditions, health care, education, and employment. These rights belong to every citizen of every nation. As citizens of a global society, we have the responsibility to work and respect these same rights for others.</p>	<p><b>K:</b> I want to share with others.</p>	
	<p>1-2: <i>All</i> human beings are created in the image of God. We must treat everyone with kindness.</p>	
	<p>3-4: <i>All</i> human beings, including those with disabilities, are created in the image of God and must be treated with dignity and kindness.</p>	
	<p>5-6: <i>All</i> people have the same dignity and equality.</p>	
	<p>7-8: The phrase "human rights" refers to the dignity of every human person created by God.</p>	
<p><b>Preferential Option for the Poor and Vulnerable:</b></p> <p><i>Human beings are responsible to care for one another, especially when the effects of poverty limit basic human rights</i></p> <p>We have a sacred charge to care for those who suffer the debilitating effects of poverty. The "preferential option" for those whose voices are weak-even silent- is reflected in our daily choices and our conscientious participation in the development of public policy.</p>	<p><b>K:</b> Many children are poor and I should help them.</p>	
	<p>1-2: I will share my things with poor and needy children.</p>	
	<p>3-4: Just as Jesus did, I want to help the poor and needy by participating in projects to help the less fortunate.</p>	
	<p>5-6: I will consider the needs of others before my own.</p>	
	<p>7-8: I will work in school and church-sponsored projects to end poverty.</p>	

Seven Themes of Catholic Social Teaching	Outcome Statements	Activities, Special Projects & Resources
<p><b>Dignity of Work and the Rights of Workers:</b></p> <p><i>Human beings have a right to economic justice</i></p> <p>We engage in work as a healthy necessity for the good of self and family, and as an opportunity to serve the greater good. The dignity of labor is compromised then the rights of workers are denied or violated and working conditions fall prey to avarice.</p>	<p><b>K:</b> A good life involves work.</p>	
	<p>1-2: Work is part of life. I will put my best effort into my school work and my work at home.</p>	
	<p>3-4: Work has dignity given to it by God.</p>	
	<p>5-6: Work gives me the chance to contribute to society.</p>	
	<p>7-8: Remember to keep Sunday as the Lord's Day.</p>	
<p><b>Solidarity of the Human Family:</b></p> <p><i>Human beings around the world are a single human family</i></p> <p>All of humankind forms a single, solid family.</p> <p>As one family, we each out with recovery support in times of disaster; we organize universal efforts to combat disease and foster healthy lifestyles; and we place our sharpest diplomatic skills at the service of solidarity in the pursuit of peace and justice.</p>	<p>K: All people have equal dignity because all of us are made by God.</p>	
	<p>1-2: recognizing that everyone as equal eyes in the eyes of God helps us to grow in love.</p>	
	<p>3-4: Human beings are social beings, so what I do affects those around me.</p>	
	<p>5-6: I cannot be selfish because this affects others around me.</p>	
	<p>7-8: Selfishness goes against my dignity as well as that of others. I must care for the welfare of those around me.</p>	

Seven Themes of Catholic Social Teaching	Outcome Statements	Activities, Special Projects & Resources
<b>Care for God's Creation:</b> <i>We are stewards of God's creation</i>  We are privileged residents in creation. We have the responsibility to maintain, sustain, share, and cultivate all the natural wonders and resources that God has fashioned for our survival and pleasure.	K: God made all things	
	1-2: God wants us to take care for His creation.	
	3-4: We praise God for creation.	
	5-6: God's creation is a gift to us and we must respect it.	
	7-8: We must not exploit the resources of the earth. Care for the environment is a challenge for all humanity.	

## Works of Mercy

When we carry out service projects, we teach our students which Corporal or Spiritual Work of Mercy they are performing. “The works of mercy are charitable actions by which we come to the aid of our neighbor in his spiritual and bodily necessities” (CCC paragraph 2447).

### Corporal Works of Mercy

The Corporal Works of Mercy are these kind acts by which we help our neighbors with their material and physical needs:

- Feed the hungry
- Shelter the homeless
- Clothe the naked
- Visit the sick and imprisoned
- Bury the dead
- Give alms to the poor

### Spiritual Works of Mercy

The Spiritual Works of Mercy are acts of compassion by which we help our neighbors with their emotional and spiritual needs:

- Instruct
- Advise
- Console
- Comfort
- Forgive
- Bear wrongs patiently

## THE 7 CORPORAL WORKS OF MERCY

The Corporal Works of Mercy are oriented *toward the body*. Six of the seven are mentioned in [Matthew 25:31-40](#) - although not *precisely* - as the reason for the salvation of the saved, while [Matthew 25:41-46](#) exhorts the omission of them as the reason for damnation. As deprivation of burial was viewed with horror by the Jews, the seventh Corporal Work of Mercy ([Tobit 1:17-19](#)) was later added.

The Seven Corporal Works of Mercy and their Holy Scripture references are:

Feed the Hungry	<a href="#">Proverbs 22:9</a> <a href="#">Isaiah 58:10</a> <a href="#">2 Kings 4:42-44</a> <a href="#">Matthew 14:15-21; 25:35</a> <a href="#">Luke 3:11; 9:12-17</a> <a href="#">John 6:35</a>
Give Drink to the Thirsty	<a href="#">Isaiah 55:1</a> <a href="#">Matthew 25:35</a> <a href="#">John 6:35</a> <a href="#">John 7:37-39</a> <a href="#">Revelation 21:6; 22:17</a>
Clothe the Naked	<a href="#">Matthew 25:36</a>
Shelter the Homeless	<a href="#">Matthew 25:35</a>
Visit the Sick	<a href="#">Matthew 25:36</a>
Visit the Imprisoned	<a href="#">Matthew 25:36</a>
Bury the Dead	<a href="#">Tobit 1:17-19</a>

Source: <https://fwdioc.org/works-of-mercy.pdf>

## THE 7 SPIRITUAL WORKS OF MERCY

The Spiritual Works of Mercy are oriented *toward the soul*. Though ideally applicable for all faithful, not everyone is considered capable or obligated to perform the first three Spiritual Works of Mercy before they possess the proper tact, knowledge or canonical training to do so. The remaining four Spiritual Works of Mercy are considered to be an obligation of all faithful to practice unconditionally.

The Seven Spiritual Works of Mercy and their Holy Scripture references are:

Admonish the Sinner	<a href="#">Proverbs 27:17</a> <a href="#">Luke 15:7; 17:3</a> <a href="#">2 Timothy 4:2</a>
Instruct the Ignorant	<a href="#">Matthew 28:19-20</a> <a href="#">Mark 16:14-18</a> <a href="#">Luke 24:47-49</a> <a href="#">John 20:21</a> <a href="#">2 Timothy 3:16-17; 4:1-5</a>
Counsel the Doubtful	<a href="#">Matthew 13:18-23</a> <a href="#">Mark 4:13-20; 9:14-29</a> <a href="#">Luke 8:11-15</a> <a href="#">John 14:27</a>
Bear Wrongs Patiently	<a href="#">Matthew 5:38-48</a> <a href="#">Luke 6:27-36</a> <a href="#">1 Peter 2:18-19</a>
Forgive Offenses Willingly	<a href="#">Matthew 6:14-15; 18:15-35</a> <a href="#">Mark 11:25</a> <a href="#">Luke 11:1-4; 17:1-4</a>
Comfort the Afflicted	<a href="#">Psalms 9:8-11; 22:23-27</a> , <a href="#">Psalms 27:4-5; 30:2-4</a> , <a href="#">Psalms 46:2; 55:22</a> , <a href="#">Psalms 56; 71:20-22</a> , <a href="#">Psalms 116; 119:49-50</a> <a href="#">Jeremiah 29:11-14</a> <a href="#">Lamentations 3:21-24, 31-33</a> <a href="#">Nahum 1:7-8</a> <a href="#">Matthew 11:28-30</a> <a href="#">John 14:15-18, 27; 16:22-23</a> <a href="#">2 Corinthians 5:17</a> <a href="#">1 Peter 5:5-11</a> <a href="#">Revelation 21:4</a>
Pray for the Living and the Dead	<a href="#">2 Maccabees 38-46</a>

Source: <https://fwdioc.org/works-of-mercy.pdf>

## *Spiritual Development*

Third grade students are capable of understanding basic salvation concepts and making a commitment to Jesus. They often express opinions and feelings about God and church and enjoy asking a great many “why” and “how” questions. They often include prayer in their daily routines; prayers frequently self-centered but are sincere and offered in faith. At this age they frequently still see issues as black or white. However, they are aware of the struggle between good and evil in the world and sometimes also in their own lives.

