



ARCHDIOCESE
of MILWAUKEE

CURRICULUM
Guide
FOR PARENTS

GRADE 3

To obtain additional information, please contact:

OFFICE FOR SCHOOLS

3501 South Lake Drive • P.O. Box 070912 • Milwaukee, WI 53207

Phone: (414)-758-2256 • Website: www.archmil.org

Before you get started...

What is a Curriculum Guide?

Academic excellence is a hallmark of Catholic schools in the Archdiocese of Milwaukee. To assist schools in maintaining academic excellence, the archdiocese's Office for Schools has developed curriculum guides for grades 4K-8th that identify what we want our students to know and be able to do at the end of each grade based on national, state, and local standards. With these guides as a template, each individual school develops a plan to clearly articulate what is taught, how it is taught, and how student achievement is assessed for each grade. This process of "fine tuning" results in a school specific standards-based curriculum that guides teaching and learning.

Characteristics of a 3rd Grader

- Expresses opinions and feelings about God and the Church
- Enjoys Bible stories and stories about the lives of the saints
- Is becoming aware of the struggle between good and evil in the world and sometimes also in their own lives
- Prays in a way that may be self-centered but is sincere and offered in faith
- Shows a high level of energy and willingness to tackle almost anything
- Tends to be less cautious than younger children
- Begins to act more responsibly
- Begins to judge situations and considers what can happen to him/her
- Deepens understanding of forgiveness and healing
- Develops ability to feel empathy and compassion
- Displays considerable curiosity
- Shows increased self-confidence
- Develops close friendships
- Looks forward to school for social and academic reasons
- Wants to belong to a group
- Likes to read and write for pleasure and entertainment
- Needs supportive reinforcement from parents and other adults
- Experiences family rituals and activities
- Acquires computer skills and a developing understanding of technology
- Enjoys video games and other electronic entertainment



CREED

- Describes God the Father as Creator, God the Son as Savior, God the Holy Spirit as Helper and Advocate
- Describes Jesus' mission as proclaiming the Good News and bringing about the Kingdom of God
- Understands and can articulate in a simple way the Paschal Mystery and that Jesus died to save us from our sins
- Tells the stories of several Saints and describes the qualities of the Saints
- Knows Mary as the Mother of Jesus, as our mother, and as the Church's model of faith and charity
- Recognizes that death will lead to union with God (heaven) or separation from God (hell)
- Knows that we become members of the Church through Baptism
- Knows the difference between the Old and New Testaments

LITURGY AND SACRAMENTS

- Explains the seasons of the Liturgical Year
- Knows that the Sacraments are signs of God's grace given by Jesus through the power of the Holy Spirit
- Categorizes the sacraments into Sacraments of Initiation, Sacraments of Healing, and Sacraments at the Service of Communion
- Knows the difference between the Liturgy of the Word and the Liturgy of the Eucharist in the Mass

MORAL LIFE

- Describes how sin hurts oneself and the whole community
- Begins to understand the two pillars of Love in Action: Charity (direct service) and Justice (social change)
- Describes what it means to be a peacemaker (opposes discrimination, bullying, prejudice)
- Recognizes the seven Corporal and seven Spiritual Works of Mercy
- Names and explains the Theological Virtues: Faith, Hope, and Love/Charity as virtues of discipleship
- Knows the Two Great Commandments
- Articulates a simple meaning of each of the Ten Commandments and gives examples of how to follow them
- Describes God's grace as helping restore the damage of sin
- Knows that when we confess our sins, God forgives us

CHRISTIAN PRAYER

- Understands what rituals and devotions are, and can provide examples of each
- Understands that we pray with the guidance of the Holy Spirit
- Names the types of prayer
- Knows that prayer is vital to love for Christ and should be practiced daily
- Identifies and writes prayers of praise, thanksgiving, contrition, blessing, and petition (Prayers of the Faithful)

