

Student Information		School Information	
Student Name	Student, Sample	School	Way Elementary
Student Id	Student ID	Principal	Adam Scher
Track	Way Elem 14/15	School Phone	248-341-7800
Grade	3	School Address	765 W Long Lake Rd
Teacher	Alt, Michele		Bloomfield Hills, MI 48302

**To the Parent or Guardian of:  
Sample Student  
1234 Main Street  
Home Town, MI 48302**

**TERMS**

S1E Semester 1 Elementary (9/2 - 1/23)  
S2E Semester 2 Elementary (1/26 - 6/16)

Attendance	S1E	S2E		
Days Enrolled	88	91		
Days Absent	0	0		
Days Tardy	1	0		

"W" - Within Grade Level Expectations  
"N" - Needs More Practice  
"- " - Not Assessed

3rd Gr Development Alt, M	S1E	S2E
<b>Standards</b>		
<b>SELF-MANAGEMENT SKILLS</b>		
Demonstrates self-control.		
Takes responsibility for behavior		
Follows verbal directions		
Follows written directions		
Works independently to complete classroom assignments		
Meets due dates		
Strives for personal best		
Perseveres		
Takes initiative		
Follows school rules		
Demonstrates appropriate listening behavior		
Manages time well		
<b>SOCIAL DEVELOPMENT</b>		
Shows tolerance for others		
Cooperates with others		
Is respectful with adults and peers		
Adapts to new situations		
Demonstrates a conscientious attitude		
Communicates needs		
Solves own problems in social situations		
<b>Notes</b>		
S1E: Semester 1 teacher notes may appear here.		
S2E: Semester 2 teacher notes may appear here.		
<b>3rd Gr ELA Language Alt, M</b>		
<b>Standards</b>		
<b>CONVENTIONS OF STANDARD ENGLISH</b>		
Use commas in addresses. L.3.2.b		
Explain the function of nouns, pronouns, verbs, adjectives, & adverbs and their functions in particular sentences. L.3.1.a		
Form & use regular & irregular plural nouns. L.3.1.b		

3rd Gr ELA Language Alt, M	S1E	S2E
<b>Standards</b>		
Use abstract nouns (e.g., childhood). L.3.1.c		
Form & use regular & irregular verbs. L.3.1.d		
Form & use the simple verb tenses (e.g., I walked, I walk, I will walk). L.3.1.e		
Ensure subject-verb & pronoun-antecedent agreement. L.3.1.f		
Form & use comparative & superlative adjectives & adverbs, & choose between them depending on what is to be modified. L.3.1.g		
Use coordinating & subordinating conjunctions. L.3.1.h		
Produce simple, compound, & complex sentences. L.3.1.i		
Capitalize appropriate words in titles. L.3.2.a		
Use commas & quotation marks in dialogue. L.3.2.c		
Form & use possessives. L.3.2.d		
Use conventional spelling for high-frequency & other studied words & for adding suffixes to base words. L.3.2.e		
Use spelling patterns & generalization in writing words. L.3.2.f		
Consult reference materials, including beginning dictionaries, as needed to check & correct spellings. L.3.2.g		
<b>KNOWLEDGE OF LANGUAGE</b>		
Choose words & phrases for effect. L.3.3.a		
Recognize & observe differences between the conventions of spoken & written standard English. L.3.3.b		
<b>VOCABULARY ACQUISITION AND USE</b>		
Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4.a		
Determine the meaning of the new word formed when a known affix is added to a known word. L.3.4.b		
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). L.3.4.c		
Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words & phrases. L.3.4.d		
Distinguish the literal & nonliteral meanings of words & phrases in context (e.g., take steps). L.3.5.a		
Identify real-life connections between words & their use (e.g., describe people who are friendly or helpful). L.3.5.b		
Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. L.3.5.c		

