

Religion Curriculum

Third Grade

Through study of the Catholic faith and the Gospel message students will celebrate God’s love, develop a personal relationship with Him, and become active members of the Catholic community. By the end of Third Grade students should have increased their knowledge of God the Father, Jesus, the Holy Spirit, Mary and the saints through traditions, doctrine and scripture and understand that the Church is a Catholic community with rules. They should demonstrate knowledge of the sacraments of initiation (Baptism, Reconciliation and Eucharist).

KNOWLEDGE OF FAITH

Standard 1. Creed: Students will understand, believe and proclaim the Triune and redeeming God as revealed in creation and human experience, in Apostolic Tradition and Sacred Scripture, and as entrusted to the teaching office of the Church.

Vocabulary: Apostles’ Creed, Bible, Creator, Creed, Heaven, Kingdom of God, New Testament, Nicene Creed, Old Testament, Redeemer, Resurrection, Savior, Trinity

Critical for Mastery in Grade 3

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Identify the Holy Trinity in the Apostles’ Creed. (Jn 14:9-10, 26)	<ul style="list-style-type: none"> • Hand students a copy of the Creed and have them circle Father, Son, and Holy Spirit. 	
2. State understanding of the meaning of “One God, the Father Almighty.”	<ul style="list-style-type: none"> • Draw a picture of God the Father. 	
3. Demonstrate understanding that God, the Father loves us as a good and loving parent.	<ul style="list-style-type: none"> • Draw what they think that God the Father looks like. 	
4. Exhibit how God desires our love as a	<ul style="list-style-type: none"> • Ask students, “How does God love you?” 	

response to His love.		
5. Identify Jesus Christ as Savior and Redeemer. (Jn 3: 1-26)	<ul style="list-style-type: none"> • Draw a picture of Jesus saving us. 	
6. Identify that God's Holy Spirit lives in me and inspires me to do what is good.	<ul style="list-style-type: none"> • Draw a picture of the Holy Spirit living in you. 	
7. Exhibit understanding of experiencing God's forgiveness when having sorrow for our sins.	<ul style="list-style-type: none"> • Practice how to go to Reconciliation. 	
8. Recognize God as our Judge in obeying His commandments.	<ul style="list-style-type: none"> • Recite the Ten Commandments. 	
9. Identify the meanings of Resurrection and Heaven.	<ul style="list-style-type: none"> • Show different Christian art on the Resurrection and heaven • Draw a picture of heaven. 	

Standard 2: Sacred Scripture: **Students will read, comprehend and articulate salvation history as conveyed in God's revelation through Sacred Scripture.**

Vocabulary: New Testament, Old Testament, Scripture

Critical for Mastery in Grade 3

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Identify the Bible as a collection of books that reveals God.	<ul style="list-style-type: none"> • Look up Scripture to demonstrate God's revelation. 	
2. State how the Holy Spirit inspired people to write the Bible.	<ul style="list-style-type: none"> • Read a Scripture passage, and have students brainstorm how God might have inspired the author of this book. 	
3. Name the Old and New Testaments as the two major sections of the Bible.	<ul style="list-style-type: none"> • Have students identify the books of the Old Testament and New Testament (worksheet). 	
4. Identify the first book of the Old	<ul style="list-style-type: none"> • Have students locate Genesis in the Bible. 	