FAMILY

- Understands the value of relationships between brothers and sisters, and that brothers and sisters are a gift from God to us
- Understands the role of the family is to pass on the faith

FRIENDSHIPS AND RELATIONSHIPS

- Recognizes positive role models
- Demonstrates friendship in home, school, parish and social situations
- Understands the importance of friendships between brothers and sisters

HUMAN SEXUALITY

- Understands that mothers and fathers share with God in creating new life
- Remembers that all people are created in the image and likeness of God

MARRIAGE

- Understands God created man and woman to love each other as husband and wife
- Understands that being created in God's image enables husbands and wives to share in God's love
- Understands that marriage is for the purpose of unity and procreation

MORAL DECISION MAKING

- Identifies people who can help in decision making
- Understands God wants us to make good choices and decisions, and God gave us free will
- Remembers that sin hurts the whole community

RESPECT FOR LIFE

- Understands people are a sign of God's love
- Demonstrates that God wants all human life to be protected and kept safe
- Understands that we are called to be peacemakers
- Works for justice through conflict resolution and avoidance of prejudice and discrimination

VIRTUES

- Understands and demonstrates Loyalty, Courage, Self-Control, and Responsibility

READING: LITERATURE

- Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- Recounts stories, including fables, folktales, and myths from diverse cultures; determines the central message, lesson, or moral and explains how it is conveyed through key details in the text
- Describes characters in a story and explains how their actions contribute to the sequence of events
- Distinguishes their own point of view from that of the narrator or those of the characters
- Compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters

READING: INFORMATIONAL TEXT

- Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- Determines the main idea of a text; recounts the key details and explains how they support the main idea
- Determines the meaning of general academic and domain-specific words and phrases in a text
- Distinguishes their own point of view from that of the author of a text
- Uses information gained from illustrations and the words in a text to demonstrate understanding of the text
- Compares and contrasts the most important points and key details presented in two texts on the same topic

READING: FOUNDATIONAL SKILLS

- Knows and applies grade-level phonics and word analysis skills in decoding words
- Reads with sufficient accuracy and fluency to support comprehension

WRITING

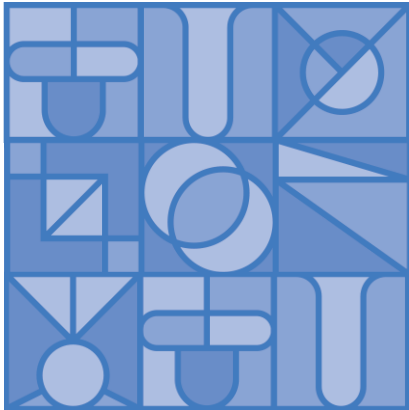
- Writes opinion pieces on topics or texts, supporting a point of view with reasons
- Writes informative/explanatory texts to examine a topic and convey ideas and information clearly
- Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
- Recalls information from experiences or gathers information from print and digital sources; take brief notes on sources and sort evidence into provided categories

SPEAKING AND LISTENING

- Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly
- Determines the main ideas and supporting details of a text read aloud or information presented in diverse media and formats
- Reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace

LANGUAGE

- Demonstrates command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Determines or clarifies the meaning of unknown and multiple-meaning words and phrases



In 3rd grade, your child will learn important new ideas and gain important new skills. One of the most important topics this year is multiplication and division. Another is fractions. Multiplication, division, and fractions are the building blocks for many life skills that students will learn in later grades, such as percentages. Students also need to master these topics to be ready for algebra and advanced math, so it is essential to get a good start with these topics in 3rd grade.

HELP YOUR CHILD LEARN AT HOME

Look for “word problems” in real life. Some 3rd grade examples might include:

- Notice those everyday occasions when you find yourself using your times tables – such as to determine how many days there are in four weeks. Ask your child for the answer.
- Involve your child when you notice yourself using division “work backward” in the times tables – such as determining how many candies each child will get if 36 candies are shared equally among nine children at a party, or determining how many six-inch lengths can be cut from a string 18 inches long.

