

Religion

GRADE 3

I. **GOAL:** To help the child come to a deeper understanding of the Church as a community of faith to which he/she belongs by virtue of Baptism.

II. INSTRUCTIONAL OBJECTIVES:

REL.3.1 The Profession of Faith - The Creed

- a. A review of the Mystery of the Trinity
 - Three Persons: (CCC 249-267)
 - Father - Creator (CCC 198-242)
 - Son - Became man and died for our sins (Study of the gospels) (CCC 512- 686)
 - Holy Spirit-Sent by the Father and Son to help us become more like God (CCC 682-747)
- b. A review of God's plan of salvation
 - Creation (From the Book of Genesis) (CCC 355-384)
 - Original sin of Adam and Eve (Genesis) (CCC 385-421)
 - Incarnation and Redemption (CCC 512-586)
 - The Church continued Jesus' presence and work (748-945)
 - ❖ Pentecost (Acts of the Apostles) (CCC 726, 731-2, 1076)
- c. Mary's role in God's plan (CCC 484-511)
 - The principal doctrines concerning Mary:
 - ❖ The Immaculate Conception (CCC 491-2)
 - ❖ Mary as Mother of God (CCC 485, 509, 723)
 - ❖ The Assumption (CCC 966, 974)
- d. The structure of the Church community: Parish, Diocese, and Universal Church
 - The Church as the People of God
 - The Church as the Mystical Body of Christ

REL.3.2 The Celebration of the Christian Mystery - Liturgy and Sacraments

- a. The Sacraments
 - Seven Sacraments are signs established by Jesus to give us grace: His own life and love. (CCC 1113-16; 1123; 1127-29; 1131; 1996-2005)
 - Jesus Christ is the way to the Father in heaven through all of his works of love and salvation but especially through the Sacraments. (CCC 1; 422-29; 1066-67; 1084-89; 1811)
 - Jesus acts through the Holy Spirit in His Church to save His people. (CCC 724-47; 763-68; 858-60; 869; 1076; 1087; 1111-12)
- b. Baptism
 - Baptism is the beginning of the child's life in Jesus and in the Church. (CCC 1250-57; 1267-70)
 - Baptism takes away Original Sin and gives us a new life of grace. (CCC 55; 389-400; 402-09; 416-19; 1257; 1262-74; 1279-80)
 - Baptism opens the way to Heaven but must be lived out in acts of love on earth. (CCC 1213-15; 1225; 1253-57; 1272-74; 1877; 1889)

- c. **Penance is the way to return to God's friendship when we sin. (CCC 1422-24; 1440-46; 1468-70)**
- **Sin is a decision we make to follow our way and not the way of God. Venial Sin weakens God's life (Grace) in our souls. (CCC 1846-51; 1871-76; 1954)**
 - **Serious (mortal) sin separates us from God and His grace. We need to go to Confession as soon as possible to seek God's forgiveness for mortal sin. If we have committed a mortal sin, we cannot receive Holy Communion until this sin is forgiven in Confession.**
- d. **Holy Eucharist (CCC 1323-33; 1337-44; 1355-90; 1406; 1419)**
- **Holy Eucharist is the Body and Blood of Jesus under the appearance of Bread and Wine. (CCC 1333-36; 1373-81; 1410; 1412; 1418)**
 - **Holy Eucharist nourishes our souls with grace and helps us to love and serve God and others in this life and be happy with Him forever in Heaven. (CCC 1378-81; 1391-1401; 1418)**
 - **The Holy Eucharist sacramentally presents again the Sacrifice of Jesus on Calvary and brings us all its graces. (CCC 601-614; 619-623; 1365-71; 1545; 2020- 21; 2099-2100)**

REL.3.3 Life in Christ- Commandments (CCC 2052-2557)

- a. **The Ten Commandments as God's laws of love for Him and our neighbor's**
- b. **Virtues to develop:**
- **Charity**
 - **Justice**

REL.3.4 Christian Prayer (CCC 2558-2865)

- a. **Review prayer as talking and listening to God:**
- **Spontaneous and fixed formulas**
- b. **Maintain all the prayers learned to this point:**
- **Sign of the Cross**
 - **Our Father**
 - **Hail Mary**
 - **Glory Be**
 - **Grace Before and After Meals**
 - **Act of Contrition**
 - **Morning Offering**
 - **Guardian Angel Prayer**
 - **Simple Acts of Faith, Hope and Love**
- c. **Memorize and learn the meaning of the following:**
- **The Apostles' Creed**
 - **Rosary - (20 Mysteries of the Rosary) (CCC 971, 2678, 2708)**

New to Grade

Apostles Creed
 Assumption of Mary
 Confirmation
 Creator
 Creed
 Immaculate Conception

Incarnation
 Justice
 Mystery
 Pentecost
 Redemption
 Rosary
 Twenty Mysteries of the Rosary

Cumulative List

Absolution
 Adam and Eve
 Adoration
 Advent
 Alleluia
 Angel
 Baptism
 Benediction
 Bible
 Bishop
 Blessed Sacrament
 Charity
 Children of God
 Christmas
 Church
 Commandments
 Communion
 Confession
 Conscience
 Contrition
 Creation
 Deacon
 Easter
 Eucharist
 Faith
 Fast
 Father
 Forgiveness of Sin
 Genuflection
 God
 Gospel
 Grace
 Guardian Angels
 Heaven
 Hell
 Hero
 Holy Communion/Eucharist

Holy Family
 Holy Spirit
 Jesus
 Joseph
 Laity
 Last Supper
 Lent
 Liturgy of the Eucharist
 Liturgy of the Word
 Love of God
 Love of Neighbor
 Mary, Mother of God
 Mass
 Miracle
 New Testament
 Obedience
 Old Testament
 Original Sin
 Parable
 Parts of the Mass
 Penance
 Pope
 Prayer
 Priest
 Purgatory
 Real Presence
 Redeemer
 Religious Community
 Respect
 Resurrection
 Reverence
 Sacrament
 Sacrifice
 Saint/Sainthood
 Sin (Mortal and Venial)
 Son
 Sorrow for Sin

**State of Grace
Trinity
“Yes to God”**

REL.3.6 PRAYERS TO KNOW

New to Grade

**Apostles' Creed
Twenty Mysteries of the Rosary**

Cumulative List

**Act of Contrition
Act of Hope (Simple form)
Act of Love (Simple form)
Act of Faith (Simple form)
Genuflection (Method and Meaning)
Glory Be
Grace Before Meals
Guardian Angel Prayer
Hail Mary
Morning Offering (some form)
Our Father (The Lord's Prayer)
Rosary
Sign of the Cross**

Grade 3

REL3.V.1 VIRTUE: JUSTICE/FAIRNESS

Justice or Fairness is a cardinal virtue by which we give to God what is owed and we give to every person as each one needs.

SCRIPTURE:

Ex 20:1-17, 15:11; Mk 14:22-25; Lk 19:8, 19:10-17, 7:36-50.

