



Third Grade Curriculum Guide

Patron Saint: Saint Francis of Assisi



Welcome To Third Grade!

Dear Parents,

We are pleased to provide you with the curriculum standards that your child will learn this year in third grade. These standards spell out exactly what skills and knowledge we expect your child to be able to do and understand by the end of this year. Lumen Christi follows rigorous content standards aligned with national guidelines and Archdiocesan standards. But even the most rigorous standards cannot make our students successful without the support of parents. Studies show that the family is critical to a child's success in school. Understanding what is expected of your third grade student enables you, the parent, to assess progress. The more you know about the academic expectations for children this age, the more influence you will have in educational progress. This booklet is designed to inform you of Lumen Christi's expectations for students in the five major curriculum areas: Religion, English Language Arts, Math, Social Studies, and Science. These expectations are aligned with the third grade curriculum that is used by the classroom teacher for daily instruction.

As a school dedicated to excellence we are continually reviewing, developing, and improving our curricular choices. Therefore, we will occasionally and purposefully make changes to our scope and sequence as we continue to grow and refine our practice of education.

Children at this age enjoy working on hands-on projects that demonstrate their abilities. They easily share their knowledge with others and work well in groups. Your third grader will be more sophisticated in the way he or she communicates with others, carrying on longer conversations with more sentences and details. Your child may read silently, but still need to sound out new words. Third grade books have more words and more chapters, as well as more complicated plots and subplots. The math and writing assignments become progressively more complex, requiring more time at home spent on school work. Understanding what is expected of a child this age will assist you in working with your child at home. The more success your child experiences, the more confidence he or she will have when completing independent and more complicated tasks. We look forward to a wonderful year!

Blessings!

RELIGION

Creedal Church:

- Describes God the Father as Creator, God the Son as Savior, God the Holy Spirit as Helper and Advocate
- Describes Jesus' mission as proclaiming the Good News and bringing about the Kingdom of God
- Defines the words "creed" and "communion of saints"
- Identifies the pope and bishops as leaders of the Catholic Church
- Knows that we become members of the Church through Baptism
- Tells the stories of five saints and describes the qualities of saints
- Understands Mary as the Mother of Jesus, as our mother and the Church's model of faith and charity
- Names Jesus' twelve apostles
- Knows the difference between the Old and New Testament
- Understands in a simple way the Paschal Mystery and that Jesus died to save us from our sins
- Understands in a simple way that God the Father raised Jesus from the dead through the power of the Holy Spirit
- Knows the meaning of Ascension and that Jesus will come again to judge the living and the dead
- Recognizes that death will lead to union with God (heaven) or separation from God (hell)
- Knows that God created us to think, wonder and choose
- Knows that we are created in the image and likeness of God
- Understands that mothers and fathers share with God in creating new life

Liturgy/Sacraments:

- Names and describes the seven sacraments as signs of the Holy Spirit's work in us
- Explains the primary symbols of each of the seven sacraments
- Experiences Reconciliation as healing and forgiveness
- Recognizes essential importance of regular, active participation at Sunday Eucharist
- Knows the difference between the Liturgy of the Word and the Liturgy of the Eucharist
- Describes items found in a church worship space
- Explains the seasons of the Liturgical Year
- Exhibits a thorough understanding of the Easter Season
- Celebrates the Holy Days
- Experiences activities related to the Liturgical Seasons and Feasts
- Knows the significance of God as Abba, as addressed by Jesus
- Tells the stories of Jesus' birth, passion, death and resurrection
 - Tells the Emmaus Story (Luke 24:13-35)
 - Tells the story of Pentecost (Acts 1:1-4)

Moral Life:

- Names the Corporal and Spiritual Works of Mercy
- Knows that the Eucharist brings forgiveness and calls us to service
- Tells the difference between temptation, accident and sin
- Describes how sin hurts the whole community
- Shows evidence of living as a virtuous disciple
- Describes what it means to be a peacemaker
- Shows evidence of acting as a peacemaker
- Gives examples of how to work for justice and peace
- Practices stewardship in parish, community and world
- Recognizes that the Gospel is the revelation of Christ's mercy
- Knows that when we confess our sins, God forgives us
- Describes receiving grace which helps restore what sin has damaged in us
- Learns how to respond to conflicts in a peaceful way
- Displays skills of conflict resolution
- Identifies ways to prevent prejudice and discrimination
- Articulates basic human rights and responsibilities
- Knows and lives the Two Great Commandments
- Articulates a simple meaning of each of the Ten Commandments and gives examples of how to follow them
 - Retells the story of Jesus Welcoming the Children (Mark 10:13-16)
- Can give an example of a parable from Scripture Retells the parable of the Prodigal Son (Luke 15:11-24)
- Can give an example of a miracle story from Scripture Retells the story of the Loaves and Fishes (John 6:1-14)
- Knows that God calls us to care for all creation

- Identifies people who can help in making good decisions
- Understands the value of friendships between brothers and sisters
- Knows that he/she can talk to someone when not feeling safe
- Identifies “private and special” body parts and touches which can make a person feel uncomfortable

Christian Prayer:

- Celebrates rituals and devotions
- Prays daily and knows that prayer is vital to Christian life
- Prays prayers of praise, thankfulness, contrition, petition
- Prayers blessing prayers
- Prays the Psalms
- Prays the Lord’s Prayer, Hail Mary, The Apostles’ Creed, Act of Contrition, and the Rosary
- Memorizes the Hail Mary
- Knows that we pray with the help of the Holy Spirit
- Experiences that God’s creation can help us to pray

ENGLISH LANGUAGE ARTS

Reading: Literature

Key Ideas and Details

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

Craft and Structure

- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

- Explain how specific aspects of a text's illustrations contribute to what is conveyed words in a story (e.g., create mood, emphasize aspects of a character or setting).
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Level of Text Complexity

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

Reading: Informational Text

Key Ideas and Details

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

Craft and Structure

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

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

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

Reading: Foundational Skills

Phonics and Word Recognition

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

Fluency

- Read with sufficient accuracy and fluency to support comprehension.
 - Read on-level text with purpose and understanding.
 - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

Text Types and Purposes

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

Production and Distribution of Writing

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

Research to Build and Present Knowledge

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

Range of Writing

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

Speaking and Listening

Comprehension and Collaboration

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

Presentation of Knowledge and Ideas

- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Handwriting

Form and Production

- Produce words, sentences, and paragraphs with proper proportion, size, and spacing on lined paper using manuscript writing.
- Form legible letters and numerals using cursive writing.
 - Form individual uppercase and lowercase cursive letters and numerals with acceptable legibility.
 - Form cursive words using correct spacing between letters and proportional letter sizes.
 - Form sentences using cursive handwriting with correct spacing between words and with punctuation.
 - Form cursive paragraphs using proper indentation and margins.
 - Self-assess cursive legibility using model letters and words.

Writing Application

- Know and apply grade-level handwriting skills.
 - Understand when cursive and manuscript may be used and choose appropriately for the task and audience.

MATH

Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division

- Find the product of multiple groups of objects
- Interpret products of whole numbers as a total number of objects in a number of groups
- Know what the numbers in a division problem represent
- Explain what division means and how it relates to equal shares
- Interpret quotients as the number of shares or the number of groups when a set of objects is divided equally
- Solve word problems in situations involving equal groups, arrays, and measurement quantities
- Represent a word problem using a picture, an equation with a symbol for the unknown number, or in other ways
- Solve word problems in situations involving equal groups, arrays, and measurement quantities
- Represent a word problem using a picture, an equation with a symbol for the unknown number, or in other ways
- Determine which operation (multiplication or division) is needed to determine the unknown whole number
- Solve to find the unknown whole number in a multiplication or division equation

Understand properties of multiplication and the relationship between multiplication and division

- Explain how the properties of operations work
- Apply properties of operations as strategies to multiply and divide
- Identify the multiplication problem as related to the division problem
- Identify the unknown factor in the related multiplication problem
- Recognize multiplication and division as related operations and explain how they are related
- Use multiplication to solve division problems