NUMBER AND OPERATIONS: BASE 10

- Uses place value to round whole numbers to the nearest 10 or 100
- Fluently adds and subtracts within 1000

OPERATIONS AND ALGEBRAIC THINKING

- Uses multiplication and division within 100 to solve word problems
- Applies properties of operations as strategies to multiply and divide
- Fluently multiplies and divides within 100
- Solves two-step word problems using the four operations

NUMBER AND OPERATIONS: FRACTIONS

- Understands fractions as part of a whole
- Represents fractions on a number line
- Compares fractions

MEASUREMENT AND DATA

- Tells, writes, measures, and solves problems involving time to the nearest minute
- Measures, estimates, and solves problems involving liquid volume and mass
- Draws and interprets scaled picture and bar graphs
- Measures lengths to the half and fourth of an inch
- Understands concepts of area measurement
- Solves area problems with addition and multiplication
- Solves perimeter problems

GEOMETRY

- Categorizes shapes by attributes



- Uses economic reasoning to understand issues
- Evaluates how decisions are made and interactions occur in a local community
- Evaluates government decisions and their impact on society
- Uses geographic tools and ways of thinking to analyze the world
- Evaluates human movement and population patterns
- Uses historical evidence for determining cause and effect
- Analyzes, recognizes, and evaluates patterns of continuity and change over time in the context of historical events
- Evaluates the powers and processes of political and civic institutions

CATHOLIC SOCIAL TEACHINGS

Call to Family, Community, and Participation - "The person is not only sacred but also social. How we organize our society - in economics and politics, in law and policy - directly affects human dignity and the capacity of individuals to grow in community."

Rights and Responsibilities - "The Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met."

Option for the Poor and Vulnerable - "A basic moral test is how our most vulnerable members are faring."

Solidarity - "We are one human family whatever our national, racial, ethnic, economic, and ideological differences. We are our brothers and sisters keepers, wherever they may be. Loving our neighbor has global dimensions in a shrinking world."

Care for God's Creation - "We are called to protect people and the planet, living our faith in relationship with all of God's creation."

Dear Parents:

A strong foundation in science, technology, engineering, and mathematics is essential for preparing our students to be well informed citizens as well as prepared for college and the work force. Our traditional science programs have focused on content, facts, and vocabulary, but have lacked the ability for students to engage in the actual application of scientific concepts. The Next Generation Science Standards (NGSS) have refocused K-12 science education to focus on the big ideas through an emphasis on firsthand experiences such as investigation, design, and modeling, to help make more meaningful connections to the concepts that will stay with our children for a lifetime.

The NGSS promote a new way of teaching and learning that allows students to experience science in a meaningful way. This is accomplished by integrating three dimensions of learning as well as technology and engineering principles:

- **Core Disciplinary Concepts:** This is the content that is being covered (ex. Biology).
- **Science and Engineering Practices:** This focuses on the process of how science is conducted in the real world, such as through planning and carrying out investigations.
- **Cross Cutting Concepts:** These are science ideas, like *cause and effect*, that permeate all the sciences.

Your child/children will experience instruction in the classroom that emphasizes scientific exploration and experimentation. Children will be engaged in questioning, exploring and discussing possible solutions, investigating science concepts, using argumentation, and being fully active in the learning process. This approach mirrors real-world science practices and engages students in a more meaningful way. Not only will our students be immersed in investigative experiences, but they will also be developing important critical-thinking skills that will cultivate the great thinkers and innovators of tomorrow.

