A Curriculum Guide For Families

Grade Three

Religion
Language Arts/Reading
Mathematics
Science
Social Studies
Fine Arts
Health & Physical Education
Technology

Office of Catholic Education
Revised 2022

Dear Family,

The purpose of this ***Curriculum Guide for Families*** is to communicate to parents and guardians the major skills and concepts that will be presented and developed in Grade Three. As a parent or guardian it is important that you are aware of the skills and concepts your child will be learning in the school setting. As the primary teacher, you will want to work with the teacher to reinforce that learning. By working together we, teacher and parent or guardian, can ensure maximum student learning.

You are encouraged to use this Guide as a basis for working with your child. You can use the Guide to support learning in the classroom by following the suggestions of ways you might work with your child. This Guide is a reminder of the key role you play in the education of your child. When home and school work together, student learning and achievement is more readily accomplished.

The ***Curriculum Guide for Families*** is an overview of the major learning objectives that will be taught in each of the content areas during Grade Three. The classroom teacher, in implementing the complete curriculum, will make decisions about the order in which concepts and skills are taught and the types of learning experiences that will be provided. In making these decisions, the teacher carefully considers:

- the experiences, needs, interests, and skills of each child,
- information shared by parents and guardians about the child, and
- appropriate teaching methods to be used.

In order to ensure that the curriculum is current, the Guide is reviewed every three years and modifications made if necessary. Every six years the curriculum undergoes a complete review and revision.

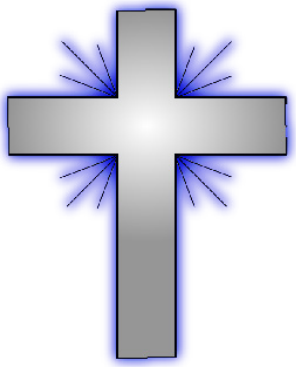
If you have any questions about the progress of your child in the educational program, please contact the teacher and/or principal.

We wish you well in your efforts to work with us to provide a quality Catholic education for your child.

The Office of Catholic Education
Catholic Diocese of Cleveland

MISSION

The Catholic Schools
of the Diocese of Cleveland
will work together
to provide a faith-centered
Catholic Education
rooted in the Gospel message
and evidenced
in community life,
family life
and
Christian witness
in service to others.



PROFILE
OF A CATHOLIC SCHOOL GRADUATE

A Catholic School Graduate is a faith-filled disciple of Christ who is

Called by Baptism and nourished by the Eucharist;
Active in the sacramental life of the Church through weekly participation in the Eucharist
and regular participation in Reconciliation;
Centered in Gospel values;
Prayerful.

(As we describe the faith commitment of the Catholic School graduate, we understand that students of other faiths express these values in alternate faith commitments.)

A Catholic School Graduate is a Christian leader who is

A decision-maker whose conscience is formed by the teachings of the Catholic Church;
A witness to the Faith;
A person of integrity;
Respectful;
Committed to justice;
Collaborative;
A community builder;
A steward of the environment;
Active in parish life.

A Catholic School Graduate is a centered, well-rounded person who is

Self-confident;
Self-disciplined;
Open to growth;
Responsible;
An active and productive citizen.

A Catholic School Graduate is a loving person who is

Compassionate;
Kind;
Appreciative of diversity;
Welcoming;
A peace-filled mediator;
Respectful of the talents and abilities of others.

A Catholic School Graduate is a life-long learner who is

Articulate;
Creative;
Technologically literate;
Academically and spiritually competent;
A critical thinker;
A problem-solver.

A Catholic School Graduate is a healthy person who is

Respectful of life;
Practicing good health habits;
Committed to reaching his/her full potential;
A good sport.

CATHOLIC IDENTITY

INTEGRATED THROUGHOUT THE CURRICULUM

The Catholic schools of the Diocese find their true justification in the mission of the Church. Our schools are a means for the local church to evangelize, educate and contribute to the formation of a healthy and morally sound lifestyle among its members. Our schools fulfill this responsibility by ensuring that all aspects of the school are rooted in Catholic education philosophy, which brings faith, culture and life into harmony. (Adapted from: *Guidelines for Ohio Catholic Schools*. 2002)

Our school communities actively promote discipleship of Jesus Christ as integral to their Catholic culture and mission. Our schools offer a curriculum infused with Catholic beliefs and teachings and Gospel values. In particular, our schools provide a curriculum infused with the *Catholic Social Justice Teachings* and guided by the *Rights of Children*. In addition, all curricula are infused with Catholic Standards which are based on the *Catechism of the Catholic Church*. These Catholic Standards fall into the categories of The Profession of Faith, Life in Christ, The Celebration of the Christian Mystery, and Christian Prayer.

