

Student Information		School Information	
Student Name	Student, Sample	School	Eastover Elementary
Student Id	Student ID	Principal	Carey Crocker
Track	Eastover Elem 14/15	School Phone	248-341-7100
Grade	4	School Address	1101 Westview Road
Teacher	Shallow, Kevin		Bloomfield Hills, MI 48304

**To the Parent or Guardian of:**  
**Sample Student**  
**1234 Main Street**  
**Home Town, MI 48304**

**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	0	0		

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

4th Gr Development	S1E	S2E
<b>Shallow, K</b>		
Standards		
<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		
Notes		
S1E: Semester 1 teacher typed notes may appear here.		
S2E: Semester 2 teacher typed notes may appear here.		
4th Gr ELA Language	S1E	S2E
<b>Shallow, K</b>		
Standards		
<b>CONVENTIONS OF STANDARD ENGLISH</b>		
Use correct grammar when writing or speaking ; use complete sentences recognizing fragments & run-ons. L.4.1		
Use capitalization, punctuation, & correct spelling when writing . L.4.2		

4th Gr ELA Language	S1E	S2E
<b>Shallow, K</b>		
Standards		
<b>KNOWLEDGE OF LANGUAGE</b>		
Use knowledge of language & its conventions when writing, speaking, reading, or listening. L.4.3		
<b>VOCABULARY ACQUISITION AND USE</b>		
Determine mng of unknown & multiple-mng wds. using context clues, prefixes, suffixes, root-words, & ref. materials . L.4.4		
Interpret figurative language & word meanings. L.4.5		
Use grade-appro. conversational & academic lang., including wds that signal precise actions, emotions, or states of being. L.4.6		
Notes		
S1E: Semester 1 teacher typed notes may appear here.		
S2E: Semester 2 teacher typed notes may appear here.		
4th Gr ELA Reading	S1E	S2E
<b>Shallow, K</b>		
Standards		
<b>FOUNDATIONAL SKILLS (PHONICS, WORD RECOGNITION, FLUENCY):</b>		
Refer to details in text when explaining what the text says explicitly & when drawing inferences from the text. RL.4.1, RI.4.1		
Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.2		
Determine the main idea of a text & explain how it is supported by key details; summarize the text. RI.4.2		
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. RL.4.3		
Explain events, procedures, ideas, or concepts in informational text, based on specific info. in the text. RI.4.3		
<b>CRAFT &amp; STRUCTURE:</b>		
Determine meaning of words & phrases in text, including those alluding to significant characters found in mythology. RL.4.4		
Determine meaning of academic & domain-specific words or phrases in text relevant to a gr. 4 topic or subject area. RI.4.4		
Expl. major diffs. betwn poems, drama & prose; refer to structural elements when writing or speaking about text. RL.4.5		
Describe the overall structure of events, ideas, concepts, or info. in a text or part of a text. RI.4.5		

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4th Gr ELA Reading	S1E	S2E
<b>Shallow, K</b>		
<b>Standards</b>		
Compare & contrast point of view, including the difference between first- & third-person. RI.4.6	<input type="checkbox"/>	<input type="checkbox"/>
Comp. & contr. 1st & 2nd-hand account of the same event or topic; describe the diffs in focus & the info. provided. RI.4.6	<input type="checkbox"/>	<input type="checkbox"/>
<b>INTEGRATION OF KNOWLEDGE &amp; IDEAS:</b>		
Make connections betwn text of a story/drama & a visual/oral pres.; re: specific descriptions & directions in the text. RL.4.7	<input type="checkbox"/>	<input type="checkbox"/>
Interpret info. presented visually, orally, or quantitatively & explain how the info. contributes to understanding. RI.4.7	<input type="checkbox"/>	<input type="checkbox"/>
Explain how an author uses reasons & evidence to support particular points in a text. RI.4.8	<input type="checkbox"/>	<input type="checkbox"/>
Comp. & cont. treatment of similar themes & topics in stories, myths, & traditional literature from different cultures. RL.4.9	<input type="checkbox"/>	<input type="checkbox"/>
Integrate info. from 2 texts on the same topic in order to write or speak about the subject knowledgeably. RI.4.9	<input type="checkbox"/>	<input type="checkbox"/>
<b>RANGE OF READING &amp; LEVEL OF TEXT COMPLEXITY:</b>		
Read & comprehend literature, incl. stories, dramas, & poetry, in gr. 4-5 text. RL.4.10	<input type="checkbox"/>	<input type="checkbox"/>
Read & comprehend gr. 4-5 informational text, incl. history/social studies, science, & technical texts. RI.4.10	<input type="checkbox"/>	<input type="checkbox"/>
<b>PHONICS &amp; WORD RECOGNITION:</b>		
Use knowl. of letter-sound ID, syllable patrnrs, & morphology to read unfamiliar multisyllabic words in/out of context. RF.4.3.a	<input type="checkbox"/>	<input type="checkbox"/>
<b>FLUENCY:</b>		
Read grade-level text with purpose & understanding. RF.4.4.a	<input type="checkbox"/>	<input type="checkbox"/>
Read grade-level prose & poetry orally with accuracy, appropriate rate, & expression on successive readings. RF.4.4.b	<input type="checkbox"/>	<input type="checkbox"/>
Use context to confirm or self-correct word recognition & understanding, rereading as necessary. RF.4.4.c	<input type="checkbox"/>	<input type="checkbox"/>
<b>Notes</b>		
S1E: Semester 1 teacher typed notes may appear here.		
S2E: Semester 2 teacher typed notes may appear here.		