Our program provides opportunities for children to express—in their own age-appropriate way—their commitment to Christ. We involve the children in different kinds of prayer experiences. Every child gets the opportunity to lead the school in Morning Prayer. We guide them to include contrition, thanks, praise and requests for others or themselves in their prayers. We encourage them to be specific in their prayers and to use the virtues they learn every week.

Every child gets to participate in the recitation and leading of the Rosary and the Stations of the Cross. Every child also has the opportunity to take ministries in our weekly Mass. They can be lectors, gift bearers, be part of the choir or psalm singers.

# Our Catholic Faith



## **Diocese of Saginaw Parish/School Religion Curriculum Grade 3**

### **History of Salvation:**

#### **Salvation History**

1. Recognizes that all of creation is interrelated
2. Recognizes creation as the beginning of God's plan for our salvation
3. Recognizes the presence of good and evil in the world
4. Describes God's creation as
  - a. Good
  - b. Glory of God
  - c. An expression of God's wisdom
  - d. A sign of God's presence
5. Discusses God's unconditional love for all people through Jesus

### **History of Salvation:**

#### **Defines Salvation**

1. Defines the Doctrine of Heaven
2. Relates the term "Paschal Mystery" (Jesus' life/death/resurrection/ascension) to life
3. Identifies the "Paschal Mystery" as God's saving action accomplished once and for all

### **History of Salvation:**

#### **Response to God's Call**

1. Explains the role of all Baptized persons to share their faith with others

### **History of Salvation:**

#### **Obstacles to Grace/Salvation**

1. Identifies sin as:
  - a. Unloving choices that turn us away from God and creation
  - b. A broken or weakened relationship with God
  - c. A failure to love, whether by action or by inaction, both personally and socially
2. Defines personal sin:
  - a. Failure to love God and others
  - b. Free and deliberate violation of God's moral law
  - c. Knowingly choosing to do what offends God

### **Revelation:**

#### **Meaning of Revelation**

1. Describes God's self-revelation as reaching its fullest expression in the Incarnation

**Revelation:**

**Elements of God's Self-Revelation**

1. Describes God as a personal God intimately involved in the lives of His people
2. Describes God as Creator of Heaven and Earth, Redeemer and Sanctifier
3. Describes God as all holy, wise, just, loving, true, faithful, merciful, forgiving and present everywhere
4. Describes God as Trinity of Father, Son and Holy Spirit
5. Describes Jesus as Word made flesh, fully divine and fully human
6. Begins to experience peace, joy, and hope as signs of the Spirit's presence
7. Identifies the Spirit as one who helps us, makes us holy, guides us, inspires us and makes us one
8. Identifies and can discuss the elements of the Mysteries of the Faith:
  - a. Incarnation
  - b. Trinity
  - c. Immaculate Conception

**Revelation:**

**Understanding of God's Self-Revelation**

1. Reads and discusses selected Scripture passages:
  - a. Matthew 16:13-20 Peter the Rock
  - b. Matthew 25:31-46 The Last Judgment
  - c. Mark 12:28-34 The Great Commandment
2. Retells the major stories and themes in the Old Testament
  - a. Abraham and the chosen people
  - b. Moses receives the Ten Commandments
  - c. Prophets
3. Retells major events and themes of the New Testament:
  - a. Birth of Jesus
  - b. Life/ministry of Jesus, including his teachings
  - c. Miracles and parables:
    - i. The Vine & Branches
    - ii. The Good Samaritan
    - iii. The Prodigal Son
  - d. Resurrection and Ascension of Jesus
  - e. Coming of the Holy Spirit at Pentecost
  - f. Missionary activities of the Apostles
4. Recognizes theological ideas and truths which emerge from the biblical stories:
  - a. Creation and fall stories
  - b. Life-death-resurrection, ministry and message of Jesus from the Gospels
5. Describes the Bible as:
  - a. The Word of God
  - b. Various forms of literature
  - c. A collection of oral traditions
  - d. Having a variety of inspired authors
6. Identifies the Evangelists (Matthew, Mark, Luke, John)
7. Identifies key figures and retells the stories of the Hebrew Scriptures

**Revelation:**

**God's Revelation in Church Tradition**

1. Identifies the Apostles' Creed as the summary of the principle doctrines of the Church
2. Names the statements of belief found in the Apostles' Creed
3. Discusses basic doctrines of the Church as expressed in our Creeds (Apostles/Nicene)

**Jesus:**

**Mission and Identity of Jesus**

1. Explains Jesus' relationship with His Father
2. Describes Jesus as the greatest sign of God's love
3. Sees ways of relating to Jesus today
4. Identifies the Paschal Mystery as Jesus' life, death, Resurrection, Ascension and the sending of the Holy Spirit
5. Explains that Jesus shares the power of his resurrection with us by sending the Holy Spirit
6. Sees that through Jesus, God establishes a relationship of particular intimacy with us
7. Identifies Jesus as a human person, born of the Virgin Mary, as a mystery of our faith
8. Sees Jesus as a model of a completely faithful person
9. Recognizes Jesus as teacher, storyteller and prophet

**Jesus:**

**Ministry and Teaching of Jesus**

1. Describes Jesus as one who proclaims the Kingdom of God (central mission)
2. Explains how Jesus proclaims the Kingdom of God
3. Illustrates how Jesus teaches us to live according to the Great Commandment, the Beatitudes and the Last Judgment scene
4. Demonstrates how Jesus' life and teaching reveals God's compassion
5. Identifies The Great Commandment as the core of Jesus' message
6. Explains that the Risen Jesus sent the Spirit who guides the Church and individuals into truth and new freedom

**Jesus:**

**Key Elements of Jesus' Life**

1. Discusses Jesus' calling of His disciples
2. Tells the story of Jesus teaching His disciples to pray
3. Describes the Last Supper/Holy Thursday
4. Describes the suffering and death of Jesus/Good Friday
5. Discusses the Resurrection/Easter Sunday
6. Tells the story of the sending of the Spirit/Pentecost

**Church:****Mission of the Church**

1. Identifies role of the Church to bring the Kingdom of God in this world
2. Explains that all members are called by Baptism, Confirmation and Eucharist to proclaim and share the Good News among all nations and cultures (Evangelization)
3. Can feel a sense of belonging to a Church as a family
4. Recognizes the Church community as the light of Christ and servant to the world
5. Recognizes and explains the Marks of the Church:
  - a. One/unity
  - b. Holy
  - c. Catholic/universal
  - d. Apostolic
6. Describes Church as a community of believers with unity of faith amidst a diversity of gifts, peoples, cultures and ways of life
7. Identifies various ways people actively participate in a parish community of faith

**Church:****Church Membership**

1. Recognizes Church as a community of believers called to proclaim the teachings of Jesus to all people
2. Recognizes the importance of community in Liturgy and Sacraments
3. Describes faith as a personal response to God's call, leading to an active discipleship

**Church:****Church Structure**

1. Identifies the hierarchical structure of the Church:
  - a. Laity (and Professed Religious)
  - b. Deacons
  - c. Priests
  - d. Bishops (and Cardinals)
  - e. Pope
2. Describes the role of:
  - a. Priests
  - b. Bishop (and Cardinals)
  - c. Pope

**Church:****Mary's Role**

1. Recognizes Mary as:
  - a. Mother of God
  - b. Mother of the Church
2. Recognizes Mary as the perfect model of a Christian:
  - a. Model/witness of obedience
  - b. Model/witness of prayer
  - c. Model/witness of faith
  - d. Model of holiness
3. Tells the story of:
  - a. Annunciation
  - b. Visitation
4. Retells accounts of apparitions of Mary: Fatima, Lourdes, Guadalupe, others approved by the Church
5. Recognizes Mary as Patroness of the Americas, USA
6. Explains the role of Mary in the life of the Church

**Church:****Saints**

1. Identifies saints as:
  - a. Seeking to do God's will
  - b. Models/witnesses of Christian life
  - c. Intercessors (people who will pray for us)
2. Explains the Communion of Saints
3. Recounts the lives of several selected saints
4. Appreciates the saints and the universal call to holiness