Catholic Social Justice Teachings

Life and Dignity of the Human Person

This principle is the foundation for the other six and calls for a reverence of life at all stages. Issues range from poverty to abortion, war, and economic policies and systems.

Call to Family, Community, and Participation

We live life in various communities. Our responsibilities include service to school and parish and involvement in the political system.

The Rights and Responsibilities of Every Person

This call involves both our personal and societal rights and duties.

The Preferential Option for the Poor and Vulnerable

Essential to the Gospel, this challenging theme calls for consideration of the marginalized and most in need in society. Concern for those left out, left alone, or left behind requires action for justice.

The Dignity of Work and the Rights of Workers

The right of the worker is key to making a living. Issues involve just wages and safe and healthful working conditions, as well as opportunities for education and training and societal support for those in situations limiting their ability to work or find work.

Love of Neighbor: Solidarity with All Peoples

The justice principles apply to all racial, ethnic, and religious groups. Respect for cultural and religious differences and valuing the contributions to society by every group is essential.

Care for Creation

Response to this theme encompasses awe and wonder, gratitude and reverence for the beauty, intricacies, and mysteries of creation on micro and macro scales: past, present, and future.

The Rights of Children

ALL CHILDREN HAVE:

- **THE RIGHT TO A CATHOLIC COMMUNITY** that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- **THE RIGHT TO A SAFE ENVIRONMENT** that promotes care, protection, and security.
- **THE RIGHT TO BE RESPECTED AS INDIVIDUALS** with human dignity.
- **THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT** through the development of their gifts and talents.
- **THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION** and challenges its members to critical and reflective thinking in their search for truth.
- **THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS** and to recognize the rights of others to be safe and free from harassment and abuse.
- **THE RIGHT TO LEARN THE SKILL OF SELF-PROTECTION** by identifying safe and unsafe situations.
- **THE RIGHT TO LEARN RESPONSIBILITY** for themselves and their actions.
- **THE RIGHT TO MAKE RESPONSIBLE DECISIONS** founded on religious conviction.
- **THE RIGHT TO GUIDANCE FROM THE CHURCH** in their development as loving people.

RELIGION

The curriculum is organized around the four strands of the *Catechism of the Catholic Church*.

The Profession of Faith

CCC 14. "'Those who belong to Christ through faith and Baptism must confess their baptismal faith before men' (Cf. Mt 10:32, Rom 10:9). First therefore the Catechism expounds revelation, by which God addresses and gives himself to man, and the faith by which man responds to God (Section One). The profession of faith summarizes the gifts that God gives man: as the Author of all that is good; as Redeemer; and as Sanctifier. It develops these in the three chapters on our baptismal faith in the one God: the almighty Father, the Creator; his Son Jesus Christ, our Lord and Savior; and the Holy Spirit, the Sanctifier, in the Holy Church (Section Two)."

The Celebration of Christian Mystery

CCC 15. "The second part of the Catechism explains how God's salvation, accomplished once for all through Christ Jesus and the Holy Spirit, is made present in the sacred actions of the Church's liturgy (Section One), especially in the seven sacraments (Section Two)."

Life in Christ

CCC 16. "The third part of the Catechism deals with the final end of man created in the image of God: beatitude, and the ways of reaching it - through right conduct freely chosen, with the help the twofold commandment of charity, specified in God's Ten Commandments (Section Two)."

Christian Prayer

CCC 17. "The last part of the Catechism deals with the meaning and importance of prayer in the life of believers (Section One). It concludes with a brief commentary on the seven petitions of the Lord's Prayer (Section Two), for indeed we find in these the sum of all the good things which we must hope for, and which our heavenly Father wants to grant us."

As a parent or guardian at home, you can help your child in religion by:

- reading and reflecting on the story of Pentecost;
- identifying the pastor and parish leaders and those in other parish roles;
- exploring as a family practical ways to respond to needs of community in the family, school, and parish;
- taking your child along with you on some act of charity;
- discussing examples of justice and injustice, such as *The Church in the City;*
- praying daily as a family together, for example, at meals or the end of the day;
- taking your child to church and answering their questions about it;
- listening to your child recite his/her prayers;
- talking about animals and plants as gifts of creation to be cared for;
- re-telling the biblical story of creation;
- participating in the Sacrament of Reconciliation;
- exploring the background, traditions, and various customs in the celebration of the Eucharist;
- praying as Jesus did using the psalms;
- praying the Apostle's Creed with your child;
- participating in the weekly celebration of the Eucharist.