PHYSICAL SCIENCE

- Explain that a force is a push or a pull
- Identify the effects of balanced forces and unbalanced forces on objects
- Investigate forces with a partner and record the data
- Observe the pattern of an object's motion and use observations to predict the future motion of an object
- Generate questions about how distance or orientation effect electric and magnetic forces
- Recognize that electric and magnetic forces between a pair of objects does not require contact
- Demonstrate the relationship between distance and strength of the force
- Identify a design problem that can be solved by using magnets
- Show the solution to the design problem using magnets

LIFE SCIENCE

- Identify the progression of life for plants and animals as: birth, growth and development, reproduction, death
- Explain the life cycle of flowering plants
- Develop a model of a life cycle
- List various groups to which animals belong
- Explain the advantage of belonging to a group
- Provide evidence that some animals survive better in groups
- Analyze patterns of physical traits between offspring and their parents
- Identify the passing of physical trait from parent to offspring such as fur color, ear shape, nose shape, teeth, height, etc.
- Use evidence to infer how the environment can negatively affect an organism's traits
- Summarize the cause and effect relationship between an organism's traits and its environment
- Analyze and interpret data from fossils about the environments from long ago
- Identify extinct organisms
- Interpret the significance of different types of fossil remain
- Describe/compare life from the fossil record with modern life forms
- Formulate an explanation of how some organisms survive better in an environment based on their characteristics
- Identify variations among the same species, such as differences in fur coat or coloration for attracting a mate
- State what animals need to survive
- Define a habitat as an environment in which an animal lives
- Support an argument that organisms depend on each other for survival through modeling, illustrating, or creating a diagram
- Analyze the cause and effect relationships within a habitat
- Explain how changes in the environment such as pollution, natural disasters, and climate change can impact organisms
- Design and support a solution to an environmental change that impacts plants and animals

EARTH SCIENCE

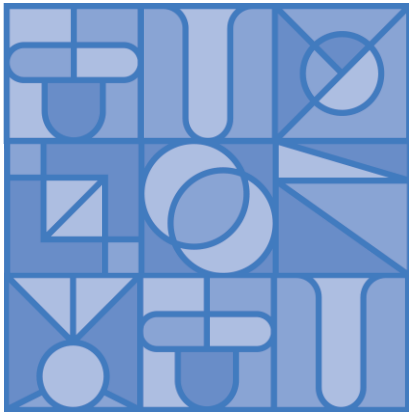
- Collect data about weather conditions during a particular season
- Represent collected data in a pictograph or bar graph
- Describe the weather conditions during particular seasons
- Describe the climate of a particular area
- Identify the connection between weather patterns and climate
- Obtain information about the weather patterns of different climates
- Identify weather related hazards
- Argue for or against a solution to a weather related hazard
- Use evidence in a claim to support argument

SCIENCE AND ENGINEERING PRACTICES

- Ask questions and define a problem
- Construct explanations and design solutions
- Obtain, evaluate, and communicate information
- Plan and carry out investigations
- Analyze and interpret data
- Develop and use models
- Engage in an argument based on evidence

CATHOLIC SOCIAL TEACHINGS

- Work cooperatively and respect my classmates' ideas, roles, and abilities
- Relate concepts of heredity and reproduction to life and dignity of the human person.
- Discuss the theory of evolution and origin of life in the context of Catholic teaching
- Demonstrate stewardship inspired by Catholic values in the care of local and global environments



Art

- CREATING: Applies knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process
- CREATING: Elaborates visual information by adding details in an artwork to enhance emerging meaning
- PRESENTING: Identifies exhibit space and prepares works of art including artists' statements for presentation
- RESPONDING: Determines messages communicated by an image
- RESPONDING: Evaluates an artwork based on given criteria
- CONNECTING: Develops a work of art based on observations of surroundings

Physical Education

- Demonstrates competency in a variety of motor skills and movement patterns
- Applies knowledge of strategies, principles, tactics, and concepts related to movement and performance

World Language

- INTERPERSONAL COMMUNICATION: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions
- INTERPRETIVE COMMUNICATION: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics
- RELATING CULTURAL PRODUCTS TO PERSPECTIVES: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied

Music

- CREATING: Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas
- PERFORMING: Perform music with expression and technical accuracy
- RESPONDING: Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social)
- CONNECTING: Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations