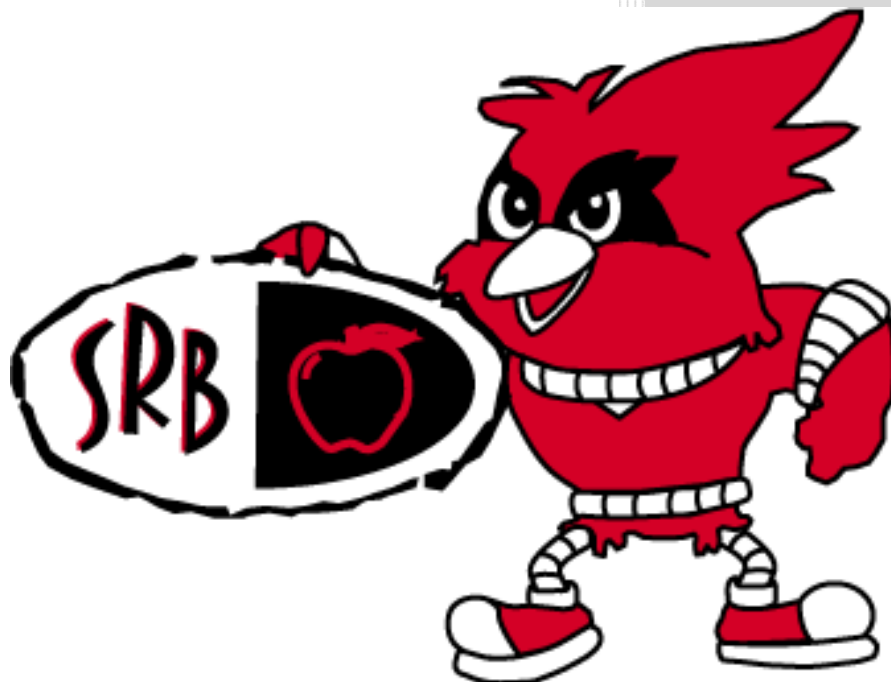


Michigan GLCE Third Grade Grade Level Content Expectations



A Guide for Parents, Teachers and Students

St. Robert Bellarmine School

St. Robert Bellarmine School



Dear Parents, Teachers and Students:

The No Child Left Behind Act of 2001 called upon states to implement, by the 2005-2006 school year, grade level assessments based on "rigorous academic standards". Michigan's new Grade Level Content Expectations (GLCE) based on national standards have been created to provide schools, teachers, and parents with detailed information about what students are expected to know and be able to do at the end of each grade. Recently the Michigan Department of Education has released Grade Level Content Expectations for science and social studies. While these grade level outcomes highlight that which is essential for all students to learn, they are not intended to represent the entire richness of a district curriculum. The accompanying St. Robert Bellarmine School skill sheets are more inclusive and reflective of the breadth of our district's instruction for elementary students.

Parents can use the guide to:

- Learn what students should know and be able to do at the end of the school year according to State of Michigan expectations.
- Discuss student progress during Parent/Teacher Conferences.
- Explore ways to support learning in the classroom.
- Ask for strategies and learning tools to use at home to support what is being taught in the classroom.

We value and share your commitment to excellence in education. We look forward to working together to help your child achieve and succeed.

