

GOAL ONE: GRADE THREE

CREED: Understand, believe and proclaim the Triune God as revealed in the signs of creation, Sacred Scripture, Catholic Tradition and human experience.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
3.01.01 Identify the Holy Trinity in the Apostles Creed .	Define creed. Locate the Holy Trinity in the Apostles Creed. Write an act of faith of my belief in God, Three Persons in One. <i>RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.</i>	Social Studies. Read and discuss the life of Harriet Tubman. State when she lived. Describe how she helped others to freedom. State why it is important to believe that we can overcome great difficulties. Science. Observe the shamrock. Identify the three parts of the leaf as a whole.
3.01.02 State understanding of meaning when we say, “I believe in one God .”	Describe the oneness of God. State how we know that God is one.	Art. Make a portfolio journal with blank pages for drawings, pictures, and reflections to be added through the year.
3.01.03 Demonstrate understanding that God the Father loves us as a good and loving parent.	Describe how God shows love for us in our lives. Make a list of these ways. Write a prayer thanking God for loving me like my parents/guardian.	Family Life. Have the child thank parents/guardian for helping him/her to accomplish a task. Talk about the importance of showing gratitude to one another.
3.01.04 Exhibit how God wants our love as a response to his love.	Define gratitude. Define blessing. Describe why it is important to be grateful for the blessings of my life. State how I show gratitude in my thoughts and actions. Describe why we say, “God bless you” to others.	Family Life. Have the child bring a picture of his/her family to class. Paste picture onto portfolio page. Make a list of how God shows his love through the family. Share with the class.
3.01.05 Identify Jesus Christ as Savior and Redeemer .	State meaning of Jesus’ name. Define savior. Define redeemer. Describe how Jesus is our savior and redeemer. <i>L.3.4(d): Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</i>	Biography. Research the life of Fr. Damien De Veuster (1840-1899). Find out why Fr. Damien was sent to the Hawaiian island of Molokai. Identify the people who were sent to Molokai and why they were sent there. State what Fr. Damien did for the people. Examine why he was considered a hero.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
3.01.06 Identify that God’s Holy Spirit lives in me and inspires me to do what is good.	Describe how God’s Holy Spirit gives me the insight to do what is good. Define inspire. Describe how I am inspired by the Holy Spirit. Learn the prayer to the Holy Spirit.	Art. Have the child draw a sequence cartoon of him/herself doing an act of kindness. State why it is important to be kind to others.
3.01.07 Exhibit understanding that we experience God’s forgiveness when we are sorry for our sins .	Define sin. Contrast sin from making a mistake. Explain how sin is an intentional act. List examples of sins that are age appropriate. Define sorrow. Explain why we should be sorry for our sins. Identify mistakes for which we need to apologize. Identify how we experience God’s forgiveness. State how we experience forgiveness from others.	Drama. Dramatize actions that are examples of bad behaviors. In small groups discuss how to change these behaviors. Report to the class the suggestions of the small groups Health. List feelings that make the child feel unhappy. For each item on the list find one way to help reverse these feelings.
3.01.08 Recognize God as Judge who asks us to account for how we obey his commands.	Define judge. Describe how God is our Judge. Identify the laws that God wants us to obey. Describe how the Commandments help us to love God, others, and myself. Read the parable of the lost sheep (Luke. 15:1-7). In this parable describe how God treats sinners. Describe the meaning of the sentence: “Forgive us our sins as we forgive those who sin against us.” Examine why I think God wants us to forgive others. <i>RL.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</i>	Family Life. Identify when a parent/guardian acts as a judge. State what kind of care parents show when they might judge. Describe how family rules are ways of showing love in the family. Literature. Read the story <i>Keep the Lights Burning, Abbie</i> (Lerner Classroom). State why Abbie’s responsibility was so important. Identify another person who has a job that saves lives. Research the life of this person and write a report on the findings.
3.01.09 State meaning of resurrection .	Define resurrection. Listen to stories in the Gospels about Jesus after he rose from the dead. Identify how his friends felt about seeing Jesus after he had risen. Write a reflection on one of the stories. <i>RF.3.4: Read with sufficient accuracy and fluency to support comprehension.</i>	Drama. Dramatize the story of Jesus’ resurrection.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>3.01.10 Exhibit understanding that we are meant for heaven.</p>	<p>Define heaven as a state of being in relationship with God rather than a place. Explain how we are meant for heaven. Examine how we understand that the kingdom of heaven is in this life and after death. Describe how I experience the kingdom of heaven in my heart.</p> <p><i>SL.3.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</i></p>	<p>History. Research the life of Jane Addams. Identify where she was born and when she moved to Chicago. Describe what Jane wanted to do for young women. Locate the Hull House in Chicago. Go online and find out how the Hull House is used today.</p>