**Sacraments:****Theological Points**

1. Describes Sacraments as public celebrations of Christ acting in our lives
2. Identifies Baptism, Confirmation and Eucharist as Sacraments of Initiation
3. Explains the role of the Holy Spirit in Baptism and Confirmation:
  - a. Defines Baptism as being freed from sin through water and the Spirit to become a new creation
  - b. Defines Confirmation as the community's celebration of the Spirit active in its midst
  - c. Identifies Confirmation as the Sacrament in which a baptized person is sealed with the Holy Spirit in order to more actively live out their Baptismal commitment
4. Defines Eucharist as: meal, sharing, celebration, Jesus' Gift of Himself
5. Discusses the nature of Eucharist (real presence . . . transubstantiation)
6. Knows that the bread and wine become the Body and Blood of Jesus through the words and intention of the ordained minister and faith of the people
7. Defines Holy Orders as a call to share in a unique way the priestly ministry of sanctifying, teaching, and building community

**Sacraments:**

**Symbol/Rite Comprehension**

1. Explains the use of signs and symbols in the Church
2. Describes the symbols, rite and minister of Confirmation
3. Discusses the role of the community in the sacramental life of the candidate
4. Identifies some of the symbols of the Spirit, e.g. wind, breath, fire

**Sacraments:**

**Sacramental Participation**

1. Participates in the liturgy and sacraments as aides to living as Jesus taught

**Prayer/Worship:**

**Theological Points**

1. Defines prayer as speaking with and listening to God
2. Recognizes that God calls us to a relationship with Him through prayer
3. Lists and distinguishes praise, thanksgiving, petition and contrition as general purpose of prayer
4. Is aware that faith is expressed through drama, art, song, and gesture
5. Identifies reading, thinking, listening, reflecting and meditating as ways to pray
6. Has an understanding of the sacraments and their life-giving function in the Church community

**Prayer/Worship:**

**Prayer Forms**

1. Relates Jesus' teaching on prayer to one's prayer life
2. Recalls various Psalms and common prayers from our tradition
3. Identifies prayers of petition/intercession

**Prayer/Worship:**

**Community Prayer Description**

1. Recognizes the following as various forms of Communal Prayer in the Catholic Church:
  - a. Eucharistic Liturgy (the Mass)
  - b. Celebration of the Sacraments
  - c. Liturgy of the Hours
2. Identifies some cultural expressions of Catholicism as it is lived locally, i.e. Hispanic, African American, Vietnamese, Polish, Ethiopian, Chinese, etc.
3. Demonstrates knowledge of the Eucharistic Liturgy:
  - a. The central role of the Eucharist (the Mass) in the life of the Church
  - b. The parts of the Liturgy and the prayers and actions of the Mass
  - c. The purpose of the homily

**Prayer/Worship:****Private Prayer Description**

1. Recognizes the following as various forms of private prayer in the Catholic Church:
  - a. Rosary
  - b. Use of sacramentals
  - c. Spontaneous prayers
  - d. Forms and styles of meditation
  - e. Retreats

**Prayer/Worship:****Prayer/Life Relationship**

1. Describes the cycles of the liturgical year
2. Explains the following seasons of the liturgical year:
  - a. Advent
  - b. Christmas
  - c. Lent
  - d. Easter
  - e. Pentecost
  - f. Ordinary Time
3. Lists the Holy Days of Obligation
4. Names the major feasts of the Lord and major Marian feasts

**Prayer:****Praying**

1. Recites:
  - a. Grace Before Meals
  - b. Grace After Meals
  - c. Doxology
  - d. Angelus
  - e. Creed
  - f. Prayer to Guardian Angel
  - g. Act of Contrition
2. Participates in/experiences:
  - a. Rosary
  - b. Forgiveness Services
  - c. Spontaneous prayer
  - d. Writes simple prayers of praise, thanksgiving, petition and contrition
  - e. Plans and participates in prayer services
  - f. Music as prayer
  - g. Liturgy of the Hours
  - h. Psalms
  - i. Prayers based on the Beatitudes
3. Actively participates in Eucharist and Sacramental Liturgies (season/Liturgical Prayer and celebrations)
4. Prays in harmony with the spirit of the seasons of the Church Year

**Christian Life/Morality:**

**Christian Response**

1. Identifies theological virtues: Faith, Hope, Love
2. Applies Christian Values and decision making skills in making moral judgments
3. Memorizes and practices the corporal and spiritual works of mercy as ways to live out our concern for others
4. Identifies a Christian as one called to the task of bringing all creation to give glory to God
5. Performs acts of service to demonstrate love for others

**Christian Life/Morality:**

**Criteria for Christian Behavior**

1. Names The Great Commandment and the Ten Commandments
2. Recognizes The Great Commandment and the Ten Commandments as a basic guide for a moral person and for loving God and others
3. Recognizes Church teaching as a source for established norms for Catholic behavior
4. Identifies one's responsibility for developing a well-formed conscience
5. Recognizes the importance of the moral and ethical demands of the Gospel in forming one's conscience
6. Recognizes conscience as the capacity to distinguish good from evil
7. Acknowledges conscience as a guide to right behavior
8. Recognizes positive and negative messages in the media
9. Understands the Catholic/Christian perspective on Human Sexuality

**Christian Life/Morality:**

**Concepts of Self-Worth**

1. Expresses gratitude to God for life
2. Is given opportunity to express love of Jesus by loving self and others
3. Recognizes the dignity of human life from the moment of conception to natural death
4. Recognizes holiness as caring about others as Jesus cared about us
5. Understands basic concept related to Catholic teaching regarding moral life with regards to the common good, the inherent dignity of the human person, created in the image and likeness of God
6. Identifies one's personal gifts for active participation in a community of faith

**Christian Life/Morality:****Vocation/Stewardship**

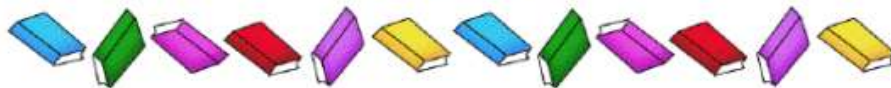
1. Recognizes importance of:
  - a. Giving oneself
  - b. Sharing one's time
  - c. Talents
  - d. Money, possessions, etc.
2. Is provided age-appropriate Christian Service opportunities:
  - a. Family
  - b. Parish
  - c. School
  - d. Local community (soup kitchens, nursing homes, shelters)
  - e. Greater community (civic, world-wide)
3. Identifies rights, responsibilities of membership and acts of service in:
  - a. Family
  - b. Neighborhood
  - c. Parish
  - d. Faith community
4. Explores different vocations as God's call to special service
5. Practices stewardship and can identify scriptural passages referring to stewardship

**Christian Life/Morality****Catholic Social Teaching**

1. Recognizes the work of the Church as love, peace and justice
2. Begins to identify children of various cultures and groups
3. Recalls that God's creation is for our enjoyment, respect and stewardship
4. Names and explains the Seven Catholic Social Teachings:
  - a. Life and dignity of the human person
  - b. Call to family, community and participation
  - c. Rights and responsibility
  - d. Option for the poor and vulnerable
  - e. The dignity of work and the rights of the worker
  - f. Solidarity
  - g. Care for God's creation
5. Practices care for the earth
6. Can discuss the "preferential option for the poor"
7. Identifies ways of responsible use and reuse of resources
8. Describes and explains the Church's teachings on life issues such as AIDS
9. Recognizes the value of different cultural expressions of Catholicism



# Language Arts



## **Integration of Catholic Intellectual Tradition and Gospel Message in ELA**

Respect and Follow All the Christian Behavior Expectations, especially:

### Be prompt and prepared

- Be on time.
- Come with necessary materials.
- Come with completed assignments.

*Be on guard, therefore. The Son of Man will come when you least expect it.. Luke 12:40*

### Respect authority

- Listen to authority.
- Follow directions promptly.
- Accept responsibility for your own behavior.
- Use respectful language.
- Refrain from talking back.

*Pay attention and you will understand. What I am telling you is good, so remember it. Proverbs 4:2*

### Respect property

Treat own possessions with respect.

- Respect the property of others.
- Use school property, materials and equipment with care.

*Every good gift and every perfect present comes from God. James 1:17*

### Respect the rights of others

- Use appropriate voice and language.
- Listen to a speaker.
- Respect the opinion and point of view of others.
- Refrain from harassment.

*Whatever you do for the least of these you do for me. Mathew 22:39*

### Display appropriate social skills

- Cope with disagreement, teasing, failure and constructive criticism.
- Display courtesy and tact.
- Interact with others appropriately.

*Love your neighbor as yourself. Mathew 22:39*

### Display a concern for learning

- Remain on task.
- Allow others to remain on task.

