

## ST. MICHAEL'S SCHOOL OVERVIEW OF THIRD GRADE CURRICULUM

### Religion (*We Believe Catholic Identity Series; We Are Church* , Sadlier)

Students are introduced to the concept of Church as community, in the parish and around the world, and their role in it. As students grow in social awareness and skills, they are eager to join with others in liturgy, prayer, reading Scriptures, & outreach to those in need. They learn the reasons behind our Catholic beliefs and practices.

Knowledge of Faith:	Identify Scripture and Tradition as ways God revealed Himself to us Know that Incarnation refers to God entering our world with a human nature
Liturgical Education:	Explain why we identify Baptism, Eucharist, and Confirmation as Sacraments of Initiation Know and understand the seasons & feasts of the Liturgical year, their significance & color
Moral Education:	Recognize the 10 Commandments as a covenant with God's people given by God to Moses Recognize the Theological Virtues given at Baptism: faith, hope, and love
Teaching to Pray:	Understand and write simple Prayers of the Faithful Know Prayers by heart (Come Holy Spirit, Apostles Creed)
Educating for the Life of the Church:	Identify important men and women in the Early Church from the Acts of the Apostles List and explain the four Marks of the Church: one, holy, catholic, and apostolic
The Church's Missionary Life:	Understand that we are called to be disciples of Christ; articulate ways to live as disciples Identify a steward as one who uses God's gifts with wisdom and love

### English Language Arts (*TCRWP, Heinemann; Foundations, Wilson Language; Mastering the Mechanics, Scholastic*)

Third Grade students learn English Language Arts through a workshop model program that is based on the Common Core State Standards. Interactive reading and writing partnerships augmented by rich mentor texts engage students and help them develop a passion for literacy.

#### Reading:

- Determine the central message, lesson, or moral in a story; explain how it is conveyed through details in text
- Describe the characters in a story and explain how their actions contribute to the sequence of events
- Determine the meanings of words & phrases in a text, distinguishing literal from non-literal language
- Distinguish their own point of view from that of the narrator or those of the characters
- Compare/contrast themes, settings, & plots of stories by the same author about the same or similar characters

#### Writing:

- Write opinion pieces on topics or texts, supporting a point of view with reasons
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Write narratives to develop real or imagined experiences or events using descriptive details and a clear sequence
- Use teacher and peer feedback, revise and add details to strengthen writing as needed
- Use technology to produce and publish writing as well as to interact and collaborate with others

#### Language Conventions:

- Form and use regular and irregular plural nouns, regular and irregular verbs, and simple verb tenses
- Use commas and quotation marks in dialogue
- Use conventional spelling for high-frequency words and add suffixes to base words
- Use spelling patterns and generalizations in writing words
- Use sentence-level context as a clue to the meaning of a word; distinguish literal & non-literal meanings of words

#### Listening & Speaking:

- Engage in collaborative discussions with partners building on others' ideas & expressing their own clearly
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail
- Report on a topic or text, tell a story, or recount an experience, speaking clearly at an understandable pace

Units of Study:	Reading	Writing
Unit 1 - September/October	<i>Building A Reading Life</i>	<i>Narrative Writing: Crafting True Stories</i>
Unit 2 - October/November	<i>Reading To Learn: Grasping Main Ideas and Text Structures</i>	<i>The Art of Information Writing</i>
Unit 3 - November/December	<i>Mystery: Foundational Skills in Disguise</i>	<i>Poetry</i>
Unit 4 - January/February	<i>Character Studies</i>	<i>Baby Literary Essay (If...Then...Opinion)</i>
Unit 5 - March/April	<i>Research Clubs</i>	<i>Persuasive Speeches, Petitions, Editorials</i>
Unit 6 - May/June	<i>Social Issues - Book Clubs Across F/NF</i>	<i>Adapting and Writing Fairy Tales</i>

**Mathematics:** (*enVisionmath 2.0*, Pearson)

*Third Grade students acquire math skills utilizing manipulatives, technology, and project-based learning. The Standards for Mathematical Practice are developed and connected to the Standards for Mathematical Content.*

**Mathematical Practices:**

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

**Mathematical Content:**

**Operations and Algebraic Thinking**

- Represent and solve problems involving multiplication and division
- Understand properties of multiplication and the relationship between multiplication and division
- Multiply and divide within 100

Solve problems involving the four operations, and identify and explain patterns in arithmetic

**Number and Operations in Base Ten**

Use place value understanding and properties of operations to perform multi-digit arithmetic

**Number and Operations - Fractions**

Develop understanding of fractions as numbers

**Measurement and Data**

Solve problems involving measurement & estimation of intervals of time, liquid volumes, & masses

Represent and interpret data

Understand concepts of area and relate area to multiplication and to addition

Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures

**Geometry**

Reason with shapes and their attributes

**Science:** (*Full Option Science System*, Delta Education)

*The St. Michael's School Third Grade Science Curriculum utilizes a hands-on and project-based learning approach following the framework of the Next Generation Science Standards.*

