

Diocese of Venice
Curricular Standards:
Grade 3

English Language Arts, Mathematics, Science, & Social Studies



Basic Principles underlying All Standards to be used for the Planning of Curriculum for the Diocese of Venice

Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

- All knowledge, in some way, reflects God’s Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.





*English Language Arts (ELA)
Standards*

Diocese Of Venice Catholic School Standards For English Language Arts (ELA)



Using writing, speaking, and listening as the communication vehicle for their search for truth, beauty and goodness, students will demonstrate increasing sophistication in all aspects of language usage. Vocabulary, syntax, and the development, organization and presentation of ideas, will reflect the utilization of increasingly arduous content and sources.

The cultural heritage of mankind includes other values apart from the specific ambient of truth. When the Christian teacher helps a pupil to grasp, appreciate and assimilate these values, he is guiding him towards eternal realities. This movement towards the Uncreated Source of all knowledge highlights the importance of teaching for the growth of faith. *The Catholic School*, #42

Reading and literature, as in all truths, are best presented through the perspective of our Catholic faith. These standards are directed toward fostering students' understanding and working knowledge of reading, from the alphabetic principle to comprehension of complex literary and informational text. The aim of these standards "is not merely the attainment of knowledge but the acquisition of values and discovery of truth." - Sacred Congregation for the Catholic Education, (*The Catholic School*, #39)

Literary and artistic works depict the struggles of societies, of families, and of individuals. They spring from the depths of the human heart, revealing its lights and its shadows, its hope and its despair. The Christian perspective goes beyond the merely human, and offers more penetrating criteria for understanding the human struggle and the mysteries of the human spirit. *Religious Dimensions of Education in a Catholic School: Guidelines for Reflection and Renewal*, # 61

The increased attention given to science and technology must not lead to a neglect of the humanities: philosophy, history, literature and art. Since earliest times, each society has developed and handed on its artistic and literary heritage, and our human patrimony is nothing more than the sum total of this cultural wealth... The artistic and literary patrimony of Christianity is vast and gives visible testimony to a faith that has been handed down through centuries. *Religious Dimensions of Education in a Catholic School: Guidelines for Reflection and Renewal*, #60

In a Catholic school, curricular formation....

1. Involves the integral formation of the whole person, body, mind and spirit, in light of his or her ultimate end and the good of society. (1)

2. Promotes human virtues and the dignity of human person, as created in the image and likeness of God and modeled on the person of Jesus Christ. ²
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.
5. Encourages a synthesis of faith, life, and culture.

ELA K-8 Catholic Integrated Faith Standards

LA.K8.IF	Integration of Faith: Kindergarten – Grade 8			
	LA.K8.IF	Catholic Curricular Standards and Dispositions in English Language Arts		
		LA.K8.IF.1	Analyze literature that reflects the Catholic culture and worldview.	
		LA.K8.IF.2	Share how literature can contribute to strengthening one’s moral character.	
		LA.K8.IF.3	Demonstrate how literature is used to develop a religious, moral, and social sense.	
		LA.K8.IF.4	Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.	
		LA.K8.IF.5	Identify how Christian and Western symbols and symbolism communicate the battle between good and evil.	
		LA.K8.IF.6	Identify the causes underlying why people do the things they do.	
		LA.K8.IF.7	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.	
		LA.K8.IF.8	Use language as a bridge for communication with one’s fellow man for the betterment of all involved.	
		LA.K8.IF.9	Write in various ways to naturally order thoughts, align them with Truth, and accurately express intent, knowledge, and feelings.	
		LA.K8.IF.10	Share how literature cultivates the aesthetic faculties within the human person.	
		LA.K8.IF.11	Share how literature ignites the creative imagination.	
		LA.K8.IF.12	Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.	
		LA.K8.IF.13	Share how the beauty and cadence of poetry impacts human sensibilities and forms the soul.	

ELA 3rd Grade

LA.3.FS	Language Arts: Grade 3: Foundational Skills			
	LA.3.FS.1	Phonics and Word Recognition		
			LA.3.FS.1.1	Know and apply grade-level phonics and word analysis skills in decoding words.
			LA.3.FS.1.2	Identify and know the meaning of the most common prefixes and suffixes.
			LA.3.FS.1.3	Know spelling-sound correspondence for additional common vowel teams.
			LA.3.FS.1.4	Decode regularly spelled multi-syllable words.
			LA.3.FS.1.5	Identify words with inconsistent but common spelling-sound correspondence.
			LA.3.FS.1.6	Read grade appropriate irregularly spelled words.
	LA.3.FS.2	Fluency		
			LA.3.FS.2.1	Read with accuracy and fluency to support comprehension.
			LA.3.FS.2.2	Read 3rd grade level text with purpose and understanding
			LA.3.FS.2.3	Read 3rd grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
			LA.3.FS.2.4	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
			LA.3.FS.2.5	Demonstrate comprehension of the genres of poetry, drama, myth, legend, and classical literature.
			LA.3.FS.2.6	Read and spell words that have blends, contractions, compounds, and common spelling patterns.
			LA.3.FS.2.7	Arrange words in alphabetical order.
			LA.3.FS.2.8	Write upper and lowercase cursive letters, and use them in words and sentences.
LA.3.LA	Language Arts: Grade 3: Language			
	LA.3.LA.1	Conventions of Standard English		
			LA.3.LA.1.1	Demonstrate command of the conventions of standard English grammar when writing or speaking; Explain the function of nouns, pronouns, verbs, adjectives, and adverbs, using them appropriately; Use regular and irregular plural nouns; Use abstract nouns (e.g., childhood, friendship, courage); Ensure subject-verb and pronoun-antecedent agreement; Use coordinating and subordinating conjunctions; Produce simple, compound, and complex sentences.
			LA.3.LA.1.2	Demonstrate command of standard English capitalization, punctuation, and spelling when writing; Capitalize appropriate words in titles; Use commas in addresses; Form and use possessives; Use conventional spelling for high-frequency and other content words, and for adding suffixes to base words (e.g., sitting, smiled, cries); Use spelling patterns and generalizations (e.g., word

					families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words; Consult reference materials, including online and beginning dictionaries, as needed to check and correct spellings.
		LA.3.LA.2	Knowledge of Language		
				LA.3.LA.2.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening; Choose words and phrases for effect; Recognize and observe differences between the conventions of spoken and written standard English.
		LA.3.LA.3	Vocabulary		
				LA.3.LA.3.1	Determine or clarify the meaning of unknown and multiple meaning 3rd grade words and phrases based on reading content, choosing appropriate strategies; Use sentence-level context as a clue to the meaning of word or a phrase; 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); Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company/companion); Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of words and phrases.
				LA.3.LA.3.2	Demonstrate understanding of word relationships and nuances in word meanings; Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps); Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful); Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
				LA.3.LA.3.3	Use conversational, academic, and subject specific words and phrases as found in literary and nonfiction texts.
LA.3.W	Language Arts: Grade 3: Writing				
		LA.3.W.1	Text Types and Purposes		
				LA.3.W.1.1	Plan and write opinion pieces on topics or texts, supporting a point of view with supporting detail: Introduce the topic or text, state an opinion, and create an organizational structure; Provide reasons or evidence that supports the opinion; Use transition words, linking words, or phrases (e.g., because, therefore, for example) to connect reasons or opinions; Provide a concluding statement or paragraph
				LA.3.W.1.2	Plan and write informative/expository texts to examine a topic and convey ideas and information clearly: Introduce a topic and group related information together; include illustrations when useful; Develop the topic with details, facts and definitions. Use linking words and phrases (e.g., also, another, and more, but) to connect

					ideas within categories of information./Provide a concluding statement or paragraph.
				LA.3.W.1.3	Plan and write narratives to describe real or imagined experiences or events using effective technique, descriptive details, and event sequences: Establish a situation and introduce a narrator and /or characters; organize an event sequence that unfolds logically./Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations./Use temporal words or phrases to signal event order./Provide a closing or concluding statement.
		LA.3.W.2	Process and Production of Writing		
				LA.3.W.2.1	Focus on a topic and strengthen writing through planning, revision, and editing with guidance and support.
				LA.3.W.2.2	Write routinely over extended time frames (time for research and observation, reflection and journaling) and shorter timeframes (a single sitting or a day or two) for a range of discipline specific tasks.
				LA.3.W.2.3	Use a variety of digital tools to produce and publish writing, (using keyboarding skills) as well as to collaborate with others.
		LA.3.W.3	Research to Build and Present Knowledge		
				LA.3.W.3.1	Conduct short research projects that build knowledge about a topic.
				LA.3.W.3.2	Recall information from experiences or gather information from print or digital sources, sorting evidence into provided categories.
		LA.3.W.4	Responding to Literature		
				LA.3.W.4.1	Create and present a poem, narrative, play, artwork, or personal response to a particular author or theme studied in class.
LA.3.SL	Language Arts: Grade 3: Speaking and Listening				
		LA.3.SL.1	Comprehension and Collaboration		
				LA.3.SL.1.1	Participate in collaborative conversations through one-on-one, groups, and teacher-led groups with diverse partners on 3rd grade topics and texts, building upon the ideas of others while expressing their own ideas clearly; Participate respectfully and thoughtfully in discussions; Listen for understanding; Ask questions to check understanding about information presented or the topics under discussion; Explain ideas and understanding in light of the discussion.

				LA.3.SL.1.2	Recount or describe key ideas or details from a text read aloud or information presented in diverse media or formats, including visually, quantitatively, and orally.
				LA.3.SL.1.3	Ask and answer questions about information from a speaker offering elaboration and detail.
		LA.3.SL.2	Presentation of Knowledge and Ideas		
				LA.3.SL.2.1	Report on a topic or text, tell a story, or share an experience with appropriate facts and relevant descriptive details, while speaking clearly at an appropriate pace.
				LA.3.SL.2.2	Demonstrate fluid reading at an understandable pace, adding visual or digital displays (e.g., PowerPoint, Google Slides, QR Code, etc.) to emphasize or enhance certain facts or details.
				LA.3.SL.2.3	Speak in complete sentences appropriate to the task and situation in order to provide requested detail or clarification.
LA.3.L	Language Arts: Grade 3: Literature				
		LA.3.L.1	Key Ideas and Details		
				LA.3.L.1.1	Show understanding of a text by asking and answering questions based explicitly on the text.
				LA.3.L.1.2	Recount stories, fables, and myths from diverse cultures, and determine their central message, lesson, or moral.
				LA.3.L.1.3	Describe the traits, motivations, feelings, and point-of-view of the characters in a story and explain how their actions contribute to the culminating events.
		LA.3.L.2	Craft and Structure		
				LA.3.L.2.1	Identify and describe the literal and nonliteral words and phrases as they are used in the text.
				LA.3.L.2.2	Refer to the parts of a poem, story, or drama using the correct terms of stanza, chapter, or scene while writing or speaking about a text; describe how each successive part builds on earlier parts.
				LA.3.L.2.3	Distinguish between the narrator's or character's point of view from their personal point of view.
		LA.3.L.3	Integration of Knowledge and Ideas		
				LA.3.L.3.1	Use information gained from a text's illustrations to enhance the mood or understanding of the story.

