



# Diocese of Jackson Office of Education

3<sup>rd</sup> Grade  
Teacher Guide

The following are the specific standards and objects for third grade in each subject. The completed curriculum documents should be consulted for explanation of use and implementation of these standards and to ensure vertical planning and alignment between grades. Please note this is **not** a complete curriculum document; it is only meant to be used as a supplemental resource for individual teachers.

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3<sup>rd</sup> Grade- Mathematics**Operations & Algebraic Thinking**

- 1. The student will be able to represent and solve problems involving multiplication and division within 100. (Assessed in ACT ASPIRE Classroom Test 7)**

**Students will demonstrate mastery of this standard by:**

- 1.1. Understanding that multiplication can be expressed as equal groups or repeated addition  
(5 groups of 7 objects = 35 total objects or  $7+7+7+7+7 = 35$ )
- 1.2. Understanding and solving sharing and grouping division
- 1.3. Using multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem)
- 1.4. Determining the unknown whole number in a multiplication or division equation relating three whole numbers, with factors 0-10 (e.g.,  $8 \times ? = 48$ ,  $5 = ? \div 3$ ,  $6 \times 6 = ?$ )
- 1.5. Explaining the correspondence between expressions and equations

- 2. The student will be able to understand properties of multiplication and the relationship between multiplication and division. (Assessed in ACT ASPIRE Classroom Test 7, 8, & 9)**

**Students will demonstrate mastery of this standard by:**

- 2.1. Applying the following properties: commutative, associative, and distributive and understanding that the closure property is that the product of any two whole numbers is always a whole number
- 2.2. Demonstrating that a division problem can be given in the terms of a multiplication problem (the product divided by a factor is the other factor)

- 3. The student will be able to solve problems involving the four operations and identify and explain patterns in arithmetic. (Assessed in ACT ASPIRE Classroom Test (Assessed in ACT ASPIRE Classroom Test 9 & 10)**

**Students will demonstrate mastery of this standard by:**

- 3.1. Recalling their basic multiplication and division facts 1-12
- 3.2. Solving two step word problems (using any of the 4 operations) using equations that have a letter standing in for the unknown quantity
- 3.3. Assessing reasonableness of answers using estimation and mental math
- 3.4. Identifying arithmetic patterns (including patterns in the addition table or multiplication table), and explaining them using properties of operations (e.g., observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends)

### Numbers & Operations in Base Ten

**1. The student will be able to use place value understanding and properties of operations to perform multi-digit arithmetic. (Assessed in ACT ASPIRE Classroom Tests 6 & 7)**

**Students will demonstrate mastery of this standard by:**

- 1.1. Understanding place value through hundred thousands
- 1.2. Using place value to round to the nearest 10, 100, 1,000, 10,000, and 100,000
- 1.3. Fluently adding and subtracting within 1,000 and whole dollar amounts (including across zeros) using the following strategies: algorithm based on place value, properties of operations, and the inverse relationship between addition and subtraction
- 1.4. Multiplying one-digit whole numbers by multiples of 10 in the range 10–90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations
- 1.5. Using a number line to determine relative location of a number with respect to two benchmark numbers

### Numbers & Operations with Fractions

**5. The students will develop understanding of fractions. (Assessed in ACT ASPIRE Classroom Tests 1 & 2)**

**Students will demonstrate mastery of this standard by:**

- 5.1. Understanding that a fraction can be part of a whole or part of a set
- 5.2. Recognizing the numerator and denominator
- 5.3. Understanding and representing a fraction as a number on a number line
- 5.4. Partitioning a number line in equal parts based on the denominator of the fraction (halves, fourths, thirds, sixths, eights, and tenths)
- 5.5. Understanding that two fractions are equivalent if they are the same size, or the same point on a number line
- 5.6. Recognizing that comparisons are only valid when the two fractions refer to the same whole
- 5.7. Recognizing and generating equivalent fractions and explaining how they are equivalent using visual fraction models
- 5.8. Expressing whole numbers as fractions, and recognizing fractions that are equivalent to whole numbers (examples: Express 3 in the form  $3 = \frac{3}{1}$ ; recognize that  $\frac{6}{1} = 6$ ; locate  $\frac{4}{4}$  and 1 at the same point of a number line diagram)
- 5.9. Comparing two fractions with the same numerator or the same denominator by reasoning about their size and recognizing that comparisons are valid only when the two fractions refer to the same whole
- 5.10 Recording the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justifying the conclusions, e.g., by using a visual fraction model

5.11 Identifying a fraction that can be used to represent a ratio described in a context or from a verbal description of a real-world situation (such as 7 out of 10 correct on your test =  $7/10$ )