GOAL TWO: GRADE THREE

SACRAMENTS: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>3.02.01 State meaning of sacrament.</p>	<p>Define sacrament. Tell about the first sacrament that I received and what it did for me. Describe how God’s life grows in me when I receive a sacrament. <i>L.3.4(d): Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</i></p>	<p>Art. Have the child draw a picture of the Holy Eucharist present in him/her. Explain the picture.</p>
<p>3.02.02 Describe the sacraments as signs of God’s grace.</p>	<p>Define sign. Define grace. Identify the signs of each sacrament. State how the sacraments are signs of God’s grace. State that sacramental grace is given by the power of God.</p>	<p>Art. Find photos of the parish church especially of the community celebrating the Mass or other sacramental rites. Place photos on bulletin board. Discuss what is happening in the photos.</p>
<p>3.02.03 Identify sacraments of initiation in the Christian life.</p>	<p>Define initiation. State sacraments of initiation: Baptism, Eucharist, and Confirmation. Identify which of these sacraments have been received. State when we receive the Sacrament of Confirmation. Explain how these sacraments help me to live the Christian life. <i>RF.3.3(b): Decode words with common Latin suffixes.</i></p>	<p>Parish Life. Find photos of the parish celebrating the sacraments of initiation. Invite students to bring a photo, DVD or video of their reception of a sacrament. Point out godparents in the pictures. Describe how the parish helps each person to live life as God’s child.</p>
<p>3.02.04 Identify the Sacrament of Eucharist as the sacrament of Christ’s presence in the Church.</p>	<p>Define Eucharist. Define presence. Discuss what it means to receive Jesus in the Eucharist. Discuss the importance of receiving the Eucharist often. Describe how Jesus Christ is present in the Church today.</p>	<p>Health. Have the child identify healthy foods for the body. State how these foods help him/her to feel good about self. List the foods by food categories. Biography. Study the life of Blessed Jeanne Jugan, Foundress of the Little Sisters of the Poor. Locate where the Little Sisters of the Poor work today.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
3.02.05 Connects the Blessed Sacrament with Christ's living presence under the forms of bread and wine.	Define Blessed Sacrament. Identify the Blessed Sacrament reserved in the tabernacle. State why the light is near the tabernacle. Explain why the Blessed Sacrament is kept in the church. <i>L.3.4(d): Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</i>	Science. Research how wine and bread are made.
3.02.06 Identify sacraments of healing .	State Sacrament of Penance/Reconciliation and Sacrament of the Anointing of the Sick as sacraments of healing. Define healing. Identify when someone needs the Sacrament of Healing. Read Mark 2: 1-12. Relate to the Sacrament of Penance/Reconciliation. State how Jesus healed spiritually and physically.	Liturgy. Review the rite for the Sacrament of Penance/Reconciliation. Describe the parts of the rite. Examine conscience in preparation for confession. Describe how to know that one is truly sorry for his/her sins. State how the priest helps the penitent to know that God forgives. Describe how participation in this rite heals the penitent.
3.02.07 Identify sacraments in service of communion.	Define service. Identify the Sacrament of Marriage and Sacrament of Holy Orders as sacraments in service of communion. State how people who receive these sacraments help others.	Family Life. Invite a married couple to come to class and talk about marriage. Parish Life. Invite a priest to come to class and talk about how he serves others.
3.02.08 State meaning of sacramental .	Define sacramental. Give examples of sacramentals. Describe how sacramentals are used. Locate sacramentals in the parish church. Locate sacramentals in the home. <i>RF.3.3(b): Decode words with common Latin suffixes.</i>	Social Studies. Identify signs in the community. State why signs are important.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
3.02.09 Identify Christian symbols of the Holy Spirit.	Identify major symbols of the Holy Spirit: fire, dove, and wind. State why these are symbols of the Holy Spirit.	Art. Find artistic expressions of the Holy Spirit and place in sacred space of the classroom. Scripture. Read the story of the first Pentecost in Acts 2: 1-13. Have the students make an origami dove to use as a reminder of the power of the Holy Spirit in their lives.