*If you want to be wise, keep the Lord's commandments and God will give you wisdom in abundance.*

Sirach 1:23

## **Display Virtues:**

Responsibility, Industriousness, Perseverance, Honesty, and Orderliness

**Diocese of Saginaw**  
**English Language Arts Curriculum**  
**Grade 3**

**Reading Strategies – Word Recognition (WR)**

1. Recognize frequently encountered words in print.
2. Use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.
3. Know the meanings of words encountered frequently in grade-level reading and oral language contexts.
4. Recognize the 220 Dolch basic sight words.
5. Make progress to read by sight the Dolch First 1000 Words for mastery by fifth grade.
6. Acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.

**Reading Strategies – Fluency (FL)**

1. Apply the following aspects of fluency; pauses and emphasis, punctuation cues, intonation, and recognition of identified grade-level specific words and sight words, while reading aloud fluently, increasing steadily throughout the school year.

**Reading Strategies – Vocabulary (VO)**

1. Determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.

**Reading Strategies – Narrative/Informational Text (NI)**

1. Explain how characters express attitudes about one another in familiar classic, multicultural, and contemporary literature recognized for quality and literary merit.
2. Identify and describe the basic elements and purpose of a variety of narrative genre including folktales, fables, and realistic fiction.
3. Identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).
4. Explain how authors use literary devices including prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits.
5. Identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.
6. Identify informational text patterns including descriptive, sequential, enumeration, compare/contrast, problem/solution, and cause/effect.

7. Explain how authors use text features including titles, headings and subheadings, timelines, prefaces, indices, and table of contents to enhance the understanding of key and supporting ideas.

## **Reading – Literature (L)**

### **Key Ideas and Details**

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

### **Craft and Structure**

1. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
2. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
3. Distinguish their own point of view from that of the narrator or those of the characters.

### **Integration and Knowledge of Ideas**

1. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) in a folktale, myth, or poem.
2. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

### **Range of Reading and Range of text Complexity**

1. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

## **Reading Strategies – Comprehension (CO)**

1. Connect personal knowledge, experiences, and understanding of the world according to themes and perspectives in text through oral and written responses.
2. Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.
3. Compare and contrast relationships applying significant knowledge among characters, events, and key ideas within and across the curriculum.

4. Read or listen to texts and apply strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading, or listening again if uncertain about meaning, inferring, and summarizing.
5. Plan, monitor, regulate, evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words), and use graphic organizers to deepen understanding of problem/solution and organizational patterns.
6. Apply knowledge of grade-level content area texts to increase the understanding of literature.

### **Critical Assessment (CA)**

1. Develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.

### **Writing**

**St. Elizabeth Area Catholic School follows the Six Traits of Writing to teach writing strategies. The Six Traits rubrics provide for students' critical assessment of their writing and for teachers to assess student growth in writing.**

### **Writing Strategies – Writing Genre (WG)**

1. Write a cohesive narrative piece such as a fable, folktale, or realistic fiction using personification, setting, actions, and thoughts that reveal important character traits.
2. Write poetry based on reading a wide variety of grade-appropriate poetry.
3. Write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents.
4. Produce and present a research project; initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information.
5. Set a purpose, consider audience, genre styles, and patterns when writing a narrative or informational piece.

### **Writing Strategies – Writing Process (WP)**

1. Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast).
2. Draft focused ideas in written composition using multiple sentences and paragraphs to slow down or speed up reading; including varying patterns and/or organizational text structures (e.g., compare/contrast, cause/effect, or problem/solution).
3. Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, and transitions).

4. Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists or rubrics, both individually and in groups.
5. Use style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar and usage).

### **Writing Strategies – Conventions (CV)**

1. Correctly use subjects and verbs that are in agreement: verb tenses, nouns and possessives, commas in a series, and begin use of quotation marks and capitalization in dialogue.
2. Correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sounds, onsets, and rimes, morphemic) and environmental sources (e.g., word wall, word lists, dictionaries, spell checkers).
3. Fluently and legibly write the cursive alphabet.

### **Work Presentation (PR)**

1. Present neat, organized, legible handwritten or typed work.

### **Language Arts Attitude (LA)**

1. Be enthusiastic about reading, writing, and learning to read and write.
2. Read and write on their own, both at school and at home.

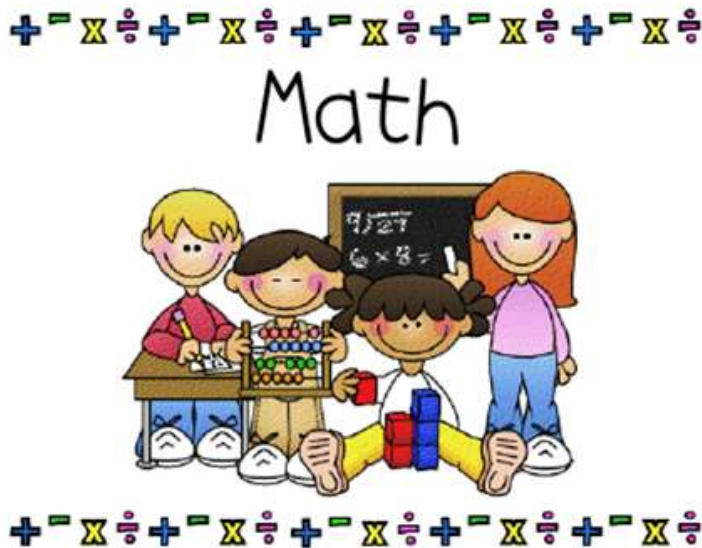
### **Speaking (SP)**

1. Use common grammatical structures correctly when speaking including time relationships, verb tenses, and causal and temporal relationships.
2. Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and social interactions.
3. Speak effectively emphasizing key words and varied pace for effect in narrative and informational presentations.
4. Present in standard American English.
5. Understand and recognize how language differs as a function of linguistic and cultural groups.
6. Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation venues.
7. Discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story elements (e.g., characters' thoughts and motivation, setting, plot, story theme) and explain why the story is worthwhile and relevant to the storyteller or the audience.

8. Respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.
9. Plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting a variety of resources; and varying the pace for effect.

### **Listening and Viewing (LV)**

1. Ask pertinent questions of the speaker that will provide additional elaboration and details.
2. Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attention, and body language) in small and large group settings.
3. Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.
4. Be aware that the media has a role in focusing attention on events and in shaping opinions; recognize the variables (e.g., mistakes, misspeaks) in the media.
5. Listen to or view knowledgeably and discuss a variety of genre and compare their response to those of their peers.
6. Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
7. Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.
8. Combine skills to demonstrate strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).
9. Respond to and retell what a speaker said, paraphrasing and explaining the main idea, and then extend their responses by connecting and relating it to personal experiences.



## **Integration of Catholic Intellectual Tradition and Gospel Message in Math**

### **Christian Behavior Expectations:**

#### **Be prompt and prepared**

- Come with necessary materials, including assignment book.
- Come with completed assignments.

*Be on guard, therefore. The Son of Man will come when you least expect it.. Luke 12:40*

#### **Display a concern for learning**

1. Remain on task.
2. Allow others to remain on task.

*If you want to be wise, keep the Lord's commandments and God will give you wisdom in abundance. Sirach 1:23*

### **Display Virtues:**

- Respect
- Responsibility
- Industriousness
- Patience
- Perseverance
- Orderliness

## Math Curriculum Grade 3

### NUMBER AND OPERATIONS

1. Read and write numbers to 10,000 in both numerals and words, and relate them to the quantities they represent, e.g. relate numeral or written word to a display of dots or objects.
2. Recognize numbers in expanded notation and numbers in standard form and vice versa.
3. Compare and order numbers up to 10,000.
4. Multiply and divide within 100.
5. Count orally by 6's, 7's, 8's, and 9's, starting with 0, making the connection between repeated addition and multiplication.
6. Know that even numbers end in 0, 2, 4, 6, or 8; name a whole number quantity that can be shared in two equal groups or grouped into pairs with no remainders; recognize even numbers as multiples of 2. Know that odd numbers end in 1, 3, 5, 7, or 9, and work with patterns involving even and odd numbers.
7. Place value.
8. Round off numbers to the hundredths place.
9. Recognize and use identity property.
10. Recognize and use commutative property (order).
11. Recognize and use associative property (grouping).
12. Add and subtract fluently two numbers: up to and including two-digit numbers with regrouping and up to four-digit numbers without regrouping.
13. Estimate the sum and difference of two numbers with three digits (sums up to 1,000) and judge reasonableness of estimates.
14. Use mental strategies to fluently add and subtract two-digit numbers.
15. Use multiplication and division fact families to understand the inverse relationship of these two operations. Express a multiplication statement as an equivalent division statement.
16. Recognize situations that can be solved using multiplication and division including finding "How many groups?" and "How many in a group?" and write mathematical statements for those situations.
17. Find products fluently up to  $10 \times 10$ ; find related quotients using multiplication and division relationships.
18. Mentally calculate simple products and quotients up to a three-digit number by a one-digit number involving multiples of 10.
19. Solve simple division problems involving, viewing remainder as the "number left over" (less than the divisor).
20. Divide a 3 to 5 digit number by a 1 digit number with a remainder.
21. Given problems that use any one of the four operations with appropriate numbers, represent with objects, words (including "product" and "quotient"), and mathematical statements; solve.
22. Estimate a sum, difference, and product of two whole numbers
23. Solve problems with sufficient information or unnecessary information; or determines if an answer is reasonable.
24. Solve problems involving the four operations and identify and explain patterns in arithmetic.
25. Compare and order decimals.
26. Add and subtract decimals.

