

3rd Grade Report Card

Student: -	School Year: —
Student.	School lear.

Teacher: ————	0 1 1	
leacher		

### multiple letter-sound correspondences, (a) a 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 3 3 2 1 3 3	FOUNDATIONS (F)	Q1	Q2	Q3	Q4
Decode in all encode worth with preference in the correspondence, (a) S.S.EPA S. 2 1 S. 2	Phonics (P)				
Decode and encode words words with gruphements that represent overspondences. (a) correspondences. (b) correspondences. (c) correspon		3 2 1	3 2 1	3 2 1	3 2 1
Decode a function with Phones Phones SEEPA Decoding & Encoding with Phones See of the second service of the second service of the second service of all splittle bytes, (b) words of all splittle		with graphemes that represent multiple letter-sound	with graphemes that represent multiple letter-sound	with graphemes that represent multiple letter-sound	with graphemes that represent multiple letter-sound
Plenotes Procede and encode single-works of all epitials bytes, (i) service and encode single-works of all epitials bytes, (ii) service and encode single-works of all epitials bytes, (ii) service and encode words who can be proceded and encode words who can be provided and encode words who can be provided and encode words who can be provided and encode words who cannot preferoe and suffices, (ii) service spill word words and encode words who cannot preferoe and suffices, (ii) service spill word words and encode words who cannot preferoe and suffices, (ii) service spill word words words who cannot preferoe and suffices, (ii) service spill word words words who cannot preferoe and suffices, (ii) service spill word words words and encode words who cannot preferoe and suffices, (ii) service spill word words words and encode words who cannot preferoe and suffices, (ii) service spill word words words and encode words who cannot preferoe and suffices, (ii) service spill word words words and encode words who cannot preferoe and suffices, (ii) service spill word words words and encode words who cannot preferoe and suffices, (ii) service spill word words words and encode words who cannot preferoe and suffices, (ii) service spill word words words and encode words who cannot word and encode words and enc		3 2 1	3 2 1	3 2 1	3 2 1
Decode and encode words with common preferes and suffices (i) Decode and encode words with common preferes and suffices (ii) Decode and encode words with common preferes and suffices (ii) Decode and encode words with common preferes and suffices (ii) Decode and encode words with common preferes and suffices (iii) Decode and encode words with common preferes and suffices (iii) Decode and encode words with common preferes and suffices (iii) Decode and encode words with common preferes and suffices (iii) Decode and encode words with common preferes and suffices (iii) Decode and encode words with common preferes and suffices (iii) Decode and encode words with common preferes and suffices (iii) Decode and encode words with common preferes and suffices (iii) Decode and encode words with common preferes and suffices (iii) Decode and encode words with common preferes and suffices (iii) Decode and encode words with common preferes and suffices (iii) Decode and encode words with common preferes and suffices (iii) Decode and encode words with common preferes and suffices (iii) Decode and encode words with common preferes and suffices (iii) Decode and encode words with common preferes and suffices (iii) Decode and encode words with common preferes and suffices (iiii) Decode and encode words and suffices (iiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiii		syllable and multisyllabic	syllable and multisyllabic	syllable and multisyllabic	
Decode and encode words with recommon prefines and with common prefines and sufficies, (s) Section and encode words with recommon prefines and sufficies, (s) Section and encode words with recommon prefines and sufficies, (s) Section and encode words with recommon prefines and sufficies, (s) Section and encode words with recommon prefines and sufficies, (s) Section and encode words with recommon prefines and sufficies, (s) Section and encode words with recommon prefines and sufficies, (s) Section and encode words with recommon prefines and sufficies, (s) Section and encode words in regularly spelled words in legislation and contract with accuracy and automatically, (s) Section and a		3 2 1	3 2 1	3 2 1	3 2 1
S.S.F.E.1		with common prefixes and	with common prefixes and	with common prefixes and	with common prefixes and
Corporation of Patients Corporation of Control of Patients C	Fluency (F)				
Increase sight word vocabulary by redeming regularly and increase sight word vocabulary by regularly spelled words in accuracy and automaticity, (a)		3 2 1	3 2 1	3 2 1	3 2 1
Read a wide range of grade-level texts with appropriate processly to aid comprehension (c) of the aid c		by reading regularly and irregularly spelled words in isolation and context with		by reading regularly and irregularly spelled words in isolation and context with	irregularly spelled words in
Read a wide range of grade- level texts with appropriate prococy to all comprehension. (c) Read a wide range of grade- level texts with appropriate prococy to all comprehension. (c) Read primate prococy to all comprehension. (c) Read primate and section Read primate Read primate and section Read primate Read prima			3 2 1	3 2 1	3 2 1
3 - 2 1 3 - 2 3 - 2 1 3 - 2		level texts with appropriate prosody to aid comprehension.	level texts with appropriate prosody to aid comprehension.	level texts with appropriate prosody to aid comprehension.	prosody to aid comprehension.