Nancy Kuszczak
Principal

3rd Grade English Language Arts ➤ Reading

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	R.WS.03.01	<p>Word Recognition and Word Study: Students will...</p> <p>Utilize letter and word level clues, semantic, and syntactic cues to recognize words and will be able to recognize frequently encountered words in text even when those words are encountered out of context.</p> <p>Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes).</p> <p>Know the meanings of words encountered frequently in grade level reading and oral language contexts.</p> <p>Recognize the 220 Dolch basic sight words and 95 common nouns.</p> <p>Progress to automatically read by sight the 1000 Dolch first words and other vocabulary commonly encountered in primary grade reading for mastery in grade 5.</p> <p>Acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts (e.g., predict and self-correct)</p> <ul style="list-style-type: none"> — knowledge of language — sound/symbol/structural relationships — context. <p>Apply the following aspects of fluency- pauses and emphasis, punctuation cues, intonation, and recognition of identified grade level specific words and sight words while reading aloud a familiar grade level text.</p> <p>Determine the meaning of words and phrases in context, (e.g., synonyms, homonyms, multiple meaning words) using strategies and resources (e.g., context clues, concept mapping, dictionary).</p>
<input type="checkbox"/>	R.WS.03.02	
<input type="checkbox"/>	R.WS.03.03	
<input type="checkbox"/>	R.WS.03.04	
<input type="checkbox"/>	R.WS.03.05	
<input type="checkbox"/>	R.WS.03.06	
<input type="checkbox"/>	R.WS.03.07	
<input type="checkbox"/>	R.WS.03.08	
<input type="checkbox"/>	R.NT.03.01	<p>Narrative Text: Students will...</p> <p>Explain how characters in literature and other texts express attitudes about one another in familiar classic and contemporary literature recognized for quality and literary merit.</p> <p>Identify and describe a variety of narrative genre (e.g., folktales, fables, realistic fiction).</p> <p>Identify and describe characters' thoughts and motivations, story level themes (e.g., good vs. evil), main idea, and lesson/moral (e.g., fable) in narrative text.</p> <p>Explain how authors use literary devices (e.g., prediction, personification, point of view) to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits across a variety of text.</p>
<input type="checkbox"/>	R.NT.03.02	
<input type="checkbox"/>	R.NT.03.03	
<input type="checkbox"/>	R.NT.03.04	
<input type="checkbox"/>	R.IT.03.01	<p>Informational Text: Students will...</p> <p>Identify and describe a variety of informational genre (e.g., textbooks, encyclopedia, magazines).</p> <p>Identify informational text patterns (e.g., problem/solution, sequence, compare/contrast, descriptive).</p> <p>Explain how authors use titles, headings and subheadings, time lines, prefaces, indices, and table of contents to enhance understanding of supporting and key ideas.</p>
<input type="checkbox"/>	R.IT.03.02	
<input type="checkbox"/>	R.IT.03.03	
<input type="checkbox"/>	R.CM.03.01	<p>Comprehension: Students will...</p> <p>Connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p>Retell the story elements of grade level appropriate narrative</p>
<input type="checkbox"/>	R.CM.03.02	

3rd Grade English Language Arts ➤ Reading (continued)

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	R.CM.03.03	Compare and contrast (oral and written) relationships among characters, events, and key ideas within and across texts to create a deeper understanding (e.g., a narrative to an informational text, a literature selection to a subject area text, an historical event to a current event). Apply significant knowledge from what is read in grade level appropriate science and social studies texts.
<input type="checkbox"/>	R.CM.03.04	
<input type="checkbox"/>	R.MT.03.01	Metacognition: Students will... Self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension, (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing). Plan, monitor, regulate and evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decode unknown words, use graphic organizers to deepen understanding of problem and solution and organizational pattern).
<input type="checkbox"/>	R.MT.03.02	
<input type="checkbox"/>	R.CS.03.01	Critical Standards: Students will... Develop, discuss, and apply individual and shared standards, (e.g., student and class created rubrics), and begin to self-assess with teacher guidance the qualities of personal or other written text and the accuracy and quality of text.
<input type="checkbox"/>	R.AT.03.01	Reading Attitude: Students will... Be enthusiastic about reading and learning how to read. Do substantial reading and writing on their own.
<input type="checkbox"/>	R.AT.03.02	

3rd Grade English Language Arts ➤ Writing

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	W.GN.03.01	Writing Genre: Students will... Write a narrative piece (e.g., fable, folktale, or realistic fiction), using personification, setting, and actions and thoughts that reveal important character traits. Write poetry based on reading a wide variety of grade level appropriate published poetry. Write a report demonstrating the understanding of central ideas and supporting details using an effective organizational pattern (e.g., problem/solution) with a title, heading, subheading, and a table of contents. Use the writing process to produce and present a research project — beginning with a teacher-selected topic — initiating research questions from content area text — using a variety of resources to gather and organize information.
<input type="checkbox"/>	W.GN.03.02	
<input type="checkbox"/>	W.GN.03.03	
<input type="checkbox"/>	W.GN.03.04	
<input type="checkbox"/>	W.PR.03.01	Writing Process: Students will... Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text. Apply a variety of pre-writing strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, end; problem/solution; compare/contrast).
<input type="checkbox"/>	W.PR.03.02	

3rd Grade English Language Arts ➤ Writing (continued)