### **Measurement & Data**

**6. The student will be able to solve problems involving measurement and estimation of intervals of time, length, liquid volumes, and masses of objects. (Assessed in ACT ASPIRE Classroom Tests 4 & 5)**

**The student will demonstrate mastery of this standard by:**

- 6.1. Telling and writing time to the nearest minute and measure time intervals in minutes using an analog clock
- 6.2. Solving word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram (elapsed time)
- 6.3. Measuring and estimating liquid volume, and length and distance, and masses of objects using standard and metric system
- 6.4. Choosing an appropriate unit of measure for a given situation
- 6.5. Adding, subtracting, multiplying, or dividing to solve one-step word problems involving masses or volumes that are given in the same units, (e.g., by using drawings such as a beaker with a measurement scale to represent the problem)
- 6.6. Representing and interpreting data
- 6.7. Drawing a scaled graph and solve one and two step problems using the following graphs: picture graph and bar graph
- 6.8. Measuring length with a ruler up to a fourth of an inch
- 6.9. Showing measurement data by making a line plot, where the horizontal scale is marked off the appropriate units, whole numbers, halves, or quarters

**7. The student will be able to understand concepts of perimeter and area. (Assessed in ACT ASPIRE Classroom Tests 4 & 5)**

**The student will demonstrate mastery of this standard by:**

- 7.1. Recognizing area as an attribute of a plane figure and understanding concepts of area measurement
- 7.2. Calculating area by counting the unit squares (square cm, square m, square in, square ft, and improvised units)
- 7.3. Relating area to the operations of multiplication and addition
- 7.4. Finding the area of a rectangle using the formula  $\text{area} = \text{length} \times \text{width}$  in real world problems with sides no greater than 10
- 7.5. Finding areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
- 7.6. Recognizing area as additive
- 7.7. Solving real world problems involving perimeters of polygons, including: finding the perimeter given side lengths, finding an unknown side

length, and understanding that rectangles with the same perimeter can have different areas and rectangles with the same area can have different perimeters

### **Geometry**

**8. The student will be able to reason with shapes and their attributes.**

**(Assessed in ACT ASPIRE Classroom Test 3)**

**Students will demonstrate mastery of this standard by:**

- 8.1. Drawing types of lines such as parallel, perpendicular and intersecting
- 8.2. Drawing the four types of angles such as acute, right, obtuse, and straight in relation to a square
- 8.3. Understanding that shapes may share attributes that makes them part of larger categories
- 8.4. Recognizing rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories
- 8.5. Partitioning shapes into parts with equal areas; expressing the area of each part as a unit fraction of the whole (e.g., partition a shape into 4 parts with equal area, and describe the area of each part as  $\frac{1}{4}$  of the area of the shape)
- 8.6. Recognizing and describing attributes of three-dimensional shapes (sphere, cylinder, cone, rectangular prism, triangular prism, triangular pyramid, cube, pyramid)
- 8.7. Recognizing that a symmetric shape can be partitioned into parts of the same shape and size

## Catholic Identity Integration in Mathematics 3<sup>rd</sup> Grade

<b>Core Values of Classroom Behavior and Culture</b>
<ol style="list-style-type: none"> <li>1. Provide a safe environment</li> <li>2. Giving generously</li> </ol>
<b>Integration of Scripture and Church Teaching</b>
<ol style="list-style-type: none"> <li>1. Communitive property referenced in Luke 12:52</li> <li>2. Jesus feeds 5,000 people (Matthew 14: 13-21)</li> <li>3. Being good stewards with our money for God's Kingdom</li> <li>4. Fractions: Genesis 47: 24-26, 34</li> <li>5. Psalm 90:12</li> <li>6. 2 Peter 3:8</li> </ol>
<b>Historic Church Figures and Events</b>
<ol style="list-style-type: none"> <li>1. Francois Viete- father of modern algebra</li> <li>2. Johannes Widmann- came up with the + and – sign (1460-1498)</li> <li>3. Leonardo Pisano Bigollo (1170-1250)- “Fiboacci” numeral system</li> <li>4. Antoine Lavoisier (1743- 1794)- metric system (kg)</li> <li>5. Pythagorus</li> <li>6. Archimedes (287 B.C.- 212 B.C.)- exponential notation</li> </ol>