Read phrases and sentences written in cursive (a) Read phrases and sentence written and sentence written in cursive (a) Read phrases and sentence written and sp	Handwriting (H)				
Read phrases and sentences written in cursive, (a) Sa.5.H.4		3 2 1	3 2 1	3 2 1	3 2 1
Write Cursive Part	ilicau oursivo				Read phrases and sentences written in cursive.(a)
Grammar and Conventions (GC) 3-S.L.C.C.1 Grammar, Usage, & Mechanics Apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension and analysis of texts and to communicate clearly and precisely in written and spoken language. 3-S.L.C.C.2: Syntax 3-S.L.C.C.2: Syntax 3-S.L.C.C.3 Syntax 3-S.L.C.C.2: Syntax 3-S.L.C.C.2: Syntax 3-S.L.C.C.3 3-S.L.C.C.3 3-S.L.C.C.3 3-S.L.C.C.3 Syntax 3-S				and use appropriate spacing between cursive words in a	
Conventions (GC) 3-5.L.GC.1 3 2 1	LANGUAGE	Q1	Q2	Q3	Q4
Apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension and analysis of texts and to communicate clearly and precisely in written and spoken language. 3-5.L.G.2: Syntax 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 3 2 1 3 3 2 1					
Apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension and analysis of texts and to communicate clearly and precisely in written and spoken language. 3-5.L.G.2: Syntax 3-6.L.G.2: Syntax 3-7.L.G.2: Syntax 3-8.L.G.2: Syntax 3-8.L.G.2: Syntax 3-8.L.G.2: Syntax 3-9.L.G.2: Syntax 3-1.L.G.2: Syntax 3-1.L.G.2: Syntax 3-1.L.G.2: Syntax 3-1.L.G.2: Syntax 3-2.L.G.2: Syntax 3-3.L.G.2: Syn				.	1
Distinguish and use a variety of simple, compound, and complex sentences to strengthen clarity and coherence, establishing consistent verb tense within and between sentences. (a, b) 3-5.L.GC.2: Syntax		English grammar, usage, and mechanics to aid the comprehension and analysis of texts and to communicate clearly and precisely in written	English grammar, usage, and mechanics to aid the comprehension and analysis of texts and to communicate clearly and precisely in written	English grammar, usage, and mechanics to aid the comprehension and analysis of texts and to communicate clearly and precisely in written	and mechanics to aid the comprehension and analysis of texts and to communicate clearly and precisely in written
Distinguish and use a variety of simple, compound, and complex sentences to strengthen clarity and coherence, establishing consistent verb tense within and between sentences. (a, b) 3-5.L.C.C.2. Syntax 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 3 2 1 3 5 2 1 3 2 1 3 5 5 1 1 3 2 1 3 5 5 1 1 3 2 1 3 5 5 1 1 3 2 1 3 5 5 1 1 3 2 1 3 5 5 1 1 3 2 1 3 5 5 1 1 3 2 1 3 5 5 1 1 3 2 1 3 5 5 1 1 3 3 2		3 2 1	3 2 1	3 2 1	3 2 1
Use correct subject and verb agreement in a variety of sentences. (c) Use correct subject and verb agreement in a variety of sentences. (c) Use correct subject and verb agreement in a variety of sentences. (c)	G ,		of simple, compound, and complex sentences to strengthen clarity and coherence, establishing consistent verb tense within		and complex sentences to strengthen clarity and
Use correct subject and verb agreement in a variety of sentences. (c) Vocabulary (V) 3-5.L.V.1 General, Academic, & Specialized Vocabulary Word Analysis Construct and deconstruct words using common roots, root words, and affixes to determine meaning. (a, c) 3-5.L.V.3 Meaning & Purpose We agreement in a variety of sentences. (c) Use correct subject and verb agreement in a variety of sentences. (c) Use correct subject and verb agreement in a variety of sentences. (c) Use correct subject and verb agreement in a variety of sentences. (c) Use correct subject and verb agreement in a variety of sentences. (c) Use correct subject and verb agreement in a variety of sentences. (c) Sentences. (c) Use correct subject and verb agreement in a variety of sentences. (c) Sen		3 2 1	3 2 1	3 2 1	3 2 1