## MEASUREMENT AND DATA

1. Round amounts of money to the nearest \$10.00 dollars.
2. Add, subtract, and multiple with money up to \$10.00
3. Know and use common units of measurements in length, weight, and time
4. Measure in mixed units within the same measurement system for length, weight, and time; feet and inches, meters and centimeters, kilograms and grams, pounds and ounces, liters and milliliters, hours and minutes, minutes and seconds, years and months.
5. Understand relationships between sizes of standard units, e.g., feet and inches, meter and centimeters.
6. Know benchmark temperature such as freezing (32°F, 0°C); boiling, (212°F, 100°C); and compare temperatures to these, e.g. cooler, warmer.
7. Know the definition of area and perimeter and calculate the perimeter of a square and rectangle given whole number side lengths.
8. Use square units in calculating area by covering the region and counting the number of square units.
9. Distinguish between units of length and area and choose a unit appropriate in the context.
10. Visualize and describe the relative sizes of one square inch and one square centimeter.
11. Estimate the perimeter of a square and rectangle in inches and centimeters; estimate the area of a square and rectangle and square inches and square centimeters.
12. Add and subtract lengths, weights, and times using mixed units within the same measurement system.
13. Add and subtract money in dollars and cents.
14. Solve applied problems involving money, length, and time.
15. Solve contextual problems about perimeters of rectangles and areas of rectangular regions.
16. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
17. Represent and interpret data.

## FRACTIONS

1. Develop understanding of fractions as numbers.
2. Understand that fractions may represent a portion of a whole unit that has been partitioned into parts of equal area or length; use the terms “numerator” and “denominator”.
3. Recognize, name, and use equivalent fractions with denominators 2, 4, and 8, using strips as area models.
4. Place fractions with denominators of 2, 4, and 8 on the number line; relate the number line to a ruler; compare and order up to three fractions with denominators 2, 4, and 8.
5. Understand that any fraction can be written as a sum of unit fractions e.g.,  $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$ .
6. Add and subtract fractions with like denominators with no regrouping.
7. Recognize that addition and subtraction of fractions with equal denominators can be modeled by joining and taking away segments on the number line.
8. Find the fractional part of a whole number.
9. Compare and order fractions.
10. Understand the meaning of \$0.50 and \$0.25 related to money e.g., \$1.00 shared by two people means  $\$1.00 \div 2 = \frac{1}{2}$  dollar - \$0.50.

## **GEOMETRY**

1. Identify points, line segments, lines, and distance
2. Identify right angles and compare angles to right angles.
3. Identify parallel faces of rectangular prisms, in familiar shapes and in the classroom.
4. Identify, describe, compare, and classify two-dimensional shapes, e.g., parallelogram, trapezoid, circle, rectangle, square, and rhombus, based on their component parts (angles, sides, vertices, line segments) and the number of sides and vertices.
5. Compose and decompose triangles and rectangles to form other familiar two-dimensional shapes, e.g., form a rectangle using two congruent right triangles, or decompose a parallelogram into a rectangle and two right triangles.
6. Identify, describe, build, and classify familiar three-dimensional solids, e.g., cube, rectangular prism, sphere, pyramid, and cone, based on their component parts (faces, surfaces, bases, edges, vertices).
7. Represent front, top, and side views of solids built with cubes.
8. Find the perimeter of a polygon.
9. Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
10. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
11. Reason with shapes and their attributes.

## **DATA AND PROBABILITY**

1. Describe chances.
2. Use tally charts to organize data.
3. Read, interpret and create bar graphs in both horizontal and vertical forms and line graphs.
4. Read scales on the axes and identify the maximum, minimum, and range of values in a bar graph.
5. Solve problems using information in bar graphs including comparison of bar graphs.
6. Construct a graph from given data.
7. Collect data and construct appropriate type of graph.

## **ALGEBRA**

1. Create and use number patterns.
2. Addition properties
3. Relate addition and subtraction.
4. Write number sentences.
5. Equality and inequality.
6. Graphing ordered pairs.
7. Multiplication as repeated addition.
8. Arrays and multiplication.
9. Multiplying with 0 and 1.
10. Multiplying with three factors.
11. Finding rules.
12. Relating multiplication and division.
13. Translating words to expressions.
14. Use division facts.

## **STANDARDS FOR MATHEMATICAL PRACTICE**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

# Science



## **Integration of Catholic Intellectual Tradition and Gospel Message in Science**

### **Christian Behavior Expectations:**

#### **Be prompt and prepared**

- Come with necessary materials, including assignment book.
- Come with completed assignments.

*Be on guard, therefore. The Son of Man will come when you least expect it.. Luke 12:40*

#### **Display a concern for learning**

- Remain on task.
- Allow others to remain on task.

*If you want to be wise, keep the Lord's commandments and God will give you wisdom in abundance. Sirach 1:23*

#### **Respect the rights of others**

- Respect the opinion and point of view of others.

### **Display Virtues:**

- |                   |                |
|-------------------|----------------|
| • Respect         | • Foresight    |
| • Responsibility  | • Magnificence |
| • Industriousness |                |
| • Patience        |                |
| • Perseverance    |                |
| • Orderliness     |                |

## **Science Curriculum Grade 3**

### **SCIENCE PROCESSES (SP)**

#### Scientific Thinking

1. Make observations of the world.
2. Generate questions based on observations.
3. Develop research strategies and skills to gather information.
4. Develop a hypothesis based on observation and research.
5. Investigate observations using standard and metric tools to make measurements.
6. Perform several tests to see if you get the same results.
7. Present scientific findings by creating charts, graphs, or forms based on collected data.
8. Interpret data from charts, graphs, or forms to prove or disprove hypothesis.
9. Begin to understand the scientific process as a whole.
10. Talk about science ideas using evidence from scientific research and observations.
11. Demonstrate scientific concepts through the arts (drawings, skits, legos, etc.).

#### Scientific Ideas

12. Use evidence to classify as fact or opinion.
13. Identify technology used in everyday life and the problems that can be solved through the use of technology.
14. Understand how people have contributed to science throughout history and across cultures.
15. Describe the effect humans and other organisms have on the balance of the natural world.

### **PHYSICAL SCIENCE (PS)**

#### Force and Motion

1. Describe how a push or pull is a force.
2. Identify gravity as the force that pulls objects toward earth.
3. Describe how the motion of an object relates to the mass of the object and the direction and amount of force applied.
4. Recognize the concept of speed of an object (speed = distance divided by time).

### Energy

5. Forms of energy: heat, sound, light and electricity.
6. Identify light and sound as forms of energy that travel in waves through objects (air, water, and solids).
7. Describe the properties of sound and light waves (amplitude, wavelength, frequency, speed, direction).
8. Describe pitch and vibrations in sound.
9. Demonstrate that light travels in straight lines and how shadows are formed.
10. Absorption, reflection, refraction.
  1. Produce various colors of light using prisms and filters.
  2. Static electricity
  3. Electrical charge.
  4. Electric current.
  5. Conductors and insulators.
  6. Energy sources.

### Matter

7. Identify the states of matter – solid, liquid, and gas.
8. Describe properties of matter.
9. Classify matter.
10. Elements of matter.
11. Measuring matter.
12. Changes of state of matter: physical and chemical.

## **LIFE SCIENCE (LS)**

### Organization of Living Things

1. Identify and classify parts of a plant and their functions.
2. Distinguish photosynthesis, transpiration, and respiration.
3. Classify animals according to physical characteristics and body structure as mammal, bird, amphibian, reptile, or fish.