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	W.PR.03.03	Write sentences varying in patterns and length to slow down or speed up reading and create a mood when drafting a story.
<input type="checkbox"/>	W.PR.03.04	Use the compare and contrast, cause and effect, or problem/solution organizational pattern in informational writing.
<input type="checkbox"/>	W.PR.03.05	Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve sequence (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).
<input type="checkbox"/>	W.PR.03.06	Edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade level appropriate checklist both individually and in groups.
<input type="checkbox"/>	W.PS.03.01	Personal style: Students will... Exhibit individual style and voice to enhance the written message (e.g., in narrative text: varied word choice and sentence structure, character description; in informational text: examples, transitions, grammar usage).
<input type="checkbox"/>	W.GR.03.01	Grammar and Usage: In the context of writing students will... Identify and use subjects and verbs that are in agreement; past, verb tenses; nouns and possessives; commas in a series; and begin use of quotations marks and capitalization in dialogue.
<input type="checkbox"/>	W.SP.03.01	Spelling: In the context of writing students will... Spell frequently encountered words (e.g., multi-syllabic, re-controlled, most consonant blends, contractions, compound, common homophones) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walks, word lists, dictionaries, spell checkers).
<input type="checkbox"/>	W.HW.03.01	Handwriting: Students will begin to... Write the cursive alphabet.
<input type="checkbox"/>	W.AT.03.01	Writing Attitude: Students will... Be enthusiastic about writing and learning to write.

3rd Grade English Language Arts ➤ Speaking

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	S.CN.03.01	Conventions: Students will... Express time relationships using correct verb tenses.
<input type="checkbox"/>	S.CN.03.02	Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., information, requests, discussion, presentations, playground, classroom interactions).
<input type="checkbox"/>	S.CN.03.03	Emphasize key words and vary pace for effect when presenting spoken informational and narrative text.
<input type="checkbox"/>	S.CN.03.04	Make presentations or reports in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English).
<input type="checkbox"/>	S.CN.03.05	Become aware of and appreciate that language differs from neighborhood to neighborhood of the local community and as a function of linguistic and cultural group membership. (They can provide examples of language differences in the region.)

3rd Grade English Language Arts ➤ Speaking (continued)

<input type="checkbox"/>	S.DS.03.01	<p>Spoken Discourse: Students will...</p> <p>Engage in interactive extended discourse to socially construct meaning (e.g., book clubs, or literature circles, partnerships, or other conversation protocols).</p> <p>Discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., character’s thoughts and motivation, setting, plot, story level theme), and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.</p> <p>Respond to multiple text types by reflecting, making connections, taking a position, and sharing understandings.</p> <p>Plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause and effect), supportive facts, and details reflecting a variety of resources, and varying the pace for effect.</p>
<input type="checkbox"/>	S.DS.03.02	
<input type="checkbox"/>	S.DS.03.03	
<input type="checkbox"/>	S.DS.03.04	

3rd Grade English Language Arts ➤ Listening & Viewing

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	L.CN.03.01	<p>Conventions: Students will...</p> <p>Respond to questions asked of them, providing an appropriate level of detail. Listen and interact appropriately and view knowledgeably.</p> <p>Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.</p> <p>Be aware that the media has a role in focusing attention on events and in shaping opinions, and recognize the variables (e.g., mistakes, misspeaks) in the media.</p>
<input type="checkbox"/>	L.CN.03.02	
<input type="checkbox"/>	L.CN.03.03	
<input type="checkbox"/>	L.CN.03.04	
<input type="checkbox"/>	L.RP.03.01	<p>Process: Students will...</p> <p>Listen to or view and discuss a variety of genres and compare their responses to those of their peers.</p> <p>Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to reflect, make connections, take a position, and share understandings.</p> <p>Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).</p> <p>Retell what a speaker said, paraphrasing and explaining the gist or main idea, then extend by connecting and relating personal experiences.</p>
<input type="checkbox"/>	L.RP.03.02	
<input type="checkbox"/>	L.RP.03.03	
<input type="checkbox"/>	L.RP.03.04	
<input type="checkbox"/>	L.RP.03.05	

3rd Grade Mathematics ➤ Numbers & Operations

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	N.ME.03.01	<p>Understand and use number notation and place value</p> <p>Read and write numbers to 10,000 in both numerals and words, and relate them to the quantities they represent, e.g., related numeral or written word to a display of dots or objects.</p> <p>Recognize and use expanded notation for numbers using place value to 10,000’s place, e.g., 2,517 is 2 thousands, 5 hundreds, 1 ten, and 7 ones; 4 hundreds and 2 ones is 402; identify the place value of a digit in a number, e.g., in 3,241, 2 is in the hundreds place.</p> <p>Compare and order numbers up to 10,000.</p>
<input type="checkbox"/>	N.ME.03.02	
<input type="checkbox"/>	M.ME.03.03	