3<sup>rd</sup> Grade- ELA**Reading- Literature**

<b>Key Ideas and Details (KID)</b>
<p><b>1. The student will be able to determine central ideas and themes when reading fiction and draw logical inferences and conclusions.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Asking and answering questions to demonstrate understanding of a text, referring to the text as the basis for the answers (Assessed on ACT Aspire Classroom Tests 2, 4, 7, 9, &amp; 10)</p> <p>1.2. Recounting stories, including fables, folktales, and myths from diverse cultures; determining the central message, lesson, or moral and explaining how it is conveyed through key details in the text (Assessed on ACT Aspire Classroom Tests 1, 9, &amp; 10)</p> <p>1.3. Describing characters in a story (e.g., their traits, motivations, or feelings) and explaining how their actions contribute to the sequence of events (Assessed on ACT Aspire Classroom Tests 3, 7, 9, &amp; 10)</p>
<b>Craft and Structure (CS)</b>
<p><b>1. The student will be able to determine the meaning of words and phrases as they are used in a text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Referring 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 (Assessed on ACT Aspire Classroom Tests 4 &amp; 5)</p> <p>1.2. Distinguishing his/her own point of view from that of the narrator or those of the characters (Assessed on ACT Aspire Classroom Tests 2 &amp; 7)</p>
<b>Integration of Knowledge and Ideas (IKI)</b>
<p><b>1. The student will be able to identify story elements and compare and contrast narrative texts. (Assessed on ACT Aspire Classroom Tests 5 &amp; 7)</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Explaining 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)</p> <p>1.2. Comparing and contrasting 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)</p>
<b>Range of Reading and Level of Text Complexity (RRTC)</b>
<p><b>1. The student will be able to read and comprehend age appropriate text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Reading and comprehending literature, including stories and poetry, in in the grade 2–3 text complexity band, independently and proficiently by the end of the school year</p>



## Reading-Informational Text

<b>Key Ideas and Details (KID-I)</b>
<p><b>1. The student will be able to read and comprehend non-fiction text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Asking and answering questions to demonstrate understanding of a text, referring to the text as the basis for the answers (Assessed on ACT Aspire Classroom Test 6)</li> <li>1.2. Determining the main idea of a text</li> <li>1.3. Recounting the key details and explain how they support the main idea</li> <li>1.4. Describing the relationship between a series of historical events, scientific concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect</li> </ul>
<b>Craft and Structure (CS-I)</b>
<p><b>1. The student will be able to analyze the structure and purpose of information.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Determining the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject areas</li> <li>1.2. Using text features and search tools to locate information relevant to a given topic efficiently (e.g., key words, sidebars, hyperlinks)</li> <li>1.3. Distinguishing his/her own point of view from that of the author of a text</li> <li>1.4. Determining the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject areas</li> <li>1.5. Using text features and search tools to locate information relevant to a given topic efficiently (e.g., key words, sidebars, hyperlinks)</li> </ul>
<b>Integration of Knowledge and Ideas (IKI-I)</b>
<p><b>1. The student will be able to explain how specific images contribute to and clarify a text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Using information gained from visuals and words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</li> <li>1.2. Describing the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) (Assessed on ACT Aspire Classroom Test 6)</li> <li>1.3. Comparing and contrasting the most important points and key details presented in two texts on the same topic (Assessed on ACT Aspire Classroom Tests 8)</li> </ul>

**Range of Reading and Level of Text Complexity (RRTC-I)**

- 1. The student will be able to read and comprehend grade appropriate text.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Reading and comprehending informational texts, including history/social studies, science, and technical texts, in the grade 2–3 text complexity band, independently and proficiently by the end of the school year

## Reading Foundational Skills

### Word Recognition (WRV)

1. **The student will be able to apply phonics and word recognition skills when reading.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Knowing and applying grade-level phonics and word analysis skills when decoding words
- 1.2. Identifying and knowing the meaning of the most common prefixes and suffixes
- 1.3. Decoding multisyllabic words
- 1.4. Reading grade-appropriate irregularly spelled words with fluency

### Fluency (F)

1. **The student will be able to read grade-level appropriate text fluently.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Reading grade-level text with purpose and understanding
- 1.2. Reading grade-level text orally with accuracy, appropriate rate, and expression on successive readings
- 1.3. Using context to confirm or self-correct word recognition and understanding, rereading as necessary

