

Social Studies

- Use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of New England, Massachusetts, and the local community.
- Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action. Civics and Government
- Give examples of why it is necessary for communities to have governments.
- Give examples of the different ways people in a community can influence their local government.

Economics

- Define what a tax is and the purposes for taxes, and with the help of their teachers and parents, give examples of different kinds of taxes
- Define specialization in jobs and businesses and give examples of specialized businesses in the community.
- Define barter, give examples of bartering and explain how money makes it easier for people to get things they want.

New England and Massachusetts

- Locate the New England states and the Atlantic Ocean on a map of the United States, .
- Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony.
- Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents.
- Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts, such as John Winthrop; describe the daily life, education, and work of the Puritans in the Massachusetts Bay Colony

English Language Arts *Language*

- Adapt language to persuade, to explain, or to seek information.
- Give oral presentations about experiences or interests using eye contact, proper place, adequate volume, and clear pronunciation using appropriate grammar, sentence structure, and voice.
- Identify the meaning of common prefixes.
- Recognize and use words with multiple meanings and be able to determine which meaning is intended from the context of the sentence.
- Identify and apply the meaning of the terms antonym, synonym, and homophone.
- Recognize the subject-predicate relationship in sentences.
- Identify the four basic parts of speech.
- Identify correct mechanic, correct usage, and correct sentence structure.

Reading and Literature

- Use letter-sound knowledge to decode written English.
- Understanding context clues whether it is written or illustrated.
- Read aloud grade-appropriate imaginative/literary and informational/expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.
- Identify the speaker of a poem or story.
- Make judgments about setting, characters, and events and support them with evidence from the text.
- Distinguish cause from effect as well as age appropriate understandings of generalizations along with comparing and contrasting.
- Distinguish fact from opinion or fiction.
- Summarize main ideas and supporting details
- Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing
- Identify themes as lessons in folktales, fables, and Greek myths for children
- Identify and analyze the elements of plot, character, and setting in the stories they read and write.

Composition

- Write stories that have a beginning, middle, and end and contain details of setting
- Write short poems that contain simple sense details
- Revise writing to improve level of detail after determining what could be added or deleted
- Improve word choice by using dictionaries
- Write legibly in cursive, leaving space between letters in a word and between words in a sentence
- Use knowledge of correct mechanics, usage, and sentence structure when writing and editing
- Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling
- Spell most commonly used homophones correctly in their writing
- Use linking words and phrases to connect opinion and reasons
- Conduct short research projects that build knowledge about a topic

Mathematics

STEM (Science, Technology, Engineering, and Math)
Inquiry-based learning practices integrated throughout the curriculum to engage students in all areas of math

Number Sense and Operations

- Demonstrate an understanding of fractions as parts of unit wholes, and as locations on the number line
- Using correct and appropriate terminology when working on and solving problems
- Identify the place value between two distances on a number line
- Identify and generate equivalent forms of common decimals and fractions less than one whole and demonstrating the evidence as to why they are equivalent
- Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers

- Select, use, and explain various meanings and models of multiplication and division of whole numbers. Understand and use the inverse relationship between the two operations
- Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognizing that comparison are valid only when the two fractions refer to the same whole
- Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money
- Know multiplication facts through 12 x 12 and related division facts. Use these facts to solve related multiplication problems and compute related problems
- Multiply one digit whole numbers by multiples of tens using strategies based on place value and properties of operations
- Add and subtract (up to five-digit numbers) and multiply (up to three digits by two digits) accurately and efficiently using strategies and algorithms based on place value, properties of operations and /or relationship between addition and subtraction
- Divide up to a three-digit whole number with a single-digit divisor (with or without remainders) accurately and efficiently. Interpret any remainders
- Solve single and multi-step problems using addition, subtraction, multiplication and division both related and unrelated to word problems
- Rounding whole numbers to the nearest 10, 100, or 1000

Patterns, Relations, and Algebra

- Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships to include related and unrelated word problems
- Using square units to measure area
- Solve problems involving proportional relationships, including unit pricing, map interpretation and group arrays when necessary
- Construct viable arguments and critique the reasoning of others
- Use appropriate tools strategically

Measurement

- Demonstrate an understanding of such attributes as length, area, weight, and volume, and select the appropriate type of unit for measuring each attribute providing evidence of the equation on a line plot
- Identify time to the minute on analog and digital clocks using a.m. and p.m. Compute elapsed time using a clock and using a calendar. Solve word problems in addition and time using time intervals in minutes. Students add, subtract, multiply, or divide to solve one step word problems involving masses or volumes that are given in the same units

- Identify and use appropriate metric and English units and to estimate, measure, and solve problems involving length, area, volume, weight, time, angle size, and temperature

Geometry

- Compare and analyze attributes and perimeter amongst other features (e.g., number of sides, faces, corners, right angles, diagonals, and symmetry) of two- and three-dimensional geometric shapes
- Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts and applying this technique to real world problems.
- Understanding shapes in different categories and their shared attributes and expressing area as part of a unit fraction
- Identify angles as acute, right, or obtuse
- Describe and draw intersecting, parallel, and perpendicular lines

Science

STEM (Science, Technology, Engineering, and Math)
Inquiry based learning practices integrated throughout the curriculum to engage students in all areas of science