4th Gr ELA Speaking & Listening	S1E	S2E
<b>Shallow, K</b>		
<b>Standards</b>		
<b>COMPREHENSION &amp; COLLABORATION</b>		
Participate in discussions; stay on topic; link to remarks of others; explain own ideas & what was learned. SL.4.1	<input type="checkbox"/>	<input type="checkbox"/>
Paraphrase portions of a text read aloud or info. presented in diverse media & formats. SL.4.2	<input type="checkbox"/>	<input type="checkbox"/>
Identify the reasons & evidence a speaker provides to support particular points. SL.4.3	<input type="checkbox"/>	<input type="checkbox"/>
<b>PRESENTATION OF KNOWLEDGE &amp; IDEAS</b>		
Report on a topic or text, tell story/recount exp., use facts & details as support, speak clearly, understandable pace. SL.4.4	<input type="checkbox"/>	<input type="checkbox"/>
Add audio recordings & visual displays to presentations to enhance the development of main ideas or themes. SL.4.5	<input type="checkbox"/>	<input type="checkbox"/>
Differentiate between contexts and use formal or informal English when appropriate to task & situation. SL.4.6	<input type="checkbox"/>	<input type="checkbox"/>
<b>Notes</b>		
S1E: Semester 1 teacher typed notes may appear here.		
S2E: Semester 2 teacher typed notes may appear here.		