LANGUAGE ARTS

The Language Arts Curriculum is aligned to Ohio's New Learning Standards and develops the skills of communication in Reading: Literature, Informational Text, and Foundational Skills; Writing; Listening and Speaking; and Language. The new standards have brought about three shifts in language arts:

Informational Text: In addition to literature, students will be reading more non-fiction pieces from across all content areas.
Evidence from Texts: Students will also have to read more carefully to understand the message the author is trying to convey. Writing will focus more on opinion rather than narration.
Complex Text and Academic Language: The standards create a staircase of complexity, so all students will be exposed to complex text for their reading level and given strategies for understanding this text in order to be prepared for success in college or the career of their choosing in future years.

Capacities of the Literate Individual

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

Reading: Literature

Key Ideas and Details
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Refer 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.
- Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

- Explain 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).
- Compare and contrast 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).

Range of Reading and Level of Text Complexity

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading: Informational Text

Key Ideas and Details

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas.

- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/ third in a sequence).
- Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading: Foundational Skills

Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words.
    a. Identify and know the meaning of the most common prefixes and derivational suffixes.
    b. Decode words with common Latin suffixes.
    c. Decode multisyllable words.
    d. Read grade-appropriate irregularly spelled words.

Fluency

- Read with sufficient accuracy and fluency to support comprehension.

Writing

Text Types and Purposes

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
    a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
    b. Provide reasons that support the opinion.
    c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
    d. Provide a concluding statement or section.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
    b. Develop the topic with facts, definitions, and details.
    c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
    d. Provide a concluding statement or section
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
    a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
    b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
    c. Use temporal words and phrases to signal event order.
    d. Provide a sense of closure.

Production and Distribution of Writing

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build and Present Knowledge

- Conduct short research projects that build knowledge about a topic.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Range of Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day, or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
    a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
    b. Follow 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).
    c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
    d. Explain their own ideas and understanding in light of the discussion.
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
    b. Form and use regular and irregular plural nouns.
    c. Use abstract nouns (e.g., childhood).
    d. Form and use regular and irregular verbs.
    e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
    f. Ensure subject-verb and pronoun-antecedent agreement.*
    g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
    h. Use coordinating and subordinating conjunctions.
    i. Produce simple, compound, and complex sentences.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Capitalize appropriate words in titles.
    b. Use commas in addresses.
    c. Use commas and quotation marks in dialogue.
    d. Form and use possessives.
    e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
    f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
    g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    a. Choose words and phrases for effect.
    b. Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

- Demonstrate understanding of word relationships and nuances in word meanings.
  a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
  b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
  c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

As a parent or guardian at home, you can help your child in language arts by:

- having your child read to you or to a sibling;
- reminding your child to proofread for spelling, grammar, and precise vocabulary;
- practicing word usage, spelling by using dictionary;
- having your child practice following multi-step directions;
- playing learning games which involve words;
- asking to read written work or display written work;
- listening to your child read to you and asking him or her to repeat the main idea or to give a summary.

MATHEMATICS

The Mathematics Curriculum is built upon Ohio's New Learning Standards for Mathematical Practice and Mathematical Content. Developing a solid mathematical foundation means nurturing the confidence of students and increasing their successes. In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

Three important shifts have occurred in mathematics as a result of the new standards:

Focus: Each year, teachers will spend more time teaching important areas in mathematics. By focusing deeply on specific content, students will gain a strong foundation and a solid understanding of the concepts.
Coherence: The standards logically progress from grade to grade. The majority of standards at each grade level are not new topics, but extensions of what students have learned in previous years.
Rigor: Students are expected to have conceptual understanding of certain topics, fluency and skill in procedural calculations, and the ability to apply what they have learned in the classroom in everyday situations.

Standards for Mathematical Practice

- 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.

Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.

- Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*

- Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.
- Use 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.
- Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times \square = 48$, $5 = \square \div 3$, $6 \times 6 = \square$.

Understand properties of multiplication and the relationship between multiplication and division.

- Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)
- Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

Multiply and divide within 100.

- Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3 know from memory all products of two one-digit numbers.

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

- Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

Numbers and Operations in Base Ten

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

- Use place value understanding to round whole numbers to the nearest

10 or 100.
- Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

Number and Operations–Fractions

Develop understanding of fractions as numbers.
- Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a part of size 1/b.
- Understand a fraction as a number on the number line; represent fractions on a number line diagram.
    a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.
    b. Represent a fraction a/b on a number line diagram by marking off a length 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
- Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
    a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
    b. Recognize and generate simple equivalent fractions, e.g., ½ = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
    c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.
    d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Measurement and Data

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Tell and write time to the nearest minute and measure time intervals

in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

- Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6
- Add, subtract, multiply, or divide 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.