### Adaptation of Living Things

4. Recognize that traits are passed from one generation to the next.

### Ecosystem

5. Explain the food chains and food webs.
6. Explain how plants and animals interact as a community within an ecosystem.
7. Explain how pollutants affect all ecosystems.

## **EARTH SCIENCE (ES)**

### Solid Earth

1. Identify Earth's materials (mineral, rock, clay, boulder, gravel sand, soil).
2. Identify sedimentary, igneous, and metamorphic rocks and the rock cycle.
3. Analyze and describe how erosion, glaciers, landslides, volcanoes, and earthquakes change the surface of the Earth.
4. Identify and classify renewable and nonrenewable resources.
5. Investigate ways humans are protecting, extending, and restoring resources.
6. Explain how humans use natural resources for building and energy.
7. Explain how humans depend on natural and constructed environment.
8. Describe positive and negative effects of humans on the environment.
9. Explore fossils as remains of past life.

### Space

10. Explore the rotation and revolution of the earth and moon within the solar system.
11. Planets, moons and stars.
12. Weather: changes, climate, seasons.

# Social Studies



## Integration of Catholic Intellectual Tradition and Gospel Message in Social Studies

### Respect and Follow All the Christian Behavior Expectations, especially:

#### Be prompt and prepared

- Come with necessary materials, including assignment book.
- Come with completed assignments.

*Be on guard, therefore. The Son of Man will come when you least expect it.. Luke 12:40*

#### Display a concern for learning

1. Remain on task.
2. Allow others to remain on task.

*If you want to be wise, keep the Lord's commandments and God will give you wisdom in abundance. Sirach 1:23*

### Display Virtues:

- |              |                   |
|--------------|-------------------|
| • Gratitude  | • Responsibility  |
| • Kindness   | • Industriousness |
| • Loyalty    | • Patience        |
| • Obedience  | • Perseverance    |
| • Patriotism | • Orderliness     |
| • Respect    | • Good judgment   |

## **Social Studies Curriculum Grade 3**

### **Meet Michigan**

1. State symbols.
2. Michigan map.

### **History (H)**

1. Construct questions that examine the past in Michigan. (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)
2. Define and identify primary and secondary sources.
3. Explain how historians use primary and secondary sources to answer questions about the past.
4. Describe the cause and effect relationships of at least three events in Michigan's past. (e.g., Erie Canal, more people came, statehood).
5. Draw upon traditional stories of American Indians (e.g., Anishnaabeg – Ojibway (Chippewa), Odawa (Ottawa), Potawatomi, Menominee, Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.
6. Compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment. Use a variety of text and visual data.
7. Describe the interactions that occurred between American Indians and the first European explorers, missionaries, and settlers in Michigan.
8. Construct a historical narrative or historical scene (diorama, collage, etc.) about daily life in the early settlements of Michigan. Use primary and secondary sources.
9. Identify how the ideas or actions of individuals and/or groups ( e.g., Father Marquette, voyageurs, minorities) affected the history of Michigan.
10. Identify the steps taken in order for Michigan to become a state.
11. Create a timeline to sequence early Michigan history (American Indians, European exploration, settlement, statehood).

### **Geography (G)**

1. Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.
2. Use thematic maps to identify and describe the physical and human characteristics (e.g., transportation, population) of Michigan.
3. Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.
4. Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).

5. Investigate the origins of location names in Michigan (e.g., Saginaw, Detroit).
6. Demonstrate how physical forces (e.g., glaciers, wind, water) have affected the surface of Michigan.
7. Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities.
8. Describe the diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors).
9. Describe some of the current movements of goods, people, jobs, or information to, from, or within Michigan and explain reasons for the movements.
10. Use data and current information about Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.
11. Locate natural resources in Michigan and explain the consequences of their use.
12. Describe how people adapt to, use and modify the natural resources of Michigan.

### **Civics and Government (C)**

1. Give an example of how the Michigan state government fulfills one of the purposes of government (e.g. the Core Democratic Values of protecting individual rights, promoting the common good, ensuring equal treatment under the law).
2. Describe how the Michigan state government reflects the principle of representative government.
3. Distinguish between the roles of state and local government.
4. Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).
5. Describe the purpose of the Michigan Constitution.
6. Identify the three branches of state government in Michigan and the powers of each.
7. Explain how state courts function to resolve conflict.
8. Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities (e.g., respecting the rights of others, voting, obeying laws) of citizenship.
9. List and explain the Core Democratic Values.
10. Explore how Catholics follow the teachings of Jesus in fulfilling our responsibilities as citizens of Michigan.
11. Identify ways our Christianity can be protected and practiced.
12. Identify ways our Christian faith can be transformed into citizen action.

## **Economics (E)**

1. Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.
2. Identify incentives (e.g. sales, tax breaks) that influence economic decisions people make in Michigan.
3. Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making).
4. Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.
5. Explain the role of business development in Michigan's economic future.
6. Using a Michigan example, describe how specialization leads to increased interdependence (e.g., cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).
7. Identify products produced in other countries and consumed by people in Michigan.

## **Public Discourse, Decision Making, and Citizen Involvement (P)**

1. Identify public issues in Michigan that influence the daily lives of its citizens.
2. Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.
3. Give examples of how conflicts over Core Democratic Values lead people to differ on resolutions to a public policy issue in Michigan.
4. Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.
5. Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
6. Participate in projects to help or inform others about a public issue in Michigan.

# TECHNOLOGY



## Integration of Catholic Intellectual Tradition and Gospel Message in Technology

Respect and Follow All the Christian Behavior Expectations, especially:

### Be prompt and prepared

- Come with necessary materials, including assignment book.
- Come with completed assignments.

*Be on guard, therefore. The Son of Man will come when you least expect it.. Luke 12:40*

### Display a concern for learning

- Remain on task.
- Allow others to remain on task.

*If you want to be wise, keep the Lord's commandments and God will give you wisdom in abundance. Sirach 1:23*

### Respect authority

- Accept responsibility for your own behavior.
- Use respectful language.

*Pay attention and you will understand. What I am telling you is good, so remember it. Proverbs 4:2*

### Respect property

- Use school property, materials and equipment with care.

*Every good gift and every perfect present comes from God. James 1:17*

Respect the rights of others

1. Use appropriate voice and language.
2. Refrain from harassment.

*Whatever you do for the least of these you do for me. Mathew 22:39*

**Display Virtues:**

- Courtesy
- Kindness
- Obedience
- Respect
- Responsibility
- Industriousness
- Good judgment
- Trustworthiness
- Honesty
- Moderation

St. Elizabeth Area Catholic School provides a Chromebook per student and one i-Pad every two students.

In addition to the expectations expressed below, students in our school will learn to:

1. Log in and out of their Chromebook.
2. Use Google docs.
3. Send email to or share documents with their teacher and/or principal.



## **Technology Standards Grade 4**

### **Creativity and Innovation**

Students will:

- Produce a media-rich digital project aligned to curriculum standards.
- Use a variety of technology tools and applications to demonstrate creativity by creating or modifying works of art, music, movies, or presentations.
- Participate in discussions about technologies (past, present, and future) to understand these technologies are the result of human creativity.

### **Communication and Collaboration**

Students will:

- Use digital communication tools (e.g., Google docs) and online resources for group learning projects.
- Identify how different program applications may be used to share similar information, based on the intended audience (e.g., presentations for classmates, reports).
- Use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures) to communicate information and ideas to various audiences.

### **Research and Information Literacy**

The students will:

- Identify search strategies for locating information with support from teachers.
- Use digital tools to find and organize information.
- Understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched.

### **Critical Thinking, Problem Solving, and Decision Making**

The students will:

- Use digital resources to access information.
- Use information and communication technology tools (e.g., calculators, videos) to collect and organize information to assist with solving problems
- Use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment)

## **Digital Citizenship**

Students will:

- Discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social net- working, text messaging, cyber bullying, plagiarism)
- Recognize issues involving ethical use of information (e.g., copyright adherence, source citation)
- Describe precautions surrounding personal safety that should be taken when online
- Identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name)

## **Technology Operations and Concepts**

The students will:

- Use basic input and output devices (e.g., printers, digital cameras, projectors)
- Describe ways technology has changed life at school and at home
- Understand and discuss how assistive technologies can benefit all individuals
- Demonstrate proper care in the use of Chromebooks, i-Pads and flashdrives
- Know how to exchange files with other students using technology (e.g., Google docs file sharing)

# Physical Education



## **Integration of Catholic Intellectual Tradition and Gospel Message in Physical Education**

Respect and Follow All the Christian Behavior Expectations, especially:

### Be prompt and prepared

- Be in dress code.