4th Gr ELA Writing	S1E	S2E
<b>Shallow, K</b>		

4th Gr ELA Writing	S1E	S2E
<b>Shallow, K</b>		
<b>Standards</b>		
<b>TEXT TYPES &amp; PURPOSES</b>		
Intro. a topic or text clearly, state an opinion, & create an org. structure grouping ideas to support writer's purpose. W.4.1.a	<input type="checkbox"/>	<input type="checkbox"/>
Provide reasons that are supported by facts & details. W.4.1.b	<input type="checkbox"/>	<input type="checkbox"/>
Link opinion & reasons using words & phrases (e.g., for instance, in order to, in addition). W.4.1.c	<input type="checkbox"/>	<input type="checkbox"/>
Provide a concluding statement or section related to the opinion presented. W.4.1.d	<input type="checkbox"/>	<input type="checkbox"/>
Intro. a topic clearly & group related info. in p-graphs & sections; incl. formatting, illus., & multimedia to aid comp. W.4.2.a	<input type="checkbox"/>	<input type="checkbox"/>
Develop the topic with facts, definitions, concrete details, quotations, or other info. & examples related to the topic. W.4.2.b	<input type="checkbox"/>	<input type="checkbox"/>
Link ideas within categories of info. using words & phrases. W.4.2.c	<input type="checkbox"/>	<input type="checkbox"/>
Use precise language & domain-specific vocabulary to inform about or explain the topic. W.4.2.d	<input type="checkbox"/>	<input type="checkbox"/>
Provide a concluding statement or section related to the info. or explanation presented. W.4.2.e	<input type="checkbox"/>	<input type="checkbox"/>
Orient a reader by est. a situation & intro'ing a narrator &/or characters; org. event sequence that unfolds naturally. W.4.3.a	<input type="checkbox"/>	<input type="checkbox"/>
Use dialogue & description to develop experiences & events or show the responses of characters to situations. W.4.3.b	<input type="checkbox"/>	<input type="checkbox"/>
Use a variety of transitional words & phrases to manage the sequence of events. W.4.3.c	<input type="checkbox"/>	<input type="checkbox"/>
Use concrete words & phrases & sensory details to convey experiences & events precisely. W.4.3.d	<input type="checkbox"/>	<input type="checkbox"/>
Provide a conclusion that follows from the narrated experiences or events. W.4.3.e	<input type="checkbox"/>	<input type="checkbox"/>
<b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b>		
Produce clear & coherent writing in which the development & organization are appropriate to task, purpose, & audience. W.4.4	<input type="checkbox"/>	<input type="checkbox"/>
With guidance & support from peers & adults, develop & strengthen writing as needed by planning, revising, & editing. W.4.5	<input type="checkbox"/>	<input type="checkbox"/>
Use tech., including the Internet, to produce & publish writing, interact & collaborate with others; use keyboarding. W.4.6	<input type="checkbox"/>	<input type="checkbox"/>
<b>RESEARCH TO BUILD &amp; PRESENT KNOWLEDGE</b>		
Conduct short research projects that build knowledge through investigation of different aspects of a topic. W.4.7	<input type="checkbox"/>	<input type="checkbox"/>
Recall/gather relevant info. from experiences, print/digital sources; take notes, categorize info., provide sources. W.4.8	<input type="checkbox"/>	<input type="checkbox"/>
Draw evidence from literary or informational texts to support analysis, reflection, & research. W.4.9	<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.4.10	<input type="checkbox"/>	<input type="checkbox"/>
<b>Notes</b>		
S1E: Semester 1 teacher typed notes may appear here.		
S2E: Semester 2 teacher typed notes may appear here.		
<b>4th Gr Foreign Language - S1</b>		
<b>Conn, N</b>		
<b>Standards</b>		
<b>FOURTH GRADE UNIT 1: MEETING MY SPANISH SPEAKING FRIENDS</b>		

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4th Gr Foreign Language - S1 Conn, N	S1E	S2E
<b>Standards</b>		
Exchange information about origin and birthday in written and oral Spanish. 1.3.N.W.c	<input type="checkbox"/>	<input type="checkbox"/>
Name some Spanish speaking countries. 2.1.N.H.e, 3.1.N.a	<input type="checkbox"/>	<input type="checkbox"/>
Exchange information verbally about early Spanish explorers. 2.2.N.C.b	<input type="checkbox"/>	<input type="checkbox"/>
<b>FOURTH GRADE UNIT 2: WHAT DO I DO IN MY CLASSROOM?</b>		
Express time in relation to a school schedule in Spanish. 1.3.N.S.b	<input type="checkbox"/>	<input type="checkbox"/>
Identify common activities in school subjects in Spanish. 1.2.N.R.a	<input type="checkbox"/>	<input type="checkbox"/>
Identify common school subjects in Spanish. 1.2.N.R.a	<input type="checkbox"/>	<input type="checkbox"/>
<b>Notes</b>		
S1E: Semester 1 teacher typed notes may appear here.		

4th Gr Foreign Language - S2 Conn, N	S1E	S2E
<b>Standards</b>		
<b>FOURTH GRADE UNIT 3: MY FAMILY AT HOME</b>		
Identify family relationships in oral or written form. 1.3.N.W.c, 1.3.N.S.b	<input type="checkbox"/>	<input type="checkbox"/>
Name and describe various living situations (apartment, house, etc) in Spanish. 1.3.N.S.b	<input type="checkbox"/>	<input type="checkbox"/>
<b>FOURTH GRADE UNIT 4: DINNER TIME</b>		
Draw and label common foods for dinner in Spanish. 1.2.N.R.a	<input type="checkbox"/>	<input type="checkbox"/>
Create, label, and orally present a dinner menu in Spanish. 1.3.N.W.a	<input type="checkbox"/>	<input type="checkbox"/>
Identify components of a table setting in Spanish. 5.2.N.a	<input type="checkbox"/>	<input type="checkbox"/>
<b>FOURTH GRADE UNIT 5: SPORTS THROUGH THE YEAR</b>		
Describe free time activities according to weather and season in Spanish. 1.2.N.L.b	<input type="checkbox"/>	<input type="checkbox"/>
Name common sports in Spanish. 1.3.N.W.a	<input type="checkbox"/>	<input type="checkbox"/>
<b>FOURTH GRADE UNIT 6: MY IDEAL PET</b>		
Describe and present characteristics of pets orally and in writing. 1.3.N.W.a	<input type="checkbox"/>	<input type="checkbox"/>
Write a friendly letter about a pet. 1.3.N.W.c, 1.3.N.S.b	<input type="checkbox"/>	<input type="checkbox"/>
<b>Notes</b>		
S2E: Semester 2 teacher typed notes may appear here.		