PRACTICE:

- Attend Mass each Saturday evening or Sunday. We owe God praise, love and thanksgiving.
- Pray your morning and night prayers and grace before and after meals.
- Share your toys, food, time, etc. with those in need.
- Play fair in sports or other games.
- Think of other ways you can be just and fair with God and others.

REL3.V.2 VIRTUE: LOVE AND REVERENCE FOR GOD/CHARITY

"God's Love has been poured into our hearts by the Holy Spirit who has been given to us."³ Charity is the theological virtue by which we love God above all things for his own sake, and our neighbor as ourselves for the love of God. Jesus says: "As the Father has loved me, so have I loved you, abide in my love." He continues: "This is my commandment, that you love one another as I have loved you." Charity is the greatest of virtues. Jesus asks us to love as he does, even our enemies, to make ourselves the neighbor of those farthest away, and to love children and the poor as Christ Himself.⁴

SCRIPTURE:

Mt 25:40-45, 5:44, 22:37-39; Rm 5:5, 8:28; Jn 3:16, 13:34-35; 1 Cor 13:1-13, Lk 10:27-37; Mk 9:37.

PRACTICE:

- Daily tell God that you love Him above everyone and everything else.
- Jesus wants us to love our enemies. Pray for anyone who hurts you.
- Spend time and help those who are not as fortunate as you are.
- Jesus talked to and helped people who were not considered important or popular. We should try to imitate him. Play with the boy/girl who is alone at play time.
- God gave you your talents. Use your talents for others. What are they?
- How can you be more generous with your time and talents?

⁷ Catechism of the Catholic Church

English



READING LANGUAGE ARTS

GRADE 3

Overview

Third grade students will increase reading comprehension and writing skills through daily practice in the classroom. Students will use developmentally appropriate materials to show growth in reading and writing.

MASTERY OF SKILLS

- Respond orally and write using complete sentences
- Alphabetize words, minimum 2nd letter
- Identify main character, problem, solution
- Identify fiction vs. nonfiction and their elements

Standard 1 – Oral Language & Listening Skills

R/L.3.1 The student will develop listening skills

- a. Develop an appreciation for the value of listening
- b. Listen attentively
- c. Respond to questions and paraphrase stories presented orally
- d. Follow multi-step directions and develop critical listening skills

R/L.3.2 The student will speak effectively

- a. Develop articulation skills, speak clearly, use appropriate volume and pitch, speak at an understandable rate
- b. Participate in oral presentations
- c. Ask questions and paraphrase to clarify information using grammatically correct language and specific vocabulary to communicate ideas
- d. Answer using complete sentences
- e. Use newly acquired information to communicate ideas
- f. Organize ideas around a main idea
- g. Relay accurate directions to accomplish a task or to reach a specific destination



Standard 2 – Reading/Literature

R/L.3.3 The student will apply word analysis skills when reading

- a. Use decoding skills (phonetic and context)
- b. Connect spelling patterns to sound patterns
 - i. Initial, final, and medial consonants
 - ii. Two/three letter consonant blends
 - iii. Consonant variants
 - iv. Silent letters
 - v. Consonant digraphs in all positions
 - vi. Vowels controlled by *l*, *w* and *r*
 - vii. Schwa
 - viii. Long and short vowels
 - ix. Inflectional endings
 - x. Hard and soft *c* and *g*
 - xi. Double vowels/vowel digraphs and diphthongs
- xii. Use syllabication rules and diacritical markings (accent marks, pronunciation)
- xiii. Work towards fluent reading
- xiv. Read and reread stories, poems and passages with fluency, expression, and understanding
- xv. Self-correct when necessary

R/L.3.4 The student will expand vocabulary when reading

- a. Use knowledge of homophones and homonyms
- b. Recognize multiple meaning words
- c. Use knowledge of plurals, roots, affixes (prefixes and suffixes) synonyms, and antonyms
- d. Use knowledge of the apostrophe (contractions and possessives)
- e. Apply meaning clues, language structure, and phonetic strategies
- f. Use context to clarify meaning of unfamiliar words and abbreviations
- g. Use punctuation as guide to word meaning
- h. Discuss meanings of words and develop vocabulary by listening and reading a variety of texts
- i. Use vocabulary from other content areas
- j. Use word reference resources including the glossary and thesaurus

R/L.3.5 The student will employ various strategies to comprehend a variety of printed materials

- a. Use appropriate behaviors while reading
- b. Participate in sustained silent reading
- c. Respond to literature orally and in writing
- d. Read with fluency and accuracy



R/L.3.6

The student will read and demonstrate comprehension of fiction texts

- a. Set a purpose for reading
- b. Make connections between previous experiences and reading selections
- c. Make, confirm, or revise predictions
- d. Identify and describe character, setting, plot, theme, voice, and point of view
- e. Compare and contrast settings, characters, and events
- f. Identify the author's purpose
- g. Ask and answer questions about what is read
- h. Make inferences and draw conclusions about text
- i. Identify the problem and solution
- j. Identify the main idea
- k. Identify supporting details
- l. Identify cause and effect
- m. Summarize events and ideas found in fiction texts
- n. Use reading strategies to monitor comprehension throughout the reading process
- o. Recognize the various literary genres (such as realistic and historical fiction, fantasy, folktales, fables, fairy tales, poetry)
- p. Understand figurative language (idioms, dialects, metaphors, and similes)

R/L.3.7

The student will continue to read and demonstrate comprehension of nonfiction texts

- a. Identify the author's purpose
- b. Use prior and background knowledge as context for new learning
- c. Make connections (ex. text-to-text, text-to-world, text-to-media)
- d. Preview and use text features, skim for specific information
- e. Ask and answer questions about what is read
- f. Draw conclusions, make inferences based on text
- g. Summarize and sequence events and ideas found in nonfiction texts
- h. Identify the main idea and supporting details
- i. Distinguish fact/opinion
- k. Discuss if the author's message is truthful
- l. Identify cause and effect
- m. Compare and contrast the characteristics of biographies and autobiographies
- n. Use reading strategies to monitor comprehension throughout the reading process
- o. Identify new information gained from reading



Standard 3 – Writing/Grammar

R/L.3.8 The student will write daily, demonstrating knowledge of the writing process

- a. Write narrative and expository work samples for a variety of purposes (including: journals, descriptive, narrative and expository paragraphs, letters, poetry, book reports, stories, addressing simple envelopes and writing simple directions)
- b. Identify the intended purpose and audience
- c. Use a variety of prewriting strategies (including brainstorming, clustering, looping, freewriting, making lists, web, map outline, etc.), choosing and narrowing topics
- d. Write a clear topic sentence focusing on the main idea
- e. Write a paragraph on the same topic
 - i. Writing a first draft
 - ii. Including main idea/topic sentence
 - iii. Including supporting ideas
 - iv. Including concluding sentence
 - v. Varying sentence length and use of words within sentences
 - vi. Using time-order and transitional words
- f. Use strategies for organization of information and elaboration according to the type of writing
- g. Include details that elaborate the main idea
- h. Revise writing for clarity of content using specific vocabulary and information
- i. Listen to and write dictated sentences correctly, including capitalization and punctuation
- j. Introduce outlining skills
- k. Publish a minimum of one sample per trimester