GOAL THREE: GRADE THREE

CHRISTIAN LIVING: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ expressed in love for God, positive self-image, personal integrity, social justice, the dignity of the human person and love of neighbor.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
3.03.01 Exhibit understanding that God created us as naturally good destined for union with God.	Define natural, destiny, and union. Identify how we understand that we are naturally good. Share how I understand that God created me for a destiny of greatness. Describe how I am united to God. <i>RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</i>	Literature. Read a story about a person who made a great contribution to society. Talk about the relationship between goodness and greatness. Art. Have the child make a paper chain. Write on each link a descriptive word for goodness. Place in sacred space as decoration.
3.03.02 Show understanding that God gives us a free will so that we might love, honor and obey God freely.	Define free will. Discuss what it means to have free will and how this affects others. State how we honor God.	Communication. In small groups, have the students make a list of different choices that they have made and how the choice affected them. Discuss the different choices as a class.
3.03.03 State meaning of morality .	Define morality. Distinguish difference between being good and doing what is good.	Drama. Dramatize the making of good choices and bad choices.
3.03.04 Identify meaning of grace .	Define grace. Explain how grace helps me to be good. Discuss that grace is a gift from God that helps us make good moral choices. Describe times when I was aware of doing what is good.	Dictionary. Look up the word grace in a dictionary. Distinguish any differences in these definitions.
3.03.05 Demonstrate understanding that the Two Great Commandments encompass the Decalogue .	Define Decalogue. State the Two Great Commandments. Recite Decalogue. Identify how these commandments relate. <i>L.3.4: Describe the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</i>	Scripture. Read about Moses giving the people the Ten Commandments. Write the Ten Commandments.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
3.03.06 Describe Jesus as showing us how to love.	Discuss stories of Jesus as an example of love.	Drama. Pantomime examples of Jesus healing.
3.03.07 Describe how God made our bodies as sacred .	Define sacred. Identify how our bodies belong to God and are God’s dwelling. State relationship between respect for our bodies and those of others. Show how bullying is disrespectful of our bodies. Identify how we respect others by being sensitive to the needs of the elderly, sick and poor. Identify how others must respect us, physically and socially. Distinguish respect for our bodies and forms of abuse.	Health. Have the child state ways in which he/she helps the body to stay healthy. State why cleanliness is important. Mission. Collect unused clothing from students’ own wardrobe. Help students arrange for a pick up of the clothes from a charitable organization. Invite representative from the charitable organization to speak to students about their work.
3.03.08 Demonstrate understanding that we are responsible stewards of creation.	Define steward. Discuss why we have to take care of the environment. List ways in which we can be stewards of God’s creation. Describe relationship between stewardship of the environment and health. <i>SL.3.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</i>	Science. Identify one environmental issue. Collect magazine pictures and news articles about this issue. Identify which pictures show damage to the environment because of the issue. Identify which pictures show how the environment was helped. Identify how students might help the environment in regard to this issue and take action.
3.03.09 State meaning of justice .	Define justice. Examine understanding of justice in terms of how we treat others. Discuss how we can be just by following Jesus’ teachings. Explain how love is the basis of living a life of justice.	Interview. Invite a parent who may be a judge or a lawyer. Create questions the class might ask this person about the meaning of justice. Distinguish difference between the law and justice.
3.03.10 State meaning of virtue in relationship to the Christian life.	Define virtue. Identify how virtues are important to our lives as followers of Jesus. List virtues including faith, hope and charity (love). Discuss the meaning of these virtues. <i>RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</i>	Biography. Research the life of St. Katherine Drexel. Identify how she gave her life as a disciple of Jesus. Identify virtues she exemplified. Identify people in life today who are examples of faith, hope and love. Write a story about one of those persons.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>3.03.11 Identify how we live in a community of many races and cultures.</p>	<p>Define race and culture. Explain how all people in the community enrich the community and make it strong. Identify specific cultural groups in my class, school and/or parish. State how cultures are celebrated in the parish and school. <i>JW.3.7: Conduct short research projects that build knowledge about a topic.</i></p>	<p>Social Studies. Draw a map of the parish neighborhoods. Identify cultural groups in the neighborhoods. Identify ethnic businesses. Biography. Research life of St. Kateri Tekakwitha. Identify ethnic identity of Native American. Make a bulletin board of Native American cultures.</p>