4th Gr Math Shallow, K	S1E	S2E
<b>Standards</b>		
Explain the value of each digit in a multi-digit number as ten times the digit to the right. NBT.1	<input type="checkbox"/>	<input type="checkbox"/>
Read & write multi-digit whole #'s using base-ten numerals, number names & expanded form. Compare multi-digit numbers etc. NBT.2	<input type="checkbox"/>	<input type="checkbox"/>
Use place value understanding to round multi-digit whole numbers to any place. NBT.3	<input type="checkbox"/>	<input type="checkbox"/>
Fluently add & subtract multi-digit whole numbers using the standard algorithm. NBT.4	<input type="checkbox"/>	<input type="checkbox"/>
Mult a whole # of up to 4 digits by a 1-digit whole number & multiply 2 2-digit numbers. Illustrate & expl the calc. NBT.5	<input type="checkbox"/>	<input type="checkbox"/>
Find whole # quotients & remainders with up to 4-digit dividends & 1-digit divisors. Illustrate & expl the calc. NBT.6	<input type="checkbox"/>	<input type="checkbox"/>
<b>NUMBER &amp; OPERATIONS - FRACTIONS</b>		
Expl why a fraction a/b is equiv to a fraction by using visual fraction models, expl how # & size of the parts differ etc. NF.1	<input type="checkbox"/>	<input type="checkbox"/>
Compare 2 fractions with diff numerators & diff denominators. Recognize, record & justify the conclusions. NF.2	<input type="checkbox"/>	<input type="checkbox"/>
Understand addition & subtraction of fractions as joining & separating parts referring to the same whole. NF.3.a	<input type="checkbox"/>	<input type="checkbox"/>
Decompose a fraction into a sum of fractions with the same denominator; record and justify decompositions. NF.3.b	<input type="checkbox"/>	<input type="checkbox"/>
Add & subtract mixed #s with like denominators, &/or by using prop of operations, etc. NF.3.c	<input type="checkbox"/>	<input type="checkbox"/>
Solve word problems involving addition & subtraction of fractions referring to the same whole & having like denominators. NF.3.d	<input type="checkbox"/>	<input type="checkbox"/>
Understand a fraction a/b as a multiple of 1/b. NF.4.a	<input type="checkbox"/>	<input type="checkbox"/>
Understand a multiple of a/b as a multiple of 1/b, & use this understanding to multiply a fraction by a whole number. NF.4.b	<input type="checkbox"/>	<input type="checkbox"/>
Solve word problems involving multiplication of a fraction by a whole number. NF.4.c	<input type="checkbox"/>	<input type="checkbox"/>
Rewrite a fraction with a denomin 10 as an equiv fraction with denom 100. Add 2 fractions with denoms 10 & 100. NF.5	<input type="checkbox"/>	<input type="checkbox"/>
Use decimal notation for fractions with denominators 10 or 100. NF.6	<input type="checkbox"/>	<input type="checkbox"/>
Compare 2 decimals to hundredths by reasoning about their size. Record the results & justify the conclusions. NF.7	<input type="checkbox"/>	<input type="checkbox"/>
<b>MEASUREMENT &amp; DATA</b>		
Know relative sizes of measurement units w/n one system of units, express measurements & record measurement equivalents. MD.1	<input type="checkbox"/>	<input type="checkbox"/>
Use the 4 operations to solve word problems involving distances, intervals of time, liquid volumes, etc. MD.2	<input type="checkbox"/>	<input type="checkbox"/>
Apply the area & perimeter formulas for rectangles in real world & mathematical problems. MD.3	<input type="checkbox"/>	<input type="checkbox"/>
Make a line plot to display a data set of measurements in fractions. Solve problems by using the info. presented. MD.4	<input type="checkbox"/>	<input type="checkbox"/>
Recognize that an angle is measured with reference to a circle with its center at the common endpoint of the rays etc. MD.5.a	<input type="checkbox"/>	<input type="checkbox"/>
Recognize that an angle that turns through n one-degree angles is said to have an agle measure of n degrees. MD.5.b	<input type="checkbox"/>	<input type="checkbox"/>
Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. MD.6	<input type="checkbox"/>	<input type="checkbox"/>
Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure etc.MD.7	<input type="checkbox"/>	<input type="checkbox"/>
<b>GEOMETRY</b>		