## Writing

<b>Text Types &amp; Purposes (TTP)</b>
<p><b>1. The student will be able to write reflective narratives.</b>  <b>Students will demonstrate mastery of the standard by:</b>            1.1. Using narrative writing to convey real-life experiences            1.2. Using narrative writing to develop imagined experiences or events</p>
<b>Production &amp; Distribution of Writing (PDW)</b>
<p><b>1. The student will be able to apply understanding of the purpose and focus of a writing piece.</b>  <b>Students will demonstrate mastery of the standard by:</b>            1.1. Planning a piece of writing by implementing a specific strategy (e.g., drawing, talking, using a map, jotting down notes)</p> <p><b>2. The student will be able to develop a topic effectively using various strategies to achieve logical organization.</b>  <b>Students will demonstrate mastery of the standard by:</b>            2.1. Sharing a writing piece with an adult or peer for the purpose of receiving feedback about specific sentences or paragraphs that need to be revised for clarity, coherence, and appropriateness to task, purpose, and/or audience (Assessed on ACT Aspire Classroom Tests 1, 2, 3, &amp; 4)            2.2. Sharing a piece of writing with an adult or peer for the purpose of receiving feedback about specific conventions (e.g., capitalization, punctuation, spelling) (Assessed on ACT Aspire Classroom Tests 5, 6, 7, 8, &amp; 9)</p>
<b>Research to Build &amp; Present Knowledge (RBPK)</b>
<p><b>1. The student will be able to gather relevant information from multiple print and digital sources.</b>  <b>Students will demonstrate mastery of the standard by:</b>            1.1. Recalling experiences from their past to be used as a source            1.2. Assessing the credibility and accuracy of various sources</p> <p><b>2. The student will be able to integrate the information while avoiding plagiarism.</b>  <b>Students will demonstrate mastery of the standard by:</b>            2.1. Synthesizing newly gathered information with prior knowledge            2.2. Utilizing a note-taking technique to take meaningful notes about a topic</p>
<b>Range of Writing</b>
<p><b>1. The student will be able to write routinely over extended time frames (times for research, reflection, and revision) and short time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.</b></p>

## Speaking & Listening

<b>Comprehension &amp; Collaboration (CC)</b>
<p><b>1. The student will be able to engage effectively in discussions.</b>  <b>Students will demonstrate mastery of the standard by:</b>            1.1. Following agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)</p> <p><b>2. The student will be able to engage and listen to a variety of media.</b>  <b>Students will demonstrate mastery of the standard by:</b>            2.1. Determining main ideas and supporting details presented through various media forms</p> <p><b>3. The student will be able to ask and answer appropriate questions.</b>  <b>Students will demonstrate mastery of the standard by:</b>            3.1. Staying on topic through questioning and further elaborations during the discussion</p>
<b>Presentation of Knowledge &amp; Ideas (PKI)</b>
<p><b>1. The student will be able to report on a topic with appropriate facts.</b>  <b>Students will demonstrate mastery of the standard by:</b>            1.1. Orally presenting in front of peers            1.2. Composing written reports through research and prior knowledge            1.3. Using real world text to introduce debates supported by research            1.4. Speak clearly in complete sentences</p>

## Language

<b>Conventions of Standard English (CSE)</b>
<p><b>1. The student will be able to demonstrate command of conventions of standard English grammar and usage when writing.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Forming and using regular and irregular plural nouns</li> <li>1.2. Forming and using possessive nouns</li> <li>1.3. Forming and using the simple verb tense (Assessed on ACT Aspire Classroom Test 4)</li> <li>1.4. Using coordinating and subordinating conjunctions (Assessed on ACT Aspire Classroom Tests 1, 6, 8, &amp; 9)</li> <li>1.5. Producing simple, compound, and complex sentences (Assessed on ACT Aspire Classroom Tests 1, 6, 7, &amp; 8)</li> <li>1.6. Consult reference materials, including dictionaries as needed to check and correct spelling</li> </ul>
<b>Knowledge of Language</b>
<p><b>1. The student will be able to recognize and observe differences between the conventions of spoken and written standard English.</b>  <b>Students will demonstrate mastery of the standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Using knowledge of language and its conventions when writing, speaking, reading, and listening</li> <li>1.2. Choosing words and phrases for effect</li> </ul>
<b>Vocabulary Acquisition and Use (VAU)</b>
<p><b>1. The student will be able to clarify meanings of unknown and multiple meaning words.</b>  <b>Students will demonstrate mastery of the standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from an array of strategies</li> <li>1.2. Using sentence-level context as a clue to the meaning of a word or phrase</li> <li>1.3. Using root words as clues for unknown words</li> <li>1.4. Using glossaries and dictionaries, both printed and digital, to determine precise meanings of words</li> </ul> <p><b>2. The student will be able to demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b>  <b>Students will demonstrate mastery of the standard by:</b></p> <ul style="list-style-type: none"> <li>2.1. Distinguishing the literal and nonliteral meanings of words and phrases in context</li> <li>2.2. Identifying real-life connections between words and their uses</li> <li>2.3. Distinguishing shades of meaning among related words that describe states of mind or degrees of certainty.</li> </ul>

**3. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.**

## Catholic Identity Integration in English Language Arts 3<sup>rd</sup> Grade

<b>Core Values of Classroom Behavior and Culture</b>
<ol style="list-style-type: none"><li>1. Students will treat one another and adults with respect.</li><li>2. The student will be able to participate in discussion about blessings in their lives.</li></ol>
<b>Integration of Scripture and Church Teaching</b>
<ol style="list-style-type: none"><li>1. Students will read and retell Bible stories.</li><li>2. Students will Identify readings as Mass as Scriptures</li><li>3. Students will Identify different parts of the Bible</li><li>4. The students will be able to recite prayers (Act of Contrition, Mass Responses, Sacrament of Reconciliation Responses, Apostles Creed, Nicene Creed, The Rosary).</li></ol>
<b>Historic Church Figures and Events</b>
<ol style="list-style-type: none"><li>1. The student will be able to write a narrative from the perspective of someone observing a miracle.</li></ol>