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3rd Gr ELA Language Alt, M	S1E	S2E
Standards		
Acquire & use accurately grade-appropriate conversational, general academic, & domain-specific words & phrases. L.3.6	<input type="checkbox"/>	<input type="checkbox"/>
Notes		
S1E: Semester 1 teacher notes may appear here.		
S2E: Semester 2 teacher notes may appear here.		
3rd Gr ELA Reading Alt, M	S1E	S2E
Standards		
<b>FOUNDATIONAL SKILLS (PHONICS, WORD RECOGNITION, FLUENCY):</b>		
Identify & know the meaning of the most common prefixes & derivational suffixes. RF.3.3.a	<input type="checkbox"/>	<input type="checkbox"/>
Decode words with common Latin suffixes. RF.3.3.b	<input type="checkbox"/>	<input type="checkbox"/>
Decode multi-syllable words. RF.3.3.c	<input type="checkbox"/>	<input type="checkbox"/>
Read grade-appropriate irregularly spelled words. RF.3.3.d	<input type="checkbox"/>	<input type="checkbox"/>
Read on-level text with purpose & understanding. RF.3.4.a	<input type="checkbox"/>	<input type="checkbox"/>
Read on-level prose & poetry orally with accuracy, appropriate rate, & expression on successive readings. RF.3.4.b	<input type="checkbox"/>	<input type="checkbox"/>
Use context to confirm or self-correct word recognition & understanding, rereading as necessary. RF.3.4.c	<input type="checkbox"/>	<input type="checkbox"/>
<b>KEY IDEAS &amp; DETAILS:</b>		
Ask & answer quests to demonstrate understanding of literature & info text. RL.3.1,RI.3.1	<input type="checkbox"/>	<input type="checkbox"/>
Recount stories; determine the central message & explain how it is conveyed through key details in the text. RL.3.2	<input type="checkbox"/>	<input type="checkbox"/>
Determine the main idea of informational text; recount the key details & explain how they support the main idea. RI.3.2	<input type="checkbox"/>	<input type="checkbox"/>
Describe characters in a story & explain how their actions contribute to the sequence of events. RL.3.3	<input type="checkbox"/>	<input type="checkbox"/>
Describe the relationship betw a series of historical events, scientific ideas, or steps in technical procedures. RI.3.3	<input type="checkbox"/>	<input type="checkbox"/>
<b>CRAFT &amp; STRUCTURE:</b>		
Determine the meaning of words & phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.4	<input type="checkbox"/>	<input type="checkbox"/>
Determine the meaning of gen academic, domain-specific words & phrases in a text. RI.3.4	<input type="checkbox"/>	<input type="checkbox"/>
Refer to parts of stories, dramas, & poems when writing or speaking about a text. RL.3.5	<input type="checkbox"/>	<input type="checkbox"/>
Use text features & search tools to locate info. relevant to a given topic efficiently. RI.3.5	<input type="checkbox"/>	<input type="checkbox"/>
Distinguish their own pt of view from that of the narrator or those of the characters in narrative text, etc. RL.3.6,RI.3.6	<input type="checkbox"/>	<input type="checkbox"/>
<b>INTEGRATION OF KNOWLEDGE &amp; IDEAS:</b>		
Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. RL.3.7	<input type="checkbox"/>	<input type="checkbox"/>
Use info. gained from illustrations & the words in a text to demonstrate understanding of the text. RI.3.7	<input type="checkbox"/>	<input type="checkbox"/>
Describe the logical connection between particular sentences & paragraphs in a text. RI.3.8	<input type="checkbox"/>	<input type="checkbox"/>
Compare & contrast themes, settings & plots of stories written by the same author about the same or similar characters. RL.3.9	<input type="checkbox"/>	<input type="checkbox"/>
Compare & contrast the most important points & key details presented in 2 texts on the same topic. RI.3.9	<input type="checkbox"/>	<input type="checkbox"/>
<b>RANGE OF READING &amp; LEVEL OF TEXT COMPLEXITY:</b>		