GOAL FOUR: GRADE THREE

SACRED SCRIPTURE: Read, comprehend and articulate salvation history as conveyed in God’s revelation through the signs of scripture.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
3.04.01 Identify the Bible as a collection of books that reveals God.	Define Bible. Define reveals. Recognize the Bible as a collection of divinely inspired books.	Liturgy. Identify how and when the Bible is used in the Mass. Place the Bible in the sacred space of the classroom. Decorate with liturgical color of the season. Locate the Gospel reading for each Sunday and leave open for the week.
3.04.02 State that the Holy Spirit inspired people to write the Bible.	Identify the Holy Spirit as the Third Person of the Holy Trinity. Define inspire. Discuss how the Holy Spirit inspired the writers of the Sacred Scripture.	Social Studies. Create a project on community helpers. Discuss how people are inspired to help others.
3.04.03 Name the Old Testament and New Testament as the two major sections of the Bible.	Define Old Testament. Define New Testament. Locate Old Testament in the Bible. Locate New Testament in the Bible. Discuss what makes up the Old and New Testaments.	History. Research how long ago the Old Testament and New Testament were placed in the Bible as such. State why these books are separated.
3.04.04 Identify first book of the Old Testament as the Book of Genesis .	Locate the Book of Genesis in the Old Testament. State meaning of Genesis. Reel the stories of creation in Genesis 1 and 2. State that there are two separate stories of creation. <i>RE.3.7: Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</i>	Geography. On a globe or map, locate Tigris and Euphrates rivers in the Persian Gulf. Identify distance between Persian Gulf and Illinois. Find pictures of this area and make a bulletin board display of land and people. Language Arts. Write a newspaper story on the creation event.
3.04.05 State that the Old Testament books tell us about God as Creator and Protector.	Identify the Old Testament as God’s revelation about the creation of the universe, humankind and God’s special relationship to all of creation as its Protector. Discuss what it means for God to be the protector of the universe.	Art. In a class art project, draw a panorama of the seven days of creation. Identify what happened each day. Place where the first human beings were created.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
3.04.06 Identify story of Cain and Abel as the sons of Adam and Eve.	Identify Adam and Eve from Genesis 2. Read Gen. 4: 1-16. Identify the characters in the story. State why Cain killed Abel. State what the people wanted to do to Cain. State how God protected Cain. Explore why God protected Cain. Discuss how God is forgiving.	Art. Draw Cain and Abel into the panorama. Write on characteristics of God as a judge who is forgiving above the drawing. Art. Make a mobile with the word GOD across the top. Attach words that characterize God – forgiving, loving, etc.
3.04.07 Identify story of Noah and God’s promise to Noah.	Recount the story of Noah in Gen. 6: 5-22, 7, 8, and 9. State how God felt about humanity’s sinfulness. Identify Noah as a good and just man. State how Noah listened to God even though the people laughed at him. Identify how God saved Noah and his family. Identify the rainbow as God’s sign of promise never to destroy humankind. State how God is characterized as a judge in this story. State how God judged with compassion for creation.	Art. Draw Noah into the panorama highlighting the ark, the dove and the rainbow. Write on the chart characteristics of God who is Redeemer above the drawing. Language Arts. Define myth. Define fact. Discuss the difference between myth and fact. Give examples of each. State how both express truths. Drama. Create a shadow box drama of Noah, his family and the animals going into the ark.
3.04.08 Identify the Tower of Babel in the Book of Genesis as a story about the beginning of cultures and languages.	Recount the story of the Tower of Babel in Gen. 11: 1-9. Define myth. Discuss how the early peoples understood differences in language and cultures. Discover how many languages students in the class know. <i>RE.3.7: Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</i>	Language Arts. Create a list commonly used words in various languages used by the class. Explain why it is important to know more than one language. Art. Draw the Tower of Babel into the panorama. Write on characteristics of God as “Father of all people and nations” above the drawing. Music. Learn a song in another language.
3.04.09 Identify Abraham as the father of our faith in God.	Recount the story of God’s special relationship with Abraham in Gen. 12: 1-8. <i>RE.3.7: Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</i>	Language Arts. Discuss the importance of listening. List the characteristics of a good listener.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
3.04.10 State New Testament as the stories and teachings of Jesus Christ and the early church.	Locate New Testament in the Bible. Discuss how the NT deals with the life of Jesus and the early church. Locate the four gospels. Read Matthew 1: 1-17 to understand Jesus’ genealogy. Identify Jesus as a son of Abraham. <i>RF.3.4: Read with sufficient accuracy and fluency to support comprehension.</i>	Geography. On a biblical map, locate where Jesus was born in Bethlehem. Locate Ur at the joining of the Tigris and Euphrates, the location of Abraham’s birth. Draw a line from Ur to Bethlehem. What is the distance? What kind of land is this? Find photos of Bethlehem and place on bulletin board.
3.04.11 Identify Jesus as teacher and healer in the Gospel of Matthew.	Read and discuss stories or events in the Gospel of Matthew identifying Jesus’ role as teacher or healer. Make a list of the healing stories in Matthew. Illustrate favorite story of Jesus teaching or healing.	Community. Discuss the attributes of healers and teachers. Learn about a famous healer or teacher. Art. Find depictions of Jesus in a number of cultures identifying Jesus as teacher and healer.
3.04.12 Identify a parable of Jesus in the Gospel of Matthew.	Define parable. Read Mt. 13: 1-23. Identify meaning of seed in the parable. <i>L.3.4: Describe the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</i>	Science. Plant bean seeds or some fast growing seed in soil. Identify what is necessary for the seed to grow. Draw a diagram of a seed, root, stem and leaves in progression of growth. Identify what happens to the seed when the stem starts to grow.
3.04.013 State meaning of kingdom of heaven by its use in the Gospel of Matthew.	Define kingdom of heaven. Read the teaching on the Beatitudes in Mt. 5: 1-9. State what it means to belong to the kingdom of heaven. Distinguish heaven as a state of being with God rather than a place. State ways that we know that we are with God. <i>L.3.4: Describe the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</i>	Penmanship. Have students write one of the beatitudes. Write a dialogue with Jesus about the meaning of this beatitude. In the dialogue, ask Jesus for a special blessing. Art. Illustrate one of the Beatitudes. Explain how the Beatitudes are “attitudes” that all need to have.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>3.04.14 Identify the Our Father as the prayer of Jesus in the Gospel of Matthew.</p>	<p>Read Mt. 6: 9-15. Identify how Jesus told his followers how they should address God. Identify the different parts of the prayer. Discuss the meaning of the prayer. Recite the Our Father. <i>RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, and the high end of grades 2-3 text complexity band independently and proficiently.</i></p>	<p>Penmanship. Write the Our Father. If student has not done this, commit the prayer to memory. Art. On a large sheet of paper write the phrases of the Our Father and have students illustrate them. Scripture. Read Psalm 139. Identify how this psalm shows us God's immense creative and loving spirit guiding us from the beginning of life to its end. Find one favorite verse and write it for a bookmark. Write a prayer thanking God for having created each person to be God's child.</p>