				LA.3.L.3.2	Compare and contrast the themes, settings and plots of stories written by the same author, or similar characters in a series of books written by the same author.
		LA.3.L.4	Responding to Literature		
				LA.3.L.4.1	Make connections between self, text, and the world around them.
				LA.3.L.4.2	Analyze works of fiction to uncover authentic Truth.
LA.3.IT	Language Arts: Grade 3: Informational and Non-Fiction Text				
		LA.3.IT.1	Key Ideas and Details for Informational Texts		
				LA.3.IT.1.1	Show understanding of an informational text by asking and answering questions with explicit details from the text.
				LA.3.IT.1.2	Identify the main topic of a text; recount key details that support the topic.
				LA.3.IT.1.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text using specific language pertaining to time, sequence, and cause and effect.
		LA.3.IT.2	Craft and Structure		
				LA.3.IT.2.1	Determine the meaning of general academic and subject specific vocabulary in a text relevant to other topics or subject areas.
				LA.3.IT.2.2	Use text features (e.g., captions, bold print, subheadings, glossaries, indexes, and icons) to locate key facts or information in a text efficiently.
				LA.3.IT.2.3	Identify the main purpose of a text, including the author's point of view, based on textual evidence.
		LA.3.IT.3	Integration of Knowledge and Ideas		
				LA.3.IT.3.1	Use information from illustrations, diagrams, maps, charts, or photographs to understand a text.
				LA.3.IT.3.2	Describe how the author uses comparisons, cause and effect, or sequencing to organize sentences or paragraphs.
				LA.3.IT.3.3	Compare and contrast the important points and key details between two texts on the same topic.
		LA.3.IT.4	Range of Reading		
				LA.3.IT.4.1	Read and comprehend informational texts at the 3rd grade level or above, including history/social studies, science, and technical texts.



Mathematics Standards

Diocese Of Venice Catholic School Standards For Mathematics



Mathematics is the study of quantity, structure, space, and change. Attention should be paid to the needs of today's society in teaching mathematics by fostering real world application, enabling students to undertake responsibilities in society both locally and globally while witnessing to the faith.

Individual subjects must be taught according to their own particular methods. It would be wrong to consider subjects as mere adjuncts to faith or as a useful means of teaching apologetics. They enable the pupil to assimilate skills, knowledge, intellectual methods and moral and social attitudes, all of which help to develop his personality and lead him to take his place as an active member of the community of man. Their aim is not merely the attainment of knowledge but the acquisition of values and the discovery of truth. *The Catholic School, 39*

In a Catholic school, curricular formation...

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.ⁱ
2. Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ.ⁱⁱ
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.ⁱⁱⁱ
5. Encourages a synthesis of faith, life, and culture.^{iv}

Mathematics 3rd Grade Catholic Integrated Faith Standards

MA.3.IF	Catholic Curricular Standards and Dispositions in Mathematics		
	MA.3.IF	3rd Grade Math Integration of Faith	
			MA.3.IF.1
			Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made.
			MA.3.IF.2
			Display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude.
			MA.3.IF.3
			Respond to the beauty, harmony, proportion, radiance, and wholeness present in mathematics.
			MA.3.IF.4
			Show interest in the pursuit of understanding for its own sake.
			MA.3.IF.5
			Exhibit joy at solving difficult mathematical problems and operations.
			MA.3.IF.6
			Show interest in how the mental processes evident within the discipline of mathematics (such as order, perseverance, and logical reasoning) help us with the development of the natural virtues (such as self-discipline and fortitude).

3rd Grade Mathematics

MA.3.G	Grade 3 Geometry				
		MA.3.G.1	Reason with shapes and their attributes.		
				MA.3.G.1.1	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.
				MA.3.G.1.2	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 $\frac{1}{4}$ of the area of the shape.
MA.3.MD	Grade 3 Measurement and Data				
		MA.3.MD.1	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.		
				MA.3.MD.1.1	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.
				MA.3.MD.1.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g),

					kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.
		MA.3.MD.2	Represent and interpret data.		
				MA.3.MD.2.1	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.
				MA.3.MD.2.2	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.
		MA.3.MD.3	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.		
				MA.3.MD.3.1	Recognize area as an attribute of plane figures and understand concepts of area measurement, a. A square with side length 1 unit, called unit square, is said to have one square unit of area, and can be used to measure area; 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.
				MA.3.MD.3.2	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
				MA.3.MD.3.3	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; 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 $a \times b$ and $a \times c$. 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.
		MA.3.MD.4	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.		
				MA.3.MD.4.1	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.
MA.3.NF	Number and Operations - Fractions				
		MA.3.NF.1	Develop understanding of fractions as numbers.		
				MA.3.NF.1.1	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 parts of size $1/b$.
				MA.3.NF.1.2	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; Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
				MA.3.NF.1.3	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; Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. 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.
MA.3.NBT	Grade 3 Number and Operations in Base Ten				
		MA.3.NBT.1	Use place value understanding and properties of operations to perform multi-digit arithmetic.		
				MA.3.NBT.1.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
				MA.3.NBT.1.2	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.
				MA.3.NBT.1.3	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.
MA.3.OA	Grade 3 Operations and Algebraic Thinking				
		MA.3.OA.1	Represent and solve problems involving multiplication and division.		÷
				MA.3.OA.1.1	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 .
				MA.3.OA.1.2	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 $56 \div 8$.
				MA.3.OA.1.3	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.
				MA.3.OA.1.4	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 $8x = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.
		MA.3.OA.2	Understand properties of multiplication and the relationship between multiplication and division.		
				MA.3.OA.2.1	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.)
				MA.3.OA.2.2	Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.
		MA.3.OA.3	Multiply and divide within 100.		
				MA.3.OA.3.1	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.
		MA.3.OA.4	Solve problems involving the four operations, and identify and explain patterns in arithmetic.		
				MA.3.OA.4.1	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.
				MA.3.OA.4.2	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.



Science Standards

Diocese Of Venice Catholic School Standards For Science



By the very nature of creation, material being is endowed with its own stability, truth and excellence, its own order and laws. We must respect these truths as we recognize the methods proper to every science and technique.

Gaudium et Spes, #36

Science is a gift of human intellect, which is given to us by God to help us understand His Creation. Science is the study of interdependent relations in our earth's systems and structures that reflect God's truth, beauty, and goodness. These standards are directed toward life, earth, and physical aspects that enable deeper incorporation of children into the Church, the formation of community within the school, and respect for the uniqueness and dignity of each person as created in the image of God recognizing that scientific knowledge is a call to serve.

Life, Earth, and Physical Science foster growth in Christian virtue and develop an appreciation for God's creation and the good of society. Science is developing our stewardship and relationship in all aspects of our faith and Gospel values.

In a Catholic school, curricular formation....

1. Involves the integral formation of the whole person, body, mind and spirit, in light of his or her ultimate end and the good of society. ⁽¹⁾
2. Promotes human virtues and the dignity of human person, as created in the image and likeness of God and modeled on the person of Jesus Christ. ²
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.
5. Encourages a synthesis of faith, life, and culture.

Science K-6 Catholic Integrated Faith Standards

SC.K6.IF	K-6 Integration of Faith - Catholic Curricular Standards and Dispositions in Scientific Topics			
	SC.K6.IF.1	Scientific Topics - General Standards		
			SC.K6.IF.1.1	Exhibit care and concern at all stages of life for each human person as an image and likeness of God.
			SC.K6.IF.1.2	Describe the unity of faith and reason with confidence that there exists no contradiction between the God of nature and the God of faith.
			SC.K6.IF.1.3	Value the human body as the temple of the Holy Spirit.
	SC.K6.IF.2	Scientific Topics - Intellectual Standards		
			IS1SC.K6.IF.2.1	Explain what it means to say that God created the world and all matter out of nothing at a certain point in time; how it manifests His wisdom, glory, and purpose; and how He holds everything in existence according to His plan.
			IS1SC.K6.IF.2.2	Describe the relationships, elements, underlying order, harmony, and meaning in God's creation.
			IS1SC.K6.IF.2.3	Explain how creation is an outward sign of God's love and goodness and, therefore, is , "sacramental" in nature.
			IS1SC.K6.IF.2.4	Give examples of the beauty evident in God's creation.
			IS1SC.K6.IF.2.5	Explain the processes of conservation, preservation, overconsumption, and stewardship in relation to caring for that which God has given to sustain and delight us.
			IS1SC.K6.IF.2.6	Describe God's relationship with man and nature.
			IS1SC.K6.IF.2.7	Describe how science and technology should always be at the service of humanity and, ultimately, to God, in harmony with His purposes.
			IS1SC.K6.IF.2.8	Explain how science properly limits its focus to how things physically exist and is not designed to answer issues of meaning, the value of things, or the mysteries of the human person.