Represent and interpret data.

- .Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
- Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

- Recognize area as an attribute of plane figures and understand concepts of area measurement.
    a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
    b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
- Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
- Relate area to the operations of multiplication and addition.
    a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
    b. Multiply side lengths to find areas of rectangles with whole- number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
    c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.
    d. 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, applying this technique to solve real world problems.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

- Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Geometry

Reason with shapes and their attributes.

- Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
- Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as ¼ of the area of the shape.

As a parent or guardian at home, you can help your child in mathematics by:

- having your child work with sports averages in the newspaper or trading cards and discuss averages and percentages;
- encouraging both the reading and making of maps;
- monitoring practice time for math operations including multiplication and division by 3 and 4 digit numbers;
- encouraging your child to use geometric names for figures and shapes they see;
- promoting drawing and constructing with geometric shapes;
- supervising the folding and cutting of paper shapes to show symmetry;
- calling the attention of your child to U.S. and metric units of measure on products and packaging;
- calling attention to various types of graphs found in the newspaper;
- asking your child what evidence was used to make predictions;
- having your child measure the perimeter of a room in your home;
- having your child practice counting money and making change;
- using a trip to the grocery store to help your child try out estimation and measurement skills;
- asking your child to point out different kinds of angles on everyday objects;
- using coordinates on a map and asking your child to name a city shown within that area.

SCIENCE

The Science Curriculum is designed to give learners a greater awareness of how science is integrated in their daily lives and its importance for survival. It is our hope that students will learn to apply science concepts to their world. But most importantly, the science curriculum is a foundation for greater understanding of science in relation to our Catholic beliefs and a deeper appreciation of our Creator. Teaching students to respect God, themselves, others, and our world is vitally important. We are guests of God in creation and have a responsibility to care for the earth.

Science Inquiry and Application

Theme: Interconnections within Systems. This theme focuses on helping students recognize the components of various systems and then investigate dynamic and sustainable relationships within systems using scientific inquiry

- Observe and ask questions about the natural environment;
- Plan and conduct simple investigations;
- Employ simple equipment and tools to gather data and extend the senses;
- Use appropriate mathematics with data to construct reasonable explanations;
- Communicate about observations, investigations and explanations;
- Review and ask questions about the observations and explanations of others.

Earth and Space Science (ESS)

Topic: Earth's resources

- Earth's nonliving resources have specific properties.
- Earth's resources can be used for energy.
- Some of Earth's resources are limited.

Physical Science (PS)

Topic: Matter and Forms of Energy

- All objects and substances in the natural world are composed of matter.
- Matter exists in different states, each of which has different properties.

- Heat, electrical energy, light, sound and magnetic energy are forms of energy.

Life Science (LS)

Topic: Behavior, Growth and Changes

- Offspring resemble their parents and each other.
- Individuals of the same kind differ in their traits and sometimes the differences give individuals an advantage in surviving and reproducing.
- Plants and animals have life cycles that are part of their adaptations for survival in their natural environments.

As a parent or guardian at home, you can help your child in science by:

- using the thermometer with your child and discussing Celsius and Fahrenheit;
- getting books on stars, volcanoes, and gardens from the library and sharing contents;
- investigating discoveries together with your child such as the water cycle or the effects of pollution;
- asking your child to route foods from planting to purchasing;
- talking about careers in which science is involved;
- visiting the Science Museum, the Zoo, and the Metro Parks with your child;
- creating bird feeders with your child and observing the behavior of birds;
- describing the contributions of scientists and discussing their heritage, gender, ethnicity and skills;
- encouraging your child to find answers to questions by using a variety of reference materials available at home, libraries, museums, state and local agencies, and the Internet;
- using a number of household items to demonstrate gravity, magnetism and force;
- working with your child on projects such as making bird feeders, caring for pets, setting up a home weather station, and preparing a family vegetable or flower garden.

SOCIAL STUDIES

Social Studies is a multifaceted discipline, integrating the study of social sciences and humanities.The purpose of the Social Studies Curriculum is to promote civic competence and responsible behaviors that enable students to actively participate in our democratic society. Our approach in the teaching of Social Studies integrates our Christian values with the development of civic attitudes and responsibilities. We consciously connect responsible citizenry with the Social Justice Teachings of the Catholic Church, establishing real-world applications for Social Justice in the study of historical events and figures, economic conditions, cultural influences and appreciation, political issues, and the participation of civilizations in society.