R/L.3.9 The student will use correct grammatical rules when writing

- a. Use correct sentence structure in simple, declarative, interrogative, imperative, and exclamatory sentences and be able to identify the type of sentence
- b. Identify simple subject, simple predicate agreement
- c. Use stated question as part of the answer, when posed with a question
- d. Identify and use nouns (common, proper, singular, plural, possessives and as subject of sentence)
- e. Identify and use pronouns (person, number, gender, possessives, as subject of sentence, as object of sentence)
- f. Identify and use adjectives: comparative and descriptive
- g. Identify and use verbs: tenses, helping, being, singular and plural, predicate
- h. Identify and use adverbs: time, place, and manner
- i. Follow the standards of capitalization (days of the week, months of the year,



abbreviations of a word beginning with a capital letter, initials, salutation, and closing of a letter, titles of books and poems, first word in a quotation, story titles, titles of honor and respect when preceding a name, pronouns relating to God)

- j. Follow standards of punctuation (use of period, question mark, exclamation mark, comma, apostrophe, quotation marks, abbreviations)

R/L.3.10 The student will use correct spelling

- a. Use a multi-sensory approach
- b. Follow phonetic rules
- c. Understand structural principles and spelling patterns
- d. Spell words learned in the content areas correctly
- e. Spell high frequency words correctly

R/L.3.11 The student will write legibly

- a. Write using proper posture, position of paper and pencil grip
- b. Write with correct form, alignment, and spacing
- c. Present work done neatly
- d. Write daily in cursive writing
- e. Reduce writing size in second trimester

Standard 4 – Research

R/L.3.12 The student will locate information in reference sources

- a. Note format and book parts
- b. Use table of contents, index and glossary
- c. Alphabetize beyond the third letter and use guide words
- d. Interpret charts, maps, graphs and tables
- e. Record information from print sources (encyclopedia, reference books) and non-print sources (videos, computers, interviews)
- f. Choose appropriate reference sources – dictionary, encyclopedia, atlas, almanac, thesaurus, books, magazines, pamphlets, newspapers, calendar, Bible
- g. Record minimal bibliographic information

R/L.3.13 The student will utilize study skills

- a. Understand test-taking strategies
- b. Develop note-taking strategies
- c. Read labels, titles, headings and captions



Standard 5 – Technology

R/L.3.14 The student will explore the uses of available technology in the Reading Language Arts program

- a. Use technology for collaborative project
- b. Publish works
- c. Cite sources of text and digital information
- d. Use multimedia and publishing tools for reading and writing
- e. Use electronic media to collect information as well as for enjoyment
- f. Use technology to change, edit and revise writing

Math



MATHEMATICS THIRD GRADE

Overview

The third grade math curriculum encompasses several essential foundation-building skills that are prerequisite to the fourth grade curriculum. Students entering third grade are expected to have mastered basic addition and subtraction facts, as well as addition and subtraction with regrouping. Rising third graders should grasp the basic concept of multiplication and division. Emphasis is based on the following skills:

- Read and write decimals expressed as tenths and hundredths;
- Compare two fractions with like or unlike denominators using concrete materials;
- Master multiplication and division facts for products and dividends through 144, and recognize the correct operational signs for each operation;
- Multiply three single-digit factors with products up to 144;
- Multiply 1, 2, 3, and 4-digit factors by 1-digit factors, with and without regrouping;
- Compute long division problems with 1-digit divisors;
- Add and subtract proper fractions with like denominators of 10 or less;
- Add and subtract decimals expressed as tenths;
- Use circle graphs and Venn diagrams in addition to pictographs, bar graphs, and line graphs to collect, organize, read, and interpret data;
- Identify, draw and label points, lines, line segments, angles, and diagonals, using a ruler or straight edge.

MASTERY OF SKILLS

- Students will master basic math facts, addition and subtraction to 20
- Students will master time to the half hour, quarter hour and five minute intervals using analog and digital clocks.



MATHEMATICS

APPLICATION OF SKILLS

Standard 1 – Number Sense and Estimation

- M.3.1 Problem solve in each math area as well as in other curriculum areas.
- M.3.2 Create his/her own problems from every-day situations
- M.3.3 Relate physical materials, pictures, and diagrams to mathematical ideas.
- M.3.4 Express mathematical ideas orally and in writing, using proper vocabulary terms.
- M.3.5 Read and write 6-digit numerals and identify the place value of each digit.
- M.3.6 Round 2 and 3-digit numbers to the nearest ten, and round 3-digit numbers to the nearest hundred and nearest thousand.
- M.3.7 Compare whole numbers through hundred thousand utilizing symbols “>”, “<”, “=” and words “greater than”, “less than,” and “equal to.”
- M.3.8 Recognize and use the inverse relationships of addition/subtraction and multiplication/division to complete basic fact sentences.



MATHEMATICS

Standard 2 - Computation and Fluency

- M.3.9 Use estimation strategies by rounding to nearest ten, hundred, and thousand for all four operations.
- M.3.10 Use 0 as a placeholder.
- M.3.11 Find the sums and differences of two whole numbers (9,999 or less), with and without regrouping, using paper and pencil, estimation, and mental computation. Technology is to be used, at times, to check answers.
- M.3.12 Solve addition equations with three or more addends.
- M.3.13 Use word clues to determine which of the four operations to use in problem solving
- M.3.14 Solve one and two step word problems.
- M.3.15 Determine, by counting, the value of a group of bills and coins up to five dollars, compare the value of coins and bills and make change.
- M.3.16 Express monetary values using cent (¢), dollar (\$), and decimal points.
- M.3.17 Use mental computation for all four operations.
- M.3.18 Identify and investigate the identity and the commutative properties for addition and multiplication.
- M.3.19 Master multiplication and related division facts for products and dividends through 144.
- M.3.20 Define and use the terms: factor, product, dividend, divisor and quotient.
- M.3.21 Multiply three 1-digit numbers, with products up to 144.
- M.3.22 Multiply 1, 2, 3 and 4-digit factors by 1-digit factors, with and without regrouping.
- M.3.23 Divide 1, 2, 3 and 4-digit dividends by 1-digit divisors, with and without remainders.
- M.3.24 Read, identify and write fractions and mixed numbers.
- M.3.25 Express a whole number as a fraction.
- M.3.26 Compare the numerical value of two fractions having like and unlike denominators, using concrete materials.
- M.3.27 Add and subtract with proper fractions having like denominators of 12 or less, using concrete materials and paper and pencil.
- M.3.28 Read and write decimals expressed as tenths and hundredths using concrete materials.
- M.3.29 Add and subtract with decimals expressed as tenths, using concrete materials and paper and pencil.