Multiply and divide within 100

- Know from memory all products of two one-digit numbers
- Fluently multiply and divide within 100
- Analyze a multiplication or division problem fluently multiply or divide within 100

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

- Know the order of operations
- Know strategies for estimating
- Construct an equation with a letter standing for the unknown quantity
- Solve two-step word problems using the four operations
- Justify answers to problems using various estimation strategies
- Identify arithmetic patterns such as even and odd numbers, patterns in an addition table, patterns in a multiplication table, and patterns regarding multiples and sums
- Explain rules for a pattern using properties of operations
- Explain relationships between the numbers in a pattern

Number Operations in Base Ten

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

- Define “round or rounding” in relation to place value
- Round a whole number to the nearest 10
- Round a whole number to the nearest 100
- Know strategies and algorithms for adding and subtracting within 1000
- Fluently add and subtract within 1000
- Know strategies to multiply one-digit numbers by multiples of 10 (up to 90)
- Apply knowledge of place value to multiply one-digit whole numbers by multiples of 10 in the range 10-90

Number and Operations – Fractions

(Grade 3 expectations in this domain are limited to fractions with denominators 2,3,4,6,and 8)

Develop understanding of fractions as numbers

- Recognize a unit fraction such as $\frac{1}{4}$ as the quantity formed when the whole is partitioned into 4 equal parts
- Identify a fraction such as $\frac{2}{3}$ and explain that the quantity formed is 2 equal parts of the whole partitioned into 3

- equal parts ($\frac{1}{3}$ and $\frac{1}{3}$ of the whole $\frac{3}{3}$)
- Express a fraction as the number of unit fractions
- Use accumulated unit fractions to represent numbers equal to, less than, and greater than one (example: $\frac{1}{3}$ is $\frac{2}{3}$; $\frac{1}{3}$, $\frac{1}{3}$, $\frac{1}{3}$, and $\frac{1}{3}$ is $\frac{4}{3}$)
- Define the interval from 0 to 1 on a number line as the whole
- Divide a whole on a number line into equal parts
- Recognize that the equal parts between 0 and 1 have a fractional representation
- Explain that the end of each equal part is represented by a fraction ($\frac{1}{\text{the number of equal parts}}$)
- Explain that the endpoint of each equal part represents the total number of equal parts
- Represent each equal part on a number line with a fraction
- Describe equivalent fractions
- Recognize simple equivalent fractions
- Recognize whole numbers written in fractional parts on a number line
- Recognize the difference between a whole number and a fraction
- Explain what the numerator in a fraction represents and its location on a number line diagram
- Explain what the denominator in a fraction represents and its location on a number line diagram
- Recognize whether or not different fractions refer to the same whole
- Explain how a fraction is equivalent to a whole number
- Compare fractions by reasoning about their size to determine equivalence
- Determine if comparisons of fractions can be made (if they refer to the same whole)
- Compare two fractions with the same numerator by reasoning about their size
- Compare two fractions with the same denominator by reasoning about their size
- Record the results of comparisons using symbols $<$, $>$, or $=$
- Justify conclusions about the equivalence of fractions
- Use number lines, size, visual fraction models, etc to find equivalent fractions

Measurement and Data

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects

- Recognize minute marks on an analog clock face and minute position on a digital clock face
- Know how to write time to the minute
- Compare an analog clock face with a number line diagram
- Use a number line diagram to add and subtract time intervals in minutes
- Tell time in the minute
- Solve word problems involving addition and subtraction of time intervals in minutes
- Explain how to measure liquid volume in liters
- Explain how to measure mass in grams and kilograms
- Know various strategies to represent a word problem involving liquid volume or mass
- Solve one-step word problems involving masses given in the same units
- Solve one-step word problems involving liquid volume given in the same units
- Measure liquid volumes using standard units of liters