3rd Grade Mathematics ➤ Numbers & Operations (continued)

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	N.ME.03.04	<p>Count in steps and understand even and odd numbers Count orally by 6's, 7's, 8's and 9's, starting with 0, making the connection between repeated addition and multiplication.</p> <p>Know that even numbers end in 0, 2, 4, 6, or 8; name a whole number quantity that can be shared in two equal groups or grouped into pairs with no remainders; recognize even numbers as multiples of 2. Know that odd numbers end in 1, 3, 5, 7, or 9, and work with patterns involving even and odd numbers.</p>
<input type="checkbox"/>	N.ME.03.05	
<input type="checkbox"/>	N.FL.03.06	<p>Add and subtract whole numbers Add and subtract fluently two numbers, up to two-digit numbers with regrouping and up to four-digit numbers without regrouping.</p> <p>Estimate the sum and difference of two numbers with three digits (sums up to 1000), and judge reasonableness of estimates.</p> <p>Use mental strategies to fluently add and subtract two-digit numbers.</p>
<input type="checkbox"/>	N.FL.03.07	
<input type="checkbox"/>	N.FL.03.08	
<input type="checkbox"/>	N.MR.03.09	<p>Multiply and divide whole numbers Use multiplication and division fact families to understand the inverse relationship of these two operations, e.g., because $3 \times 8 = 24$, we know that $24 \div 8 = 3$ or $24 \div 3 = 8$; express a multiplication statement as an equivalent division statement.</p> <p>Recognize situations that can be solved using multiplication and division including finding "How many groups?" and "How many in a group?" and write mathematical statement of those situations.</p> <p>Find products fluently up to 10×10; find related quotients using multiplication and division relationships.</p> <p>Find solutions to open sentences, such as $7 \times \quad = 42$ or $12 \div \quad = 4$, using the inverse relationship between multiplication and division.</p> <p>Mentally calculate simple products and quotients: up to a 3-digit number by a 1-digit number involving multiples of 10, e.g., 500×6, or $400/8$.</p> <p>Solve simple division problems involving remainders, viewing the remainder as the "number left over" (less than the divisor), e.g., 4 children per group; we have 25 children; there are 6 groups with 1 child left over; interpret based on problem context.</p>
<input type="checkbox"/>	N.MR.03.10	
<input type="checkbox"/>	N.FL.03.11	
<input type="checkbox"/>	N.MR.03.12	
<input type="checkbox"/>	N.FL.03.13	
<input type="checkbox"/>	N.MR.03.14	
<input type="checkbox"/>	N.MR.03.15	<p>Problem-solving with whole numbers Given problems that use any one of the four operations with appropriate numbers, represent with objects, words (including "product" and "quotient"), and mathematical statements; solve.</p>
<input type="checkbox"/>	N.ME.03.16	<p>Understand simple fractions, relation to the whole, and addition and subtraction of fractions Understand that fractions may represent a portion of a whole that has been partitioned into parts of equal area or length. Use the terms "numerator" and "denominator."</p> <p>Recognize, name and use equivalent fractions with denominators 2, 4, and 8, using strips as area models.</p> <p>Place fractions with denominators of 2, 4, and 8 on the number line; relate the number line to a ruler; compare and order up to three fractions with denominators 2, 4, and 8.</p>
<input type="checkbox"/>	N.ME.03.17	
<input type="checkbox"/>	N.ME.03.18	

3rd Grade Mathematics ➤ Numbers & Operations (continued)

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	N.ME.03.19	Understand that any fraction can be written as a sum of unit fractions, e.g., $3/4 = 1/4 + 1/4 + 1/4$. Recognize that addition and subtraction of fractions with equal denominators can be modeled by joining or taking away segments on the number line.
<input type="checkbox"/>	N.MR.03.20	
<input type="checkbox"/>	N.ME.03.21	Understand simple decimal fractions in relation to money Understand the meaning of 0.50 and 0.25 related to money e.g., \$1.00 shared by two people means $\$1.00 \div 2 = 1/2$ dollar = \$0.50.