3rd Gr ELA Reading Alt, M	S1E	S2E
Standards		
Read & compre. lit, dramas, poetry, & info text, including history/social studies, science, & technical texts. RL.3.10, RI.3.10	<input type="checkbox"/>	<input type="checkbox"/>
Notes		
S1E: Semester 1 teacher notes may appear here.		
S2E: Semester 2 teacher notes may appear here.		
3rd Gr ELA Speaking & Listening Alt, M	S1E	S2E
Standards		
<b>COMPREHENSION &amp; COLLABORATION</b>		
Come to discussions prepared, having read or studied; explicitly explore ideas under discussion. SL.3.1.a	<input type="checkbox"/>	<input type="checkbox"/>
Follow agreed-upon rules for discussions. SL.3.1.b	<input type="checkbox"/>	<input type="checkbox"/>
Ask questions to check understanding of info presented, stay on topic, & link their comments to the remarks of others. SL.3.1.c	<input type="checkbox"/>	<input type="checkbox"/>
Explain their own ideas & understanding in light of the discussion. SL.3.1.d	<input type="checkbox"/>	<input type="checkbox"/>
Determine the main ideas & supporting details of a text read aloud or info. presented in diverse media & formats. SL.3.2	<input type="checkbox"/>	<input type="checkbox"/>
Ask & answer questions about info. from a speaker, offering appropriate elaboration & detail. SL.3.3	<input type="checkbox"/>	<input type="checkbox"/>
<b>PRESENTATION OF KNOWLEDGE &amp; IDEAS</b>		
Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant,etc. SL.3.4	<input type="checkbox"/>	<input type="checkbox"/>
Create audio recordings of stories or poems; add visual displays to emphasize or enhance certain facts or details. SL.3.5	<input type="checkbox"/>	<input type="checkbox"/>
Speak in complete sentences when appropriate to task & situation in order to provide requested detail or clarification. SL.3.6	<input type="checkbox"/>	<input type="checkbox"/>
Notes		
S1E: Semester 1 teacher notes may appear here.		
S2E: Semester 2 teacher notes may appear here.		
3rd Gr ELA Writing Alt, M	S1E	S2E
Standards		
<b>TEXT TYPES &amp; PURPOSES</b>		
Introduce topic or text, state an opinion & create an organizational structure that lists reasons. W.3.1.a	<input type="checkbox"/>	<input type="checkbox"/>
Provide reasons that support the opinion. W.3.1.b	<input type="checkbox"/>	<input type="checkbox"/>
Use linking words & phrases (e.g., because, since, therefore, for example) to connect opinion & reasons. W.3.1.c	<input type="checkbox"/>	<input type="checkbox"/>
Provide a concluding statement or section in an opinion piece. W.3.1.d	<input type="checkbox"/>	<input type="checkbox"/>
Introduce a topic & group related info. together; include illustrations when useful to aiding comprehension. W.3.2.a	<input type="checkbox"/>	<input type="checkbox"/>
Develop the topic with facts, definitions, & details. W.3.2.b	<input type="checkbox"/>	<input type="checkbox"/>
Use linking words & phrases (e.g., also, another, &, more, but) to connect ideas within categories of info.. W.3.2.c	<input type="checkbox"/>	<input type="checkbox"/>
Provide a concluding statement or section in an informative/explanatory text. W.3.2.d	<input type="checkbox"/>	<input type="checkbox"/>
Establish a situation & introduce a narrator &/or characters; organize an event sequence that unfolds naturally. W.3.3.a	<input type="checkbox"/>	<input type="checkbox"/>

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3rd Gr ELA Writing Alt, M	S1E	S2E
Standards		
Use dialogue & descriptions of actions, thoughts, & feelings to develop experiences & events. W.3.3.b	<input type="checkbox"/>	<input type="checkbox"/>
Use temporal words & phrases to signal event order. W.3.3.c	<input type="checkbox"/>	<input type="checkbox"/>
Provide a sense of closure. W.3.3.d	<input type="checkbox"/>	<input type="checkbox"/>
<b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b>		
With guidance & support, produce writing in which the development & organization are appropriate to task & purpose. W.3.4	<input type="checkbox"/>	<input type="checkbox"/>
With guidance & support from peers & adults, develop & strengthen writing as needed by planning, revising, & editing. W.3.5	<input type="checkbox"/>	<input type="checkbox"/>
With guidance & support, use technology to produce & publish writing as well as to interact & collaborate with others. W.3.6	<input type="checkbox"/>	<input type="checkbox"/>
<b>RESEARCH TO BUILD &amp; PRESENT KNOWLEDGE</b>		
Conduct short research projects that build knowledge about a topic. W.3.7	<input type="checkbox"/>	<input type="checkbox"/>
Recall info. from experiences or gather info. from print & digital sources; take notes on sources & sort evidence. W.3.8	<input type="checkbox"/>	<input type="checkbox"/>
<b>RANGE OF WRITING</b>		
Write routinely over extended & shorter time frames for a range of discipline-specific tasks, purposes & audiences. W.3.10	<input type="checkbox"/>	<input type="checkbox"/>
Notes		
S1E: Semester 1 teacher notes may appear here.		
S2E: Semester 2 teacher notes may appear here.		