MATHEMATICS

Standard 3 – Measurement

- M.3.30 Tell time to one-minute intervals using both analog and digital clocks.
- M.3.31 Identify equivalent periods of time, including relationships among days, weeks, months, and years, as well as between minutes, hours, and fractions of an hour.
- M.3.32 Calculate elapsed time, expressed in hours and minutes.
- M.3.33 Use estimation for quantities and measurement.
- M.3.34 Measure:
- Length ($\frac{1}{2}$ inch, inches, feet, yards, centimeters, and meters)
 - Capacity (cups, pints, quarts, gallons, and liters)
 - Weight (ounces, pounds)
 - Mass (grams and kilograms)
 - Temperature (degrees Fahrenheit and degrees Celsius).
- M.3.35 Order (least to greatest and greatest to least) customary and metric units for length, capacity, volume and weight.



MATHEMATICS

Standard 4 - Geometry

- M.3.36 Identify and describe congruent and symmetrical two-dimensional figures, using tracing procedures when given appropriate drawings or models.
- M.3.37 Use concrete materials to predict and describe the results of sliding, flipping and turning two-dimensional objects.
- M.3.38 Recognize and describe plane and solid geometric figures (square, rectangle, triangle, cube, rectangular solid, cone, sphere, and cylinder), using identifying properties (number of corners, square corners, number and shape of faces, number of edges and vertices).
- M.3.39 Identify, draw, and label points, lines, line segments, angles, rays and diagonals, using a ruler or straight edge.
- M.3.40 Find the perimeter of regular polygons and area of rectangles and squares.
- M.3.41 Find the volume of rectangular prisms



MATHEMATICS

Standard 5 - Data Analysis and Probability

- M.3.42 Construct, collect, organize, read, and interpret data represented on:
- pictographs
 - bar graphs
 - line graphs
 - tables
 - circle graphs
 - Venn diagrams
 - Coordinate grids (ordered pairs)
- M.3.43 Investigate and explore the concept of probability as chance, listing possible outcomes of a given situation



MATHEMATICS

Standard 6 - Patterns, Functions and Algebra

- M.3.44 Identify and locate missing whole numbers and fractional parts on a number line.
- M.3.45 Recognize, describe, and extend patterns formed using concrete materials, tables, and pictures.
- M.3.46 Analyze a given pattern formed using concrete objects and pictures, and then create a pattern with the same attributes.
- M.3.47 Explore and predict number patterns.

Science



SCIENCE
THIRD GRADE

Standard 1 – Scientific Investigation, Reasoning and Logic

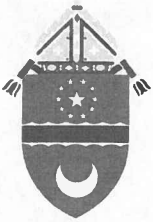
- S.3.1** The student will plan and conduct investigations in which
- a) predictions and observations are made
 - b) objects with similar characteristics are classified into at least two sets and two subsets
 - c) questions are developed to formulate hypotheses
 - d) data are gathered, charted, graphed, analyzed and communicated (line plot, picture graph and bar graph)
 - e) inferences are made and conclusions are drawn
 - f) volume is measured to the nearest milliliter and liter
 - g) length is measured to the nearest centimeter
 - h) mass is measured to the nearest gram
 - i) temperature is measured to the nearest degree Celsius
 - j) time is measured to the nearest minute using analog/digital clock
 - k) natural events are sequenced chronologically
 - l) models are designed and built when relevant

Standard 2 – Physical Science

- S.3.2** The student will investigate and understand characteristics and interactions of moving objects.
- a) Motion is described by an object's direction and speed;
 - b) Forces cause changes in motion;
 - c) Friction is a force that opposes motion; and
 - d) Moving objects have kinetic energy.

- S.3.3** The student will identify simple and compound machines and their uses
Concepts include:

- a) push and pull (forces)
- b) ramps
- c) wedges
- d) levers
- e) screws
- f) wheels and axles
- g) pulleys (fixed and movable)



Standard 3 – Earth Science

- S.3.4** The student will investigate and understand the water cycle and its relationship to life on Earth.
Concepts include:
- there are many sources of water on Earth
 - the energy of the sun drives the water cycle
 - the water cycle involves several processes (evaporation, condensation, precipitation)
 - water is essential for living things
 - water on Earth is limited and needs to be conserved
- S.3.5** The student will investigate and understand the major components of soil, its origin and importance to plants and animals including humans.
Concepts include:
- soil provides the support and nutrients necessary for plant growth
 - topsoil is a natural product of subsoil and bedrock
 - rock, clay, silt, sand and humus are components of soils
 - soil is a natural resource and should be conserved
- S.3.6** The student will investigate and understand that natural events and human influences can affect the survival of species.
Concepts include:
- the interdependency of plants and animals
 - the effects of human activity on the quality of air, water and habitat
 - the effects of fire, flood, disease and erosion on organisms
 - conservation of resources (renewable: sunlight, water, wind; nonrenewable: coal, oil, natural gas, wood)

Standard 4 – Life Science

- S.3.7** The student will develop an understanding and appreciation of ecosystems and how they function.
Concepts include:
- living and non-living components of ecosystems
 - gathering and storing food
 - shelter (habitat)
 - biodiversity
 - fresh water ecosystems (explore at least one: pond, marshland, swamp, stream, river)
 - terrestrial ecosystems (explore at least one: desert, grassland, rainforest, forest)



S.3.8

The student will develop an understanding of food chains and food webs.

Concepts include:

- a) sun is the initial source of energy
- b) energy is passed from organism to organism
- c) producers, consumers and decomposers
- d) herbivores, carnivores and omnivores
- e) predator/prey
- f) aquatic and terrestrial food chains
- g) altered food chains and food webs

S.3.9

The student will investigate and understand that adaptations allow animals to satisfy life needs and respond to the environment.

Concepts include:

- a) behavioral adaptations (reflex, instinct, migration, hibernation)
- b) physical adaptations (defense, camouflage)

S.3.10

The student will investigate and understand the processes of basic digestion and elimination.

Concepts include:

- a) organs and function of the digestive system
- b) organs and function of the excretory system

Social Studies



SOCIAL STUDIES THIRD GRADE

Overview

The third grade curriculum provides an introduction to U.S. geography and national government. The geography skills taught support the National Standards, *Geography for Life*. A strong emphasis on developing map skills is continued from the second grade curriculum. Students should be able to make meaningful connections between the physical geography and natural resources of a region and the culture and lifestyles of the people who live there. Regions are taught using the 5 Themes of Geography. As in grades 1 and 2, current events are taught throughout the year and the integration of writing skills into the curriculum and recognizing links to other curriculum areas is important.