3-5.L.V.1 General, Academic, & Specialized Vocabulary Acquire and use a range of general, academic, and specialized vocabulary words and phrases through gradelevel texts and content. (a, b) 3-5.L.V.2 Word Analysis Construct and deconstruct words using common roots, root words, and affixes to determine meaning. (a, c) 3-5.L.V.3 Meaning & Purpose Acquire and use a range of general, academic, and specialized vocabulary words and phrases through gradelevel texts and content. (a, b) 3 2 1 3 2 1 3 2 1 3 2 1 Construct and deconstruct words using common roots, root words, and affixes to determine meaning. (a, c) 3-5.L.V.3 Meaning & Purpose Use context to determine or Use context to determine or	- Symux	agreement in a variety of		agreement in a variety of	
Acquire and use a range of general, academic, and specialized Vocabulary words and phrases through grade-level texts and content. (a, b) Acquire and use a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content. (a, b)	, ,				
Acquire and use a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content. (a, b) 3-5.L.V.2		3 2 1		3 2 1	
Word Analysis Construct and deconstruct words using common roots, root words, and affixes to determine meaning. (a, c) Construct and deconstruct words using common roots, root words, and affixes to determine meaning. (a, c) Construct and deconstruct words using common roots, root words, and affixes to determine meaning. (a, c) 3-5.L.V.3 Meaning & Purpose 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 Use context to determine or	Specialized Vocabulary		of general, academic, and specialized vocabulary words and phrases through grade- level texts and content. (a, b)		
Construct and deconstruct words using common roots, root words, and affixes to determine meaning. (a, c) 3-5.I.V.3 Meaning & Purpose Construct and deconstruct words using common roots, root words, and affixes to determine meaning. (a, c) Construct and deconstruct words using common roots, root words, and affixes to determine meaning. (a, c) determine meaning. (a, c) Use context to determine or Use context to determine or			3 2 1		
Meaning & Purpose Use context to determine or Use context to determine or	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	words using common roots, root words, and affixes to		words using common roots, root words, and affixes to	words using common roots, root words, and affixes to
Use context to determine or Use context to determine or		3 2 1	3 2 1	3 2 1	3 2 1
	Juning & Luipode		clarify the meaning of unknown words and multiple-meaning		clarify the meaning of unknown words and multiple-meaning

				-								
TEXTS (T): Interpreting		Q1			Q2			Q3			Q4	
Context (C)												
3-5.T.C.1	3	2	1	3	2	1	3	2	1	3	2	1
Purpose & Audience	Determine t			Determine t			Determine t			Determine		
3-5.T.C.2	target audie		. ,	target audie			an grand			target audi		- ` '
Authors & Speakers	3	2	1	3	2	1	3	2	1	3	2	1
				Describe dif of the narra	tor or sp	eakers and				of the narra	ator or sp	erspectives eakers and
				distinguish town. (a)	them fro	m their				distinguish own. (a)	them fro	m their
Structures & Styles (SS)	—											
3-5.T.SS.1	3	2	1	3	2	1	3	2	1	3	2	1
Organization				Describe ho	w texts a	are				Describe h	ow texts	are
				arranged to information						arranged to information		
				text features	s and org					text feature	s and or	ganizational
3-5.T.SS.2	3	2	1	3	(a) 2	1	3	2	1	structures.	(a) 2	1
Craft	Identify and		-	3		1	Identify and					e the use of
	figurative la	nguage i					figurative la	inguage i		figurative la	anguage	
	variety of te	xts. (a)					variety of te	exts. (a)		variety of to	exts. (a)	
Techniques (T)		_	4	_		1			4			4
3-5.T.T.1-4 Narrative, Expository,	3	2	1	3	2	1	3	2	1	3	2	1
Opinion, and Poetic Techniques	Identify and structures,	elements	, and	Identify and structures, e	elements	, and	Identify and structures,	elements	, and	Identify and structures,	element	s, and
roomiquoo	techniques given text. (techniques given text. (techniques given text. (techniques given text.		