History

Theme: Communities: Past and Present, Near and Far
Topic: Historical Thinking and Skills
- Events in local history can be shown on timelines organized by years, decades and centuries.
- Primary sources such as artifacts, maps and photographs can be used to show change over time.

Topic: Heritage
- Local communities change over time.

Geography

Theme: Communities: Past and Present, Near and Far
Topic: Spatial Thinking and Skills
- Physical and political maps have distinctive characteristics and purposes.
- Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.

Topic: Places and Regions
- Daily life is influenced by the agriculture, industry and natural resources in different communities.

Topic: Human Systems
- Evidence of human modification of the environment can be observed in the local community.

- Systems of transportation and communication move people, products and ideas from place to place.
- Communities may include diverse cultural groups.

Government

Theme: Communities: Past and Present, Near and Far
Topic: Civic Participation and Skills
- Members of local communities have social and political responsibilities.
- Individuals make the community a better place by solving problems in a way that promotes the common good.

Topic: Rules and Laws
- Laws are rules which apply to all people in a community and describe ways people are expected to behave.
- Laws promote order and security, provide public services and protect the rights of individuals in the local community.

Topic: Roles and Systems of Government
- Governments have authority to make and enforce laws.
- The structure of local governments may differ from one community to another.

Economics

Theme: Communities: Past and Present, Near and Far
Topic: Economic Decision Making and Skills
- Line graphs are used to show changes in data over time.
- Both positive and negative incentives affect people's choices and behaviors.

Topic: Scarcity
- Individuals must make decisions because of the scarcity of resources. Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.

Topic: Production and Consumption
- A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.

Topic: Markets
- A market is where buyers and sellers exchange goods and services.

Topic: Financial Literacy
- Making decisions involves weighing costs and benefits.
- A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.

As a parent or guardian at home, you can help your child in social studies by:

- having your child write a paragraph on holidays and why they are celebrated;
- taking your child to visit a museum of history or art or a collection of arts and crafts of a cultural group;
- discussing matters in the news and helping them distinguish facts and opinions;
- noting buildings and other locations related to local area history and government;
- pointing out geographical features of the area and/or referring to a map of the area;
- helping your child distinguish needs and wants in relation to shopping;
- having your child become aware of political races and what branch of government is represented;
- using a map or atlas see if your child can use map coordinates to locate various areas on the map;
- taking part in community events, festivals and craft shows and drawing attention to the traditions of the groups of people in that area and their particular holiday celebrations or food.

FINE ARTS
ART AND MUSIC

The Fine Arts play a major role in developing the Christian call to Message, Worship, Community, and Service. Stained glass windows have told biblical stories as cathedrals have told stories of faith in stone. Music, whether Gregorian chant or polyphonic pieces, has bound faith communities together in faith and worship. The arts have enhanced ritual and religious drama from Medieval mystery, morality, and miracle plays to vestments, incense, and bells. The arts depict symbols and have often been a means of breaking down barriers, developing understanding, and bonding people together in peace. Art and music are a part of every culture. They are the vehicle for expressing inner thoughts and emotions. Art and music expand the world view and appreciation for diverse nationalities in an individual.

ART

Perceiving/Knowing (PE)

- Observe and compare similar themes, subject matter and images in artworks from historical and contemporary eras.
- Identify the relationships between and among selected elements and principles of art and design.
- Use historical and cultural artworks to answer questions about daily life.
- Recognize selected artists who contributed to the cultural heritages of the people of the United States.
- Provide examples of how we encounter art and artists in everyday life.
- Recognize and identify choices that give meaning to a personal work of art.

Producing/Performing (PR)

- Demonstrate skill and expression in the use of art techniques and processes.
- Use appropriate visual art vocabulary during artmaking processes.
- Find and solve problems of personal relevance and interest when developing artmaking ideas.
- Create artworks that demonstrate awareness of two- and three dimensional space.

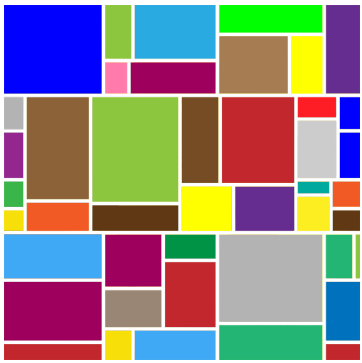
- Show increasing attention to the nuances of elements and principles of design when creating personal works of art.
- Collaborate with others to create a work of art that addresses an interdisciplinary theme.