Testament: Genesis.		
5. State that the Old Testament books tell us about God as Creator and Protector.	<ul style="list-style-type: none"> • Break into groups and have students create a skit depicting the two different stories of creation. 	
6. Identify the story of Cain and Abel as the sons of Adam and Eve.	<ul style="list-style-type: none"> • Discuss with students their relationship with their siblings. 	
7. Identify the story of Noah and God's promise to him.	<ul style="list-style-type: none"> • As a class, have the students make an ark. 	
8. Identify the Tower of Babel in Genesis as a story about the start of cultures and languages.	<ul style="list-style-type: none"> • Take a survey of how many languages we can come up with in the world. 	
9. Identify Abraham as the father of our faith in God.	<ul style="list-style-type: none"> • Teach the students the song "Father Abraham." 	
10. State the New Testament as the stories and teachings of Jesus and the early church. (Jn 13:34-34, Ex 20:1-17, Mt 5:1-12)	<ul style="list-style-type: none"> • Read to students some of Jesus' parables. 	
11. Identify Jesus as teacher and healer in St. Matthew's Gospel.	<ul style="list-style-type: none"> • Read a passage of St. Matthew's Gospel depicting Jesus as a healer and a teacher. 	
12. Identify a parable of Jesus in St. Matthew's Gospel.	<ul style="list-style-type: none"> • Read a parable or two in St. Matthew's Gospel. 	
13. State the meaning of the Kingdom of Heaven by its use in St. Matthew's Gospel.	<ul style="list-style-type: none"> • Read in St. Matthew's Gospel how Jesus defined the Kingdom of God and have a discussion. 	
14. Identify the Lord's Prayer (Our Father...) as the prayer of Jesus in St. Matthew's Gospel.	<ul style="list-style-type: none"> • Read the Lord's Prayer in Scripture. Discuss why Jesus taught the apostles this prayer. 	

LITURGY AND SACRAMENTS

Standard 3: Sacraments: Students will understand and participate in the sacraments of the Church as effective signs of God’s grace, instituted by Christ and entrusted to the Church.

Vocabulary: Eucharist, Sacrament, Sacramental, Sacraments of Healing, Sacraments of Initiation, Sanctifying Grace
Critical for Mastery in Grade 3

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Identify the meaning of sacraments.	<ul style="list-style-type: none"> • Memorize a definition of a sacrament. 	
2. Describe sacraments as signs of God’s grace.	<ul style="list-style-type: none"> • Make posters showing examples of ways we obtain grace. 	
3. Identify Sacraments of Initiation into Christian life.	<ul style="list-style-type: none"> • Draw symbols for each of the Sacraments of Initiation. 	
4. Identify the Sacrament of Eucharist as Christ’s presence in the Church.	<ul style="list-style-type: none"> • Take students to Church for a time of adoration. 	
5. Identify the Blessed Sacrament with Christ’s living presence under the forms of bread and wine.	<ul style="list-style-type: none"> • Take students to Mass and discuss Christ’s presence following the Mass. 	
6. Identify the sacraments of healing.	<ul style="list-style-type: none"> • Show students the confessional; show students the holy oils. 	
7. Identify the sacraments of service.	<ul style="list-style-type: none"> • Discuss how a priest serves and how married people serve. 	
8. State the meaning of sacramentals.	<ul style="list-style-type: none"> • Show different sacramentals that people use in the Church. 	
9. Identify Christian symbols of the Holy Spirit.	<ul style="list-style-type: none"> • Draw a symbol of the Holy Spirit. 	

Standard 4: Liturgy: Students will 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.

Vocabulary: Liturgical Colors, Liturgical Year, Liturgy, Liturgy of the Eucharist, Liturgy of the Word