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4th Gr Math	S1E	S2E
<b>Shallow, K</b>		
Standards		
Draw points, lines, line segments, rays, angles, & perpendicular & parallel lines. Identify these in 2-dimensional figures. G.1	<input type="checkbox"/>	<input type="checkbox"/>
Classify 2-dimensional figures based on the presence or absence of parallel or perpendicular lines, etc. G.2	<input type="checkbox"/>	<input type="checkbox"/>
Recognize a line of symmetry for a 2-dimensional figure as a line across the figure such that the figure can be folded etc. G.3	<input type="checkbox"/>	<input type="checkbox"/>
Notes		
S1E: Semester 1 teacher typed notes may appear here.		
S2E: Semester 2 teacher typed notes may appear here.		
4th Gr Science	S1E	S2E
<b>Shallow, K</b>		
Standards		
<b>SCIENCE PROCESSES: INQUIRY</b>		
Make purposeful observation of the natural world using the appropriate senses. S.IP.04.11	<input type="checkbox"/>	<input type="checkbox"/>
Generate questions based on observations. S.IP.04.12	<input type="checkbox"/>	<input type="checkbox"/>
Plan & conduct simple & fair investigations. S.IP.04.13	<input type="checkbox"/>	<input type="checkbox"/>
Manipulate simple tools that aid observation & data collection. S.IP.04.14	<input type="checkbox"/>	<input type="checkbox"/>
Make accurate measurements with appropriate units for the measurement tool. S.IP.04.15	<input type="checkbox"/>	<input type="checkbox"/>
Construct simple charts & graphs from data & observations. S.IP.04.16	<input type="checkbox"/>	<input type="checkbox"/>
<b>SCIENCE PROCESSES: INQUIRY ANALYSIS &amp; COMMUNICATION</b>		
Summarize info. from charts & graphs to answer scientific questions. S.IA.04.11	<input type="checkbox"/>	<input type="checkbox"/>
Share ideas about science through purposeful conversation in collaborative groups. S.IA.04.12	<input type="checkbox"/>	<input type="checkbox"/>
Communicate & present findings of observations & investigations. S.IA.04.13	<input type="checkbox"/>	<input type="checkbox"/>
Develop research strategies & skills for info. gathering & problem solving.. S.IA.04.14	<input type="checkbox"/>	<input type="checkbox"/>
Compare & contrast sets of data from multiple trials of a science investigation to explain reasons for differences. S.IA.04.15	<input type="checkbox"/>	<input type="checkbox"/>
<b>SCIENCE PROCESSES: REFLECTION &amp; SOCIAL IMPLICATIONS</b>		
Demonstrate scientific concepts through various illustrations, performances models, exhibits, & activities S.RS.04.11	<input type="checkbox"/>	<input type="checkbox"/>
Use data/samples as evidence to separate fact from opinion. S.RS.04.14	<input type="checkbox"/>	<input type="checkbox"/>
Use evidence when communicating scientific ideas.S.RS.04.15	<input type="checkbox"/>	<input type="checkbox"/>
Identify technology used in everyday life. S.IA.04.16	<input type="checkbox"/>	<input type="checkbox"/>
Identify current problems that may be solved through the use of technology. S.IA.04.17	<input type="checkbox"/>	<input type="checkbox"/>
Describe the effect humans & other organisms have on the balance of the natural world. S.IA.04.18	<input type="checkbox"/>	<input type="checkbox"/>
Describe how people have contributed to science throughout history & across cultures. S.IA.04.19	<input type="checkbox"/>	<input type="checkbox"/>
<b>PHYSICAL SCIENCE: ENERGY</b>		
Identify heat & electricity as forms of energy. P.EN.04.12	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate how temperature can be increased in a substance by adding energy. P.EN.04.41	<input type="checkbox"/>	<input type="checkbox"/>