3rd Gr Foreign Language - S1 Frost, B	S1E	S2E
Standards		
<b>THIRD GRADE UNIT 1: FINDING OUT ABOUT OTHERS</b>		
Ask others for personal information in Spanish. 1.2.N.R.a	<input type="checkbox"/>	<input type="checkbox"/>
Tell others about the Hispanic presence in Michigan. 3.1.N.a	<input type="checkbox"/>	<input type="checkbox"/>
Talk about self in Spanish. 1.1.N.S.b	<input type="checkbox"/>	<input type="checkbox"/>
<b>THIRD GRADE UNIT 2: GETTING AROUND IN SPANISH CLASS</b>		
Identify and describe common school supplies in Spanish. 1.2.N.R.a	<input type="checkbox"/>	<input type="checkbox"/>
Use numbers for math and time in Spanish. 1.2.N.R.a, 5.2.N.a	<input type="checkbox"/>	<input type="checkbox"/>
Identify common school areas in Spanish. 1.3.N.S.b	<input type="checkbox"/>	<input type="checkbox"/>
Notes		
S1E: Semester 1 teacher notes may appear here		

3rd Gr Foreign Language - S2 Frost, B	S1E	S2E
Standards		
<b>THIRD GRADE UNIT 3: HOW IS MY FAMILY?</b>		
Write and present a description of one's family in Spanish. 1.3.N.S.b	<input type="checkbox"/>	<input type="checkbox"/>
Write a description of oneself in Spanish. 1.3.N.W.c	<input type="checkbox"/>	<input type="checkbox"/>
<b>THIRD GRADE UNIT 4: A SANDWICH FOR LUNCH</b>		
Exchange mealtime courtesies in Spanish. 1.1.N.SL.c	<input type="checkbox"/>	<input type="checkbox"/>
Name common sandwich ingredients in Spanish. 1.1.N.R.a, 1.3.N.S.b	<input type="checkbox"/>	<input type="checkbox"/>
Order food in Spanish. 1.1.N.SL.i, 1.3.N.S.b	<input type="checkbox"/>	<input type="checkbox"/>

3rd Gr Foreign Language - S2 Frost, B	S1E	S2E
Standards		
<b>THIRD GRADE UNIT 5: DRESSING FOR THE WEATHER</b>		
Identify common seasonal clothing in Spanish. 1.1.N.SL.b	<input type="checkbox"/>	<input type="checkbox"/>
Name the four seasons in Spanish. 1.1.N.SL.i	<input type="checkbox"/>	<input type="checkbox"/>
Write the months of the year in Spanish. 1.1.N.RW.b	<input type="checkbox"/>	<input type="checkbox"/>
<b>THIRD GRADE UNIT 6: ANIMAL HABITATS AND CONTINENTS</b>		
Identify continents in written Spanish. 3.1.N.a	<input type="checkbox"/>	<input type="checkbox"/>
Identify animal habitats in Spanish. 3.1.N.a	<input type="checkbox"/>	<input type="checkbox"/>
Name the seven continents in Spanish. 3.1.N.a	<input type="checkbox"/>	<input type="checkbox"/>

Notes  
S2E: Semester 2 teacher notes may appear here.

3rd Gr Math Alt, M	S1E	S2E
Standards		
<b>OPERATIONS &amp; ALGEBRAIC THINKING</b>		
Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. 3.OA.1	<input type="checkbox"/>	<input type="checkbox"/>
Interpret whole # quotients of whole numbers. 3.OA.2	<input type="checkbox"/>	<input type="checkbox"/>
Use mult & div within 100 to solve word problems in situations involving equal groups, arrays, & measurement quantities. 3.OA.3	<input type="checkbox"/>	<input type="checkbox"/>
Determine the unknown whole number in a multiplication or division equation relating 3 whole numbers. 3.OA.4	<input type="checkbox"/>	<input type="checkbox"/>
Apply properties of operations (commutative, associative, distributive) as strategies to multiply & divide. 3.OA.5	<input type="checkbox"/>	<input type="checkbox"/>
Understand division as an unknown-factor problem. 3.OA.6	<input type="checkbox"/>	<input type="checkbox"/>
Fluently multiply & divide within 100. By the end of grade 3, know from memory all products of 2 one-digit numbers. 3.OA.7	<input type="checkbox"/>	<input type="checkbox"/>
Solve 2-step word problems using 4 operations. Represent problems and use mental computation & estimation strategies. 3.OA.8	<input type="checkbox"/>	<input type="checkbox"/>
Identify arithmetic patterns & explain them using properties of operations. 3.OA.9	<input type="checkbox"/>	<input type="checkbox"/>
<b>NUMBER &amp; OPERATIONS IN BASE TEN</b>		
Use place value understanding to round whole numbers to the nearest 10 or 100. 3.NBT.1	<input type="checkbox"/>	<input type="checkbox"/>
Fluently add & subtract within 1000 using strategies & algorithms based on place value, properties of operations, etc. 3.NBT.2	<input type="checkbox"/>	<input type="checkbox"/>
Multiply 1-digit whole #'s by multiples of 10 using strategies of place value & properties of operations. 3.NBT.3	<input type="checkbox"/>	<input type="checkbox"/>
<b>NUMBER &amp; OPERATIONS - FRACTIONS</b>		
Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts. 3.NF.1	<input type="checkbox"/>	<input type="checkbox"/>
Represent a fraction 1/b on a number line diagram & partitioning it into b equal parts. 3.NF.2.a	<input type="checkbox"/>	<input type="checkbox"/>
Represent a fraction a/b on a number line. Recognize that the resulting interval has size a/b. 3.NF.2.b	<input type="checkbox"/>	<input type="checkbox"/>
Understand 2 fractions as equivalent if they are the same size, or the same point on a number line. 3.NF.3.a	<input type="checkbox"/>	<input type="checkbox"/>
Recognize & generate simple equivalent fractions. Explain why the fractions are equivalent. 3.NF.3.b	<input type="checkbox"/>	<input type="checkbox"/>
Express whole numbers as fractions, & recognize fractions that are equivalent to whole numbers. 3.NF.3.c	<input type="checkbox"/>	<input type="checkbox"/>