Responding/Reflecting (RE)

- Examine and describe how art and design principles are used by artists to create visual effects.
- Select an object an explain reasons why they think it is a work of art.
- Compare and contrast their opinions of a work of art with those of their peers.
- Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions.
- Use feedback and self-assessment to improve the quality of personal artworks.

As a parent or guardian at home, you can help your child in art by:

- creating costumes, plays, dance and share drama with peers;
- encouraging your child to attend art shows;
- taking your child to the Cleveland Museum of Art or other art galleries;
- pointing out to your child artistic features and decorations of houses and public buildings;
- helping your child appreciate religious art found in your parish church;
- having your child use clay to create birds, flowers or other items found in nature;
- keeping a journal of sketches and observations recording ideas for an art work.



MUSIC

Perceiving/Knowing/Creating (CE)

- Visually and aurally, identify the four families of orchestral instruments.
- Identify and discriminate between sounds produced by various instruments and the human voice.
- Listen to and identify the music of different composers of world cultures.
- Identify and respond to simple music forms (e.g., AB, ABA).
- Identify elements of music using developmentally appropriate vocabulary.
- Identify careers in music including composing, performing and conducting.

Producing/Performing (PR)

- Sing a varied repertoire with accurate rhythm and pitch individually and with others.
- Follow and respond to the cues of a conductor.
- Use the head voice to produce a light, clear sound while maintaining appropriate posture.
- Play a variety of classroom instruments with proper technique.
- Sing, move and respond to music from world cultures and different composers.
- Improvise and compose simple rhythmic and melodic phrases.
- Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4, 3/4 and 4/4 meter.
- Read, write and perform in treble clef a extended pentatonic
- melodies in G, F and C.
- Demonstrate appropriate audience etiquette at live performances.

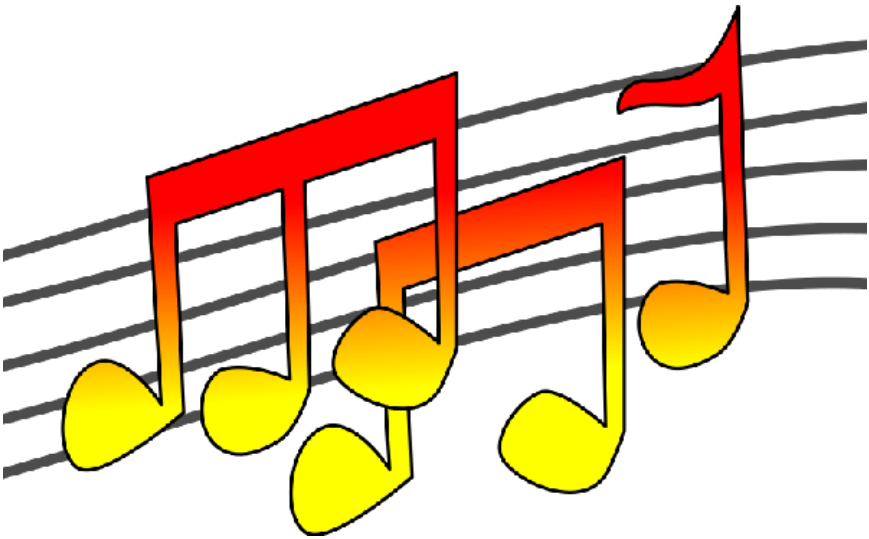
Responding/Reflecting (RE)

- Compare and discuss the use of similarly-named elements (e.g. form, line, rhythm) in music and other art forms.
- Notice and describe what they hear in selected pieces of music and compare their responses to those of others.
- Explain personal preferences for specific musical selections using music vocabulary.
- Evaluate audience etiquette associated with various musical performances and settings.
- Analyze music in terms of how it communicates words, feelings, moods or images.

- Compare interpretations of the same piece of music as they occur through dance, drama and visual art.
- Create criteria and use it to critique their own performances and the performances of others.

As a parent or guardian at home, you can help your child in music by:

- encouraging your child to attend music performances;
- taking your child to a performance of the Cleveland Orchestra or other music group;
- encouraging your child to sing or improvise;
- appreciating liturgical music;
- encouraging your child to sing along at Sunday Mass;
- encouraging your child to listen to different types of music.



