

Catholic School Standards For Grade 3

Religious Education

The student will:

1. memorize the Apostles' Creed to understand the beliefs held by Catholics.
2. demonstrate a knowledge of the principles of the Creed by applying them to daily life..
3. define the concept of the Mystical Body of Christ and recognizes its significance.
4. identify the Four Marks of the ChurchOne, Holy, Catholic, Apostolic..
5. identify and defines sanctifying and sacramental grace.
6. apply Christian principles to moral and social issues which impact the choices they make in the practice of their faith.
7. plan and apply their response to the call to Stewardship: time, talent, treasure.
8. recognize the contributions of Mary and some of the Saints.
9. demonstrate their knowledge of all required prayers and gestures.
10. recognize Christian virtues and demonstrates the practice of them in daily life.
11. demonstrate a reverence for all stages of human life.
12. demonstrate a knowledge of and reverence for the Bible as the Living Word of God.
13. experience the practice of various types of prayer.

Math

#1 NC: Numbers and Computation #3 G: Geometry

#2 A: Algebra #4D: Data

The student will:

- (NC 1) 1. identify equivalent and nonequivalent sets, determine greater than and less than, and graph ordered pairs.
- (NC 1) 2. demonstrate number sense beyond 1,000, fractions, and decimals in a variety of situations.
- (NC 1) 3. explain, model, and perform computation with whole numbers in a variety of situations.
- (NC 1) 4. identify and state the value of money using cent sign, dollar sign ,and decimal point and makes change.
- (NC 1) 5. apply estimation strategies to obtain reasonable solutions.
- (NC 1) 6. formulate and solve realworld problems using numerical and computational concepts and procedures.
- (A 2) 1. understand, create, and use patterns.
- (A 2) 2. develop and use models to represent and show mathematical relationships found in a variety of situations.
- (A 2) 3. write and solve simple equations.
- (A 2) 4. demonstrate a knowledge of calculators, their functions, and basic operations.
- (A 2) 5. formulate and solve realworld problems using patterns, estimating, and simple equations.
- (G 3) 1. understand the concept of time.
- (G 3) 2. use appropriate vocabulary to compare and order measurements.
- (G 3) 3. recognize and describe properties of simple geometric figures.
- (G 3) 4. formulate and solve realworld problems using geometric concepts and procedures.
- (D 4) 1. collect, display, and explain whole number and other data in a variety of situations.
- (D 4) 2. use probability to make predictions and decisions in a variety of situations.

(D 4) 3. formulate and solve realworld problems using simple experiments and data gathering.

Language Arts

#1 R: Reading #5 M: Mechanics
#2 Se: Sentences #6 W: Writing
#3 POS: Parts of Speech #7 L: Literature
#4 U: Usage #8 SS: Study Skills
#9 St: Strategies

The student will:

(R 1) 1. recognize and verbally reproduce consonant and vowel sounds phonetically to read words in context for interpretation and comprehension.

(R 2) 2. improve reading, vocabulary, and spelling.

(R 3) 3. demonstrate fluency in oral reading.

(R 4) 4. relate text to past experiences.

(Se 2) 1. identify and appropriately use declarative, interrogative, imperative and exclamatory sentences.

(Se 2) 2. identify simple and complete sentences.

(Se 2) 3. identify compound, fragments and runon sentences.

(POS 3) 1. identify nouns, verbs and verb tenses, pronouns, adjectives, and adverbs.

(U 4) 1. use nouns, verbs, adjectives, and pronouns correctly in speaking and writing.

(M 5) 1. use correct capitalization and punctuation in composition.

(W 6) 1. illustrate correct cursive letter formation.

(W 6) 2. demonstrate basic skills in developing a variety of original compositions.

(L 7) 1. identify fiction, nonfiction, reality, poetry, plays and mysteries.

(L 7) 2. identify authors and illustrators.

(L 7) 3. recognize narrator, setting, theme, exaggeration, dialogue, and suspense.

(L 7) 4. develop an appreciation of literature through teacherread materials.

(SS 8) 1. demonstrates use of a table of contents, glossary, and index.

(SS8) 2. correctly use the encyclopedia and dictionary.

(SS 8) 3. read maps, charts and graphs for information.

(SS 8) 4. use technology.

(SS 8) 5. demonstrate listening quietly for a purpose.

(SS 8) 6. demonstrate speaking skills in a group through oral reports, choral reading and retelling stories.

(St 9) 1. through the use of grade appropriate material, comprehend QAR, sixtrait, multiple mark, and yesno questions.

Science

1. Science as Inquiry –

A part of every standard. Provide students with a variety of activities that give them opportunities to observe, identify, classify, predict and share their observations either orally or pictorially.

2. Physical Science –

Classifying objects by materials from which they are made; Describe differencesolids, liquids, gasses; Simple Machines; Magnets; Sound

3. Life Science Life cycle

Seeds and Plants; Animals observe,
compare, contrast, form
questions about life cycles; Actual animal observations in the
classroom choose

a different animal at each grade level

4. **Earth/Space Science** Soil;

Erosion water,

wind, etc.; Objects in the sky; sun,

moon, stars, planets

5. **Science and Technology** Teachers

must require students to develop simple design
activities so the students will begin to understand the design
process. The process includes this general sequence—state
the problem, the design, and the solution. Ties in with
Standard 1. Can be a final project at the end of a unit.