Critical for Mastery in Grade 3

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. State the meaning of liturgy.	<ul style="list-style-type: none"> • Take students to Mass. 	
2. Identify the two major parts of the Mass- “Liturgy of the Word” and “Liturgy of the Eucharist.”	<ul style="list-style-type: none"> • Role-play the Mass; play a game to tell what activity goes into what part of the Mass. 	
3. Identify parts of the Liturgy of the Word.	<ul style="list-style-type: none"> • Role-play the Mass; play a game to tell what activity goes into what part of the Mass. 	
4. Identify the parts of the Liturgy of the Eucharist.	<ul style="list-style-type: none"> • Role-play the Mass; play a game to tell what activity goes into what part of the Mass. 	
5. Identify the Introductory Rite of the Mass with forgiveness and praise of God.	<ul style="list-style-type: none"> • Role-play the Mass; play a game to tell what activity goes into what part of the Mass. 	
6. Identify the Concluding Rite of the Mass with the final blessing and obligation to serve others.	<ul style="list-style-type: none"> • Role-play the Mass; play a game to tell what activity goes into what part of the Mass. 	
7. Identify the symbols of the Eucharist.	<ul style="list-style-type: none"> • Draw pictures of the Eucharist and its symbols. 	
8. Describe the roles of the priest (presider), deacon, lector, ministers of Communion, and altar servers/acolytes during the Mass.	<ul style="list-style-type: none"> • Students can role-play each of these duties and/or serve as an altar server or lector at a school Mass. 	
9. Explain the major seasons in the liturgical year.	<ul style="list-style-type: none"> • Hand out a liturgical calendar (blank) and have students label and color it. 	

10. Identify the Precepts of the Church.	<ul style="list-style-type: none"> Name a precept student and have the student tell its importance (groups). 	
11. Know the Holy Days of Obligation.	<ul style="list-style-type: none"> Memorize the six Holy Days of Obligation and their respective dates and have a contest to see which students can identify all of them. 	

MORALITY

Standard 5: Conscience: Students will develop a moral conscience informed by Church teachings.

Vocabulary: Conscience, Morality, Obedience, Ten Commandments

Critical for Mastery in Grade 3

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Explain why God gave us laws for living.	<ul style="list-style-type: none"> Groups: break students into groups and have them do a skit showing how life would be like without God's laws or civil laws. 	
2. Define morality as referring to the goodness or evil of human actions.	<ul style="list-style-type: none"> Discuss what is good in the world and what is evil in the world. 	
3. Define obedience and state its relationship to the Ten Commandments.	<ul style="list-style-type: none"> Discuss with students how they practice obedience in their life; who to obey, what to obey, how to obey, etc. 	
4. Explain obedience as an act of love.	<ul style="list-style-type: none"> Discuss how being obedient shows that you love your parents, teachers, babysitter, etc. 	

Standard 6: Christian Living:

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

Vocabulary: Morality, Stewardship

Critical for Mastery in Grade 3

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Exhibit understanding that God created us as naturally good destined for union with God.	<ul style="list-style-type: none"> Take students outside and have them choose something and explain why it is good. 	
2. Show understanding that God gives us free will so that we might love, honor, and obey God freely.	<ul style="list-style-type: none"> Discuss what choices we make each day. Share one good and one bad choice that we have made. 	
3. State the meaning of morality.	<ul style="list-style-type: none"> Discuss experiences students have of being moral. 	
4. Identify the meaning of grace.	<ul style="list-style-type: none"> Draw what our soul looks like before Baptism and after Baptism. 	
5. Demonstrate understanding of the Two Great Commandments.	<ul style="list-style-type: none"> Write a paragraph of two ways we love God and two ways we love each other. 	
6. Describe Jesus as showing us how to love.	<ul style="list-style-type: none"> Read the parable of the Prodigal Son and then discuss how this teaches us how to love. 	
7. Describe how God made our bodies sacred.	<ul style="list-style-type: none"> Make posters showing how we take care of our bodies (groups). 	
8. Demonstrate understanding of our responsibility as stewards of creation.	<ul style="list-style-type: none"> Cross in with Science on recycling, ecology, etc. and do a project cleaning school grounds, recycling paper, etc. 	
9. State the meaning of justice.	<ul style="list-style-type: none"> Role-play: set up a court room where a student gets to be a judge. 	

10. State the meaning of virtue in relationship to Christian living.	<ul style="list-style-type: none"> • Discuss good habits, good decisions that we make. Have students give specific examples. 	
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PRAYER

Standard 7: Prayer: Students know and participate in the Catholic tradition of prayer and acknowledge prayer as the primary way we deepen our relationship with and knowledge of God in the Community.