SOCIAL STUDIES APPLICATION OF SKILLS

Standard 1 – Catholic Identity

- SS.3.1 The student will demonstrate skills that will complement the scope of social studies, including the ability to:
- a) incorporate the Seven Tenets of Catholic Social Teachings and civic responsibilities throughout the curriculum with an emphasis on:
 - 1. Solidarity
 - b) employ age appropriate higher order thinking skills and decision-making activities with special attention placed on Christian morals and ethics
 - c) incorporate virtues designated for this grade level as outlined in the Religion Guidelines (Justice/Fairness and Fortitude)



SOCIAL STUDIES

Standard 2 – Map Skills

SS.3.2 The student will develop map skills by:

- a) Location:
1. identify and use a compass rose (cardinal and intermediate directions), a map key and its symbols, map scale, mileage chart (road maps), and latitude and longitude. Use this knowledge to compare to modern maps.
 2. identify and use different types of maps
 - political
 - physical
 - road
 - weather
 3. locate places within the United States on maps and globes
 - cities
 - special attractions (capitals)
 - regions
 - physical features
 4. examine local maps and locating given places
 - school
 - home
 5. position and label the seven continents and four oceans
 6. identify the four hemispheres using the equator and prime meridian

SS.3.3 The student will develop map skills by using maps, globes, photographs, pictures, and tables to locate the fifty states by region as well as using electronic resources.

- a) Location:
1. Northeast
 2. Southeast
 3. Midwest
 4. Southwest
 - . West



SS.3.4

The student will describe each region according to the 5 Themes of Geography:

- a) Location:
 1. begin to use latitude and longitude to determine absolute location of specific cities
 2. identify relative location to Virginia and other states
- b) Place:
 1. climate
 2. waterways
 - i. Atlantic and Pacific Oceans
 - ii. Mississippi, Missouri, Ohio, Columbia, Colorado, and Rio Grande Rivers
 - iii. Great Lakes
 - iv. Gulf of Mexico
 3. landforms
 - i. Alleghany and Rocky Mountains
 - ii. Atlantic Coastal Plain, Gulf Coastal Plain
 - iii. Great Lakes Coastal Plain
 - iv. Central Plains
 4. major cities
 - i. capital cities
 - ii. one or two major cities of a region
- c) Human and Environmental Interactions:
 1. way of life
 - i. housing
 - ii. clothing
 - iii. food
 - iv. businesses
 - v. pollution to be presented in a “general fashion” with one or two examples per region
- d) Movement:
 1. how people earn a living within a region and the relationship to the region’s geography and climate
 2. transportation linkages – how people moved from one place to another
 - i. people
 - ii. goods
 3. communication linkages – how people communicate across geographic lines.
- e) Regions:
 1. similarities of regions
 2. differences of regions



SOCIAL STUDIES

Standard 3 – Introduction of National Government

- SS.3.5 The student will recognize the three branches and functions of government:
- a) Human and Environmental Interactions:
 1. Executive Branch (the President and Vice President; student should be able to name the current leaders)
 2. Legislative Branch (the Congress)
 - i. Senate (two per state for a total of 100 senators; voted in by the people)
 - ii. House (number per state based on population; voted in by the people)
 3. Judicial Branch (the Supreme Court; appointed by the President)
- SS.3.6 The student will recognize the need for federal laws:
- a) Human and Environmental Interactions:
 1. brief review of community services and government
 2. need for taxes and relationship to services
 3. types of services provided by national government, (e.g. national defense, national parks, etc.)



SOCIAL STUDIES

Standard 4 – Current Events

- SS.3.7 The student will read and understand current events in our world through a regular classroom resource such as *Scholastic News*, *Weekly Reader*, or *Time for Kids*, completing report at least two per year addressing: (Human and Environmental Interactions)
- a) who
 - b) what
 - c) where
 - d) when
 - e) why
- SS 3.8 Review and Expand on holidays in the United States and integrate with the liturgical calendar in religion.



SOCIAL STUDIES

Standard 5 – Technology

- SS 3.9 Instructor plans and implements lessons that integrate technology to meet the diverse needs of learners in a variety of educational settings
- a) Engages students in exploring real-world issues and solving authentic problems using digital tools and resources

P.E.

Grade Three Grade Level Objectives

(Refer to monitoring sheets for guided breakdown skills.)

Skilled Movement

P.3.1 The student will apply locomotor, non-locomotor, and manipulative skills in increasingly complex movement activities.

- a) Demonstrate most of the critical elements (isolated, small parts of the whole skill or movement) for manipulative skills (e.g., throw and catch a variety of objects, kick to stationary and moving partners/objects, dribble with dominant hand/foot, pass a ball to a moving partner).
- b) Use manipulative skills in movement combinations (e.g., perform manipulative tasks while dodging and moving in different pathways; catch a rolled ball while moving, and throw it back to a partner; develop and refine tumbling).
- c) Perform a basic dance sequence that repeats (e.g. Cotton Eyed Joe).
- d) Perform tumbling sequences with at least four non-manipulative movements, such as egg roll, log rolls, forward/backward rolls, bear walk, army crawl, etc.

Movement Principles and Concepts

P.3.2 The student will apply movement principles in increasingly complex movement activities.

- a) Apply the principles of relationships while moving in space and using non-manipulative and manipulative skills (e.g. jump rope)
- b) Apply the principles of relationships when working with a partner while moving (e.g., passing a ball in front of a moving partner).

Personal Fitness

P.3.3 The student will engage in a variety of moderate and vigorous physical activities and describe how and why the body responds to the activities (e.g., physiological changes such as sweating, increased heart rate, increased respiration).

P.3.4 The student will participate in an annual standardized physical fitness assessment. (For example, Presidential Youth Fitness Program) [Optional]

Responsible Behaviors

P.3.5 The student will demonstrate an understanding of the purpose for rules, procedures, etiquette, and respectful behaviors while in various physical activity settings.

- a) Demonstrate independence and good use of time while practicing physical activity.
- b) Provide input into establishing rules and guidelines for behavior in physical activity settings.
- c) Work cooperatively with peers.

Physically Active Lifestyle

P.3.6 The student will identify and participate in regular physical activities to improve skills and personal health.

- a) Select and participate in physical activities during unscheduled times at home, at school, or in the community.
- b) Identify one physical activity that he/she participates in regularly for fitness, enjoyment, and/or social interaction.

Health

Grade Three

Students in grade three continue to recognize the dignity and self-worth of the human person as a child of God. They will learn about growth and development throughout life as well as about the sanctity of the body and its systems. They learn to compare and contrast healthy and unhealthy practices. Skill building continues as students learn to apply the knowledge of health-risk reduction to the promotion of health. Students access valid information and begin to understand the relationship between personal and community health.