GOAL FIVE: GRADE THREE

LITURGY: Understand and celebrate the liturgical rites of the Church as expressed in the Church Year and epitomized in the Eucharist as the source and summit of Christian life.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
3.05.01 State meaning of liturgy .	Define liturgy. Identify when we celebrate the liturgy.	Language Arts. Identify what language the word <i>liturgy</i> is derived. Write the definition. Write a paragraph about the liturgy.
3.05.02 Identify two major parts of the Mass: Liturgy of the Word and Liturgy of the Eucharist .	Define Liturgy of the Word and Liturgy of the Eucharist. Define Eucharist. Identify the two basic parts of the Mass. State when each of these parts takes place.	Parish Life: Identify books used in the liturgy: Lectionary, Book of Gospels, and Sacramentary, and their location. Music. Learn melodies for the sung parts of the Liturgy of the Word as sung in the parish.
3.05.03 Identify parts of the Liturgy of the Word.	Identify the parts of the Liturgy of the Word. Identify what readings are used during the Liturgy of the Word. Distinguish readings taken from the OT and NT. Describe why it is important to hear God's holy word. Identify who gives the homily at Mass and why. Identify creed as beginning with "We believe in one God." States postures during Liturgy of the Word. <i>RE.3.7: Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</i>	Parish Life. Visit parish church. Locate the ambo and lectionary. Practice proclaiming Gospel readings from the ambo. Language Arts. Create an outline of the parts of the Liturgy of the Word.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
3.05.04 Identify parts of the Liturgy of the Eucharist.	Identify the parts of the Liturgy of the Eucharist. Describe aspects of the Mass as sacrifice and meal. Relate the Eucharist to the Last Supper. Discuss what happens during each part of the Liturgy of the Eucharist. Identify the different items used during the Liturgy of the Eucharist.	Language Arts. Learn Latin and/or Spanish words for Holy, Holy and Lamb of God. Music. Learn common melodies for the sung parts of the Liturgy of the Eucharist. Kinesthetic. Show how participation at Mass is a physical action including receiving Communion.
3.05.05 State that during the Introductory Rite of the Mass we ask for forgiveness and praise God.	Identify parts of the Introductory Rite, especially the Sign of the Cross, Lord have mercy, Glory to God, and Opening Prayer. Commit to memory the Lord have mercy and Glory to God. <i>RF.3.3(b): Decode words with common Latin suffixes.</i>	Music. Learn commonly used melodies for the Lord have mercy and Glory to God. Distinguish difference between liturgical music and popular music. Language Arts. Identify Greek words for the Lord, have mercy. Identify the Latin words for the Glory to God. Biography. Study the life of Pope Gregory the Great. Discuss how Pope Gregory loved the liturgy.
3.05.06 State that in the Concluding Rite we are blessed and sent to serve others in the world.	Identify parts of the Concluding Rite, especially the final blessing and sending forth. State why it is important to serve others. State how we can serve others in age appropriate ways.	Mission. Develop a list with the class of how they can love and serve the Lord. Help the class to develop a service project from the list.
3.05.07 Identify the symbols of the Eucharist.	Identify the symbols of the Eucharist as bread and wine changed into the Body and Blood of Christ. Explain why receiving Jesus Christ in Holy Communion is essential to my life as a Christian. Write a prayer to be prayed after receiving Communion. <i>RI.3.7: Use information gained from illustrations and the words in a text to demonstrate understanding of a text.</i>	Art. Make a mosaic of the symbols of the Eucharist associated with grapes, wine, wheat, and bread using magazine pictures of people. Identify how through the Eucharist we are part of the Body of Christ.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>3.05.08 Describe the roles of the priest, deacon, lector, ministers of Communion and acolytes in the Mass.</p>	<p>Describe the roles of priest, deacon, lector, ministers of Communion and acolyte. Identify liturgical roles as ways of doing service. Explain the roles that a lay person can do and what roles are done by an ordained minister. <i>RF:3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</i></p>	<p>Family Life. Identify how the family has a role in participating in the Mass. On the student’s school calendar mark each time the family goes to Mass together. Parish Life. Invite a deacon to the class to address his role in the parish.</p>
<p>3.05.09 Explain major seasons of the church year.</p>	<p>Define church year. Explain the difference between a church year and a calendar year. Identify the parts of the church year and what is commemorated. State the colors used for each part of the church year and why they are used. Explain connection between the church year and the liturgical seasons. <i>W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i></p>	<p>Art. Find colored material that signifies the seasons of the church year. Use the cloth to decorate the classroom. Identify the color of vestments worn by the priest in the liturgical seasons. Using a circle, draw and color the parts of the liturgical calendar. Identify which season we are currently in.</p>