			IS1SC.K6.IF.2.9	Describe how the use of the scientific method to explore and understand nature differs, yet complements, the theological and philosophical questions one asks in order to understand God and His works.
			IS1SC.K6.IF.2.1 0	Analyze the false assumption that science can replace faith.
			IS1SC.K6.IF.2.1 1	List the basic contributions of significant Catholics to science such as Galileo, Copernicus, Mendel, and others.
	SC.K6.IF.3	Scientific Topics - Dispositional Standards		
			DS1SC.K6.IF.3.1	Display a sense of wonder and delight about the natural universe and its beauty.
			DS1SC.K6.IF.3.2	Share concern and care for the environment as a part of God's creation.
			DS1SC.K6.IF.3.3	Accept the premise that nature should not be manipulated simply at man's will or only viewed as a thing to be used, but that man must cooperate with God's plan for himself and for nature.
			DS1SC.K6.IF.3.4	Accept that scientific knowledge is a call to serve and not simply a means to gain power, material prosperity, or success.

3rd Grade Science

SC.3.E	Grade 3 Earth and Space Science			
	SC.3.E.5	Earth in Space and Time		
			SC.3.E.5.1	Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light.
			SC.3.E.5.2	Identify the Sun as a star that emits energy; some of it in the form of light.
			SC.3.E.5.3	Recognize that the Sun appears large and bright because it is the closest star to Earth.
			SC.3.E.5.4	Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.
			SC.3.E.5.5	Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.
	SC.3.E.6	Earth Structures		
			SC.3.E.6.1	Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.
SC.3.L	Grade 3 Life Science			
	SC.3.L.14	Organization and Development of Living Organisms		
			SC.3.L.14.1	Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.
			SC.3.L.14.2	Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.
	SC.3.L.15	Diversity and Evolution of Living Organisms		
			SC.3.L.15.1	Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and

					those which lay eggs) according to their physical characteristics and behaviors.
				SC.3.L.15.2	Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.
		SC.3.L.17	Interdependence		
				SC.3.L.17.1	Describe how animals and plants respond to changing seasons.
				SC.3.L.17.2	Recognize that plants use energy from the Sun, air, and water to make their own food.
SC.3.N	Grade 3 Nature of Science				
		SC.3.N.1	The Practice of Science		
				SC.3.N.1.1	Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.
				SC.3.N.1.2	Compare the observations made by different groups using the same tools and seek reasons to explain the differences across groups.
				SC.3.N.1.3	Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.
				SC.3.N.1.4	Recognize the importance of communication among scientists.
				SC.3.N.1.5	Recognize that scientists question, discuss, and check each other's evidence and explanations.
				SC.3.N.1.6	Infer based on observation.
				SC.3.N.1.7	Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.
		SC.3.N.3	The Role of Theories, Laws, Hypotheses, and Models		
				SC.3.N.3.1	Recognize that words in science can have different or more specific meanings than their use in everyday language; for example, energy, cell, heat/cold, and evidence.