Vocabulary: Adoration, Meditation, Prayer, Rosary

Critical for Mastery in Grade 3

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. State that prayer is necessary for Christian life.	<ul style="list-style-type: none"> • Write a paragraph why prayer is important; write a paragraph telling someone how to pray if they did not know how to pray. 	
2. Exhibit understanding that people can listen and talk to God at any time of day or night.	<ul style="list-style-type: none"> • Write a paragraph telling someone how to pray if they did not know how to pray. 	
3. Identify the Apostles’ Creed and Nicene Creed as prayers of faith.	<ul style="list-style-type: none"> • In comparing the Creeds, use a Venn diagram to identify likenesses and differences. 	
4. Recognize that the liturgy is the traditional form of prayer in which God is to be worshipped, thanked, and petitioned.	<ul style="list-style-type: none"> • Role-play the Mass. 	
5. Describe forms of prayer as public, private, spontaneous and formal.	<ul style="list-style-type: none"> • Write the four words on the board and have students give examples of each. 	
6. Develop a capacity for silence as a form	<ul style="list-style-type: none"> • Take students to adoration. 	

of listening to God within.		
7. Describe how in prayer, we ask the Blessed Virgin Mary and the saints to intercede for us with God.	<ul style="list-style-type: none"> Teach the students the prayers to the Virgin Mary for help (i.e., Memorare). 	
8. Use Scripture to lead us to prayer.	<ul style="list-style-type: none"> Have students begin their day by reading a scripture passage. 	
9. Identify the Rosary as a special prayer using beads and praying about the Mysteries of Jesus' life.	<ul style="list-style-type: none"> Five groups: Assign a mystery to each group, have students make Rosaries and as they make each decade, tell about one of the decades of the Rosary in their group. Make a banner for the classroom for each of the mysteries to focus on when praying the Rosary as a class. 	
10. Commit prayers to memory: Lord's Prayer, Hail Mary, Doxology, Act of Contrition, Grace before Meals, Apostles' Creed, Angelus, and the Memorare.	<ul style="list-style-type: none"> Have students recite the prayers orally. 	

EDUCATION FOR LIVING IN THE CHRISTIAN COMMUNITY

Standard 8: Catholic Church: Students will 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.

Vocabulary: Christian, Catholic Church, Church's Head and Body, Apostles, Early Church Communities, Communion of Saints, Pope, Cardinals, Bishops (Arch), Holy Spirit, Reverence in the Church, Feast of Pentecost, St. Peter (as leader of the Apostles)

Critical for Mastery in Grade 3

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		

1. Identify themselves as Christians who are members of the Catholic Church (or if non-Catholic a Christian Church).	<ul style="list-style-type: none"> • Have students make ID cards, with their name, their date of Baptism, and the Church they belong to. 	
2. State that Jesus Christ established the Church and is its head; the people are the body.	<ul style="list-style-type: none"> • Draw that Jesus is the head and we are the body. 	
3. Identify Jesus' apostles as the ones who led the early Church communities.	<ul style="list-style-type: none"> • Read Scripture: read passages from the Acts of the Apostles. 	
4. State the meaning of Communion of Saints.	<ul style="list-style-type: none"> • Draw earth, purgatory, and heaven depicting all the people. 	
5. Name the Pope as the visible head of the Church on earth.	<ul style="list-style-type: none"> • Show students a picture of the Pope. Discuss his role in the Church. 	
6. Identify cardinals.	<ul style="list-style-type: none"> • Show the students a picture of a cardinal. Discuss with the students their role in the Church. 	
7. Identify the bishops as successors to the apostles.	<ul style="list-style-type: none"> • Show students a picture of the current Archbishop in the Archdiocese of Santa Fe. Discuss his role in the Church. 	
8. Explain that the Church continues the work of Christ on Earth guided by the Holy Spirit.	<ul style="list-style-type: none"> • Write a paragraph telling how you think the Holy Spirit works in the church today. 	
9. Show reverence in Church, (e.g., Reception of Holy Communion, genuflection, etc.).	<ul style="list-style-type: none"> • Demonstrate how to genuflect before the tabernacle in Church. Have the students practice. Demonstrate how to receive Holy Communion. Have students practice. 	
10. Identify the birthday of the Church as the Feast of Pentecost.	<ul style="list-style-type: none"> • Have students look at a Catholic Calendar and find the date of Pentecost. Have students plan a birthday party for the Church. 	
11. Identify that Jesus chose St. Peter as the leader of his apostles to lead, teach, and guide the Church and spread the Gospel.	<ul style="list-style-type: none"> • Draw a picture of St. Peter leading the Church. 	
12. Discuss the responsibility of Catholics to financially support the Church ministries.	<ul style="list-style-type: none"> • Have students practice regular giving at the school Mass. Set a monetary goal for each student. 	