Research and Analysis		, 0	,	,				, 0	,	<u> </u>	. ,, \	. ,
(RA)												
3-5.T.RA.1	3	2	1	3	2	1	3	2	1	3	2	1
Research & Inquiry				Conduct res						Conduct re		
				gathering, s organizing i	nformati	on from				gathering, s organizing	informat	ion from
				multiple cre a self-selec						multiple cre a self-selec		urces about c. (b)
3-5.T.RA.2	3	2	1	3	2	1	3	2	1	3	2	1
Curating Sources & Evidence	Refer to spe						Refer to spe			Refer to sp		
	from a text answer, or o						from a text answer, or o			from a text answer, or		
TEXTS: (T)		01			00			02			04	
CONSTRUCTING		Q1			Q2			Q3			Q4	
Context (C)												
3-5.T.C.1 Purpose & Audience	3	2	1	3	2	1	3	2	1	3	2	1
rui pose & Audience	Create mult features of			Create mult features of			Create mult features of					exts, using cted modes
	for a specifi	c purpos		for a specifi	c purpos		for a specifi	c purpos		for a specif	ic purpo:	
Otherstone and Otals (OC)	audience. (d	;)		audience. (d	;)		audience. (d	;)		audience. (C)	
Structure and Style (SS) 3-5.T.SS.1	3	2	1	3	2	1	3	2	1	3	2	1
Organization	3		'	Craft related			Craft relate			Craft relate		
				clear and co			clear and co			clear and c		paragraphs.
3-5.T.SS.1	2	2	1	(c,d)	2	1	(c,d)	2	-1	(c,d)	2	1
Craft	3	2	1	3	2	1	Design tout	2	1	Jan enium	2	1
							Design text text structu	res and f	eatures,	words or pl	hrases, s	
							according to audience. (t		e and	although ar cohesion a	nd link id	
										information	1. (C)	
Techniques (T)												
3-5.T.T.1-4 Narrative, Expository,	3	2	1	3	2	1	3	2	1	3	2	1
Opinion, and Poetic Techniques	Create a tex techniques			Create a tex techniques			Create a tex techniques			Create a te techniques		
· ·	2c, 3c, 4b)	_		2c, 3c, 4b)	_		2c, 3c, 4b)	_		2c, 3c, 4b)	_	
Research and Analysis												
(RA) 3-5.T.RA.1	3	2	1	3	2	1	3	2	1	3	2	1
Constructing Research &	3		ı	Summarize			3		1	Summarize		
Inquiry				relevant, an						relevant, ar		
				information credible sou	irces abo					information credible so	rfrom at urces ab	
				information credible sou selected top	irces abo oic. (c)					credible so selected to	rfrom at urces ab pic. (c)	
Reading Proficiency Status	Above Grad			information credible sou	irces abo oic. (c) e-level		Above Grad			credible so	rfrom at urces ab pic. (c) le-level	

Communicate Scientific Earth Science: Plans and carries out an investigation to describe the properties of soils and soil types. (SSE1) Earth Science: Constructs an argument from the observations of fossils. (SSE2) Earth Science: Constructs an explanation on how plant and animal adaptations opport their survival in Georgia's geographic regions. (S3L1) Social Studies II Earth Science: Physical Science: Constructs an explanation on how plant and animal adaptations opport their survival in Georgia's geographic regions. (S3L1) Social Studies II Earth Science: Models fossil formation and argues how they explain past environments. (S3E2) Social Studies II Earth Science: Constructs an explanation on how plant and animal adaptations opport their survival in Georgia's geographic regions. (S3L1) Social Studies II Earth Science: Models fossil formation and argues how they explain past environments. (S3E2) Social Studies II Social Studies I	Place Value Reasoning	3				4-			QU			4.	
Addition and Subtraction S	3.NR.1		2	1	3	2	1	3	2	1	3	2	1
Addition and Subtraction	Kepres							_	_	•			
Multiplication and Division 3 2 1 3 2 1 3 3 2 1 3 3 2 1 3 3 2 1 3 3 2 1 3 3 2 1 3 3 2 1 3 3 2 1 3 3 2 1 3 3 2 1 3 3 2 1 3 3 2 1 3 3 2 1 3 3 2 1 3 3 2 1 3 3 2 1 3 3 2 1 3 3 3 3 3 3 3 3 3	compa	re num	nbers up 1	to 1,000.	compare nu	nbers up	to 10,000.						