3rd Grade Mathematics ➤ Measurement

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	M.UN.03.01	Measure and use units for length, weight, temperature and time Know and use common units of measurements in length, weight and time. Measure in mixed units within the same measurement system for length, weight and time: feet and inches, meters and centimeters, kilograms and grams, pounds and ounces, liters and milliliters, hours and minutes, minutes and seconds, years and months.
<input type="checkbox"/>	M.UN.03.02	
<input type="checkbox"/>	M.UN.03.03	Understand relationships between sizes of standard units, e.g., foot and inches, meter and centimeter.
<input type="checkbox"/>	M.UN.03.04	Know benchmark temperatures such as freezing, 32°F, 0°C; boiling, 212°F, 100°C; and compare temperatures to these, e.g., cooler, warmer.
<input type="checkbox"/>	M.UN.03.05	Understand meaning of area and perimeter and apply in problems Know the definition of area and perimeter and calculate the perimeter of a square and rectangle given whole number side lengths. Use square units in calculating area by covering the object and counting the number of square units. Distinguish between units of length and area and choose a unit appropriate in the context. Visualize and describe the relative sizes of one square inch and one square centimeter.
<input type="checkbox"/>	M.UN.03.06	
<input type="checkbox"/>	M.UN.03.07	
<input type="checkbox"/>	M.UN.03.08	
<input type="checkbox"/>	M.TE.03.09	Estimate perimeter and area Estimate the perimeter of a square and rectangle in inches and centimeters; estimate the area of a square and rectangle in square inches and square centimeters.
<input type="checkbox"/>	M.PS.03.10	Solve measurement problems Add and subtract lengths, weights and times using mixed units, within the same measurement system. Add and subtract money in dollars and cents. Solve applied problems involving money, length and time. Solve contextual problems about perimeters of rectangles and areas of rectangular regions.
<input type="checkbox"/>	M.PS.03.11	
<input type="checkbox"/>	M.PS.03.12	
<input type="checkbox"/>	M.PS.03.13	

3rd Grade Mathematics ➤ Geometry

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	G.GS.03.01	Recognize the basic elements of geometric objects Identify points, line segments, lines and distance. Identify perpendicular lines and parallel lines, in familiar shapes and in the classroom.
<input type="checkbox"/>	G.GS.03.02	

3rd Grade Social Studies ➤ Geometry (continued)

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	G.GS.03.03	Identify parallel faces of rectangular prisms, in familiar shapes and in the classroom.
<input type="checkbox"/>	G.GS.03.04	Name and explore properties of shapes Identify, describe, compare and classify two-dimensional shapes, e.g., parallelogram, trapezoid, circle, rectangle, square and rhombus, based on their component parts (angles, sides, vertices, line segments) and on the number of sides and vertices. Compose and decompose triangles and rectangles to form other familiar two-dimensional shapes; e.g., form a rectangle using two congruent right triangles, or decompose a parallelogram into a rectangle and two right triangles.
<input type="checkbox"/>	G.SR.03.05	
<input type="checkbox"/>	G.GS.03.06	Explore and name three-dimensional solids Identify, describe, build and classify familiar three-dimensional solids, e.g., cube, rectangular prism, sphere, pyramid, cone, based on their component parts (faces, surfaces, bases, edges, vertices). Represent front, top, and side views of solids built with cubes.
<input type="checkbox"/>	G.SR.03.07	

3rd Grade Social Studies ➤ Data & Probability

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	D.RE.03.01	Use bar graphs Read and interpret bar graphs, in both horizontal and vertical forms. Read scales on the axes and identify the maximum, minimum, and range of values in a bar graph. Solve problems using information in bar graphs, including comparison of bar graphs.
<input type="checkbox"/>	D.RE.03.02	
<input type="checkbox"/>	D.RE.03.03	

3rd Grade Social Studies ➤ History

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	3 – H3.0.1	History of Michigan (Through Statehood) <i>Use historical thinking to understand the past.</i> Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?) Explain how historians use primary and secondary sources to answer questions about the past. Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood). Draw upon traditional stories of American Indians (e.g., Anishinaabeg – Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment. Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan. Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).
<input type="checkbox"/>	3 – H3.0.2	
<input type="checkbox"/>	3 – H3.0.3	
<input type="checkbox"/>	3 – H3.0.4	
<input type="checkbox"/>	3 – H3.0.5	
<input type="checkbox"/>	3 – H3.0.6	
<input type="checkbox"/>	3 – H3.0.7	

3rd Grade Social Studies ➤ History (continued)

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	3 – H3.0.8	Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.
<input type="checkbox"/>	3 – H3.0.9	Describe how Michigan attained statehood.
<input type="checkbox"/>	3 – H3.0.10	Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).