6. **Science in Personal/Environmental Perspectives** –

Body Systems; Skeletal & Muscular; Substance Abuse;

Pollution (reduce, reuse, recycle)

7. **History/Nature of Science** –

To be integrated into other standards; Develop student's
sense of wonder and awe of God's creation. Learn about
different people in science.

Social Sciences

#15

CG:

Civics Government

#15

G: Geography

#15

E: Economics #14

H: History

The student will:

(CG

1) 1. demonstrate appropriate behaviors by following rules
established at school, home, church and in the community.

(CG

1) 2. apply criteria useful in evaluating rules and laws.

(CG

1) 3. demonstrate appropriate behaviors by following rules
established at school, home, church, and in the community.

(CG

2) 1. compare and contrast rural and urban communities by
analyzing the topology and natural resources that led to the
development of said resources.

(CG

2) 2. examine the cultural backgrounds of the populations of
urban and rural communities.

(CG

2) 3. compare and contrast rural and urban communities by
investigating the history of their local personalities, e.g.
governmental, safety, TV, sports, education, etc.

(CG

2) 4. define the effects of the rural and urban economies.

(CG

2) 5. relate the formation of governmental structures and their
influences upon the rural and urban community.

(CG

3) 1. identify the three branches of government and their primary
functions.

(CG

3) 2. identify the powers and responsibilities in each branch of
government.

(CG

4) 1. demonstrate behaviors based on rules used at
school, home, and in the community.

(CG

4) 2. know that effective informed citizenship is a

duty of each citizen. (i.e., jury service, voting, community service)

(CG)

5) 1. describe the basic purposes of government. (using powers to provide and enforce rules for a society to live by, protect rights.)

(CG)

5) 2. recognize how and why the world is divided into nations.

(CG)

5) 3. identify the terms representative, legislature, Supreme Court, and president.

(E 1) 1. know that there are not enough productive resources to satisfy all wants for goods and services.

(E 1) 2. identify examples of how natural, capital, and human resources are used in production of goods and services.

(E 1) 3. trace the production, distribution, and consumption of particular goods.

(E 1) 4. give an example of economic interdependence. goods and services.

(E 2) 2. knows that a market occurs when buyers and sellers exchange goods and services.

(E 3) 1. define imports and exports and give examples of each.

(E 3) 2. define the effects of the rural and urban economies.

(E 4) 1. identify goods and services provided by two different levels of government. (i.e., firefighters, highways, museums)

(E 5) 1. determine how wants for goods and services are met through spending and saving.

(E 5) 2. identify examples of borrowing and lending.

(G 1) 1. use map legends, scales, and distance to answer geographic questions.

(G 1) 2. use grid systems to locate places on maps and globes.

(G 1) 3. identify major landforms and bodies of water on maps, globes, and aerial photos to answer simple geographic questions related to their relative locations.

(G 1) 4. observe and compare patterns of land use in urban, suburban, and rural areas.

(G 1) 5. analyze the locations of places to suggest why particular locations are used for certain human activities.

(G 2) 1. compare and contrast rural and urban communities by analyzing the topology and natural resources that led to the development of said resources.

(G 2) 2. examine the cultural backgrounds of the populations of urban and rural communities.

(G 2) 3. compare and contrast rural and urban communities by investigating the history of their local personalities, (e.g., governmental, safety, TV, sports, education, etc.).

(G 2) 4. define the human activities that shape the characteristics of regions.

(G 3) 1. identify and describe the physical components of Earth's atmosphere, land water, and biomes. (e.g., temperature, precipitation, wind weather, climate; mountains, hills, plateaus, plains, river valleys, peninsulas, islands; oceans, lakes, rivers, aquifers; plants, animals, habitats).

(G 3) 2. describe how Earth's position relative to the Sun affects conditions and activities on Earth. (e.g., length of day, seasons, summer and winter activities, clothing, housing).

(G 3) 3. explain the function and dynamics of ecosystems.

(e.g., food chains, water, environment)

(G 4) 1. describe and compare cultural characteristics and patterns within the U.S. (e.g., beliefs, customs, food preferences, ways of earning a living, technology, and gender/age roles).

(G 4) 2. identify factors important in the location of economic activities (e.g., population concentration, environmental resources, transportation access, technology, market, labor pool).

(G 5) 1. identify and suggest responses to critical presentday issues

related to the use of natural resources.

(H 1) 1. describe various cultures and races by comparing and

contrasting differences in customs, beliefs, and traditions.

(H 1) 2. recognize contributions of key historical figures including Washington, Lincoln, and Columbus. retell the stories of explorers, inventors, religious leaders, and scientists (e.g., Christopher Columbus, Marco Polo, Benjamin Franklin, Thomas Edison, St. Peter and the other apostles, Moses).

(H 2) 3. describe various cultures by studying dance, music, folklore, and arts of various cultures around the world.

(H3) 1. identify important documents in U.S. history. (e.g., U.S. Constitution, Declaration of Independence)

(H 3) 2. describe the historical events that led to important U.S. holidays. (e.g., Columbus Day, Martin Luther King, Jr., Presidents Day, Thanksgiving)

(H 3) 3. recognize and locate national and local landmarks and historic sites. (i.e., Jefferson Memorial, Lincoln Memorial, Plymouth Rock, U.S. Capitol, Washington Monument, White House).

(H 3) 4. explain why we have landmarks and historic sites. compare and contrast the life conditions of the earliest settlements to the present (e.g., American Indians, plains pioneers, early English and Spanish settlements)

(H 4) 1. demonstrate a knowledge of likeness and differences in maps.

(H 4) 2. explore environmental issues.