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3rd Gr Math	S1E	S2E
<b>Alt, M</b>		
<b>Standards</b>		
Compare fractions by reasoning about their size. Record the results of comparisons justify the conclusions. 3.NF.3.d		
<b>MEASUREMENT &amp; DATA</b>		
Tell & write time to the nearest min & measure time intervals in min. Solve word problems. 3.MD.1		
Measure & estimate liquid volumes & masses using std units. Add, subtract, multiply, or divide to solve 1-step problems. 3.MD.2		
Draw a picture graph & bar graph representing data sets. Solve 1- & 2-step problems presented in bar graphs. 3.MD.3		
Generate measurement data, show the data by making a line plot. 3.MD.4		
Understand that a square is said to have "one square unit" of area, & can be used to measure area. 3.MD.5.a		
Understand a figure covered without gaps or overlaps by n unit squares has an area of n square units. 3.MD.5.b		
Measure areas by counting unit squares (square cm, square m, square in, square ft, & improvised units). 3.MD.6		
Find the area of a rectangle by tiling it & show that the area is equivalent to multiplying the side lengths. 3.MD.7.a		
Multiply side lengths to find areas of rectangles & represent products as rectangular areas. 3.MD.7.b		
Use tiling to show in a concrete case the area of a rectangle. Use area models to represent the distributive property. 3.MD.7.c		
Recognize area as additive. 3.MD.7.d		
Solve real world & mathematical problems involving perimeters. 3.MD.8		
<b>GEOMETRY</b>		
Understand that shapes in diff categories share attributes. 3.G.1		
Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. 3.G.2		
<b>Notes</b>		
S1E: Semester 1 teacher notes may appear here.		
S2E: Semester 2 teacher notes may appear here.		
<b>3rd Gr Science</b>	<b>S1E</b>	<b>S2E</b>
<b>Alt, M</b>		
<b>Standards</b>		
<b>SCIENCE PROCESSES: INQUIRY</b>		
Make purposeful observation of the natural world using the appropriate senses. S.IP.03.11		
Generate questions based on observations. S.IP.03.12		
Plan & conduct simple & fair investigations. S.IP.03.13		
Manipulate simple tools that aid observation & data collection. S.IP.03.14		
Make accurate measurements with appropriate units for the measurement tool. S.IP.03.15		
Construct simple charts & graphs from data & observations. S.IP.03.16		
<b>SCIENCE PROCESSES: INQUIRY ANALYSIS &amp; COMMUNICATION</b>		
Summarize info. from charts & graphs to answer scientific questions. S.IA.03.11		
Share ideas about science through purposeful conversation in collaborative groups. S.IA.03.12		