3rd Grade Social Studies ➤ Geography

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	3 – G1.0.1	<p>The World in Spatial Terms <i>Use geographic representations to acquire, process, and report information from a spatial perspective.</i></p> <p>Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.</p> <p>Use thematic maps to identify and describe the physical and human characteristics of Michigan.</p>
<input type="checkbox"/>	3 – G1.0.2	
<input type="checkbox"/>	3 – G2.0.1	<p>Places and Regions <i>Understand how regions are created from common physical and human characteristics.</i></p> <p>Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.</p> <p>Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).</p>
<input type="checkbox"/>	3 – G2.0.2	
<input type="checkbox"/>	3 – G4.0.1	<p>Human Systems <i>Understand how human activities help shape the Earth's surface.</i></p> <p>Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities. (E)</p> <p>Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)</p> <p>Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements. (E)</p> <p>Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.</p>
<input type="checkbox"/>	3 – G4.0.2	
<input type="checkbox"/>	3 – G4.0.3	
<input type="checkbox"/>	3 – G4.0.4	
<input type="checkbox"/>	3 – G5.0.1	<p>Environment and Society <i>Understand the effects of human-environment interactions.</i></p> <p>Locate natural resources in Michigan and explain the consequences of their use.</p> <p>Describe how people adapt to, use, and modify the natural resources of Michigan. (H)</p>
<input type="checkbox"/>	3 – G5.0.2	

3rd Grade Social Studies ➤ Civics and Government

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	3 – C1.0.1	<p>Purposes of Government <i>Explain why people create governments.</i> Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).</p>
<input type="checkbox"/>	3 – C2.0.1	<p>Values and Principles of American Democracy <i>Understand values and principles of American constitutional democracy.</i> Describe how Michigan state government reflects the principle of representative government.</p>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3 – C3.0.1 3 – C3.0.2 3 – C3.0.3 3 – C3.0.4 3 – C3.0.5	<p>Structure and Functions of Government <i>Describe the structure of government in the United States and how it functions to serve citizens.</i> Distinguish between the roles of state and local government. Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines). Identify the three branches of state government in Michigan and the powers of each. Explain how state courts function to resolve conflict. Describe the purpose of the Michigan Constitution.</p>
<input type="checkbox"/>	3 – C5.0.1	<p>Roles of the Citizen in American Democracy <i>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</i> Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).</p>

3rd Grade Social Studies ➤ Economics

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3 – E1.0.1 3 – E1.0.2 3 – E1.0.3 3 – E1.0.4 3 – E1.0.5	<p>Market Economy <i>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</i> Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan. Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan. Analyze how Michigan’s location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making). (H, G) Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (H, G) Explain the role of business development in Michigan’s economic future.</p>
<input type="checkbox"/>	3 – E2.0.1	<p>National Economy <i>Use fundamental principles and concepts of economics to understand economic activity in the United States.</i> Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).</p>

3rd Grade Social Studies ➤ Economics (continued)

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	3 – E3.0.1	International Economy <i>Use fundamental principles and concepts of economics to understand economic activity in the global economy.</i> Identify products produced in other countries and consumed by people in Michigan.

3rd Grade Social Studies ➤ Public Discourse, Decision Making, and Citizen Involvement

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	3 – P3.1.1	Identifying and Analyzing Public Issues <i>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i> Identify public issues in Michigan that influence the daily lives of its citizens. Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions. Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.
<input type="checkbox"/>	3 – P3.1.2	
<input type="checkbox"/>	3 – P3.1.3	
<input type="checkbox"/>	3 – P3.3.1	Persuasive Communication About a Public Issue <i>Communicate a reasoned position on a public issue.</i> Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.
<input type="checkbox"/>	3 – P4.2.1	Citizen Involvement <i>Act constructively to further the public good.</i> Develop and implement an action plan and know how, when, and where to address or inform others about a public issue. Participate in projects to help or inform others.
<input type="checkbox"/>	3 – P4.2.2	