Standard 9: Ecumenism: Students will understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with other Catholic (Eastern), Orthodox, and Christian churches.

Vocabulary: Christian Churches/Denominations (Protestantism), Judaism, Great Spirit, Peace and Justice

Critical for Mastery in Grade 3

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Name some of the other Christian churches/denominations (Protestant).	<ul style="list-style-type: none"> • Have the students name as many other Christian Church's that they know. 	
2. Identify Judaism as Jesus' faith.	<ul style="list-style-type: none"> • Read in Scripture about the Presentation. 	
3. Show awareness that Native Americans identify God as the Great Spirit.	<ul style="list-style-type: none"> • Have students find different names that God is called. 	
4. Show awareness that all faiths are to be respected because God loves all people.	<ul style="list-style-type: none"> • Discuss when we have a disaster that all people come together no matter the religion. 	
5. Tell that the Catholic Church works for the unity of all people to live in peace and justice.	<ul style="list-style-type: none"> • Read about a famous Catholic missionary, (i.e., Fr. Marquette, Louis Joliet, etc.). 	
6. State that our respect for other Christians and other faiths does not mean we deny that the fullness of the Faith that Christ taught is founded in the Catholic Church.	<ul style="list-style-type: none"> • Although we respect other Christian faiths, we know that the Catholic Church is the "true" Church founded by Christ. 	

Standard 10: Catholic Principles and Relationships:

Students will apply Catholic principles to interpersonal relations.

Vocabulary: Modesty, Christian Modeling, Parables, Law of Love, Ten Commandments

Critical for Mastery in Grade 3

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Realize that modesty shows respect for our own bodies and other’s bodies.	<ul style="list-style-type: none"> • Discuss that current fashions are not always pleasing to God. 	
2. Recognize that all life is God’s gift to be respected.	<ul style="list-style-type: none"> • Have students identify all the gifts that they have in their life. 	
3. Recognize that Jesus is the model of how to treat others.	<ul style="list-style-type: none"> • Have students make WWJD bracelets to help them remember to treat everyone well. 	
4. Understand that through parables, Jesus taught us to love ourselves and one another.	<ul style="list-style-type: none"> • Read to the class or show a video (<i>Veggie Tales</i>) of one of Christ’s parables. 	
5. Memorize love of God and neighbor (Law of Love).	<ul style="list-style-type: none"> • Have students recite the Law of Love. 	
6. Compare the Law of Love to the Ten Commandments.	<ul style="list-style-type: none"> • Display the Ten Commandments and the Law of Love. Have students compare. 	
7. Use the Law of Love to evaluate the people’s decisions in the Bible stories, films, TV programs stories, or songs.	<ul style="list-style-type: none"> • Have students think of their favorite TV program and give examples of the characters demonstrating the Law of Love. 	
8. Evaluate their own actions toward others as following or not following the Law of Love.	<ul style="list-style-type: none"> • Groups: students discuss how they use the Law of Love in their life and then share with the entire group. 	

Standard 11: Vocation: Students will 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.