HEALTH

Health is an integral part of all learning. The Health Curriculum contributes to critical thinking and problem solving. It provides a solid foundation for lifetime wellness. Through the curriculum students appreciate the sanctity of life, Christian values and principles and take responsibility to make healthy choices in an ever changing society. The curriculum focuses on nutrition, growth and development, disease prevention and control, safety, abuse prevention and first aid, and health issues and dangerous substances. Each area enables students to understand the importance of a healthy lifestyle.

Health Promotion and Disease Prevention

- Describe the relationship between healthy behaviors and personal health.
- Identify examples of emotional, intellectual, physical, and social health.
- Describe ways in which safe and healthy school and community environments can promote personal health.
- Describe ways to prevent common childhood injuries and health problems.
- Describe when it is important to seek health care.

Influence of Factors on Health Behaviors

- Describe how family influences personal health practices and behaviors.
- Identify the influence of culture on health practices and behaviors.
- Identify how peers can influence healthy and unhealthy behaviors.
- Describe how the school and community can support personal health practices and behaviors.
- Explain how media influences thoughts, feelings, and health behaviors.
- Describe ways that technology can influence personal health.

Valid Information, Products and Services

- Identify characteristics of valid health information, products, and services.
- Locate resources from home, school, and community that provide valid health information.

Interpersonal Communication Skills

- Demonstrate effective verbal and nonverbal communication skills to enhance health.
- Demonstrate refusal skills that avoid or reduce health risks.
- Demonstrate nonviolent strategies to manage or resolve conflict.
- Demonstrate how to ask for assistance to enhance personal health.

Decision-Making Skills

- Identify health-related situations that might require a thoughtful decision.
- Analyze when assistance is needed in making a health-related decision.
- List healthy options to health-related issues or problems.
- Predict the potential outcomes of each option when making a health-related decision.
- Choose a healthy option when making a decision.
- Describe the outcomes of a health-related decision.

Goal-Setting Skills

- Set a personal health goal and track progress toward its achievement.
- Identify resources to assist in achieving a personal health goal.

Health-Enhancing Behaviors

- Identify responsible personal health behaviors.
- Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- Demonstrate a variety of behaviors to avoid or reduce health risks.

Advocacy

- Express opinions and give accurate information about health issues.
- Encourage others to make positive health choices.

As a parent or guardian at home, you can help your child in health by:

- having your child write down what they are eating during one day and compare it to the food pyramid;
- discussing how community resources can provide opportunities to help maintain personal health;
- discussing ways to contribute to a support system for someone with a chronic disease or disability;
- practicing effective responses to emergency and potentially dangerous situations: 911, fire, tornado;

- identifying causes of injuries;
- talking to child about sharing hats, combs, pop or other drinks;
- demonstrating proper procedures in case of fire;
- exploring what factors of personal understanding contribute to resisting harmful substances, such as alcohol, tobacco, and drugs;
- teaching your child to say a firm and clear NO to a stranger and to leave unsafe situations immediately.

American Cancer Society. *National Health Education Standards: Achieving Excellence, Second Edition*. (Atlanta, GA: American Cancer Society, 2007), 8, cancer.org/bookstore.

PHYSICAL EDUCATION

The Physical Education Curriculum helps our students to acquire knowledge about movement and the development of skills through progressively designed experiences. This knowledge enables them to participate in a variety of movement experiences and fosters the desire for continued participation throughout life. The Physical Education Curriculum encourages thinking and self-discovery for the development of a positive self-concept with regard to the body and physical activities. It fosters qualities of self-confidence, self-discipline, and self-direction. Students learn to make choices related to physical education based on Christian values.

Competency in Motor Skills and Movement Patterns

Combine locomotor and non-locomotor skills into movement patterns.

- Perform a sequence of movements (e.g., dance, gymnastics, jump rope) with a beginning, middle and end.
- Jump rope demonstrating a variety of footwork skills.
- Balance on different bases of support and on apparatus demonstrating different levels, shapes and patterns.
- Perform teacher-selected and developmentally appropriate dance steps and movement patterns.

Apply the critical elements of fundamental manipulative skills in a variety of physical activities.

- Throw overhand with force using appropriate critical elements.
- Catch a variety of objects in dynamic conditions using the critical elements.
- Strike an object with an implement using the critical elements.
- Kick a ball with the inside of the foot to a target using the critical elements.
- Dribble and maintain control while moving through space using the critical elements.
- Send (e.g., pass, roll) an object to a target using critical elements in a stable environment.

Knowledge of Movement and Performance

Demonstrate and apply basic tactics and principles of movement.

- Modify movement to meet the demands of a task (e.g., throw with more or less force to reach a target or teammate).
- Explain how the characteristics of an object (e.g., size, material, weight) affect performance of manipulative skills.
- Recognize offensive and defensive situations.
- Identify the choices to make (e.g., shoot, pass, dribble) to score a goal or point.