**Science and Engineering Practices:**

- Ask questions and define problems: Specify qualitative relationships & what would happen if a variable changed
- Develop and use models to represent events and design solutions
- Plan and carry out investigations controlling variables & providing evidence to support explanations/solutions
- Analyze and interpret data through quantitative and qualitative approaches
- Use mathematics and computational thinking to measure & analyze data & compare alternative design solutions
- Construct explanations/design solutions: Use evidence to predict phenomena/develop multiple design solutions
- Engage in argument from evidence: Critique scientific explanations/solutions proposed by peers; Cite evidence
- Obtain, evaluate, and communicate information: Evaluate the merit and accuracy of ideas and methods

**Crosscutting Concepts with Other Disciplines:**

- Patterns; Cause and Effect; Scale, Proportion, and Quantity; Systems and System Models, Energy and Matter;
- Structure and Function; Stability and Change

**Units of Study:**

Unit 1	Inheritance and Variation of Traits: Life Cycles and Traits
	Interdependent Relationships in Ecosystems
Unit 2	Water and Climate
Unit 3	Forces and Interactions: Motion and Matter
Unit 4	Engineering Design

**Social Studies** (*Communities*, Houghton Mifflin)

The St. Michael's School Third Grade Social Studies Curriculum follows the History-Social Science Framework adopted by the State of California in 2016. The theme for Third Grade is: Continuity and Change.

**Geography of the Local Region**

With the natural landscape as a foundation, analyze why and how people settled in particular places in California

**American Indians of the Local Region**

Study American Indians who lived in the region, how they used resources, and modified the environment

**Development of the Local Community: Change Over Time**

Participate in shared inquiry projects about people who migrated or immigrated to the region, and their impact

**American Citizens, Symbols, and Government**

Focus on developing and understanding citizenship, civic engagement, the basic structure of government, & the lives of famous national and local Americans who took risks to secure freedoms

**Economics of the Local Region: Choices, Costs, and Human Capital**

Develop their cost-benefit skills, recognize the importance of education in developing their human capital, identify some issues that are important to their immediate community, and engage in a service project related to one of those issues

**Units of Study:**

Unit 1	Community and Geography	Unit 3	People Move Place to Place	Unit 5	Economic Choices
Unit 2	America's Early Communities	Unit 4	Community Government	Unit 6	People and Cultures

**Overview of Co-Curricular Content and Skills**

<p><b>Art</b> <i>Based on California Visual Arts Framework</i></p> <p>Identify the foreground, middle ground, and background in a painting</p> <p>Demonstrate knowledge of the element of art (value) by creating tints and shades in paint</p> <p>Demonstrate knowledge of the color theory in saturation, complimentary colors, &amp; value</p> <p>Identify how an artist uses the elements of art to create different effects in paintings</p> <p>Demonstrate knowledge in the element of art (space) by creating a landscape with depth</p>	<p><b>Physical Education</b> <i>Based on California Physical Education Content Standards</i></p> <p>Leap using a mature pattern</p> <p>Recognize the concept of open space in a movement context</p> <p>Identify physical activity as a way to become healthier</p> <p>Exhibit personal responsibility in teacher-directed activities</p> <p>Discuss the relationship between physical activity and good health</p>
<p><b>Music</b> <i>Based on National Coalition for Core Arts Standards</i></p> <p>Read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, dotted half notes, whole notes, &amp; rests</p> <p>Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally</p> <p>Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos</p> <p>Describe how specific musical elements communicate particular ideas or moods in music</p> <p>Learn and perform songs at the Christmas Program</p> <p>Learn liturgical hymns and sing them at Mass</p>	<p><b>Technology</b> <i>Based on the International Society for Technology in Education Standards (ISTE)</i></p> <p><b>Word Processing</b> Hold hands on home row and utilize Typing Pal program for keyboarding</p> <p><b>Spreadsheet</b> Demonstrate an understanding of the spreadsheet as a tool to record, organize, and graph information</p> <p>Identify and explain terms &amp; concepts related to spreadsheets (cell, column, row, value, label, chart, graph)</p> <p>Enter/edit data in spreadsheet and perform calculations using formulas</p> <p>Use mathematical symbols (+, -, *, /, ^)</p> <p>Use spreadsheets to make predictions, solve problems, &amp; draw conclusions</p> <p><b>Multimedia</b> Copy &amp; paste/import graphics on a slide</p> <p><b>Digital Citizenship</b> Demonstrate safe email practices and appropriate email etiquette</p>
<p><b>Extra-Curricular Options for Grade 3:</b> After-School Choir, After-School Sports (Soccer - Winter; Basketball - Spring) Art Club, Chess Club, Musical Theater (Fall and Spring), Spanish Club, STEM Club</p>	