3rd Grade Science ➤ Science Processes

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	S.IP.03.11	Inquiry Process <i>S.IP.E.1. Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.</i> Make purposeful observation of the natural world using the appropriate senses. Generate questions based on observations. Plan and conduct simple and fair investigations. Manipulate simple tools that aid observation and data collection (for example: hand lens, balance, ruler, meter stick, measuring cup, thermometer, spring scale, stop watch/timer). Make accurate measurements with appropriate units (centimeters, meters, Celsius, grams, seconds, minutes) for the measurement tool. Construct simple charts and graphs from data and observations.
<input type="checkbox"/>	S.IP.03.12	
<input type="checkbox"/>	S.IP.03.13	
<input type="checkbox"/>	S.IP.03.14	
<input type="checkbox"/>	S.IP.03.15	
<input type="checkbox"/>	S.IP.03.16	
<input type="checkbox"/>	S.IA.03.11	Inquiry Analysis and Communication <i>S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</i> Summarize information from charts and graphs to answer scientific questions. Share ideas about science through purposeful conversation in collaborative groups. Communicate and present findings of observations and investigations. Develop research strategies and skills for information gathering and problem solving. Compare and contrast sets of data from multiple trials of a science investigation to explain reasons for differences.
<input type="checkbox"/>	S.IA.03.12	
<input type="checkbox"/>	S.IA.03.13	
<input type="checkbox"/>	S.IA.03.14	
<input type="checkbox"/>	S.IA.03.15	

3rd Grade Science ➤ Science Processes (continued)

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
		Reflection and Social Implications <i>S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.</i>
<input type="checkbox"/>	S.RS.03.11	Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
<input type="checkbox"/>	S.RS.03.14	Use data/samples as evidence to separate fact from opinion.
<input type="checkbox"/>	S.RS.03.15	Use evidence when communicating scientific ideas.
<input type="checkbox"/>	S.RS.03.16	Identify technology used in everyday life.
<input type="checkbox"/>	S.RS.03.17	Identify current problems that may be solved through the use of technology.
<input type="checkbox"/>	S.RS.03.18	Describe the effect humans and other organisms have on the balance of the natural world.
<input type="checkbox"/>	S.RS.03.19	Describe how people have contributed to science throughout history and across cultures.

3rd Grade Science ➤ Physical Science

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
		Force and Motion <i>P.FM.E.2 Gravity - Earth pulls down on all objects with a force called gravity. With very few exceptions, objects fall to the ground no matter where the object is on the Earth.</i>
<input type="checkbox"/>	P.FM.03.22	Identify the force that pulls objects towards the Earth.
		<i>P.FM.E.3 Force - A force is either a push or a pull. The motion of objects can be changed by forces. The size of the change is related to the size of the force. The change is also related to the weight (mass) of the object on which the force is being exerted. When an object does not move in response to a force, it is because another force is being applied by the environment.</i>
<input type="checkbox"/>	P.FM.03.35	Describe how a push or a pull is a force.
<input type="checkbox"/>	P.FM.03.36	Relate a change in motion of an object to the force that caused the change of motion.
<input type="checkbox"/>	P.FM.03.37	Demonstrate how the change in motion of an object is related to the strength of the force acting upon the object and to the mass of the object.
<input type="checkbox"/>	P.FM.03.38	Demonstrate when an object does not move in response to a force, it is because another force is acting on it.
		<i>P.FM.E.4 Speed - An object is in motion when its position is changing. The speed of an object is defined by how far it travels divided by the amount of time it took to travel that far.</i>
<input type="checkbox"/>	P.FM.03.41	Compare and contrast the motion of objects in terms of direction.
<input type="checkbox"/>	P.FM.03.42	Identify changes in motion (change direction, speeding up, slowing down).
<input type="checkbox"/>	P.FM.03.43	Calculate the speed of an object based on the distance it travels divided by the amount of time it took to travel that distance.
		Energy <i>P.EN.E.1 Forms of Energy - Heat, electricity, light, and sound are forms of energy.</i>
<input type="checkbox"/>	P.EN.03.11	Identify light and sound as forms of energy.

3rd Grade Science ➤ Physical Science (continued)

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	P.EN.03.21	<i>P.EN.E.2 Light Properties - Light travels in straight lines. Shadows result from light not being able to pass through an object. When light travels at an angle from one substance to another (air and water), it changes direction.</i> Demonstrate that light travels in a straight line and that shadows are made by placing an object in a path of light.
<input type="checkbox"/>	P.EN.03.22	Demonstrate what happens to light when it travels from water to air. (Straw half in water looks bent).
<input type="checkbox"/>	P.EN.03.31	<i>P.EN.E.3 Sound - Vibrating objects produce sound. The pitch of sound varies by changing the rate of vibration.</i> Relate sounds to their sources of vibrations (for example: a musical note produced by a vibrating guitar string, the sounds of a drum made by the vibrating drum head).
<input type="checkbox"/>	P.EN.03.32	Distinguish the effect of fast or slow vibrations as pitch.
<input type="checkbox"/>	P.PM.03.51	Properties of Matter <i>P.PM.E.5 Conductive and Reflective Properties - Objects vary to the extent they absorb and reflect light energy and conduct heat and electricity.</i> Demonstrate how some materials are heated more than others by light that shines on them.
<input type="checkbox"/>	P.PM.03.52	Explain how we need light to see objects: light from a source reflects off objects and enters our eyes.