3rd Gr Science	S1E	S2E
<b>Alt, M</b>		
<b>Standards</b>		
Communicate & present findings of observations & investigations. S.IA.03.13		
Develop research strategies & skills for info. gathering & problem solving. S.IA.03.14		
Compare & contrast sets of data from multiple trials of a science investigation to explain reasons for differences. S.IA.03.15		
<b>SCIENCE PROCESSES: REFLECTION &amp; SOCIAL IMPLICATIONS</b>		
Demonstrate scientific concepts through various illustrations, performances, models, exhibits, & activities. S.RS.03.11		
Use data/samples as evidence to separate fact from opinion. S.RS.03.14		
Use evidence when communicating scientific ideas. S.RS.03.15		
Identify technology used in everyday life. S.RS.03.16		
Identify current problems that may be solved through the use of technology. S.RS.03.17		
Describe the effect humans & other organisms have on the balance of the natural world. S.RS.03.18		
Describe how people have contributed to science throughout history & across cultures. S.RS.03.19		
<b>PHYSICAL SCIENCE: FORCE &amp; MOTION</b>		
Identify the force that pulls objects toward the Earth. P.FM.03.22		
Describe how a push or a pull is a force. P.FM.03.35		
Relate a change in motion of an object to the force that caused the change of motion. P.FM.03.36		
Demonstrate how the chg in motion of an object is related to strength of the force & to the mass of the object. P.FM.03.37		
Demonstrate when an object does not move in response to a force, it is because another force is acting on it. P.FM.03.38		
Compare & contrast the motion of objects in terms of direction. P.FM.03.41		
Identify changes in motion (change direction, speeding up, slowing down). P.FM.03.42		
Calc. the speed of an obj based on distance it travels divided by amt of time it took to travel that distance. P.FM.03.43		
<b>PHYSICAL SCIENCE: ENERGY</b>		
Identify light & sound as forms of energy. P.EN.03.11		
Demonstrate that light travels in a straight line & that shadows are made by placing an object in a path of light. P.EN.03.21		
Demonstrate what happens to light when it travels from water to air. P.EN.03.22		
Relate sounds to their sources of vibrations. P.EN.03.31		
Distinguish the effect of fast or slow vibrations as pitch. P.EN.03.32		
<b>PHYSICAL SCIENCE: PROPERTIES OF MATTER</b>		
Demonstrate how some materials are heated more than others by light that shines on them. P.PM.03.51		
Explain how we need light to see objects. P.PM.03.52		
<b>LIFE SCIENCE: ORGANIZATION OF LIVING THINGS</b>		
Describe the function of the following plant parts: flower, stem, root, & leaf. L.OL.03.31		
Identify & compare structures in animals used for controlling body temperature, support, etc. L.OL.03.32		

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<b>Alt, M</b>		
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Classify plants on the basis of observable physical characteristics (roots, leaves, stems, & flowers). L.OL.03.41	<input type="checkbox"/>	<input type="checkbox"/>
Classify animals on the basis of observable physical characteristics (backbone, skin, shell, limbs, scales). L.OL.03.42	<input type="checkbox"/>	<input type="checkbox"/>
<b>LIFE SCIENCE: EVOLUTION</b>		
Relate characteristics & functions of observable parts in plants that allow them to live in their environ. L.EV.03.11	<input type="checkbox"/>	<input type="checkbox"/>
Relate characteristics & functions of observable body parts to the ability of animals to live in their environment. L.EV.03.12	<input type="checkbox"/>	<input type="checkbox"/>
<b>EARTH SCIENCE: EARTH SYSTEMS</b>		
Identify natural resources (metals, fuels, fresh water, farmland, & forests). E.ES.03.41	<input type="checkbox"/>	<input type="checkbox"/>
Classify renewable (fresh water, farmland, forests) & non-renewable (fuels, metals) resources. E.ES.03.42	<input type="checkbox"/>	<input type="checkbox"/>
Describe ways humans are protecting, extending, & restoring resources (recycle, reuse, reduce, renewal). E.ES.03.43	<input type="checkbox"/>	<input type="checkbox"/>
Recognize that paper, metal, glass, & some plastics can be recycled. E.ES.03.44	<input type="checkbox"/>	<input type="checkbox"/>
Describe ways humans are dependent on the natural environment & constructed environments. E.ES.03.51	<input type="checkbox"/>	<input type="checkbox"/>
Describe helpful or harmful effects of humans on the environment. E.ES.03.52	<input type="checkbox"/>	<input type="checkbox"/>
<b>EARTH SCIENCE: SOLID EARTH</b>		
Recognize & describe different types of earth materials (mineral, rock, clay, boulder, gravel, s&, soil). E.SE.03.13	<input type="checkbox"/>	<input type="checkbox"/>
Recognize that rocks are made up of minerals. E.SE.03.14	<input type="checkbox"/>	<input type="checkbox"/>
Identify & describe natural causes of change in the Earth's surface. E.SE.03.22	<input type="checkbox"/>	<input type="checkbox"/>
Identify Earth materials used to construct some common objects (for example: bricks, buildings, roads, glass). E.SE.03.31	<input type="checkbox"/>	<input type="checkbox"/>
Describe how materials taken from the Earth can be used as fuels for heating & transportation. E.SE.03.32	<input type="checkbox"/>	<input type="checkbox"/>
<b>Notes</b>		
S1E: Semester 1 teacher notes may appear here.		
S2E: Semester 2 teacher notes may appear here.		