Essential Health Concepts

3.1 The student will explain that health habits and practices impact personal growth and development.

- a) Identify the major structures and functions of the digestive system.
- b) Describe why digestion is important and how the body uses digested food molecules.
- c) Explain the importance of water and healthy food choices for digestion and body function.
- d) Identify healthy food and beverage choices based on nutritional content.
- e) Describe the benefits of physical activity and personal fitness.
- f) Describe the benefits of getting enough sleep.
- g) Define and describe noncommunicable diseases.
- h) Describe proper and improper use of prescription and nonprescription medications.
- i) Identify body systems affected by the use of alcohol, tobacco, inhalants, and other drugs.
- j) Explain safety rules at home, at school, and in the community.
- k) Create strategies for personal safety when home alone, out in the neighborhood and community, online, and caring for others.
- l) Recognize safe and harmful behaviors.
- m) Identify the steps for goal setting to adopt positive health practices.
- n) Describe emotions that result from experiencing change, such as the arrival of a new family member, making new friends, going to a new school, being accepted by peers, and losing a loved one.
- o) Describe positive interaction with family, peers, and other individuals.
- p) Identify refusal skills and how to communicate directly, respectfully, and assertively.
- q) Describe behaviors that may cause the loss of a friend (e.g., being unaware of the attitudes and feelings of others, using inappropriate language and behavior, excluding a friend from activities, breaking promises).
- r) Explain the difference between bullying and conflict.
- s) Identify positive ways to communicate and the benefits of having positive relationships with family and friends.

Healthy Decisions

3.2 The student will demonstrate the ability to use essential health concepts to improve personal health.

- a) Evaluate how physical activity and healthy food and beverage choices impact personal health.
- b) Determine when and how much water to drink to keep the body hydrated.
- c) Compare proper and improper use of prescription and nonprescription medicines.
- d) Explain the consequences of disregarding medical recommendations for prescription and nonprescription medications.
- e) Analyze the harmful short- and long-term effects of alcohol, tobacco, common household inhalants, and other drugs on body systems.
- f) Describe refusal skills when pressured to use alcohol, tobacco, inhalants, or other drugs.
- g) Explain the importance of following safety rules at home, at school, in the community, and when riding in a motor vehicle.
- h) Explain appropriate protective gear when engaged in physical activities such as cycling, rollerblading, skateboarding, and water sports.
- i) List the benefits of goal setting for personal health.
- j) Describe strategies for solving problems related to health.
- k) Identify how emotions such as happiness, fear, sadness, excitement, anger, and loneliness can be expressed positively or negatively.
- l) Identify the process of resolving conflicts peacefully.
- m) Analyze how reducing, reusing, and recycling products promotes a healthier environment.

Advocacy and Health Promotion

3.3 The student will promote health and safety at school and at home.

- a) Evaluate the role of the digestive system in providing energy for the body.
- b) Develop a plan to meet the recommended physical activity guidelines of 60 minutes a day.
- c) Identify ways in which health care has improved as a result of technology.
- d) Create a health message about the proper use of prescription and nonprescription medications. e) Describe the effects of nicotine, alcohol, and other drugs on body systems.
- e) Encourage others not to use alcohol, tobacco, inhalants, or other drugs.
- f) Explain the effects of mind-altering drugs on behavior.
- g) Discuss and develop a family safety plan to prevent home, transportation, and recreational injuries.
- h) Demonstrate the use of refusal skills to counter negative influences.

- i) Design effective strategies for expressing and managing emotions, which may include physical activity, talking about feelings, reading, or creative expressions such as writing, art, music, and dance.
- j) Evaluate strategies to prevent bullying behaviors, using conflict-resolution skills.
- k) Describe how to report bullying, how to advocate for self appropriately if bullied, and how to support mistreated students.
- l) Demonstrate positive ways to communicate with family and friends.
- m) Apply goal-setting strategies to make and keep friends.
- n) Demonstrate effective verbal communication skills, awareness of the attitudes, feelings, and opinions of others, appropriate language and behavior, sharing, and reciprocal helping behavior to make and keep friends.
- o) Practice positive interactions with family, peers, and others to promote personal health.
- p) Demonstrate ways to reduce, reuse, and recycle at home, at school, and in the community.
- q) Practice disaster-preparedness procedures at home and at school.

Spanish

3rd Grade Spanish

- _____ S. 3.1 Basic Greetings and Expressions of Courtesy
- _____ S. 3. 2 Colors
- _____ S. 3. 3 Numbers to 100
- _____ S. 3. 4 Weather/ Days of the Week/ Months of the Year/ Seasons
- _____ S. 3. 5 Telling Time
- _____ S. 3.6 Parts of the body
- _____ S. 3. 7 Parts of the face
- _____ S. 3. 8 Family
- _____ S. 3. 9 Animals
- _____ S. 3. 10 Opposite pairs
- _____ S. 3. 11 Food Vocabulary
- _____ S. 3. 12 Clothes
- _____ S. 3. 13 I like/ I don't like
- _____ S. 3. 14 Alphabet
- _____ S. 3. 15 Capital of Countries in the Caribbean and Spain
- _____ S. 3. 16 Regions - the Hispanic Caribbean and Spain
- _____ S. 3.17 I am, You are, He is, She is
- _____ S. 3. 18 I have, You have, He has, She has
- _____ S. 3. 19 Means of Transportation
- _____ S. 3. 20 Classroom
- _____ S. 3. 21 I go to town
- _____ S. 3. 22 Common words for daily activities
- _____ S. 3. 23 Dialogue with the verb to go
- _____ S. 3. 24 At the store
- _____ S. 3. 25 At the restaurant
- _____ S. 3. 26 Setting the table
- _____ S. 3. 27 Prayers

Music



APPLICATION OF SKILLS: THIRD GRADE

Standard 1 – Performance

- 3.1 The student will sing and/or play a repertoire of songs in tune with a clear tone quality.
 - 3.1.1 Sing melodies within the range of an octave
 - 3.1.2 Develop a repertoire of familiar songs
 - 3.1.3 Play melodic instruments using traditional notation
 - 3.1.4 Perform in a two-part music ensemble using voices and/or instruments
 - 3.1.5 Accompany singing with rhythm and/or melodic instruments, when available
 - 3.1.6 Sing liturgical songs and common parts of the Mass

- 3.2 The student will perform rhythmic patterns.
 - 3.2.1 Review identifying and performing paired eighth notes, quarter notes and rests, half notes and rests, and whole notes and rests
 - 3.2.2 Identify and perform dotted half notes
 - 3.2.3 Identify and perform single eighth notes and rests

- 3.3 The student will respond to music with movement.
 - 3.3.1 Utilize movement to illustrate meter
 - 3.3.2 Perform line and circle dances
 - 3.3.3 Dramatize songs, stories and/or poems
 - 3.3.4 Perform choreographed and non-choreographed movements

Standard 2 – Compose & Improvise

- 3.4 The student will compose music.
 - 3.4.1 Create and perform a short rhythmic composition in 4/4 and 3/4 time using traditional notation
 - 3.4.2 Create and perform a short melodic composition within the range of an octave using traditional notation



Standard 3 – Music Theory

3.5 The student will explore meter.

3.5.1 Recognize that music is divided into measures

3.5.2 Recognize music in a 4/4 and 3/4 time signature

3.6 The student will identify form in music.

3.6.1 Create movement to demonstrate form

3.6.2 Identify introduction and coda sections

3.7 The student will identify terms and symbols for musical expression.

3.7.1 Recognize and demonstrate *staccato* and *legato* in music

3.7.2 Recognize and demonstrate *staccato* and *legato* (slurs) markings in music

3.7.3 Recognize and demonstrate *pianissimo* (*pp*) and *fortissimo* (*ff*)

3.8 The student will demonstrate the melodic shape (contour) of a musical phrase by describing how pitch levels may move upward, downward, or stay the same.