Represent and interpret data

- Measure mass of objects using standard units of grams (g), and kilograms (kg)
- Add, subtract, multiply and divide units of liters, grams, and kilograms
- Explain the scale of a graph with a scale greater than one
- Identify the scale of a graph with a scale greater than one
- Analyze a graph with a scale greater than one
- Choose a proper scale for a bar graph or picture graph
- Interpret a bar/picture and "how many less"
- Create a scaled picture graph to show data
- Create a scaled bar graph to show data
- Define horizontal axis
- Identify each plot on the line as data or a number of objects
- Analyze data from a line plot
- Determine appropriate unit of measurement
- Determine appropriate scale for a line plot
- Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch
- Create a line plot where the horizontal scale is marked off in appropriate units: whole numbers, halves, or quarters

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

- Define “unit square”
- Define area
- Relate the number (n) of unit squares to the area of a plane figure
- Cover the area of a plane figure with unit squares without gaps or overlap
- Measure areas by counting unit squares
- Use unit squares of cm, m, in, ft, and other sizes of unit squares to measure area
- Recognize that areas of each rectangle in a rectilinear (straight line) figure can be added together to find the area of the figure
- Compare the area found by tiling a rectangle to the area found by multiplying the side lengths
- Relate area of a rectangle to multiplication and addition by modeling the distributive property
- Multiply side lengths to find areas of rectangles
- Multiply using an area model (array)
- Find areas of rectangles
- Add areas of rectangles
- Solve real world and mathematical area problems by multiplying side lengths of rectangles
- Use rectangular arrays to represent whole-number products in multiplication problems
- Use the technique of decomposing rectilinear figures to find the area of each rectangle to solve real world problems
- Find the area of a rectangle by tiling it in unit squares
- Find the side lengths of a rectangle in units
- Decompose rectilinear figures into a non-overlapping rectangles

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

- Define a polygon
- Define perimeter
- Find the perimeter when given the length of sides
- Find the perimeter when there is an unknown side length
- Exhibit (design, create, draw, model, etc) rectangles with the same perimeter and different areas
- Exhibit rectangles with the same area and different perimeters

Geometry

Reason with shapes and their attributes

- Identify and define rhombuses, rectangles, and squares as examples of quadrilaterals based on their attributes
- Describe, analyze, and compare properties of two-dimensional shapes
- Compare and classify shapes by attributes, sides, and angles
- Group shapes with shared attributes to define a larger category (e.g., quadrilaterals)
- Draw examples of quadrilaterals that do and do not belong to any of the subcategories
- Know that shapes can be partitioned into equal areas
- Describe the area of each part as a fractional part of the whole
- Relate fractions to geometry by expressing the area of part of a shape as a unit fraction of the whole

SOCIAL STUDIES

Economic

Production/Consumption/Distribution:

- Distinguish between goods and services
- Identify factors such as climate, technology and job skills and their impact on production
- Identify the means of distribution of goods in a community

Exchange:

- Justify and explain the role of money, banking, and savings in everyday life

Political Science

Citizenship:

- Describe the rights and responsibilities of citizens
- Understand patriotic identity

Laws:

- Explore citizen's role in creating local laws

Government:

- Identify the origins of a democratic system of government
- Describe the basic function of, and parts of our government

History

Time:

- Understand cause, effect, and sequence of events
- Compare own community's past and present with other communities
- Discuss various types of historical evidence

People:

- Identify important people and their roles in history
- Explore the significance of immigrants to a community
- Explore the significance of American Indians in the development of communities

Events:

- Understand how conflicts affect communities
- Compare and contrast current events in local community and other communities

Behavioral Science

Individual:

- Describe how individuals contribute to the community

Institutions:

- Explain the contributions family, school, church, and government have on a community

Society:

- Explain connection between local community, national, and world events
- Explain impact of world events on local community

Geography

Location:

- Locate continents and oceans on a map
- Describe geographic landforms
- Locate and identify state and physical features in a community
- Identify the exact location of geographic features

Map Skills:

- Identify intermediate directions

- Use a map grid

Regions:

- Compare and contrast communities
- Explain the impact of movement of people

Human Environment Interaction:

- Explain the use and conservation of natural resources

Place:

- Identify the cultures of a region

Catholic Social Teachings

Life and Dignity of the Human Person:

- Begins to develop skills for conflict resolution
- Identifies ways to prevent prejudice/discrimination at school and play
- Recognizes and respects the qualities of a dignified life