3<sup>rd</sup> Grade- Science

<b>Scientific Processes</b>
<p><b>1. Students will apply science knowledge, skills, and practices to locate, translate, infer and extend from, and evaluate data and information in scientific graphs, tables, and diagrams of varying complexity.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Selecting one piece of data from a moderately complex data presentation</li> <li>1.2. Finding information in text that describes a moderately complex data presentation</li> <li>1.3. Selecting two or more pieces of data from a moderately complex data presentation</li> <li>1.4. Identifying features of a moderately complex table, graph, or diagram (e.g., axis labels, units of measure)</li> <li>1.5. Understanding common scientific terminology, symbols, and units of measure used in a simple scientific context</li> <li>1.6. Translating simple information into a table, graph, or diagram</li> <li>1.7. Determining how the value of a variable changes as the value of another variable changes in a simple data presentation</li> <li>1.8. Comparing data from a simple data presentation (e.g., find the highest/lowest value; order data from a table)</li> <li>1.9. Combining data from a simple data presentation (e.g., sum data from a table)</li> <li>1.10. Performing an interpolation using data in a simple table or graph</li> </ul> <p><b>2. Students will apply science knowledge, skills, and practices to understand the tools, procedures and design of scientific experiments and compare, extend, and modify those experiments.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>2.1. Finding information in text that describes a moderately complex experiment</li> <li>2.2. Identifying similarities and differences between moderately complex experiments</li> <li>2.3. Determining which moderately complex experiments utilized a given tool, method, or aspect of design</li> <li>2.4. Understanding the methods, tools, and functions of tools used in a simple experiment</li> <li>2.5. Understanding a simple experimental design</li> <li>2.6. Determining the scientific question that is the basis for a simple experiment</li> <li>2.7. Predicting the results of an additional trial or measurement in a simple experiment</li> </ul>

**3. Students will apply science knowledge, skills, and practices to evaluate the validity of scientific information and formulate conclusions and predictions based on that information.**

**Students will demonstrate mastery of this standard by:**

- 3.1. Determining which hypothesis, prediction, or conclusion is, or is not, consistent with a simple data presentation or piece of information in text
- 3.2. Determining which results of a simple experiment support or contradict a hypothesis, prediction, or conclusion.

### **Basics of Science**

**1. Students will review and understand basic concepts integral to science and its processes.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Defining and explaining the steps in the scientific method
- 1.2. Practicing lab safety skills when necessary

### **Hierarchical Organization**

**1. Students will demonstrate an understanding of internal and external structures in plants and animals and how they relate to their growth, survival, behavior, and reproduction within an environment.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Examining evidence to communicate information that the internal and external structures of animals (e.g., heart, stomach, bone, lung, brain, skin, ears, appendages) function to support survival, growth, and behavior
- 1.2. Examining evidence to communicate information that the internal and external structures of plants (e.g., thorns, leaves, stems, roots, or colored petals) function to support survival, growth, behavior, and reproduction
- 1.3. Obtaining and communicating examples of physical features or behaviors of vertebrates and invertebrates and how these characteristics help them survive in particular environments (e.g., animals hibernate, migrate, or estivate to stay alive when food is scarce, or temperatures are not favorable)

### **Reproduction & Heredity**

**1. Students will demonstrate an understanding that through reproduction, the survival and physical features of plants and animals are inherited traits from parent organisms but can also be influenced by the environment.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Identifying traits and describing how traits are passed from parent organism(s) to offspring in plants and animals
- 1.2. Describing and providing examples of plant and animal offspring from a single parent organism (e.g., bamboo, fern, or starfish) as being an exact replica with identical traits as the parent organism

- 1.3. Describing and providing examples of offspring from two parent organisms as containing a combination of inherited traits from both parent organisms
- 1.4. Obtaining and communicating data to provide evidence that plants and animals have traits inherited from both parent organisms and that variations of these traits exist in groups of similar organisms (e.g., flower colors in pea plants or fur color and pattern in animal offspring)
- 1.5. Researching to justify the concept that traits can be influenced by the environment (e.g., stunted growth in normally tall plants due to insufficient water, changes in an arctic fox's fur color due to light and/or temperature, or flamingo plumage)

### **Adaptations & Diversity**

#### **1. Students will demonstrate an understanding of how adaptations allow animals to satisfy life needs and respond both physically and behaviorally to their environment.**