*Be on guard, therefore. The Son of Man will come when you least expect it.. Luke 12:40*

### Respect authority

- Listen to authority.
- Follow directions promptly.
- Accept responsibility for your own behavior.
- Use respectful language.
- Refrain from talking back.

*Pay attention and you will understand. What I am telling you is good, so remember it. Proverbs 4:2*

### Respect property

- Use school property, materials and equipment with care.

*Every good gift and every perfect present comes from God. James 1:17*

### Respect the rights of others

- Use appropriate voice and language.
- Refrain from harassment.

*Whatever you do for the least of these you do for me. Mathew 22:39*

### Display appropriate social skills

-

- Cope with disagreement, teasing, failure and constructive criticism.
- Display courtesy and tact.
- Interact with others appropriately.

*Love your neighbor as yourself. Mathew 22:39*

### **Display Virtues:**

- Affability
- Courtesy
- Kindness
- Obedience
- Respect
- Responsibility
- Moderation
- Circumspection
- Meekness
- Self-control

# Physical Education Curriculum Grade 3

## Abilities Outcome

The students will be able to ...

- I. Learn important skills for life in physical education.
  - a. Demonstrate physical fitness appropriate for the age.
  - b. Play safely and by the rules.
  - c. Be a good winner and a good loser.
  - d. Be a good team member by cooperating and giving and receiving compliments.

### Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

#### Locomotor

1. Hopping, galloping, running, sliding, skipping, leaping:

Leaps using a mature pattern. (S1.1.3)

2. Jogging, running:

Travels showing differentiation between sprinting and running. (S1.2.3)

3. Jumping and landing, horizontal:

Jumps and lands in the horizontal plane using a mature pattern. (S1.3.3)

4. Jumping and Landing, vertical:

Jumps and lands in the vertical plane using a mature pattern. (S1.4.3)

5. Dance:

Performs teacher-selected and developmentally appropriate dance steps and movement patterns. (S1.5.3)

6. Combinations:

Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.

(S1.6.3)

#### Non-locomotor (stability)

7. Balance:

Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.7.3)

**8. Weight Transfer:**

Transfers weight from feet to hands for momentary weight support. (S1.8.3)

**9. Weight Transfer, rolling:**

Applies skill. (S1.9.3)

**10. Curling and stretching; twisting and bending:**

Moves into and out of gymnastics balances with curling, twisting, and stretching actions. (S1.10.3)

**11. Combinations:**

Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. (S1.11.3)

**12. Balance and weight transfers:**

Combines balance and weight transfers with movement concepts to create and perform a dance. (S1.12.3)

**Manipulative**

**13. Throwing underhand:**

Throws underhand to a partner or target with reasonable accuracy. (S1.13.3)

**14. Throwing overhand:**

Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force. (S1.14.3)

**15. Passing with hands:**

*Developmentally appropriate/emerging outcomes first appear in grade 4.*

**16. Catching:**

Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.16.3)

**17. Dribbling/ball control with hands:**

Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body. (S1.17.3)

**18. Dribbling/ball control with feet:**

Dribbles with the feet in general space at slow to moderate jogging speed with control of the ball and body. (S1.18.3)

**19. Passing and receiving with feet:**

Passes and receives the ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass. (S1.19.3)

**22. Volleying underhand:**

Volley an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 elements of a mature pattern. (S1.22.3)

**23. Volleying overhead:**

*Developmentally appropriate/emerging outcomes first appear in Grade 4.*

**24. Striking, short implement:**

a. Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. (S1.24.3a)

b. Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. (S1.24.3b)

**25. Striking, long implement:**

Strikes a ball with a long-handled implement (e.g. hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or ball tossed by teacher for batting. (S1.25.3)

**26. In combination with locomotor:**

*Developmentally appropriate/emerging outcomes first appear in Grade 4.*

**27. Jumping rope:**

Performs intermediate jump-rope skills (e.g. a variety of tricks, running in and out of long rope) for both long and short ropes. (S1.27.3)

**Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.****1. Space:**

Recognizes the concept of open spaces in a movement context. (S2.1.3)

**2. Pathways, shapes, levels:**

Recognizes locomotor skills specific to a wide variety of physical activities. (S2.2.3)

**3. Speed, direction, force:**

Combines movement concepts (directions, levels, force, time) with skills as directed by the teacher. (S2.3.3)

**4. Alignment and muscular tension:**

a. Employs the concept of alignment in gymnastics and dance. (S2.4.3a)

Employs the concept of muscular tension with balance in gymnastics and dance. (S2.4.3b)

**5. Strategies and tactics:**

a. Applies simple strategies and tactics in chasing activities. (S2.5.3a)

Applies simple strategies in fleeing activities. (S2.5.3b)

**Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

**1. Physical Activity knowledge:**

- a. Charts participation in physical activities outside physical education class. (S3.1.3a)

Identifies physical activity benefits as a way to become healthier. (S3.1.3b)

**2. Engages in Physical Activity:**

Engages in the activities of physical education class without teacher prompting. (S3.2.3)

**3. Fitness Knowledge:**

Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.3.3)

**4. Fitness Knowledge:**

Recognizes the importance of warm-up and cool-down relative to vigorous physical activity. (S3.4.3)

**5. Assessment and Program Planning:**

Demonstrates, with teacher direction, the health-related fitness components. (S3.5.3)

**6. Nutrition:**

Identifies foods that are beneficial for before and after physical activity. (S3.6.3)

**Standard 4: Exhibits responsible personal and social behavior that respects self and others.****1. Personal responsibility:**

Exhibits personal responsibility in teacher- directed activities. (S4.1.3)

**2. Personal responsibility:**

Works independently for extended periods of time.  
(S4.2.3)

**3. Accepting feedback:**

Accepts and implements specific corrective feedback from the teacher. (S4.3.3)

**4. Working with others:**

- a. Works cooperatively with others. (S4.4.3a)
- b. Praises others for their success in movement performance. (S4.4.3b)

**5. Rules and Etiquette:**

Recognizes the role of rules and etiquette in physical activity with peers.  
(S4.5.3)

**6. Safety:**

Works independently and safely in physical activity settings. (S4.6.3)

**Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

**1. Health:**

Discusses the relationship between physical activity and good health. (S5.1.3)

**2. Challenge:**

Discusses the challenge that comes from learning a new physical activity. (S5.2.3)

**3. Self-expression and enjoyment:**

Reflects on the reasons for enjoying selected physical activities. (S5.3.3)

**4. Social interaction:**

Describes the positive social interactions that come when engaged with others in physical activity. (S5.4.3)

# Music



## **Integration of Catholic Intellectual Tradition and Gospel Message in Music**

Respect and Follow All the Christian Behavior Expectations, especially:

### Be prompt and prepared

- Be on time.
- Come with necessary materials (e.g. instruments).

*Be on guard, therefore. The Son of Man will come when you least expect it..* Luke 12:40

### Respect authority

- Listen to authority.
- Follow directions promptly.
- Accept responsibility for your own behavior.
- Use respectful language.
- Refrain from talking back.

*Pay attention and you will understand. What I am telling you is good, so remember it.* Proverbs 4:2

### Respect property

- Treat your own possessions with respect.
- Respect the property of others.
- Use school property, materials and equipment with care.

*Every good gift and every perfect present comes from God.* James 1:17

### Respect the rights of others

- Use appropriate voice and language.
- Listen to a speaker.
- Respect the opinion and point of view of others.
- Refrain from harassment.

*Whatever you do for the least of these you do for me.* Mathew 22:39

### Display appropriate social skills

-

- Cope with disagreement, teasing, failure and constructive criticism.
- Display courtesy and tact.
- Interact with others appropriately.