3.9 The student will review music terminology including staff and *treble clef*.

3.9.1 Recall treble clef notation using the seven letters of the alphabet and/or solfege syllables

Standard 4 – Analysis and Critique

3.10 The student will review the four orchestral families (woodwind, string, brass, percussion) using sight and sound.

3.11 The student will recognize a composer and his or her music composition.

3.11.1 Use music terminology to describe the music

3.11.2 Place musical style in a broad category or genre



Standard 5 – Music Culture

3.12 The student will explore the music of world cultures through song, dance, and movement.

3.12.1 Identify traditional cultural instruments by sight and sound (i.e. didgeridoo or gayageum)

3.12.2 Perform traditional dances or games from various cultures

3.13 The student will learn traditional American hymns and songs (i.e. “The Star Spangled Banner”, “America the Beautiful”, “My Country ‘Tis of Thee”, etc.)

Standard 6 – Cross-Curricular Connection

3.14 The student will describe the relationships between music and other disciplines.

Standard 7 – Citizenship

3.15 Students will demonstrate appropriate etiquette for the context and style of music being performed as a participant and/or listener.

3.15.1 Exhibit respect for the contributions of self and others in a music setting

Art

Examples are given as suggestions and not meant as requirements.

Visual Art – 3rd Grade

The standards for grades three, four and five emphasize learning through inquiry. Students will examine aspects of the artistic process: generation of ideas, problem solving, and self- assessment. Skills and concepts can vary among these three grade levels, with all achieved by the end of fifth grade.

Emphasis should be placed on the artistic process including idea development, production and reflection to achieve a final piece of art.

Skills

- A.3.1. Demonstrate safety and stewardship of materials
- A.3.2. Identify and use the elements of art
 - A.3.2.a. Color – Complimentary
 - A.3.2.b. Space – Positive and negative, spatial relationships, atmospheric perspective
- A.3.3. Identify and use the principles of design
 - A.3.3.a. Balance – Symmetry vs. asymmetry
- A.3.4. Drawing
 - A.3.4.a. Gesture drawing, drawing an action (*Example: stick figures*)
 - A.3.4.b. Introduce facial and figure proportion
 - A.3.4.c. Create the appearance of depth by drawing distant objects smaller and with less detail than near objects

Creative Expression

Students should be encouraged to incorporate their own unique style and elements into their artwork to emphasize their individuality and avoid “cookie cutter artwork.”

- A.3.5. Demonstrate self-expression by creating a work of art based on:
 - A.3.5.a. the Catholic faith
 - A.3.5.b. a social or cultural event
 - A.3.5.c. service to a community (*Example: placemats for a nursing home, cards for veterans, school auction item, mini sketchbooks for hospitals, origami flower bouquets, joke books, etc. as community outreach*)
- A.3.6. Create a 3D non-objective work of art (*Example: study Alexander Calder, create a paper sculpture stabile, pipe cleaner sculpture with Styrofoam base or twisted paper sculpture*)
- A.3.7. Use masterpieces/famous works as inspiration to create a work of art
- A.3.8. Use thumbnail sketches to initiate creative process

A.3.9. Discuss artistic choices made in the creation of your artwork

Art Heritage

A.3.10. Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art
(*Example: Pysanka egg drawing, advent wreath collage, rosary drawing or sculpture*)
Refer to Religion curriculum.

A.3.11. Discuss symbolism of color in art (*Example: purple represents royalty, white flag for neutrality and brown represents the earth*)

Aesthetic Judgment

A.3.12. Use age appropriate art vocabulary to:

A.3.12.a. Respond to an artwork emphasizing the elements of art and the principles of design

A.3.12.b. Discuss the artistic process

A.3.12.c. Examine the relationship between beauty and function in art

A.3.12.d. Distinguish between abstract and realistic art

A.3.13. Explore careers in the visual arts

Library



LIBRARY

Third Grade

- L.3.1.A.1 (D) Explain that libraries (school, public, other) are places to store and retrieve ideas and information
- L.3.1. A.2 (I) Explain that libraries can be virtual or physical spaces with both print and digital content
- L.3.1.A.3 (I) Explain that libraries are places to collaborate, create and share information
- L.3.1.B.1 (R) Locate circulation area
- L.3.1.B.2 (D) Identify different sections of the library as grade appropriate (Fic, NF, Ref, Easy, Biography, according to local organization)
- L.3.1.B.3 (I) Locate catalog/automated catalog OPAC
- L.3.1.C.1 (D) Replace materials (books, etc.) in proper place when finished
- L.3.1.C.2 (M) Use and care for library materials appropriately
- L.3.1.C.3 (M) Follow local circulation procedures
- L.3.1.D.1 (D) Define and use grade appropriate library/media center terminology (library, librarian, early reader and picture book)
- L.3.1.D.2 (D) Define library operating systems terminology (circulation, checkout, renew, borrow)
- L.3.1.D.3 (I) Identify types of print and digital media available in libraries (books, periodicals, databases, digital resources)
- L.3.1.D.4 (M) Identify book components (title, author, illustrator, spine, cover, etc)
- L.3.2.A.1 (I) Explain how books are shelved in the library
- L.3.2.A.2 (I) Use local classification schemes to find library materials (Dewey, genre, other)
- L.3.2.B.1 (I) Search by author, title, subject, and/or keyword, series
- L.3.2.B.3 (I) Identify call number and circulation status of library materials
- L.3.3.1 (D) Identify and read books of various genres and formats
- L.3.3.2 (I) Identify author's purpose
- L.3.3.3 (D) Identify and explain the significance of appropriate notable awards for children's literature
- L.3.3.4 (I) Use self-assessment tools for selecting books of appropriate reading levels for enjoyment and information
- L.3.3.5 (I) Distinguish between contemporary and classic literature
- L.3.3.6 (D) Discuss how illustrations and other features (ex: endpapers, cover, etc.) tell story and/or extend the text
- L.3.3.7 (D) Explain how artwork expresses mood and tone of the work



- L.3.4.A.1 (I) Recognize the need for information and research ideas
- L.3.4.A.2 (I) Verify and Use Background Knowledge
- L.3.4.B.1 (I) Match information needed with appropriate sources
- L.3.4.B.2 (I) Identify resources available through the public library and other institutions
- L.3.4.B.3 (I) Locate bibliographic information for citation
- L.3.4.B.6 (I) Identify and use text features to enhance understanding (ex: captions, graphs, table of contents, index, glossary, etc.)
- L.3.4.D.4 (I) Collaborate with others to broaden and deepen understanding of information
- L.3.4.D.5 (I) Create new product based on information gathered
- L.3.5.1 (D) Abide by Acceptable Use Policy guidelines of school and understand the Internet is a global community
- L.3.5.2 (D) Apply Christian values to maintaining a positive digital footprint (respecting privacy, Internet habits, etc.)
- L.3.5.3 (I) Define the term "copyright" and explain Creative Commons
- L.3.5.5 (I) Define the term "plagiarism" and the consequences of plagiarism
- L.3.5.6 (I) Credit sources using a Works Cited page or bibliography for classroom assignments (MLA, APA, etc.)