##### **Students will demonstrate mastery of this standard by:**

- 1.1. Obtaining data from informational text to explain how changes in habitats (both those that occur naturally and those caused by organisms) can be beneficial or harmful to the organisms that live there
- 1.2. Asking questions to predict how natural or man-made changes in a habitat cause plants and animals to respond in different ways, including hibernating, migrating, responding to light, death, or extinction (e.g., sea turtles, the dodo bird, or nocturnal species)
- 1.3. Analyzing and interpreting data to explain how variations in characteristics among organisms of the same species may provide advantages in surviving, finding mates, and reproducing (e.g., plants with larger thorns being less likely to be eaten by predators or animals with better camouflage colorations being more likely to survive and bear offspring)
- 1.4. Defining and improving a solution to a problem created by environmental changes and any resulting impacts on the types of density and distribution of plant and animal populations living in the environment (e.g., replanting sea oats in coastal areas or developing or preserving wildlife corridors and green belts)
- 1.5. Using the engineering design process to define the problem, design, construct, evaluate, and improve the environment
- 1.6. Constructing scientific argument using evidence from fossils of plants and animals that lived long ago to infer the characteristics of early environments (e.g., marine fossils on dry land, tropical plant fossils in arctic areas, or fossils of extinct organisms in any environment)

### **Organization of Matter & Chemical Interactions**

- 1. Students will demonstrate an understanding of the physical properties of matter to explain why matter can change states between a solid, liquid, or gas dependent upon the addition or removal of heat.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Planning and conducting scientific investigations to determine how changes in heat (i.e., an increase or decrease) change matter from one state to another (e.g., melting, freezing, condensing, boiling, or evaporating)
- 1.2. Developing and using models to communicate the concept that matter is made of particles too small to be seen that move freely around in space (e.g., inflation and shape of a balloon, wind blowing leaves, or dust suspended in the air)
- 1.3. Planning and conducting investigations that particles speed up or slow down with the addition or removal of heat

### **Motions, Forces, & Energy**

- 1. Students will demonstrate an understanding of magnets and the effects of pushes, pulls, and friction on the motion of objects.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Comparing and contrasting the effects of different strengths and directions of forces on the motion of an object (e.g., gravity, polarity, attraction, repulsion, or strength)
- 1.2. Planning an experiment to investigate the relationship between a force applied to an object (e.g., friction, gravity) and resulting motion of the object
- 1.3. Researching and communicating information to explain how magnets are used in everyday life
- 1.4. Defining and solving a simple design problem by applying scientific ideas about magnets (e.g., can opener, door latches, paperclip holders, finding studs in walls, magnetized paint)
- 1.5. Using the engineering design process to define the problem, design, construct, evaluate, and improve the magnet

### **Earth's Resources**

- 1. Students will demonstrate an understanding that all materials, energy, and fuels that humans use are derived from natural sources.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Identifying some of Earth's resources that are used in everyday life such as water, wind, soil, forests, oil, natural gas, and minerals and classify as renewable or nonrenewable
- 1.2. Obtaining and communicating information to exemplify how humans attain, use, and protect renewable and nonrenewable Earth resources

- 1.3. Using maps and historical information to identify natural resources in the state connecting (a) how resources are used for human needs and (b) how the use of those resources impacts the environment
- 1.4. Designing a process for cleaning a polluted environment (e.g., simulating an oil spill in the ocean or a flood in a city and creating a solution for containment and/or cleanup)
- 1.5. Using the engineering design process to define the problem, design, construct, evaluate, and improve the environment

### **Earth's Systems & Cycles**

- 1. Students will demonstrate an understanding of how the Earth's systems (i.e., geosphere, hydrosphere, atmosphere, and biosphere) interact in multiple ways to affect Earth's surface materials and processes. Students will demonstrate mastery of this standard by:**
  - 1.1. Developing models to communicate the characteristics of the Earth's major systems, including the geosphere, hydrosphere, atmosphere, and biosphere (e.g., digital models, illustrations, flip books, diagrams, charts, tables)
  - 1.2. Constructing explanations of how different landforms and surface features result from the location and movement of water on Earth's surface (e.g., watersheds, drainage basins, deltas, or rivers)
  - 1.3. Using graphical representations to communicate the distribution of freshwater and saltwater on Earth (e.g., oceans, lakes, rivers, glaciers, groundwater, or polar ice caps)