*Love your neighbor as yourself. Mathew 22:39*

### **Display Virtues:**

- Affability
- Courtesy
- Kindness
- Obedience
- Respect
- Responsibility
- Moderation
- Circumspection
- Meekness
- Self-control
- Patriotism
- Sincerity
- Command
- Good judgment
- Foresight
- Industriousness
- Magnificence
- Magnanimity
- Patience
- Perseverance
- Honesty

## Music Curriculum Grade 3

### PERFORM

Standard 1: Apply skills and knowledge to perform in the arts.  
(VPAA: C1, C2, C3, C4, C5, P1, P2, P4, R1, R4)

- |              |   |
|--------------|---|
| ART.M.I.3.1  | Use developmentally appropriate singing voice, sing melodies accurately, and physically demonstrate macro and micro beat. |
| ART.M.I.3.2  | Continue to develop repertoire.   |
| ART.M.I.3.3  | Sing and play expressively utilizing a broader continuum of dynamics and interpretation.                                  |
| ART.M.I.3.4  | Sing melodies with confidence in a large group.   |
| ART.M.I.3.5  | Blend timbres and match dynamic levels in response to the cues of the conductor.  |
| ART.M.I.3.6  | Play rhythmic and chordal ostinati and melodies.  |
| ART.M.I.3.7  | Expand the complexity of patterns.  |
| ART.M.I.3.8  | Play instrumental parts independently while other students sing.  |
| ART.M.I.3.9  | Use a system to read quarter notes and rests, eighth notes, half notes, and whole notes.                                  |
| ART.M.I.3.10 | Use a system to read pitch notation for a major scale.  |
| ART.M.I.3.11 | Perform music with a variety of expressive qualities, articulation, and tempo.  |

### CREATE

Standard 2: Apply skills and knowledge to create in the arts.  
(VPAA: C1, C2, C3, C4, C5, P1, P2, P4, R1, R4)

- |              |   |
|--------------|---|
| ART.M.II.3.1 | Create through exploration, improvisation, and composition, rhythmic and melodic ostinati accompaniments. |
| ART.M.II.3.2 | Create through exploration, improvisation, and composition, answers that are rhythmic and melodic.        |
| ART.M.II.3.3 | Create through exploration, improvisation, and composition, melodic embellishments for a familiar song.   |
| ART.M.II.3.4 | Create an instrumental song with lyrics.  |

- ART.M.II.3.5 Use a variety of traditional and non-traditional sound sources and electronic media when composing, arranging, and improvising appropriate to 3<sup>rd</sup> grade.
- ART.M.II.3.6 Add vocal, instrumental, and physical responses to a selection presented in 3<sup>rd</sup> grade.

## **ANALYZE**

Standard 3: Analyze, describe, and evaluate works of art.  
(VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

- ART.M.III.3.1 Identify round and canon when presented aurally.
- ART.M.III.3.2 Use invented or standard notation to transcribe increasingly difficult rhythms and melodies.
- ART.M.III.K.3 Describe the music performed and presented in 3<sup>rd</sup> grade by moving, drawing, or through other appropriate responses.
- ART.M.III.3.4 With teacher guidance, use music vocabulary to analyze, describe, and evaluate music of various styles.
- ART.M.III.3.5 Identify the timbre of specific instruments in string, brass, woodwinds, and percussion families.
- ART.M.III.3.6 Devise student-created criteria for objective evaluation of performances and compositions.
- ART.M.III.3.7 Use music vocabulary to express personal reactions for musical works and styles.

## **ANALYZE IN CONTEXT**

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.  
(VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

- ART.M.IV.3.1 Identify and describe distinguishing characteristics of contrasting styles.
- ART.M.IV.3.2 Describe how elements of music are used in examples from world cultures, using music performed and presented in 3<sup>rd</sup> grade.
- ART.M.IV.3.3 Demonstrate audience appropriate behavior for the context and style of music presented and performed in 3<sup>rd</sup> grade.

## **ANALYZE AND MAKE CONNECTIONS**

- Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.  
(VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)
- ART.M.V.3.1 Observe and identify similarities and differences in the meanings of common vocabulary used in the various 3<sup>rd</sup> grade arts.
- ART.M.V.3.2 Observe and identify cross-curricular connections within the 3<sup>rd</sup> grade curriculum.
- ART.M.V.3.3 Discuss the various rationales for using music in daily experiences.



## **Integration of Catholic Intellectual Tradition and Gospel Message in Art**

Respect and Follow All the Christian Behavior Expectations, especially:

### Be prompt and prepared

- Be on time.
- Come with necessary materials (e.g. instruments).

*Be on guard, therefore. The Son of Man will come when you least expect it.. Luke 12:40*

### Respect authority

- Listen to authority.
- Follow directions promptly.
- Accept responsibility for your own behavior.
- Use respectful language.
- Refrain from talking back.

*Pay attention and you will understand. What I am telling you is good, so remember it. Proverbs 4:2*

### Respect property

- Treat your own possessions with respect.
- Respect the property of others.
- Use school property, materials and equipment with care.

*Every good gift and every perfect present comes from God. James 1:17*

### Respect the rights of others

- Use appropriate voice and language.
- Listen to a speaker.
- Respect the opinion and point of view of others.
- Refrain from harassment.

*Whatever you do for the least of these you do for me. Mathew 22:39*

### Display appropriate social skills

-

- Cope with disagreement, teasing, failure and constructive criticism.
- Display courtesy and tact.
- Interact with others appropriately.

*Love your neighbor as yourself. Mathew 22:39*

### Display Virtues:

- Affability
- Courtesy
- Kindness
- Obedience
- Respect
- Responsibility
- Moderation
- Circumspection
- Meekness
- Self-control
- Patriotism
- Sincerity
- Command
- Good judgment
- Foresight
- Industriousness
- Magnificence
- Magnanimity
- Patience
- Perseverance
- Honest

## ART PROGRAM OUTCOMES

### Program Outcomes

*The student will be able to...*

- understand and apply the principles and elements of art.
- use the materials and processes of art.
- recognize and appreciate qualities in art and in nature.
- state and justify aesthetic evaluations of art and nature.
- understand art from an historical perspective.
- understand and appreciate art as the expression of culture, and understand and appreciate cultural diversity.
- increase creativity and expressiveness, and appreciate creativity and expressiveness in visual arts.
- apply problem-solving, decision-making, and creative thinking to art.

### Note of Explanation

Although everyone uses the terms "elements of art" and "principles of art", there is no agreement about what the elements and principles are. In this set of outcomes "**elements of art**" refers to the components from which artistic creations are formed - concepts like point, line, shape, value, color, texture, form, and space; "**principles of art**" refers to concepts used in the application of the elements - things like balance, variety (contrast), repetition (rhythm), emphasis, movement, and unity (harmony).

### One Universal Outcome

This outcome is included in every grade and course.

*The student will be able to...*

1. **create art in a responsible manner.**
  - A. use materials appropriately and safely.
  - B. appreciate the creativity of others.
  - C. judge art from technical criteria and from an artistic vision.
  - D. clean up when finished creating art.
  - E. create art in keeping with the accepted standards of decency and respect.

## Art Outcomes Grade 3

*The student will be able to...*

**1. create art in a responsible manner.**

- A. use materials appropriately and safely.
- B. appreciate the creativity of others.
- C. judge art from technical criteria and from an artistic vision.
- D. clean up when finished creating art.
- E. create art in keeping with the accepted standards of decency and respect.

**2. use the elements of art, especially texture and value, to create art and objects.**

- A. know the elements of art and be able to find them in many things [intentional art, everyday objects, and nature].
- B. identify and describe different textures by touch and appearance in many things [in isolation, intentional art, everyday objects, and nature].
- C. copy visual textures and show textures by touch in art.
- D. identify primary and secondary colors and cool and warm colors.
- E. identify and describe the mood of colors of different value.
- F. create colors of different value and use them in own original art.
- G. explain the purpose of textures and values in own art.

**3. use the principles of art, especially balance and unity, to make art and objects.**

- A. distinguish between the principles of art and identify principles in art, everyday objects, and nature.
- B. identify balance and imbalance in art, everyday objects, and nature.
- C. identify unity in art, everyday objects, and nature.
- D. create examples of balance, imbalance, and unity in own art and in designing objects and decorating.
- E. explain the purpose of balance, imbalance, and unity in creative products.

**4. use many kinds of art materials, especially clay-like materials and painting materials [finger, tempera, watercolors, with unusual applicators such as sponges or toothbrushes], to create art and useful things and to decorate.**

- A. complete many kinds of art by self and with others.
- B. plan the art before doing it.
- C. say why art was made and what was the idea behind it.
- D. say what it is like to make art [express feelings associated with creating art].
- E. show and explain the use of texture, value, balance, and unity in artwork.

**5. appreciate and know about art made by other cultures [cultures being studied in other subject areas such as music, social studies, or language arts or one or two major cultures] and by [two or three major artists chosen for status and to be multi-culture/gender fair].**

- A. know how the art made in these cultures is different [styles, subject matter, media, history].
- B. know how artists get ideas in these cultures.
- C. know about the artists [basic background details (name, life dates, home nation or place, historical status) and unique traits (style, media, subject matter)].
- D. identify a few famous examples of the art of the cultures and artists.
- E. create art in imitation of the art of the cultures and artists and explain how it imitates that art.