4th Gr Science	S1E	S2E
<b>Shallow, K</b>		
Standards		
Describe heat as the energy produced when substances burn, certain kinds of materials rub against each other, etc. P.EN.04.42	<input type="checkbox"/>	<input type="checkbox"/>
Describe how heat is produced through electricity, rubbing, & burning. P.EN.04.43	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate how electrical energy is transferred & changed through the use of a simple circuit. P.EN.04.51	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate magnetic effects in a simple electric circuit. P.EN.04.52	<input type="checkbox"/>	<input type="checkbox"/>
<b>PHYSICAL SCIENCE: PROPERTIES OF MATTER</b>		
Measure the weight (spring scale) & mass (balances in grams or kilograms) of objects. P.PM.04.16	<input type="checkbox"/>	<input type="checkbox"/>
Measure volumes of liquids in milliliters & liters. P.PM.04.17	<input type="checkbox"/>	<input type="checkbox"/>
Compare & contrast the states (solids, liquids, gases) of matter. P.PM.04.23	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate magnetic field by observing the patterns formed with iron filings using a variety of magnets. P.PM.04.33	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate that non-magnetic objects are affected by the strength of the magnet & the distance away from the magnet. P.PM.04.34	<input type="checkbox"/>	<input type="checkbox"/>
Identify objects that are good conductors or poor conductors of heat & electricity. P.PM.04.53	<input type="checkbox"/>	<input type="checkbox"/>
<b>PHYSICAL SCIENCE: CHANGES IN MATTER</b>		
Explain how matter can change from one state (liquid, solid, gas) to another by heating & cooling. P.CM.04.11	<input type="checkbox"/>	<input type="checkbox"/>
<b>LIFE SCIENCE: ORGANIZATION OF LIVING THINGS</b>		
Determine that plants require air, water, light, & a source of energy & building material for growth & repair. L.OL.04.15	<input type="checkbox"/>	<input type="checkbox"/>
Determine that animals require air, water, & a source of energy & building material for growth & repair. L.OL.04.16	<input type="checkbox"/>	<input type="checkbox"/>
<b>LIFE SCIENCE: EVOLUTION</b>		
Identify individual differences (color, leg length, size, wing size, leaf shape) in organisms of the same kind. L.EV.04.21	<input type="checkbox"/>	<input type="checkbox"/>
Identify how variations in physical characts of indiv organisms give them an advantage for survival & reproduction. L.EV.04.22	<input type="checkbox"/>	<input type="checkbox"/>
<b>LIFE SCIENCE: ECOSYSTEMS</b>		
Identify organisms as part of a food chain or food web. L.EC.04.11	<input type="checkbox"/>	<input type="checkbox"/>
Explain how environmental changes can produce a change in the food web. L.EC.04.21	<input type="checkbox"/>	<input type="checkbox"/>
<b>EARTH SCIENCE: EARTH IN SPACE &amp; TIME</b>		
Identify the sun & moon as common objects in the sky. EST.04.11	<input type="checkbox"/>	<input type="checkbox"/>
Compare & contrast the characteristics of the sun, moon & Earth, including relative distances etc. EST.04.12	<input type="checkbox"/>	<input type="checkbox"/>
Describe the orbit of the Earth around the sun as it defines a year. EST.04.21	<input type="checkbox"/>	<input type="checkbox"/>
Explain that the spin of the Earth creates day & night. EST.04.22	<input type="checkbox"/>	<input type="checkbox"/>
Describe the motion of the moon around the Earth. EST.04.23	<input type="checkbox"/>	<input type="checkbox"/>
Explain how the visible shape of the moon follows a predictable cycle which takes approximately one month. EST.04.24	<input type="checkbox"/>	<input type="checkbox"/>
Describe the apparent movement of the sun & moon across the sky through day/night & the seasons. EST.04.25	<input type="checkbox"/>	<input type="checkbox"/>
Explain how fossils provide evidence of the history of the Earth. EST.04.31	<input type="checkbox"/>	<input type="checkbox"/>
Compare & contrast life forms found in fossils & organisms that exist today. EST.04.32	<input type="checkbox"/>	<input type="checkbox"/>