3rd Grade Science ➤ Life Science

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	L.OL.03.31	Organization of Living Things <i>L.OL.E.3 Structures and Functions - Organisms have different structures that serve different functions in growth, survival, and reproduction.</i> Describe the function of the following plant parts: flower, stem, root and leaf.
<input type="checkbox"/>	L.OL.03.32	Identify and compare structures in animals used for controlling body temperature, support, movement, food-getting, and protection (for example: fur, wings, teeth, claws).
<input type="checkbox"/>	L.OL.03.41	<i>L.OL.E.4 Classification - Organisms can be classified on the basis of observable characteristics.</i> Classify plants on the basis of observable physical characteristics (roots, leaves, stems, and flowers).
<input type="checkbox"/>	L.OL.03.42	Classify animals on the basis of observable physical characteristics (backbone, skin, shell, limbs, scales).
<input type="checkbox"/>	L.EV.03.11	Evolution <i>L.EV.E.1 Environmental Adaptation - Different kinds of organisms have characteristics that help them to live in different environments.</i> Relate characteristics and functions of observable parts in a variety of plants that allow them to live in their environment (for example: leaf shape, thorns, odor, color).
<input type="checkbox"/>	L.EV.03.12	Relate characteristics and functions of observable body parts to the ability of animals to live in their environment (for example: sharp teeth, claws, color, body covers).

3rd Grade Science ➤ Earth Science

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	E.ES.03.41 E.ES.03.42 E.ES.03.43 E.ES.03.44	<p>Earth Systems <i>E.ES.E.4 Natural Resources - The supply of many natural resources is limited. Humans have devised methods for extending their use of natural resources through recycling, reuse, and renewal.</i></p> <p>Identify natural resources (metals, fuels, fresh water, farmland, and forests). Classify renewable (fresh water, farmland, forests) and non-renewable (fuels, metals) resources. Describe ways humans are protecting, extending, and restoring resources (recycle, reuse, reduce, renewal). Recognize that paper, metal, glass, and some plastics can be recycled.</p>
<input type="checkbox"/> <input type="checkbox"/>	E.ES.03.51 E.ES.03.52	<p><i>E.ES.E.5 Human Impact - Humans depend on their natural and constructed environment. Humans change environments in ways that are helpful or harmful for themselves and other organisms.</i></p> <p>Describe ways humans are dependent on the natural environment (forests, water, clean air, earth materials) and constructed environments (homes, neighborhoods, shopping malls, factories, and industry). Describe helpful or harmful effects of humans on the environment (garbage, habitat destruction, land management, renewable and non-renewable resources).</p>
<input type="checkbox"/> <input type="checkbox"/>	E.SE.03.13 E.SE.03.14	<p>Solid Earth <i>E.SE.E.1 Earth Materials - Earth materials that occur in nature include rocks, minerals, soils, water, and the gases of the atmosphere. Some Earth materials have properties which sustain plant and animal life.</i></p> <p>Recognize and describe different types of earth materials (mineral, rock, clay, boulder, gravel, sand, soil). Recognize that rocks are made up of minerals.</p>
<input type="checkbox"/>	E.SE.03.22	<p><i>E.SE.E.2 Surface Changes - The surface of Earth changes. Some changes are due to slow processes, such as erosion and weathering, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.</i></p> <p>Identify and describe natural causes of change in the Earth's surface (erosion, glaciers, volcanoes, landslides, and earthquakes).</p>
<input type="checkbox"/> <input type="checkbox"/>	E.SE.03.31 E.SE.03.32	<p><i>E.SE.E.3 Using Earth Material - Some Earth materials have properties that make them useful either in their present form or designed and modified to solve human problems. They can enhance the quality of life as in the case of materials used for building or fuels used for heating and transportation.</i></p> <p>Identify Earth materials used to construct some common objects (for example: bricks, buildings, roads, glass). Describe how materials taken from the Earth can be used as fuels for heating and transportation.</p>