Vocabulary: Disciples, Vocation, Holy Orders

Critical for Mastery in Grade 3

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Exhibit understanding that the student desires to follow Jesus.	<ul style="list-style-type: none"> • Ask students if they want to follow Jesus and why or why not. 	
2. Show understanding that Jesus called people to be His disciples.	<ul style="list-style-type: none"> • Read the parable of the Rich Young Man and discuss how Jesus wanted him to be a disciple. 	
3. Describe vocation as a calling to serve others.	<ul style="list-style-type: none"> • Have a priest come in and talk about vocations. 	
4. State that marriage, priesthood, religious life, and single life are distinct vocations in the Church.	<ul style="list-style-type: none"> • Have a sister come in and talk about vocations. 	
5. Show understanding that parents have a vocation to serve God and the Church by helping their children to grow close to God.	<ul style="list-style-type: none"> • Have students interview their parents about their marriage vocation (teacher or another adult can be substituted for parents if needed). 	
6. Articulate that all people are called to holiness by living their lives close to God.	<ul style="list-style-type: none"> • Read the parable of the Rich Young Man and discuss how Jesus wanted him to be a disciple; discuss his sadness when he chose not to go with Jesus. 	
7. Understand that Holy Orders is a Sacrament of special service and commitment to the Church.	<ul style="list-style-type: none"> • Have a priest come in and talk about his service to the Church. 	

EVANGELIZATION AND APOSTOLIC LIFE

Standard 12: Catholic Social Teaching: Students will know, critique and apply social justice and stewardship principles to societal situations in a way that acknowledges and affirms the dignity of the human person and community.

Vocabulary: Stewardship, Ministries, Conception, Church Community

Critical for Mastery in Grade 3

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Discuss the need for stewardship.	<ul style="list-style-type: none"> Have students practice acts of stewardship for the Church, such as cleaning up the grounds, straightening up the pews after church services, etc. 	
2. Demonstrate different ways in which to help people in the world and our own community.	<ul style="list-style-type: none"> Have students lead a food or clothing drive. 	
3. Discuss the variety of ministries in the church that assist people, (i.e., St. Vincent de Paul, Society).	<ul style="list-style-type: none"> Have a ministry leader talk to the students about their particular ministry. 	
4. Communicate the rights and responsibilities of people.	<ul style="list-style-type: none"> Students make a chart listing parent duties and children's duties in the home. 	
5. Understand the dignity and importance of each human life from conception to natural death.	<ul style="list-style-type: none"> Tell the students that God loves all of us and He is the only one that chooses life or death. 	
6. Brainstorm how to participate fully in the Church community, as well as in your own individual family.	<ul style="list-style-type: none"> Groups: break students into groups and brainstorm ways to help the church and help their families. Present their ideas to the rest of the class. 	

Standard 13: Inter-Religious Dialogue:

Students will understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with Jews, Muslims, and all faith traditions.

Vocabulary: Non-Christian Religions, Buddhism, Hinduism, Judaism, Islam

Critical for Mastery in Grade 3

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Demonstrate understanding that there are different non-Christian religions in the world.	<ul style="list-style-type: none">• Make a timeline of major religions.	
2. Describe major non-Christian religions such as Muslim, Jewish, Buddhism, and Hinduism.	<ul style="list-style-type: none">• Visual or auditory presentation of examples of these religions (PowerPoint, film, etc.).	

Standard 14: Missionary Vocation:

Students will demonstrate an appreciation for Catholic missionary and evangelization efforts through our parish community, its culture, worship, sacramental life, and service.

Vocabulary: Missionary Work, Rice Bowl, World Hunger Prayer

Critical for Mastery in Grade 3

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Use Maryknoll or other publications to look at missionary work around the world.	<ul style="list-style-type: none">• Follow the lesson plan provided with the Maryknoll publication for this age level.	

2. Participate in the Rice Bowl drive.	• Participate in the Rice Bowl drive.	
3. Participate in World Hunger Prayer day.	• Participate in World Hunger Prayer day.	