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4th Gr Science	S1E	S2E
<b>Shallow, K</b>		
Notes		
S1E: Semester 1 teacher typed notes may appear here.		
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4th Gr Social Studies	S1E	S2E
<b>Shallow, K</b>		
Standards		
<b>HISTORY: HISTORY OF MICHIGAN (BEYOND STATEHOOD)</b>		
Use historical inquiry quests to invest development of MI's major economic activities from statehood to present. 4 – H3.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Use primary & secondary sources to expl how migration & immigration affected & cont to affect the growth of MI. 4 – H3.0.2	<input type="checkbox"/>	<input type="checkbox"/>
Describe how the relationship betw the location of natural resources & the location of industries affected, etc. 4 – H3.0.3	<input type="checkbox"/>	<input type="checkbox"/>
Draw upon primary sources to compare the life of people in towns & cities in MI & in the Great Lakes region etc. 4 – H3.0.4	<input type="checkbox"/>	<input type="checkbox"/>
Use visual data & informational text or primary accounts to compare a major MI economic activity today etc. 4 – H3.0.5	<input type="checkbox"/>	<input type="checkbox"/>
Use a variety of primary & secondary sources to construct a historical narrative about the beginning, etc. 4 – H3.0.6	<input type="checkbox"/>	<input type="checkbox"/>
Use case studies or stories to describe the ideas & actions of indivs involved in the Underground Railroad in MI etc. 4 – H3.0.7	<input type="checkbox"/>	<input type="checkbox"/>
Describe past & current threats to MI's natural resources; describe how MI worked in the past & continues etc. 4 – H3.0.8	<input type="checkbox"/>	<input type="checkbox"/>
Create timelines to sequence & describe important events in MI history; annotate with connections etc. 4 – H3.0.9	<input type="checkbox"/>	<input type="checkbox"/>
<b>GEOGRAPHY: THE WORLD IN SPATIAL TERMS</b>		
Identify questions geographers ask in examining the United States. 4 – G1.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Use cardinal & intermediate directions to describe the relative location of significant places in the United States. 4 – G1.0.2	<input type="checkbox"/>	<input type="checkbox"/>
Identify & describe the characteristics & purposes of a variety of geographic tools & technologies. 4 – G1.0.3	<input type="checkbox"/>	<input type="checkbox"/>
Use geographic tools & technologies, stories, songs, & pictures to answer geographic quests about the US. 4 – G1.0.4	<input type="checkbox"/>	<input type="checkbox"/>
Use maps to describe elevation, climate, & patterns of population density in the United States. 4 – G1.0.5	<input type="checkbox"/>	<input type="checkbox"/>
<b>GEOGRAPHY: PLACES &amp; REGIONS</b>		
Describe ways in which the United States can be divided into different regions. 4 – G2.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Compare human & physical characteristics of a region to which MI belongs with those of another region in the US. 4 – G2.0.2	<input type="checkbox"/>	<input type="checkbox"/>
<b>GEOGRAPHY: HUMAN SYSTEMS</b>		
Use a case study or story about migration w/n or to the US to ident push & pull factors that infl the migration. 4 – G4.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Describe the impact of immigration to the US on the cultural develop of diff places or regions of the US. 4 – G4.0.2	<input type="checkbox"/>	<input type="checkbox"/>
<b>GEOGRAPHY: ENVIRONMENT &amp; SOCIETY</b>		
Assess the positive & negative effects of human activities on the physical environment of the United States. 4 – G5.0.1	<input type="checkbox"/>	<input type="checkbox"/>
<b>CIVICS &amp; GOVERNMENT: PURPOSES OF GOVERNMENT</b>		
Identify questions political scientists ask in examining the United States. 4 – C1.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Explain probable consequences of an absence of government & of rules & laws. 4 – C1.0.2	<input type="checkbox"/>	<input type="checkbox"/>