				SC.3.N.3.2	Recognize that scientists use models to help understand and explain how things work.
				SC.3.N.3.3	Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.
SC.3.P	Grade 3 Physical Science				
		SC.3.P.8	Properties of Matter		
				SC.3.P.8.1	Measure and compare temperatures of various samples of solids and liquids.
				SC.3.P.8.2	Measure and compare the mass and volume of solids and liquids.
				SC.3.P.8.3	Compare materials and objects according to properties such as size, shape, color, texture, and hardness.
		SC.3.P.9	Changes in Matter		
				SC.3.P.9.1	Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.
		SC.3.P.10	Forms of Energy		
				SC.3.P.10.1	Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.
				SC.3.P.10.2	Recognize that energy has the ability to cause motion or create change.
				SC.3.P.10.3	Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another.
				SC.3.P.10.4	Demonstrate that light can be reflected, refracted, and absorbed.
		SC.3.P.11	Energy Transfer and Transformations		
				SC.3.P.11.1	Investigate, observe, and explain that things that give off light often also give off heat.
				SC.3.P.11.2	Investigate, observe, and explain that heat is produced when one object rubs against another, such as rubbing one's hands together.



Social Studies/History Standards

Diocese Of Venice Catholic School Standards For Social Studies and History



Social Science is the study of society and the relationship of individual members within society which we use to uncover the truth of our connection with one another through time and across geographic barriers. This study also helps to discover the deeper truth of each one's relationship with God.

A curriculum that is open to the intercultural perspective presents the students with a study of civilizations that were previously unknown to them, or were remote from them, but which now are brought to their attention, as well as being brought much "closer" thanks to globalization and modern means of communication, crossing barriers of space and ideological defenses. Teaching that aims to help students understand the reality in which they live cannot ignore the aspect of encounter. On the contrary, teaching has the duty to favor dialogue, as well as cultural and spiritual exchanges.

Educating to Intercultural Dialogue in Catholic Schools: Living in Harmony for a Civilization of Love, #68

Teachers should guide the students' work in such a way that they will be able to discover a religious dimension in the world of human history. As a preliminary, they should be encouraged to develop a taste for historical truth, and therefore to realize the need to look critically at texts and curricula which, at times, are imposed by a government or distorted by the ideology of the author...they will see the development of civilizations, and learn about progress...When they are ready to appreciate it, students can be invited to reflect on the fact that this human struggle takes place within the divine history [of universal salvation]. At this moment, the religious dimension of history begins to shine forth in all its luminous grandeur.

The Religious Dimension of a Catholic School, 1988, # 58-59

In a Catholic school, curricular formation...

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.ⁱ
2. Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ.ⁱⁱ

3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.ⁱⁱⁱ
5. Encourages a synthesis of faith, life, and culture.^{iv}

Catholic Standards for Social Science

Students will use Social Science to nurture respect for all human life, develop an appreciation for multicultural diversity, and understand our responsibilities as Christian citizens of our communities and the world.

- A. To understand Catholic Tradition and its positive moral actions as students identify the importance of promoting human dignity, protecting human rights, and building the common good within the political systems of the United States government, not just with those around us, but for those who have gone before us and those who will come after us. CSAD2
- B. To delineate between the rights, duties, and responsibilities to one another, to our country, and to the global society as it is defined by Catholic social justice teaching.
- C. To use Catholic doctrine in order to directly promote human dignity and the responsibility of individuals to participate in civic discourse at the local, federal, and global level: value the diversity among students in the classroom and school community as children of God. CSAD3
- D. To respond to Catholic values that directly affect human dignity and the responsibility of individuals for the betterment of society.
- E. To promote Catholic identity while working to resolve conflict and acknowledging the role of the United States government, as evidenced by its citizens, by actively participating in the promotion of peace and solidarity.
- F. To display Catholic teachings and values while understanding the role of government in protecting human rights, discerning what is positive in the world, what needs to be transformed, and what injustice must be overcome. CSAD4
- G. Strive for a habitual vision of excellence. CSAD6

Social Studies and History K-6 Catholic Integrated Faith Standards

SS.K6.IF	K-6 Integration of Faith - Catholic Curricular Standards and Dispositions in History		
	SS.K6.IF.1	History - General Standards	
			SS.K6.IF.1.1
			SS.K6.IF.1.2
			SS.K6.IF.1.3
	SS.K6.IF.2	History - Intellectual Property	
			SS.K6.IF.2.1
			SS.K6.IF.2.2
			SS.K6.IF.2.3
			SS.K6.IF.2.4
			SS.K6.IF.2.5
			SS.K6.IF.2.6
			SS.K6.IF.2.7
			SS.K6.IF.2.8
			SS.K6.IF.2.9

