



CATHEDRAL SCHOOL

Classic Catholic Education Since 1864

CURRICULUM GUIDES

A Work in Progress

GRADE THREE

Rev. 2008

Overview

The curriculum guides for Cathedral School are modeled after a report distributed by the State Board of Education entitled, Learning Results. The Learning Results were developed from a task force comprised of citizens, educators and business representatives who came together to identify what Maine students should know and be able to do by the time they leave school. Input was gained through various public process methods, such as public hearings, surveys, student meeting, etc.

The Learning Results are essential for all Maine Students because the demands of contemporary life and work require us to know and be able to do a great deal. These demands ask us to be:

- *Clear and Effective Communicators*
- *Self-Directed and Life-Long Learners*
- *Creative and Practical Problem Solvers*
- *Responsible and Involved Citizens*
- *Collaborative and Quality Workers*
- *Integrative and Informed Thinkers*

These six specific areas of knowledge and skills are called the **Guiding Principles**.

Learning Results have been developed in each of these subject areas:

- *Career Preparation*
- *English Language Arts*
- *Foreign Languages*
- *Health & Physical Education*
- *Mathematics*
- *Science*
- *Social Studies*
- *Visual & Performing Arts*

At Cathedral School, we have the unique opportunity and responsibility to teach *Religion* as a primary subject and to offer our students experiences in celebrating the mysteries and ministries of the Catholic Faith.

As you explore our new presentation for curriculum guides for each grade, please keep in mind that this is a *work in progress* and we are still fine-tuning the details. Enjoy, and please feel free to ask our Principal or your child's teacher any questions related to our curriculum or the Learning Results report.

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1. RELIGION

Text: Blest Are We
Silver Burdett and Ginn

- Recognizes the tradition marks of the Catholic Church and some of the beliefs held by Catholics.
- Studies the Apostles Creed.
- Explores and studies all seven sacraments.
- Knows God as Father, Son (Jesus), and Spirit grow through a study of the Apostles Creed, not just as a prayer, but as a belief to be understood.
- Investigates morality by studying the Ten Commandments, Jesus' law of love, and the corporal and spiritual works of mercy.
- Understands that faith dimension is God's gift of life to be shared by all living creatures.
- Identifies ways that individuals may act to improve life in the community.
- Shows examples of how human's attitudes and values have affected environmental issues.
- Develops the ability to see, internalize and act upon the values by which the Catholic person strives to live by using these five themes: Family Living, Personal Growth and Self-Understanding, Respect for Life, Social Living.
- Attends Mass and Prayer Services.
- Learns Memorare.
- Practices devotion to Our Lady through songs, rosary and May Crowning.

2. READING/LANGUAGE ARTS

Text: Scott Foresman Reading
Scott Foresman Company
Spelling, Laidlaw
English, Harcourt Brace

- Articulates and justifies a personal point of view regarding an issue raised from reading, viewing or listening (Reading, Book Reports).
- Differentiates between main ideas and themes after study or story elements (plot, setting, characters, conflict, resolution) (Reading, English).
- Produces a well-developed piece of writing on demand, in response to an assigned prompt, that is organized, used language effectively, has voice and demonstrates control of mechanics in a variety of structures (Spelling, Computer Class).
- Uses prewriting and drafting strategies, including conferencing with others in order to develop ideas, revise, and edit, before presenting a final written piece for a specific audience (Spelling, Computer Class).
- Selects, reads, listens and views with comprehension from a variety of print and non-print sources for a variety of purposes (Reading, Book Reports).

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- Analyzes a variety of materials to distinguish fact from opinion and describes how each is used to influence others (Reading).
- Applies strategies for reading comprehension when reading self-selected as well as assigned texts (Reading, Library Read-It Program).
- Understands correct grammar, nouns, verbs, pronouns, and adjectives (English, Spelling).
- Develops dictionary skills (English, Spelling, and Library Class).
- Learns and practices all twenty-six letters in cursive writing both upper and lower case.

3. FOREIGN LANGUAGE (FRENCH for Enrichment)

Understands that culture is multi-faceted and includes language, behavioral practices, ideas and perspectives, and products (i.e. Music, foods, literature)

- Infers themes, ideas or perspectives about the target culture by examining tangible products of culture, to include popular music and dance, literature, and education.
- Explains how idiomatic expressions impact communications and reflect culture.
- Demonstrates more than one way to express an idea across languages.

Makes linguistic, economic, political, geographical, cultural and historical connections between and among countries and people.