GOAL SIX: GRADE THREE

Christian Prayer and Spirituality: Understand and express the different forms of prayer consciously recognizing the work of the Holy Spirit and the meaning of self-surrender to God.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
3.06.01 State that prayer is necessary for the Christian life.	Identify how prayer is important to our life as Christians and Catholics. State that all people who believe in God learn how to pray. Identify different types of prayers. Write a prayer of praise.	Art. Find pictures of people from different cultures praying. Describe characteristics of people praying together. Explain why it is important to pray together.
3.06.02 Exhibit understanding that we can listen and talk to God any time of day or night.	Discuss the meaning of praying always. Explain what it means to listen to God. Recite the prayers currently memorized. Participate in a guided experience of meditation. Explain how we pray using our own words. Explain how we pray even when words are not used.	Music. Using meditative type music, provide an experience of meditative prayer using music. Have the child identify how he/she feels when doing this exercise. Explain how meditation is important. Explain how it is prayerful.
3.06.03 Identify the Apostles Creed and Nicene Creed as prayers of faith.	Define creed. Explain that the creeds begin with I/We believe in God. Discuss what it means to believe. Identify the Persons of the Holy Trinity in the creeds. State similarity/difference between the Apostles Creed and Nicene Creed. <i>RF.3.3(b): Decode words with common Latin suffixes.</i>	Family Life. Describe how the family talks about belief in God. Make a list of how many times a week family members refer to God respectfully and in prayer. Explain why it is important that the family shows its belief in God.
3.06.04 Exhibit understanding that the liturgy is a form of prayer in which we worship God, and ask God for whatever we need.	Define worship. Identify the basic forms of prayer: adoration, contrition, thanks, and petition. (PACT) Write prayers for each of the forms. Describe how, when and where we worship God. State the relationship of prayer with the First Commandment. <i>L.3.4: Describe the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</i>	Biography. Study the life of St. Padre Pio. State when/where did Padre Pio live. Describe his family life. Explain how Padre Pio entered religious life. State that Padre Pio received the wounds of Christ. State who else received the wounds of Christ.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
3.06.05 Describe forms of prayer as public and private.	Define public and private. Compare/contrast public and private prayers. Discuss why each is important. Design a prayer service. Pray it together. <i>RF.3.4: Read with sufficient accuracy and fluency to support comprehension.</i>	Language Arts. Explain how prayers are prose. Give an example. Explain how prayers are poetry. Give an example.
3.06.06 Develop capacity of silence as a form of listening to God within.	Define silence. Participate in experiences of prayerful silence. Explain how this prayer feels. Discuss how silence is important for listening to God within.	Health. Examine how interior silence is a healthful activity. Describe what interior silence means. Describe times when a person might be aware of this silence. Describe how it feels.
3.06.07 State that we pray with Mary and the saints .	Define saint. Describe how we are inspired to pray through Mary and the saints. Identify Mary as the Mother of Jesus and the Mother of God. Identify Mary as the Mother of the Church. Pray the Litany of the Saints. Identify names of saints I recognize. Say something I know about these saints. State how we belong to the communion of saints.	Biography. Research life of student's name saint or of a personal favorite saint. Identify a special character trait that student would like to emulate. Find images of these saints. Describe what it means to ask these saints to pray for us. Prayer. Create a litany of saints using the names of saints identifies in students' names. Pray the litany together.
3.06.08 Show understanding how use of scripture leads to prayer.	Identify prayers that use scripture to help us to pray: Our Father, Hail Mary, Angelus, Rosary, Stations of the Cross. Explain how reading scripture leads us to prayer. State the response after the Gospel that is proclaimed at Mass. Discuss psalms as scriptural prayers. Read Psalm 100. Identify the type of psalm it is. <i>RF.3.4: Read with sufficient accuracy and fluency to support comprehension.</i>	Liturgy. Examine the prayers of the Mass and find where scripture is used in the prayer of the community. Scripture. Find the psalms in the Old Testament. Identify Psalm 86 as written by David. State who David is. Discuss how anyone can write a prayer. Write a prayer asking for help.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>3.06.09 Identify the rosary as a special prayer using beads and praying about the mysteries of Jesus' life.</p>	<p>Define rosary. Describe the parts of the rosary. Name the mysteries of the rosary. Explain how the mysteries of the rosary are about the lives of Jesus and Mary. Participate in praying the rosary. <i>JW.3.7: Conduct short research projects that build knowledge about a topic.</i></p>	<p>Crafts. Design and make a rosary. Provide examples of rosaries examining the materials used. History. Research when the rosary was first used. Describe why the rosary was so important. Describe why it is important today.</p>
<p>3.06.10 Commit prayers to memory.</p>	<p>Memorize Angelus. Identify the Angelus as a scriptural prayer. Discuss why prayers are memorized. Identify times when memorized prayers could be used.</p>	<p>Art. Find examples of images of Mary as depicted in the three scriptural passages used in the Angelus. Use these pictures when praying together. Prayer. Read Psalm 138. Find one or two favorite lines and memorize.</p>