			SS.K6.IF.2.10	Explain how historical events involving critical human experiences, especially those dealing with good and evil, help enlarge perspective and understanding of self and others.
			SS.K6.IF.2.11	Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching.
			SS.K6.IF.2.12	Examine how history can assist in the acquisition of values and virtues.
	SS.K6.IF.3	History - Dispositional Standards		
			SS.K6.IF.3.1	Select and describe beautiful artifacts from different times and cultures
			SS.K6.IF.3.2	Exhibit an affinity for the common good and shared humanity, not just with those nearby, but also for those who have gone before and those who will come after.
			SS.K6.IF.3.3	Demonstrate respect and solicitude to individual differences among students in the classroom and school community.
			SS.K6.IF.3.4	Discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome.
			SS.K6.IF.3.5	Justify the significance and impact of the Catholic Church throughout history.
			SS.K6.IF.3.6	Develop a habitual vision of greatness.

3rd Grade Social Studies

SS.3.A Grade 3 American History				
	SS.3.A.1	Historical Inquiry and Analysis		
			SS.3.A.1.1	Analyze primary and secondary sources.
			SS.3.A.1.2	Utilize technology resources to gather information from primary and secondary sources.
			SS.3.A.1.3	Define terms related to the social sciences.
SS.3.C Grade 3 Civics and Government				
	SS.3.C.1	Foundations of Government, Law, and the American Political System		
			SS.3.C.1.1	Explain the purpose and need for government.
			SS.3.C.1.2	Describe how government gains its power from the people.
			SS.3.C.1.3	Explain how government was established through a written Constitution.
	SS.3.C.2	Civic and Political Participation		
			SS.3.C.2.1	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.
	SS.3.C.3	Structure and Functions of Government		
			SS.3.C.3.1	Identify the levels of government (local, state, federal).
			SS.3.C.3.2	Describe how government is organized at the local level.
			SS.3.C.3.3	Recognize that every state has a state constitution.
			SS.3.C.3.4	Recognize that the Constitution of the United States is the supreme law of the land.
SS.3.E Grade 3 Economics				
	SS.3.E.1	Beginning Economics		
			SS.3.E.1.1	Give examples of how scarcity results in trade.

			SS.3.E.1.2	List the characteristics of money.
			SS.3.E.1.3	Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.
			SS.3.E.1.4	Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.
SS.3.G	Grade 3 Geography			
	SS.3.G.1	The World in Spatial Terms		
			SS.3.G.1.1	Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.
			SS.3.G.1.2	Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) .
			SS.3.G.1.3	Label the continents and oceans on a world map.
			SS.3.G.1.4	Name and identify the purpose of maps (physical, political, elevation, population).
			SS.3.G.1.5	Compare maps and globes to develop an understanding of the concept of distortion.
			SS.3.G.1.6	Use maps to identify different types of scale to measure distances between two places.
	SS.3.G.2	Places and Regions		
			SS.3.G.2.1	Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).
			SS.3.G.2.2	Identify the five regions of the United States.
			SS.3.G.2.3	Label the states in each of the five regions of the United States.
			SS.3.G.2.4	Describe the physical features of the United States, Canada, Mexico, and the Caribbean.
			SS.3.G.2.5	Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.
			SS.3.G.2.6	Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.

	SS.3.G.3	Physical System		
			SS.3.G.3.1	Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.
			SS.3.G.3.2	Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.
	SS.3.G.4	Human Systems		
			SS.3.G.4.1	Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
			SS.3.G.4.2	Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
			SS.3.G.4.3	Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.
			SS.3.G.4.4	Identify contributions from various ethnic groups to the United States.