- Observes, identifies and discusses patterns of behavior typical of their peer group in the native and target cultures.
- Distinguishes between the sound of the target language and these same elements in the native language.
- Identifies cultural beliefs and perspectives of people in both the native and target cultures relating to family, school, work and play.

Provides, obtains, interprets, and uses information from a variety of sources, including technologies and worldwide resources.

- Follows simple classroom commands and directions.
- Answers questions on the content of announcements and messages on familiar topics.
- Follows a set of directions to develop a product.
- Identifies the primary messages in short written informational texts on familiar topics.
- Comprehends short spoken messages in the target language on topics being studied in other classes.
- Recognizes common oral phrase groupings and structures.

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- Collects data, identifies main ideas, themes and details from authentic TV, radio or live presentations from the target culture.

Engages in conversations and discussions about everyday topics and current events using authentic information.

- Asks for and gives spoken directions and simple instructions.
- Compares and contrasts people, objects, and events using short spoken sentences.

4. MATHEMATICS

Text: Scott Foresman Mathematics
Scott Foresman Company

- Estimates and solves multi-step, real-life problems including the four operations involving whole numbers and money, addition and subtraction of simple fractions with like denominators.
- Demonstrates, illustrates and explains the problem-solving process.
- Makes generalizations, draws conclusions and formulates and solves problems, using various types of graphs, charts and tables.
- Reads and interprets displays of data.
- Uses the properties of shapes and figures to describe the physical world.
- Selects the most appropriate tool or unit (metric or US customary), estimates, solves, and justifies solutions to real-life problems involving measurement with time, money length, area, perimeter, weight, temperature, mass, capacity and volume.
- Recognizes, describes, extends and creates patterns using numbers.
- Memorizes multiplication facts us to twelve.
- Learns division by dividing by one-digit number with or without remainders.
- Learns long division, decimals, fractions, mixed numbers, and short division.

5. SCIENCE

Text: McGraw-Hill Science
MacMillan McGraw-Hill

- Compares and contrasts the life cycles, behavior and structure of different organisms.
- Makes generalizations, draws conclusions and formulates and solves problems, using various types of graphs, charts and tables.
- Reads and interprets displays of data.
- Uses the properties of shapes and figures to describe the physical world.
- Describes a food web and the relationships within a given ecosystem.
- Explains that certain substances, i.e. water, go through a cyclic process of change in

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the environment.

- Determines that all living things are made up of one or more cells.
- Creates a model illustrating the Solar System.
- Identifies some things about the Earth, such as climate, that occur in cycles that vary in length and frequency.
- Illustrates the relative positions of the sun, moon and planets.
- Traces the sources of Earth's heat and light energy to the sun.
- Describes Earth's rotation on its axis and its revolution around the sun.
- Demonstrates the ability to make and use tables and graphs by organizing and recording the results of an experiment.
- Provides examples of the many forms in which energy can exist and of the different ways that these forms may be produced.
- Draws conclusions about how the amount of force affects the motion of more massive and less massive objects.
- Generates examples that illustrate that when something is pushed, it exerts a reaction force
- Identifies and describes different forms of energy such as light, sound, heat.

6. SOCIAL STUDIES

Text: McGraw-Hill Social Studies
MacMillan McGraw-Hill

- Identifies the legitimate functions of government at school, local, state, and national levels.
- Compares and contrasts local, state, and national government structures.
- Identifies ways that individuals may act to improve life in the community.
- Makes connections between and among events in one's personal life and those occurring in the community, nation and world.
- Compares maps of Maine, the US and regions of the world to interpret geographic features.
- Describes how human and physical processes shape and change places and regions.
- Determines ways in which communities reflect the background of their inhabitants and explains the significance of these cultural patterns.
- Uses a variety of materials and geographic tools to explain the cultural characteristics of a region.
- Analyzes how climate, geography and history have influenced the location of communities and cities.

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- Identifies the causes and patterns of human migration and how they relate to the economy.
- Shows examples of how human's attitudes and values have affected environmental issues.
- Describes barter, money and credit and how each is used to facilitate the exchange of resources, goods and services to satisfy human wants and needs.
- Demonstrates how the use of particular resource has changed over time.
- Illustrates how the exchange of goods and services helps to create economic interdependence between people in different places and countries.
- Demonstrates the ability to make and use tables and graphs by organizing and recording the results of an experiment.
- Describes how changes in transportation and communication technologies have affected trade over time.
- Discusses curriculum concerning our City, its people, places, and government.