GOAL SEVEN: GRADE THREE

CATHOLIC CHURCH: Understand and appreciate the mystery of the Church, the body of Christ, the community of believers, as expressed in the Church’s origin, mission of evangelization, hierarchical structure, marks, charisms, members and the communion of saints.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
3.07.01 Identify as a Christian who is a member of the Catholic Church .	Define Christian. Define Catholic Christian. State that I am a Christian who is a member of the Catholic Church. Discuss what it means to be a member of the Catholic Church. Review how one becomes a member of the church through Baptism. Discuss what is required of a member of the Catholic Church. <i>L.3.4: Describe the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</i>	Geography. Locate Rome on a map. State in which country Rome is located. Locate pictures of Rome, St. Peter’s Basilica, the Sistine Chapel, the Holy Father, etc. Explain how these churches are Catholic. Identify the Pope as head of the Catholic Church and lives in the Vatican.
3.07.02 State that Jesus Christ established the Church and is its head and we are the body.	Define establish. Describe what Jesus wanted his followers to do as stated in Mt. 28: 16-20. State how long Jesus promised to be with the Church. Explain that the disciples of Jesus would be baptized in the name of the Trinity.	Biography. Study the life of St. Philip Neri. State name of religious community he established.
3.07.03 Identify the apostles of Jesus as the ones who led the early church communities.	Name the apostles and their number found in Mt. 10: 1-14. Describe the work of the apostles. Explain how their work was like the work of Jesus. Describe to whom the apostles were to go first. Describe what it means to say: “The kingdom of heaven is at hand.” <i>JW.3.7: Conduct short research projects that build knowledge about a topic.</i>	Geography. State that the church is a world church located in every country of the world. Find pictures of famous Catholic churches around the great cities of the world. Arrange these on bulletin board with St. Peter’s Basilica in Rome. Language Arts. Write a paragraph about one of the apostles.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
3.07.04 State meaning of Communion of Saints .	Define Communion of Saints. Discuss how we are called to be holy. Describe the how we help to build the community of the Church. List responses. Choose one thing on the list we will do as a class.	Current Events. Find magazine and news accounts of people who work for the good of others. Language Arts. Identify people who help our community. Write a thank you letter to a public servant.
3.07.05 Name the Pope as the <u>visible head</u> of the Church on earth.	Define pope. Identify the apostle Peter as the first head of the church as read in Mt. 16: 13-19. State who named Peter as the head. State the pope is the successor to Peter. Identify current pope of the Church. State how the world looks to the leadership of the pope. <i>JW.3.7: Conduct short research projects that build knowledge about a topic.</i>	Biography. Study the life of St. Peter. State where Peter died. Art. Locate a picture of the statue of St. Peter in St. Peter’s Basilica in Rome. Describe what Peter is holding and why. Biography. Research the name of the current Pope, his country of origin and some childhood events. Find a picture of the Pope from a magazine or newspaper. Identify what he is doing.
3.07.06 Identify the bishops as successors to the apostles.	State meaning of bishop. Explain that the bishops take the place of the apostles. Identify who is the Archbishop of the Archdiocese of Chicago. <i>RF:3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</i>	Biography. Study the life of St. Stanislaus, Bishop and Martyr. Biography. Study the life of St. Boniface, Archbishop and Martyr
3.07.06 Identify the birthday of the church as the feast of Pentecost .	Identify how the Holy Spirit came to the disciples in Acts 2: 1-15, 22-24. State who witnessed the power of the Holy Spirit. State who spoke for the disciples and their experience of the Risen Christ. State how Peter spoke to the people. Describe how the disciples felt on the first Pentecost. Describe how people understood Peter in their own language. State when Pentecost is celebrated in the Church Year. Learn the prayer to the Holy Spirit.	Art. Draw symbols of the Holy Spirit to include the dove, fire, and wind On large chart paper, draw a church window with sections in it. Place students’ drawings in the sections arranged like a stained glass window. Have students color in spaces with rich colors to depict stained glass coloration.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>3.07.07 Explain that the Church continues the work of Christ on earth.</p>	<p>Identify how the Church continues Jesus' works of teaching, healing and proclaiming. <i>SL.3.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</i></p>	<p>Parish Life. Invite a member of the Parish Pastoral Council to explain how the parish is teaching, healing and proclaiming the Good News. Biography. Research the life of Pope John Paul II. Explain how Pope John Paul II announced the Good News to people all over the world. Find pictures of Pope John Paul II doing this work.</p>