4th Gr Social Studies	S1E	S2E
<b>Shallow, K</b>		
Standards		
Describe the purposes of government as identified in the Preamble of the Constitution. 4 – C1.0.3	<input type="checkbox"/>	<input type="checkbox"/>
<b>CIVICS &amp; GOVERNMENT: VALUES &amp; PRINCIPLES OF AMERICAN DEMOCRACY</b>		
Explain how the principles of pop sovereignty, rule of law, checks & balances, separation of powers, etc. 4 – C2.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Identify situations in which specific rights guaranteed by the Constitution & Bill of Rights are involved. 4 – C2.0.2	<input type="checkbox"/>	<input type="checkbox"/>
<b>CIVICS &amp; GOVERNMENT: STRUCTURES &amp; FUNCTIONS OF GOVERNMENT</b>		
Give examples of ways the Constitution limits the powers of the federal government. 4 – C3.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Give examples of powers granted to the federal government & those reserved for the states. 4 – C3.0.2	<input type="checkbox"/>	<input type="checkbox"/>
Describe the organizational structure of the federal government in the United States. 4 – C3.0.3	<input type="checkbox"/>	<input type="checkbox"/>
Describe how the powers of the federal government are separated among the branches. 4 – C3.0.4	<input type="checkbox"/>	<input type="checkbox"/>
Give examples of how the system of checks & balances limits the power of the federal government. 4 – C3.0.5	<input type="checkbox"/>	<input type="checkbox"/>
Describe how the President, members of the Congress, & justices of the Supreme Court come to power. 4 – C3.0.6	<input type="checkbox"/>	<input type="checkbox"/>
Explain how the federal government uses taxing & spending to serve the purposes of government. 4 – C3.0.7	<input type="checkbox"/>	<input type="checkbox"/>
<b>CIVICS &amp; GOVERNMENT: ROLES OF THE CITIZENS IN AMERICAN DEMOCRACY</b>		
Explain responsibilities of citizenship. 4 – C5.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Describe the relationship between rights & responsibilities of citizenship. 4 – C5.0.2	<input type="checkbox"/>	<input type="checkbox"/>
Explain why rights have limits. 4 – C5.0.3	<input type="checkbox"/>	<input type="checkbox"/>
Describe ways citizens can work together to promote the values & principles of American democracy. 4 – C5.0.4	<input type="checkbox"/>	<input type="checkbox"/>
<b>ECONOMICS: MARKET ECONOMY</b>		
Identify questions economists ask in examining the United States. 4 – E1.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Describe some characteristics of a market economy. 4 – E1.0.2	<input type="checkbox"/>	<input type="checkbox"/>
Describe how positive & negative incentives influence behavior in a market economy. 4 – E1.0.3	<input type="checkbox"/>	<input type="checkbox"/>
Explain how price affects decisions about purchasing goods & services (substitute goods). 4 – E1.0.4	<input type="checkbox"/>	<input type="checkbox"/>
Explain how specialization & division of labor increase productivity (e.g., assembly line). 4 – E1.0.5	<input type="checkbox"/>	<input type="checkbox"/>
Explain how competition among buyers results in higher prices & competition among sellers results in lower prices. 4 – E1.0.6	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate the circular flow model by engaging in a market simulation, which includes households etc. 4 – E1.0.7	<input type="checkbox"/>	<input type="checkbox"/>
Explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge) are not privately owned. 4 – E1.0.8	<input type="checkbox"/>	<input type="checkbox"/>
<b>ECONOMICS: NATIONAL ECONOMY</b>		
Explain how changes in the United States economy impact levels of employment & unemployment. 4 – E2.0.1	<input type="checkbox"/>	<input type="checkbox"/>
<b>ECONOMICS: INTERNATIONAL ECONOMY</b>		
Describe how global competition affects the national economy. 4 – E3.0.1	<input type="checkbox"/>	<input type="checkbox"/>
<b>PUBLIC DISCOURSE, DECISION MAKING, &amp; CITIZEN INVOLVEMENT: IDENTIFYING &amp; ANALYZING PUBLIC ISSUES</b>		

Student Information		School Information	
Student Name	Student, Sample	School	Eastover Elementary
Student Id	Student ID	Principal	Carey Crocker

4th Gr Social Studies	S1E	S2E
<b>Shallow, K</b>		
<b>Standards</b>		
Identify public issues in the United States that influence the daily lives of its citizens. 4 – P3.1.1	<input type="checkbox"/>	<input type="checkbox"/>
Use graphic data & other sources to analyze info. about a public issue in the US & evaluate etc. 4 – P3.1.2	<input type="checkbox"/>	<input type="checkbox"/>
Give examples of how conflicts over core dem values lead people to differ on resolutions etc. 4 – 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 brief essay expressing a position on a public policy issue in the US & justify the position etc. 4 – 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. 4 – P4.2.1	<input type="checkbox"/>	<input type="checkbox"/>
Participate in projects to help or inform others. 4 – P4.2.2	<input type="checkbox"/>	<input type="checkbox"/>
<b>Notes</b>		
S1E: Semester 1 teacher typed notes may appear here.		
S2E: Semester 2 teacher typed notes may appear here.		

4thGr Comments	S1E	S2E
<b>Shallow, K</b>		
<b>Notes</b>		
S1E: Semester 1 teacher typed notes may appear here.		
S2E: Semester 2 teacher typed notes may appear here.		