Demonstrate knowledge of critical elements for more complex motor skills.

- Describe the critical elements of the manipulative skills (e.g., throw, catch, kick, strike) and activity-specific skills.
- Explain how appropriate practice improves performance.

Level of Physical Activity and Fitness

Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.

- Identify school, home and community physical activity opportunities to meet physical activity guidelines.
- Track physical activity minutes inside and outside of school to determine progress toward daily recommendation.
- Identify a variety of nutritious food choices from each food group that will help balance the body with physical activity.

Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.

- Identify specific activities that could improve each health-related fitness component.
- Assess heart rate during physical activity and exercise.
- Identify activities to improve muscular strength and endurance in the core area.
- Recognize the importance of warm-up and cool-down activities.
- Analyze the results of a fitness assessment to determine areas in a healthy fitness zone (HFZ).
- Identify the frequency and type of exercise in relationship to the FITT principle.

Behavior That Respects Self and Others

Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.

- Follow rules, safe practices and engage in class activities.
- Identify equipment-specific safety rules and follow them.
- Recognize characteristics of the equipment and environment that affect safe play.

Interact and communicate positively with others.

- Work cooperatively with a partner in the development of an activity, dance sequence or game.
- Cooperate with a partner or small group by taking turns and sharing equipment.
- Demonstrate acceptance of skill and ability of others through verbal and non-verbal behavior.
- Demonstrate cooperation with others when resolving conflict.

Value of Physical Activity

Identifies multiple, specific health benefits as a reason to value physical activity.

- Identify two health benefits from different dimensions (e.g., physical, emotional, intellectual) by participation in physical activity.

Expresses multiple, specific reasons (enjoyment, challenge, social) to participate in physical activity.

- Identify reasons for enjoying a selected physical activity.
- Identify the feelings that come with the challenge of learning a new physical activity.
- Recognize that physical activity provides opportunities for social interaction.

As a parent or guardian at home, you can help your child in physical education by:

- having your child move from one side of the room to another in different ways (hopping, skipping, etc.);
- developing gross motor skills by having your child move to music;
- taking walks with your child and observe nature, identify colors, animals and trees during your walk;
- playing catch or hopscotch to develop coordination skills;
- practicing jumping rope;
- encouraging physical activities or outdoor games;
- playing games where child jumps up and down, skips, hop steps backward, and nods the head from side to side;
- beginning to work and play co-operatively with your child;
- helping your child tie his/her shoes.

TECHNOLOGY

An integral part of preparing students with core knowledge and skills for the future is the incorporation of technology into educational programs. Technology provides the framework for transforming teaching and learning. Technology is used by both students and teachers as a means of enhancing the teaching/learning environment. It is through exposure and experiences with integrated activities using technology that student achievement improves.

Information and Communications Technology

- Identify and use appropriate digital learning tools and resources to accomplish a defined task.
- Use digital learning tools and resources to locate, evaluate and use information.
- Use digital learning tools and resources to construct knowledge.
- Use digital learning tools and resources to communicate and disseminate information to multiple audiences.

Society and Technology

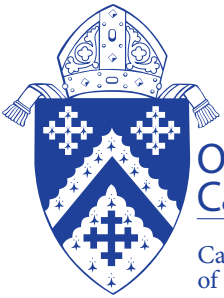
- Demonstrate an understanding of technology's impact on the advancement of humanity – economically, environmentally and ethically.
- Analyze the impact of communication and collaboration in both digital and physical environments.
- Explain how technology, society, and the individual impact one another.

Design and Technology

- Define and describe technology, including its core concepts of systems, resources, requirements, processes, controls, optimization and trade-offs.
- Identify a problem and use an engineering design process to solve the problem.
- Demonstrate that solutions to complex problems require collaboration, interdisciplinary understanding, and systems thinking.
- Evaluate designs using functional, aesthetic and creative elements.

As a parent or guardian at home, you can help your child in technology by:

- explaining reasons for adhering to Acceptable Use Policies for computers in schools, libraries, home, and other places;
- monitoring their use of computers and use of the Internet;
- exploring educational sites together;
- encouraging stewardship in the care and use of computers and electronic media;
- pointing out Acceptable Use Policies in the local library or other public places;
- reminding your child to follow directions and rules related to computer use,
- using simple email to grandparents, favorite aunt/uncle, and to friends.



Office of
Catholic Education

Catholic Diocese
of Cleveland