3rd Gr Social Studies	S1E	S2E
<b>Alt, M</b>		
<b>Standards</b>		
<b>HISTORY: HISTORY OF MICHIGAN (THROUGH STATEHOOD)</b>		
Identify questions historians ask in examining the past in Michigan. 3-H3.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Explain how historians use primary & secondary sources to answer questions about the past. 3-H3.0.2	<input type="checkbox"/>	<input type="checkbox"/>
Describe the causal relationships between 3 events in Michigan's past. 3-H3.0.3	<input type="checkbox"/>	<input type="checkbox"/>
Draw upon traditional stories of Am. Indians who lived in MI in order to make generalizations about their beliefs. 3-H3.0.4	<input type="checkbox"/>	<input type="checkbox"/>
Use text & visual data to compare how Am. Indians & settlers in MI adapted to, used, & modified their environment. 3-H3.0.5	<input type="checkbox"/>	<input type="checkbox"/>
Use sources to describe interactions that occurred between Am. Indians & first European explorers & settlers in MI. 3-H3.0.6	<input type="checkbox"/>	<input type="checkbox"/>
Use primary & secondary sources to construct a historical narrative about daily life in the early settlements of MI. 3-H3.0.7	<input type="checkbox"/>	<input type="checkbox"/>

3rd Gr Social Studies	S1E	S2E
<b>Alt, M</b>		
<b>Standards</b>		
Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan. 3-H3.0.8	<input type="checkbox"/>	<input type="checkbox"/>
Describe how Michigan attained statehood. 3-H3.0.9	<input type="checkbox"/>	<input type="checkbox"/>
Create a timeline to sequence early Michigan history. 3-H3.0.10	<input type="checkbox"/>	<input type="checkbox"/>
<b>GEOGRAPHY: THE WORLD IN SPATIAL TERMS</b>		
Use cardinal directions to describe the relative location of significant places in the immediate environment. 3-G1.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Use thematic maps to identify & describe the physical & human characteristics of Michigan. 3-G1.0.2	<input type="checkbox"/>	<input type="checkbox"/>
<b>GEOGRAPHY: PLACES &amp; REGIONS</b>		
Use a variety of visual materials & data sources to describe ways in which Michigan can be divided into regions. 3-G2.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Describe different regions to which Michigan belongs. 3-G2.0.2	<input type="checkbox"/>	<input type="checkbox"/>
<b>GEOGRAPHY: HUMAN SYSTEMS</b>		
Describe kinds of economic activity in MI today & explain factors influencing the location of activities. 3-G4.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Describe diverse groups that have come into a region of Michigan & reasons why they came. 3-G4.0.2	<input type="checkbox"/>	<input type="checkbox"/>
Describe some of the current movements of goods, people, jobs, etc., or within MI & explain reasons for the movements. 3-G4.0.3	<input type="checkbox"/>	<input type="checkbox"/>
Use data & current info. about Am. Indians living in MI today; describe the cultural aspects of modern Am. Indian life. 3-G4.0.4	<input type="checkbox"/>	<input type="checkbox"/>
<b>GEOGRAPHY: ENVIRONMENT &amp; SOCIETY</b>		
Locate natural resources in Michigan & explain the consequences of their use. 3-G5.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Describe how people adapt to, use, & modify the natural resources of Michigan. 3-G5.0.2	<input type="checkbox"/>	<input type="checkbox"/>
<b>CIVICS &amp; GOVERNMENT: PURPOSES OF GOVERNMENT</b>		
Give an example of how Michigan state government fulfills one of the purposes of government. 3-C1.0.1	<input type="checkbox"/>	<input type="checkbox"/>
<b>CIVICS &amp; GOVERNMENT: VALUES &amp; PRINCIPLES OF AMERICAN GOVERNMENT</b>		
<b>CIVICS &amp; GOVERNMENT: STRUCTURES &amp; FUNCTIONS OF GOVERNMENT</b>		
Distinguish between the roles of state & local government. 3-C3.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Identify goods & services provided by the state government & describe how they are funded. 3-C3.0.2	<input type="checkbox"/>	<input type="checkbox"/>
Identify the 3 branches of state government in Michigan & the powers of each. 3-C3.0.3	<input type="checkbox"/>	<input type="checkbox"/>
Explain how state courts function to resolve conflict. 3-C3.0.4	<input type="checkbox"/>	<input type="checkbox"/>
Describe the purpose of the Michigan Constitution. 3-C3.0.5	<input type="checkbox"/>	<input type="checkbox"/>
<b>CIVICS &amp; GOVERNMENT: ROLES OF THE CITIZENS IN AMERICAN DEMOCRACY</b>		
Identify rights & responsibilities of citizenship. 3-C5.0.1	<input type="checkbox"/>	<input type="checkbox"/>
<b>ECONOMICS: MARKET ECONOMY</b>		
Explain how scarcity, opportunity costs, & choices affect what is produced & consumed in Michigan. 3-E1.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Identify incentives that influence economic decisions people make in Michigan. 3-E1.0.2	<input type="checkbox"/>	<input type="checkbox"/>
Analyze how Michigan's location & natural resources influenced its economic development. 3-E1.0.3	<input type="checkbox"/>	<input type="checkbox"/>
Describe how entrepreneurs combine natural, human, & capital resources to produce goods & services in Michigan. 3-E1.0.4	<input type="checkbox"/>	<input type="checkbox"/>