Science, Engineering, and Technology

- Understand that scientists question, investigate and solve problems
- Understand skills scientists use to investigate and solve problems
- Use the Scientific Method
- Identify ways scientists communicate what they learn
- Identify tools scientists use to observe, to measure, and to collect and record data
- Understand technology and how it is used to invent tools and new ways of doing things
- Recognize different machines (simple and complex) and how they are used to solve problems
- Know how to conduct an investigation using the design process

Life Science

- Classify plants and animals according to the physical characteristics they share
- Describe how energy from the sun is used by plants to produce sugars (photosynthesis) and is transferred within a food chain from producers (plants) to consumers to decomposers
- Understand life cycles of different plants and animals
- Understand that some animal behaviors are inherited and others are learned
- Identify ecosystems and how living and nonliving things interact

Earth Science

- Describe how water on earth cycles in different forms and in different locations including underground and in the atmosphere
- Understanding the difference between weather and climate
- Explain how air temperature, moisture, wind speed, direction and precipitation make up the weather in a particular place and time
- Identify the categories of rocks (metamorphic, igneous and sedimentary) based on how they are formed and explain the physical process that create these rocks
- Know the Earth's landforms and the processes that form them
- Recognize that the earth is part of a system called the "solar system" that includes the sun (a star), planets and many moons
- Recognize that stars are different and many form patterns called constellations
- Understand the characteristics of the moon and its phases

Physical Science

- Differentiating between properties of objects (e.g. size, shape) and properties of materials (e.g. color texture)
- Comparing and contrasting solids, liquids and gases based on the basic properties of each of these states of matter
- Identifying the basic forms of energy and understanding that it is always changing
- Understand motion and how forces affect motion

Art

- Students will learn and explore texture in 2D and 3D works. They will be able to identify textures of artwork, for example: smooth, rough, and bumpy, in the environment and in artwork. They will be able to create representations of textures in drawings, paintings, rubbings, and relief. They will add to their art vocabulary the names and definitions of textures. They will incorporate religion and how it plays a role in art
- Students will be able to use the variety of materials and media learned and add textured material for example, beads, feathers, felt, onionskin paper, leaves, acrylic paint, and pastels. They will continue to incorporate the elements learned into their artworks as they advance to the next grade level

Music

- Singing alone and with others a varied repertoire of music both liturgical and non-liturgical
- Performing on instruments, alone and with others, a varied repertoire with music class and worship
- Improvising melodies, variation, and accompaniments with music both liturgical and non-liturgical
- Composing and arranging music with specified guidelines with music both liturgical and non-liturgical
- Reading and notating music
- Listening to, analyzing, and describing music liturgical and non-liturgical
- Evaluating music and music performances both liturgical and non-liturgical
- Understanding relationships between music, the other arts, and disciplines outside the arts, in the secular and non-secular world
- Understanding music in relation to history and culture

Physical Education

- Demonstrate understanding of movement concepts strategies and tactics as they apply to the learning and performance of physical activities
- Achieves and maintains a healthy enhancing level of physical fitness
- Exhibits responsible personal and social behavior that reflects self and other in physical activity settings
- Values physical activity for health, enjoyment, challenge, self-expression or social interaction
- Applying and demonstrating critical and creative thinking skills in dance
- Making connection between dance and other disciplines

Library

- Proper library etiquette
- Proper care of books
- Listening attentively
- Following directions
- Parts of a book
- Authors and illustrators
- Story sequence
- Participation in story discussion
- Introduction to fiction vs. nonfiction
- Biography and autobiography
- In addition to library skills, time is spent reading seasonal, holiday and life lesson stories.
- Also, working with teachers, specific books/stories are incorporated into the library curriculum.

Technology

- Expand vocabulary of computer terms to include external devices, Internet equipment, and internal components of the computer system
- Beginning Internet Research skills using LittleExplorers dictionary and Fact Monster websites
- Identifying Internet menu bar items using Google Chrome and other web browsers
- Microsoft Word program to type, edit, and print poems and stories and to change fonts, font size, insert pictures
- Learn how to save and retrieve documents from server and create folders
- Pixie software to compile stories and slideshows
- Beginning Typing skills using Type to Learn program

Religion

The Church, The Christian Community, Continues the Mission of Jesus

- To bring all children to a deeper awareness of the triune God
- To deepen the children's understanding of his/her role as a Christian in the church community and adding further appreciation to the sacraments
- To understand that the mission of Jesus is our mission
- To enable the children to understand and live out the mission of the church

The Church Continues Jesus' Mission of Peace and Justice

- To help the children understand that we are called to share what we have with others
- To show the children that we have the duty as Christians to protect human rights
- To assist the children in understanding that the church carries on Jesus work

God Calls Us To Love All People

- To help the children to realize that each person has his/her own unique capabilities
- To enable the children to understand that we need family and friends to meet our needs for love, caring, sharing, and acceptance
- To show that people have to work at making friends because friendship involves giving and receiving
- To emphasize that every person's body deserves respect from self and others

Our Loving God Helps Us To Be Personally Responsible For Our Actions and Forgives Us When we Make Wrong Choices

- The students will be able to perceive themselves as good persons who are capable of making good choices
- The children will be able to list and explain specific rules and laws that promote health, safety, and wellness
- The students will be able to give examples of refusal skills that can be used to say "NO" to any at risk behaviors

STANISLAUS SCHOOL

Welcome to Grade 3



This brochure is to provide a brief overview of our Grade 3 curriculum.

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