

Welcome to Saint Joseph – Saint Elizabeth Ann Seton School! As your child enters **Grade 3**, it is important that you know what he/she is going to be studying throughout the year. The following information provides an outline of what will be expected in each of the third grade disciplines. This information is based on Indiana Academic Standards.

In addition to what is listed, individual teachers may and will choose to teach additional concepts and skills based on the needs and interests of his/her students. Classrooms within the building will vary regarding the strategies, techniques, and activities used to meet these objectives.

Your interest, commitment, and involvement in your child's education are greatly appreciated and necessary. With the home and school working together, communicating frequently, and having common goals, each child should find success and be rewarded for his/her efforts.

Educationally and spiritually yours,

Miss Lois Widner
SISE Principal

RELIGION

St. Joseph – St. Elizabeth Ann Seton School is founded by faith and the teachings of the Roman Catholic Church. Please refer to the [Parents Guide to Third Grade Religion Curriculum](#). Copies are available at the school office or can be found at <http://www.diocesefwsb.org/>

MATHEMATICS

The student's goal will be to:

Use manipulatives and/or drawings to solve problems.
Express processes through drawings, diagrams, or written word.
Use math vocabulary.
Count, read, and write whole numbers up to 1000 in various ways.
Count, group, and identify objects in ones, tens, and hundreds.
Identify odd and even numbers, and describe their characteristics.
Arrange given numbers in numerical order.
Round numbers to nearest ten and the nearest hundred.
Divide and identify regions of a shape into congruent parts.
Describe a subset as it relates to the whole set, and write it as a fraction.
Represent, compare, and interpret data using pictures and graphs.
Model addition, subtraction, multiplication, and division.
Use number sentences to solve word problems, and create word problems to describe number sentences.
Identify the probability of everyday events, and record possible outcomes.
Write numeric expressions and equations.
Create, describe, and extend number patterns.
Plot and label whole number positions on a number line.
Describe and compare the properties of plane and solid geometric shapes.

Choose and use standard units of measure.
Convert from one unit to another within a measurement system.
Choose approach, materials, and strategies to solve problems.
Explain the approach, materials, and strategies utilized to solve problems.
Check his/her calculations for accuracy, completeness, and reasonableness.

ART

The student's goal will be to:

Identify visual clues in works of art and artifacts that reflect characteristics of a given culture, and discuss where, when, and by whom the work was made.
Discuss the possible purpose or function of a work of art, and make connections to the culture.
Identify themes and symbols in works of art from various cultures and time-periods.
Recognize significant works of art, and understand the development over time of art movements.
Describe, analyze, and interpret works of art and artifacts, using appropriate art vocabulary.
Think about and discuss the meaning and significance of art.
Observe, select, and utilize a range of subject matter, symbols, and ideas in his/her work.
Understand and apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in his/her work to communicate ideas.
Develop and apply skills using a variety of 2-dimensional and 3-dimensional media, tools, and processes to create works of art.
Think about, revise, and refine his/her own artwork.
Recognize a variety of art-related professions and careers.
Explain how art experiences affect daily life.
Identify opportunities for involvement in the arts.
Identify and make connections between knowledge and skill in art and all other subject areas.
Identify the relationships among various art forms.

MUSIC

The student's goal will be to:

Sing independently, with a clear tone and on pitch.
Sing with correct rhythm, diction, posture, and a steady tempo.
Sing expressively with appropriate dynamics and phrasing.
Sing from memory songs of various styles and cultures.
Sing in groups, blending vocal sounds, dynamic levels, and responding to the conductor.
Play an instrument (such as a mallet instrument or keyboard) on pitch, in rhythm, and with a steady tempo, while following the cues of the conductor.
Read music notation in simple meters or groupings, using a system of syllables, numbers, or letters.
Name and use standard symbols to represent musical terms.
Improvise and/or create melodic and rhythmic phrases using a variety of sound sources.
Identify simple musical forms.
Identify the sounds of instruments.
Respond through movement to musical events.
Identify similarities and differences in the meanings of common terms used in all of the arts.

Identify familiar examples of music of other historical periods or cultures.
Identify the use of music and the roles of musicians in daily life.
Develop criteria for musical quality.

LANGUAGE ARTS

The student's goal will be to:

Recognize, understand, and pronounce words using phonics skills, knowledge of word parts, and context.
Read aloud fluently, accurately, and with expression.
Use a dictionary to learn the meaning and pronunciation of words.
Use more difficult multiple-meaning words.
Locate information in a text using titles, tables of contents, chapter headings, glossary, or index.
Identify text that uses sequence or other logical order.
Relate new information to what is known.
Distinguish between cause and effect and between fact and opinion.
Recall major points to make and revise predictions about what is read.
Recognize the main idea, details, and significant information in text.
Recognize the different types of literature.
Understand the plots of various types of literature from around the world.
Compare and contrast versions of the same stories from different cultures.
Determine the theme or author's message in fiction and nonfiction text.
Identify the problem and solutions in a story.
Recognize that certain words or patterns are used to imitate sounds.
Identify the speaker or narrator in a selection.
Discuss ideas for writing, using diagrams and charts, and make a list of ideas.
Write a single paragraph with a topic sentence and supporting details.
Organize related ideas together within a paragraph to maintain a consistent focus.
Use various reference materials.
Use a computer to draft, revise, and publish writing.
Review, evaluate, and revise writing.
Proofread and edit writing using an editing checklist.
Write using a variety of forms and varied word choices.
Write for different purposes and audiences.
Write persuasive pieces that ask for an action or response.
Write responses to literature that demonstrate an understanding of what is read and give supporting evidence from the text.
Form letters correctly in cursive, and use correct spacing between letters and words.
Write in complete sentences.
Use correct grammar, capitalization, and spelling.
Arrange words in alphabetical order.
Develop an oral presentation with a beginning, middle, end, and supporting/sensory details.
Write or deliver a research report that has been developed using a systematic research process using a variety of resources and organizing information by category, including information gained through observation.
Compare and contrast print and non-print materials.
Dramatize an experience, story, poem, or play.
Follow three-step and four-step oral directions.
Evaluate different evidence used in support claims, such as, facts, statistics, quotes, or testimonials.

HEALTH

The student's goal will be to:

Explain how physical, mental, emotional, and social factors affect growth and development.
Assume responsibility for personal behavior in school.
Give examples of effective communication skills.
Give examples of nutritious food choices.
Give examples of family activities that may take place at home or in the community.
Tell how preventative care helps to maintain health.
Give examples of how physical activity and exercise enhance health.
Identify school and community resources for drug information and treatment.

PHYSICAL EDUCATION

The student's goal will be to:

Run and leap over objects.
Participate in introductory lead up games that use sports skills and relays of increasing difficulty and new skill movements.
Perform jump rope, basketball, soccer, floor hockey, football, volleyball, and softball skills.
Perform the sprint-start action for track and field skills, pass the baton, and perform the high jump and tug-of-war.
Participate in movement skills.
Develop skill in change of direction, level, and intensity during movement.
Create a movement with emphasis.
Participate in structured dance activities.
Perform warm-ups, "pumpers", and cool down at appropriate skill level.
Participate in various tumbling and gymnastic exercises.

SCIENCE

The student's goal will be to:

Acquire, as developmentally appropriate, the scientific process skills of: observing, predicting, classifying, measuring, estimating, collecting data, communicating, and inferring.
Utilize tools to investigate, observe, measure, design, and build objects.
Participate in guided scientific investigations.
Keep and report records of investigations and observations.
Recognize and describe ways to recycle.
Use numbers, pictures, and words when observing and communicating.
Estimate numerical answer to problems before working them formally.
Measure, describe, and compare objects.
Assemble, describe, take apart, and/or reassemble constructions.
Write descriptions and draw pictures that portray an object or explain procedures.
Formulate appropriate questions for investigation, and attempt to answer them.
Observe changes of the Earth and sky.
Investigate changes and patterns of events in nature.
Describe ways humans protect themselves from adverse weather conditions, and effects human activities have on weather.
Investigate how moving air and water can be used to run machines.
Demonstrate that sound is produced by vibration of objects.
Identify similarities and differences among a variety of organisms.
Explore how organisms satisfy their needs in typical environments.
Consider things and processes that plant and animals need to stay alive.

SCIENCE, Continued

Develop an understanding of plant and animal interaction.
Explain that some diseases are caused by germs and may be spread to other people.
Explain that hand washing with soap can help prevent the spread of germs.
Apply mathematics in scientific contexts, using numbers for computing, estimating, naming, measuring, and communicating specific information.
Construct tables and graphs to show how values of one quantity are related to values of another.
Take, record, and display information about things over time.
Explain that one way to make sense of something is to think of how it relates to something more familiar.
Begin to identify parts of an object and how these parts interact with the whole.

SOCIAL STUDIES

The student's goal will be to:

Describe how significant people, events, and developments have affected the community and region.
Compare his/her community to other communities and regions in other times and places.
Use a variety of resources to gather information about the past.
Explain what it means to be a citizen of the community, state, and nation, and explain the importance of good citizenship.
Identify the functions and services provided by local governments.
Use a variety of resources to gather information about local community government and other communities around the world.
Identify and explain democratic principles and practices.
Explain the use of the terms latitude and longitude in locating places on maps and globes.
Develop a basic understanding of the relationship between the Earth and the sun.
Identify physical and cultural features of the local community.
Explain geographic relationships of the local community, state, nation, and world.
Explain how people make choices about using goods, services, and productive resources.
Explain how and why people engage in trade, and how they use a variety of sources to gather and apply information about economic changes in the community.
Explain how people compare costs and benefits in economic decision-making.
Explain how communities are made up of individuals and groups of people.
Explore connections between the local community and other locations.
Examine the contributions of people of various cultures to the local community.
Use a variety of resources to collect information about the culture of the community.

Third grade students also participate in Library, Technology, and Spanish.

Saint Joseph - Saint Elizabeth Ann Seton Curriculum Guide

THIRD GRADE



TWO CAMPUSES -One School

St. Elizabeth Ann Seton Campus
Grades PreK-4
10700 Aboite Center Road
Fort Wayne, IN 46804
(260) 432-4001

St. Joseph Campus
Grades 5-8
2211 Brooklyn Ave.
Fort Wayne, IN 46802
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