Student Information		School Information	
Student Name	Student, Sample	School	Way Elementary
Student Id	Student ID	Principal	Adam Scher

3rd Gr Social Studies	S1E	S2E
Alt, M		
<b>Standards</b>		
Explain the role of business development in Michigan's economic future. 3-E1.0.5	<input type="checkbox"/>	<input type="checkbox"/>
<b>ECONOMICS: NATIONAL ECONOMY</b>		
Using a Michigan example, describe how specialization leads to increased interdependence. 3-E2.0.1	<input type="checkbox"/>	<input type="checkbox"/>
<b>ECONOMICS: INTERNATIONAL ECONOMY</b>		
Identify products produced in other countries & consumed by people in Michigan. 3-E3.0.1	<input type="checkbox"/>	<input type="checkbox"/>
<b>PUBLIC DISCOURSE, DECISION MAKING, &amp; CITIZEN INVOLVEMENT: IDENTIFYING &amp; ANALYZING PUBLIC ISSUES</b>		
Identify public issues in Michigan that influence the daily lives of its citizens. 3-P3.1.1	<input type="checkbox"/>	<input type="checkbox"/>
Use graphic data & other sources to analyze info. about a public issue in Michigan & evaluate alternative resolutions. 3-P3.1.2	<input type="checkbox"/>	<input type="checkbox"/>
Give ex. of how conflicts over core dem. values lead people to differ on resolutions to a public policy issue in MI. 3-P3.1.3	<input type="checkbox"/>	<input type="checkbox"/>
<b>PUBLIC DISCOURSE, DECISION MAKING, &amp; CITIZEN INVOLVEMENT: PERSUASIVE COMMUNICATION ABOUT A PUBLIC ISSUE</b>		
Compose a para. expressing position on a public policy issue in MI & justify the position with a reasoned argument. 3-P3.3.1	<input type="checkbox"/>	<input type="checkbox"/>
<b>PUBLIC DISCOURSE, DECISION MAKING, &amp; CITIZEN INVOLVEMENT: CITIZEN INVOLVEMENT</b>		
Develop & implement an action plan & know how, when, & where to address or inform others about a public issue. 3-P4.2.1	<input type="checkbox"/>	<input type="checkbox"/>
Participate in projects to help or inform others. 3-P4.2.2	<input type="checkbox"/>	<input type="checkbox"/>
<b>Notes</b>		
S1E: Semester 1 teacher notes may appear here.		
S2E: Semester 2 teacher notes may appear here.		
<b>3rd grade</b>		
<b>Alt, M</b>		
<b>Notes</b>		
S1E: Semester 1 teacher notes may appear here.		
S2E: Semester 2 teacher notes may appear here.		

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