GOAL EIGHT: GRADE THREE

PARISH LIFE: Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors and organization.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>3.08.01 Recognize that the parish is my church home where I celebrate Mass, participate in the sacraments and enjoy the companionship of other believers.</p>	<p>Define parish. Identify how I benefit from being a member of my parish. Identify how everyone benefits when they are members of their parish. Explain how God blesses me through participating in the Mass and sacraments. State why it is important to belong to a community that believes in God and does Christ’s work. <i>SL.3.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</i></p>	<p>Geography. In a map of the city, identify where parish or parishes of students are located. Find a picture of each parish church and place on map in proximate location of the church. Locate the Catholic school. Identify what ministries the school provides for parish families. Language Arts. Using a directory of the Archdiocese of Chicago, find out how many parishes are in the archdiocese. Have the student locate his/her parish in the directory. Identify what information is stated about the parish.</p>
<p>3.08.02 Identify the name of my parish.</p>	<p>State name of the parish. Identify why the name was chosen. <i>JW.3.7: Conduct short research projects that build knowledge about a topic.</i></p>	<p>History. Identify what particular ethnic community established the parish. Explain why the parish was name was chosen. Culture: Identify main ethnicities of parish today. Take photos of cultural celebrations in the parish. Create a celebration of each of the cultures represented in the parish.</p>

GOAL NINE: GRADE THREE

VOCATION: Understand and undertake discipleship in Christ responding in faith by participating in the mission of the Church through living a specific call in the life of the Church.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
3.09.01 Exhibit understanding that student desires to follow Jesus.	Discuss what it means to follow Jesus. Create a list of the ways that I follow Jesus. <i>W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i>	Language Arts. Write a report about a time when he/she did something that Jesus would have done. Describe how this is following Jesus.
3.09.02 Show understanding that Jesus called people to be his disciples .	Define disciple. After reading Mt. 4: 18-22 and Mk. 3: 13-19, discuss how Jesus called his disciples. Write the names of the disciples found in Matthew. Discuss how we are called to be disciples today. <i>RF:3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</i>	Scripture. Find a story of Jesus calling a disciple. Identify what Jesus asks him to do. Examine how this might be challenging and rewarding, Biography: Research life of St. Theresa of the Child Jesus. Examine why she is patron of missionaries.
3.09.03 Describe vocation as a calling to serve others.	Define vocation. Identify how people we know respond to God's call. Make a list of these people.	Language Arts. Create a list of interview questions examining how a person responds to God's call. Choose two or three people from list. Interview these people. Compare/contrast responses.
3.09.04 State marriage , priesthood , religious life and single life as special vocations in the Church.	Identify special vocations of the Church as marriage, priesthood, diaconate, religious life and single life. Name people who respond to these vocations. <i>RF:3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</i>	Parish Life. Identify people in the parish who have special vocations in the Church. Photograph these people in doing their ministry. Make a collage of the photos.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>3.09.05 Show understanding that parents have a vocation to serve God and the Church by helping their children to grow close to God.</p>	<p>Discuss what I understand to be the role of parenting. State how parents/guardians/grandparents respond to God's call. <i>SL.3.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</i></p>	<p>Family Life. Identify ways in which adults in the family respond to the call of their vocation. Create a list of these ways.</p>
<p>3.09.06 Articulate that all people are called to holiness by living their lives close to God.</p>	<p>Define holiness. Identify ways in which God calls all people to be close to him.</p>	<p>Art. Draw pictures or find pictures of holy people. Create a collage of these drawings or pictures.</p>

GOAL TEN: GRADE THREE

ECUMENISM AND DIALOGUE: Understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with Christian churches, Jews, Muslims and all faith traditions.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
3.10.01 Name some of communions of Christian churches.	Define communion. Identify some Christian churches. Name people who are members of those faith communities. Identify friends, neighbors and family members of these churches. <i>JW.3.7: Conduct short research projects that build knowledge about a topic.</i>	Geography. Locate other Christian churches on a map of the area. Invite a pastor from another Christian church in the area to speak about his/her way of celebrating the Christian life.
3.10.02 Identify Judaism as Jesus' faith.	State how Jesus' parents fulfilled the Jewish law for welcoming a child to the community in Luke. 2: 21-40. Identify how the child Jesus grew. <i>RF.3.4: Read with sufficient accuracy and fluency to support comprehension.</i>	Family Life. Identify ways in which students grow in wisdom, age and grace in family life. Name family celebrations of growth.
3.10.03 Show awareness that Native Americans identify God as the Great Spirit.	Define Native American. Identify where native peoples live in this country. Identify how and why they called God the Great Spirit. <i>JW.3.7: Conduct short research projects that build knowledge about a topic.</i>	Social Studies. Find a story of a Native American boy or girl. Examine how Native American culture is lived in family and social life. Compare/Contrast to own family life. Invite a Native American to speak about his/her tribe and culture. History. Research the history of one Native American nation. Discuss how the U.S. government treated this nation. Analyze why discrimination is wrong.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
3.10.04 Show awareness that we respect all faiths because God loves all people.	State how we respect all who believe in God no matter their religious identity. Name people whom we love and admire who are not Catholic but who believe in God. <i>SL.3.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</i>	Community Life. Invite someone from another faith tradition to share their family and faith traditions. Share similarities and differences. Write a paragraph about what you learned.
3.10.05 State that the Catholic Church works for the unity of all people to live in peace and justice.	Define unity. Identify how people unite to accomplish a goal. Explain why it is important for people to work together for the good of all.	Community Life. Work on a service project that promotes unity. Invite someone from the community to help accomplish the project.