### **Earth's Structure and History**

- 1. Students will demonstrate an understanding of the various processes involved in the rock cycle, superposition of rock layers, and fossil formation. Students will demonstrate mastery of this standard by:**
  - 1.1. Planning and conducting controlled scientific investigations to identify the processes involved in forming the three major types of rock and investigating common techniques used to identify them
  - 1.2. Developing and using models to demonstrate the processes involved in the development of various rock formations, including superposition, and how those formations can fracture and move over time
  - 1.3. Asking questions to generate testable hypotheses regarding the formation and location of fossil types, including their presence in some sedimentary rock
- 2. Students will demonstrate an understanding of the composition of Earth and the processes which change Earth's landforms. Students will demonstrate mastery of this standard by:**
  - 2.1. Obtaining and evaluating scientific information (e.g. using technology) to describe the four major layers of Earth and the varying compositions of each layer

- 2.2. Developing and using models to describe the characteristics of Earth's continental landforms and classify landforms as volcanoes, mountains, valleys, canyons, planes, and islands
- 2.3. Developing and using models of weathering, erosion, and deposition processes which explain the appearance of various Earth features (e.g., the Grand Canyon, Arches National Park in Utah, Plymouth Bluff in Columbus, or Red Bluff in Marion County, Mississippi)
- 2.4. Comparing and contrasting constructive (e.g., deposition, volcano, and destructive, e.g., weathering, erosion, earthquake) processes of the Earth

## Catholic Identity Integration in Science

### 3<sup>rd</sup> Grade

<b>Core Values of Classroom Behavior and Culture</b>
<ol style="list-style-type: none"> <li>1. Students will understand that even when we are not in direct contact with another, our actions can still have an impact.</li> <li>2. All parts of creation are interdependent.</li> <li>3. Students will exhibit care and concern at all stages of life for each human person as an image and likeness of God.</li> <li>4. Students will recognize that as Catholics, we seek out environments that support healthy physical, emotional, and spiritual growth.</li> </ol>
<b>Integration of Scripture and Church Teaching</b>
<ol style="list-style-type: none"> <li>1. Students will understand that birth, growth, reproduction, and death are God's design for all living things in creation. Our spiritual lives have cycles too.</li> <li>2. Students will understand that the Church has cycles and seasons that help us to enter deeply into the life of Christ.</li> <li>3. Students will differentiate between death on Earth and Jesus's death, understanding that the life cycle of living things on Earth ends with death, but Jesus rose from the dead, and in doing so, he made it possible for us to have life after death.</li> <li>4. Students will recognize that fossils provide evidence that God created a world that continues to change over time.</li> </ol>
<b>Historic Church Figures and Events</b>
<ol style="list-style-type: none"> <li>1. Students will study saints within the Church who were scientists or experts in the areas of science that they are studying.</li> </ol>

## 3rd Grade- Social Studies

### Theme: Citizenship in Local Government

#### Civics

1. **The student will be able to explain how an individual exercises rights and responsibilities within a community and local government.**  
**The student will demonstrate mastery of this standard by:**
  - 1.1. Defining core and civic virtues
  - 1.2. Identifying figures of authority in the community and local government
  - 1.3. Comparing and contrasting figures of authority and their positions pertaining to upholding civic responsibilities
2. **The student will be able to demonstrate knowledge of community and local government**  
**The student will demonstrate mastery of this standard by:**
  - 2.1. Identifying the three branches of government at the local level
  - 2.2. Analyzing why laws are important to a community
  - 2.3. Analyzing how the local government creates and enforces laws
  - 2.4. Categorizing services provided by the local community and government
3. **The student will be able to compare and contrast how all people play important roles in local government and can portray good citizenship.**  
**The student will demonstrate mastery of this standard by:**
  - 3.1. Defining what it means to be a citizen
  - 3.2. Categorizing the way Americans can serve their local government and portray good citizenship (e.g. individual rights and freedoms, the common good, and respecting the law)
  - 3.3. Debating the characteristics of a responsible citizen

#### Economics

1. **The student will be able to analyze the role of money within a community and local government.**  
**The student will demonstrate mastery of this standard by:**
  - 1.1. Defining tax and the purpose of paying taxes
  - 1.2. Identifying taxable goods and services within the local community
  - 1.3. Categorizing the avenues in which tax monies are allocated
2. **The student will be able to evaluate the role of trade within a community and local government.**  
**The student will demonstrate mastery of this standard by:**
  - 2.1. Defining trade
  - 2.2. Distinguishing between import and export
  - 2.3. Identifying local products and resources involved in trade with the local community



**3. The student will be able to explain how people earn income.**

**The student will demonstrate mastery of this standard by:**

- 3.1. Describing the skills and knowledge required to produce certain goods and services
- 3.2. Investigating the impact of skills and knowledge on an individual's income
- 3.3. Explaining how economic status and income determine where people can choose to live

### **Civil Rights**

**1. The student will be able to recognize basic principles of democracy and explain how democracy relies on people's responsible participation.**

**The student will demonstrate mastery of this standard by:**

- 1.1. Defining democracy
- 1.2. Identifying responsibilities of citizenship
- 1.3. Explaining the voting process