The Call to Family, Community, and Participation:

- Recognizes and discusses the value of the human family
- Identifies Jesus as a member of a community in addition to being part of a family
- Applies the teachings of Jesus to Community
- Is involved in service projects and identifies these with Christian community

The Rights and Responsibilities of the Human Person:

- Applies basic Christian attitudes and skills in solving arguments and conflicts
- Articulates basic human rights and responsibilities
- Prays the Prayer of St. Francis in order to be sustained in fighting injustice

Option for the Poor and the Vulnerable:

- Understands Jesus' teachings about serving others
- Practices behaviors that help others
- Uses special individual talents to assist those in need of help
- Can tell stories about what poor children and children who are not poor have in common

Dignity of Work and the Rights of Workers:

- Shows respect for the value of all classmates work
- Can discuss the many different types of work roles and professions with respect
- Gives examples of how different kinds of work call forth different talents
- Demonstrates how all types of work contribute to the good of the whole

SCIENCE

Earth Science

Space:

- Know that the Earth is part of a solar system consisting of a sun, several planets and their moons, asteroids, comets, and meteors
- Explain that gravity holds people and objects to the Earth's surface and is a force throughout the solar system
- Know that night and day are caused by the Earth's rotation on its axis
- Infer that the tilt of the Earth's axis in relation to the Sun causes the seasons
- Analyze that the planets rotate on their axis and revolve around the Sun
- Infer that spatial bodies are large and separated by vast distances

Earth's Structure/Composition:

- Discover that soil has properties
- Demonstrate that different soils hold different amounts of water
- Identify soil as one of the Earth's layers
- Observe fossil samples and understand how they are formed
- Describe that water is used in many ways
- Identify the major differences between fresh and ocean waters

Weather:

- Identify rain, snow, hail and sleet as forms of precipitation
- Understand that the Sun is the source of energy that drives the water cycle
- Know that air is a substance that surrounds us, takes up space, and moves around as wind
- Know that the Sun provides the light and heat necessary to maintain the temperature of the Earth
- Identify stratus, cumulus, and cirrus as the three main categories of clouds
- Understand the formation of a cloud and fog

Changes in the Earth:

- Explain that soil is made up of particles of stone and dead plant and animal material

Physical Science

Matter:

- Identify how objects of the world have similarities and differences
- Discover that substances are soluble or insoluble in water

Forces/Motion and Energy:

- Infer that electrical appliances make life easier
- Identify the six simple machines
- Observe that simple machines can reduce the force needed to perform work
- Evaluate that simple machines can be combined in different ways to create complex machines

Electricity/Magnetism:

- Infer that electrical energy can be dangerous

Life Science

Animals:

- Classifications
 - Know different ways living things can be grouped
 - Identify that animals are vertebrates and invertebrates
- Cycles
 - Explain that an endangered organism is a kind of animal that is in danger of becoming extinct

Plants:

- Characteristics
 - Explain the importance of sunlight, water, air, and nutrients to the growth and survival of plants
 - Describe the function of roots, stems, leaves, and flowers

- Identify the parts of a flower
- Explain that vegetables are the root, stem, leaf, seed, or fruit of a plant

Life Cycles:

- Know that plants and animals progress through life cycles of birth, growth and development, reproduction, and death
- Compare/contrast life cycles for different organisms
- Explain that fruits develop from the flower of a plant

Environment:

- Habitats
 - Explain that animals can survive only in environments in which their needs can be met
 - Infer that an animal's habitat is the environment in which it lives
 - Explain that animals obtain the things they need from their habitats
- Adaptations
 - Observe how animals adapt to their habitats
 - Identify an extinct organism that no longer lives on Earth
 - Explain that certain plants and animals are either threatened, endangered, or extinct
 - Know that fossils can be compared to one another and to living organisms to observe their similarities and differences
- Interaction of Living Things
 - Know that changes in the environment can have an impact on different organisms

Standards and information obtained from:

- Archdiocese of Milwaukee Office of Schools
- National Benchmarks and Standards for College and Career Readiness

- Department of Defence Education Activity