Technology



THIRD GRADE TECHNOLOGY STANDARDS

Standard 1.0 – Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

- T.3.1.A Demonstrate knowledge of the nature and operation of technology systems**
 - T.3.1.A.1 Identify and understand the functions of computing (Input, Output, Storage, Processing)
 - T.3.1.A.2 Demonstrate the proper care of the computer hardware and software
- T.3.1.B Demonstrate proficiency in the use of technology**
 - T.3.1.B.1 Access and navigate within application software and understand basic file management functions (such as open, close, format, edit, and save, save as in other formats such as PDF, CSV, etc.). Include an introduction to the hierarchy of storage to explain not only how to save but where to save.
 - T.3.1.B.2 Use tools, menus and dialog boxes in application software
 - T.3.1.B.3 Develop keyboarding skills (Identify and use navigation keys, alphabet keys, special function keys, shift, caps lock, space bar, enter, control, backspace, delete, arrows, and punctuation); know shortcut keys
 - T.3.1.B.4 Use correct keyboarding techniques (such as proper home row position and posture)
 - T.3.1.B.5 Use appropriate applications to perform an assigned task (such as word processing and graphics)

Standard 2.0 – Digital Citizen: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

- T.3.2.A Technology and Society: Explain how technology affects people and society**
 - T.3.2.A.1 Explain how technology (such as computers, calculators, televisions, cameras, mobile devices, DVDs, and SMART devices) influences societies
 - T.3.2.A.2 Identify examples of how technology has affected the environment, in both the past and the present.
 - T.3.2.A.3 Explain how technology tools have or can be used to meet the needs of societies
 - T.3.2.A.4 Discuss how we take the Catholic values that we use in our real world with us into the digital world.
 - T.3.2.A.5 Address the permanence of uploads, including email and social media.



T.3.2.B Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information

- T.3.2.B.1 Explain the purpose and importance of following the acceptable use policy
- T.3.2.B.2 Recognize the potential harm of intrusive applications (such as worms, viruses, malware, spyware, pop-up windows, etc.)
- T.3.2.B.3 Use safe and correct security procedures (such as protecting/updating passwords and user IDs)

T.3.2.C Ethical and Legal Issues: Demonstrate an understanding of current legal standards

- T.3.2.C.1 Comply with copyright laws (such as appropriate copying and pasting, legal downloading, and recognizing intellectual property)
- T.3.2.C.2 Practice strategies for avoiding plagiarism
- T.3.2.C.3 Cite sources of text and digital information

T.3.2.D Ethical and Legal Issues: Understand current online safety guidelines

- T.3.2.D.1 Understand that the Internet is a global community with guidelines
- T.3.2.D.2 Explain and practice safety and privacy issues related to using the Internet
- T.3.2.D.3 Use safe and correct security procedures when online (such as not disclosing personal information and protecting passwords)
- T.3.2.D.4 Describe procedures for exiting an inappropriate site (such as clicking the home or back button, or turning off the monitor, and then notifying an adult)
- T.3.2.D.5 Discuss appropriate measures to take before creating email accounts or other online accounts. Such measures should include asking parents for permission.

Standard 3.0 – Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

T.3.3.A Use technology to locate, evaluate, and organize information from a variety of sources.

- T.3.3.A.1 Select relevant information from appropriate technology resources (such as websites, library catalogs, or electronic reference materials)
- T.3.3.A.2 Evaluate electronic resources using the same strategies as print resources (such as fact vs. fiction, author, ease of use) and use print sources to verify electronic sources
- T.3.3.A.3 Use search strategies for age-appropriate Web search tools, library catalogs, or electronic databases
- T.3.3.A.4 Collect and organize information using technology tools (such as word processor, graphics program)
- T.3.3.A.5 Describe telecommunications terminology and capabilities (website, website address, homepage, link, Internet, browser, etc.)



Standard 4.0 – Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

T.3.4.A Creativity/Innovation – Multimedia/Idea Presentation/Editing: Use and explain how the technology can be used to express ideas

- T.3.4.A.1 Multimedia: Use multimedia and publishing tools to express original ideas with print, drawings, digital images, existing or original video, sounds, and/or personal recordings
- T.3.4.A.2 Idea Presentation: Present ideas and information in formats such as electronic presentations, web pages, or graphic organizers that are appropriate to a specific audience
- T.3.4.A.3 Editing: Change, edit, and revise graphs, graphics, presentations, and word processing documents

T.3.4.B Learning: Use and explain how the technology enhances learning

- T.3.4.B.1 Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills
- T.3.4.B.2 Reflect as an individual on appropriateness of selected technology for the given task
- T.3.4.B.3 Describe how technology tools are used to collect information

Standard 5.0 –Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

T.3.5.A Productivity and Problem Solving: Use and explain how technology tools increase productivity

- T.3.5.A.1 Explain how the selected technology tools are being used to accomplish tasks efficiently (e.g., editing with word processing software vs. rewriting by hand, using spreadsheets to collect information)
- T.3.5.A.2 Use templates or create new documents to complete learning assignments
- T.3.5.A.3 Use suitable electronic resources to edit final copies of texts for correctness in language usage and conventions, such as capitalization, punctuation, and spelling
- T.3.5.A.4 Use various electronic information retrieval sources to obtain information on a topic
- T.3.5.A.5 Define an algorithm as a sequence of instructions that can be processed by a computer
- T.3.5.A.6 Create an algorithm (e.g., Hour of Code, Scratch, Made with Code)



Standard 6.0 - Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, and formats and digital media to appropriate their goals.

T.3.6.A Communication - Tools: Use technology for communication

- T.3.6.A.1 Explain how communication tools help gather information, share ideas, and respond to questions when communicating with various audiences, including school, community, parents and experts
- T.3.6.A.2 Use technology tools identified by the teacher to communicate with various audiences (e.g., podcasting)

T.3.6.B Communication - Media Formats: Use and explain the purpose of different media formats

- T.3.6.B.1 Recognize that various media formats are used to communicate ideas, such as flash/thumb drive, streaming media, etc.

Standard 7.0 - Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

T.3.7.A Collaboration: Use and explain how technology tools encourage collaboration

- T.3.7.A.1 Use technology tools such as Google Docs, Google Forms, and Office 365 to work collaboratively within the classroom (either the computer lab or other classroom)
- T.3.7.A.2 Reflect and discuss the advantages of collaboration supported by technology tools