**2. The student will be able to explain how cultural diversity strengthens the community.**

**The student will demonstrate mastery of this standard by:**

- 2.1. Defining cultural diversity
- 2.2. Identifying cultural diversity within their school community
- 2.3. Analyzing cultural artifacts and their representation of the community

**3. The student will be able to identify civil liberties referenced in historical documents (such as the Declaration of Independence, the Constitution, and the Bill of Rights).**

**The student will demonstrate mastery of this standard by:**

- 3.1. Examining historical documents for wording and evidence of civil liberties
- 3.2. Citing examples of how civil liberties are exercised in the local community
- 3.3. Identifying civil liberties within the First Amendment

### **Geography**

**1. The student will be able to identify ways humans can alter the physical environment.**

**The student will demonstrate mastery of this standard by:**

- 1.1. Explaining how various industries, such as farming, fishing, timber, etc., have altered the physical environment
- 1.2. Analyze examples of human alteration of their observable physical environment (e.g. neighborhood, community, etc.)
- 1.3. Utilizing vocabulary associated with human influence on the environment

**2. The student will be able to identify ways natural disasters affect the physical environment.**

**The student will demonstrate mastery of this standard by:**

- 2.1. Categorizing types of natural disasters and their characteristics
- 2.2. Citing examples of how local, state, and national governments cooperate with communities to manage natural disasters
- 2.3. Evaluating how natural disasters alter settlement patterns

**3. The student will be able to explain how technological advancements have influenced the environment in the twenty-first century.**

**The student will demonstrate mastery of this standard by:**

- 3.1. Identifying a variety of technological resources (e.g. communication, energy, industry)
- 3.2. Recognizing the geographic impact of different energy sources (e.g. oil, gas, and wind) in the twenty-first century

**4. The student will be able to recognize maps, graphs, and other representations of the Earth.**

**The student will demonstrate mastery of this standard by:**

- 4.1. Distinguishing between different types of maps
- 4.2. Analyzing data provided in graphic representations of the Earth

**5. The student will be able to identify relationships between locations of resources and patterns of population distribution.**

**The student will demonstrate mastery of this standard by:**

- 5.1. Defining renewable and nonrenewable resources
- 5.2. Evaluating patterns of populations of distribution
- 5.3. Retrieving information from resource and population maps
- 5.4. Inferring causes and effects of resources on population through analysis of resource and population maps

## History

**1. The student will be able to identify and describe different types of government, such as dictatorship, monarchy, aristocracy, representative democracy, and direct democracy**

**The student will demonstrate mastery of this standard by:**

- 1.1. Citing an example of each type of government from history
- 1.2. Identifying the distribution of power in each type of government
- 1.3. Comparing and contrasting different types of government related to source of authority, limits on power, and examples of each

**2. The student will be able to explain the role of Representative Democracy in American government.**

**The student will demonstrate mastery of this standard by:**

- 2.1. Identify characteristics of a representative democracy
- 2.2. Revisiting the roles of the three branches of government
- 2.3. Comparing and contrasting separation of powers and checks and balances
- 2.4. Defining popular sovereignty and its role in maintaining democracy

**3. The student will be able to trace the history of voting rights in America.**

**The student will demonstrate mastery of this standard by:**

- 3.1. Defining voting, suffrage, and franchise
- 3.2. Illustrating the expansion of voting rights in America

<b>3rd Grade Catholic Identity Integration in Social Studies</b>		
<b>Core Values of Classroom Behavior and Culture</b>	<b>Integration of Scripture and Church Teaching</b>	<b>Historic Church Figures and Events</b>
<ul style="list-style-type: none"> <li>• The student will be able to recognize the importance of rules and laws as a way to build character.</li> <li>• The student will portray the characteristics of being a responsible citizen.</li> <li>• The student will reflect the life of Christ by being respectful of all cultures and races.</li> <li>• The student will be able to demonstrate that living things are signs of God's love.</li> <li>• The student will be able to recognize choices to care for others through identifying core and civic virtues.</li> </ul>	<ul style="list-style-type: none"> <li>• The student will discuss the concept of being part of one human family of brothers and sisters, even if we are different.</li> <li>• The student will understand that in God's creation, the rights of individuals should be considered when making rules.</li> <li>• The student will understand that being a good leader means having good character and having peaceful relationships with others. Jesus is a great example of this!</li> <li>• The student will understand the relationship between current taxes being paid to the government and tax collectors that are mentioned in the Bible.</li> </ul>	<ul style="list-style-type: none"> <li>• The student will make connections between holidays and significant religious and historical events.</li> <li>• The student will identify Biblical locations on maps.</li> <li>• The student will be able to produce maps showing location of significant places in Biblical history.</li> </ul>