Plaumity juicing and authorized within 10 or look professions in some professions of the profession in the profession		3	2	1	3	2	1	3	2	1	3	2	1
Multiplication and Division Fluency within 100 SARS 3.2 1 3 2 1 1 3 2 1 1 3 2 1 1 3 2 1 1 3 2 1 1 3 2 1 1 3 2 1 1 3 2 1 1 3 2 1 1 3 2 1 1 3 2 1 1 3 2 1 1 3 2 1 1 3 2 1 1 3 2 1 1 3 2 1 1 3 2 1 1 3 2 1 1 3 2 1								using strate			using strateg		
Multiplication and Division Fluency within 100		3	2	1	3	2	1	3	2	1	3	2	1
Ruently multiply within 100 sarkaniges or properties. Ruently multiply and shadow into the sarkaniges or properties. Ruently multiply and shadow into the sarkaniges or properties. Ruently multiply and shadow into the sarkaniges or properties. Ruently multiply and shadow into the sarkaniges or properties. Ruently multiply and shadow into the sarkaniges or properties. Ruently multiply and shadow into the sarkanige or properties. Ruently multiply and shadow into the sarkanige or properties. Ruently multiply and shadow into the sarkanige or properties. Ruently multiply and shadow into the sarkaning and shadow into th	3.PAK.3							multiplication	on and div	vision	multiplication	n and div	ision
Second Studies Pecentry multiply with 100 and proportion. Please thy multiple or proportion. Please the proportion. Please th		3	2	1	3	2	1	3	2	1	3	2	1
Measurement and Data Reasoning Make and answere questions to bed on graphical displays. Second Studies II Second Studi	3 PAR 3 2 Fluent				within 100 u						within 100 us		
Measurement and Data Recognize and generate Recognize and generat		3	2	1	3	2	1	3	2	1	3	2	1
Ask and answer questions based on graphical displays. Describe on graphical displays. Soliton graphical displays. Soli	3.NR.4									rate			ate
Sample S		3	2	1	3	2	1	3	2	1	3	2	1
Activibutes of Polygons 3 2 1	3 MDR 5				volumes, an	d masses		nearest min	ute and s	solve	volumes, len	gths, and	masses
Second Studies	Attributes of Polygons	2	2	1			1						
Area of Rectangles 3		3	2	1	3	2	'	3	2	'	Compare and	d contras	t polygons
Determine the area of rectangles by thing and countries.	Avec of Posterville	2	2	1		0	1		0	1			
Perimeter of Polygons 3 2 1	3.GSR.7			1	3	2	1	3	2	1			•
SCIENCE Ottain, Evaluate, and Communicate Scientific Information I Earth Science: Ask questions and analyzes date to disastly rocks by physical attributes. (SSE1) Obtain, Evaluate, and Communicate Scientific Information II Earth Science: Ask questions and analyzes date to disastly rocks by physical attributes. (SSE1) Obtain, Evaluate, and Communicate Scientific Information II Earth Science: Ask questions and analyzes date to disastly rocks by physical attributes. (SSE1) Obtain, Evaluate, and Communicate Scientific Information II Earth Science: Ask questions and real value of the wind and water change rocks. (SSE1) Earth Science: Observes and constructs and water change rocks. (SSE1) Earth Science: Observes and constructs and water change rocks. (SSE1) Earth Science: Observes and constructs and water change rocks. (SSE1) Disciplination III Earth Science: Observes and constructs and water change rocks. (SSE1) Earth Science: Observes and constructs and water change rocks. (SSE1) Earth Science: Observes and constructs and water change rocks. (SSE1) Earth Science: Observes and constructs and water change rocks. (SSE1) Earth Science: Observes and constructs and water change rocks. (SSE1) Earth Science: Observation of lossis. (SSE2) Obtain, Evaluate, and Communicate Scientific Information III Earth Science: Observation of lossis. (SSE2) Earth Science: Observation of	rectan	gles by		d									55 10 50146
SCIENCE Q1 Q2 Q3 Q4		3	2	1	3	2	1	3	2	1			•
Social Studies II Substant Seventific Information I Sacial Studies II Sacial Sacial Studies II Sacial Sa													
Earth Science: Asks questions and analyzes date to dassify rocks by physical attributes, (S3E1) Secience: Asks questions and analyzes date to dassify rocks by physical attributes, (S3E1) Secience: Asks questions and research the physical attributes, (S3E1)	SCIENCE		Q1			Q2			Q3			Q4	
Learn Science: data to classify rocks by physical attributes. (SSE1) Searn Science: Debenes and constructs an explanation of how wind and water change rocks. (SSE1) Seas questions to differentiate between plants, animals, and the environment of the effects of politicition on humans and the environment (SSL2) Seas questions to differentiate between plants, animals, and the environment of the effects of politicition on humans and the environment (SSL2) Seas questions to differentiate between plants, animals, and the environment of the effects of politicin on humans and the environment (SSL2) Seas questions to differentiate between plants, animals, and the environment (SSL2) Seas questions and effects of politicin on humans and the environment (SSL2) Seas questions and investigation to describe the revisions (SSL1) Seas questions and investigation to describe the revisions (SSL2) Seas questions and investigation to describe the revisions (SSL2) Seas questions and differentiate between plants and maintain adaptations support their survival in Georgia's regions. (SSL1) Seas questions to differentiate between plants, animals, and the environment (SSL2) Seas questions and research the effects of politicin on humans and the environment of the effects on objects. (SSH2) Social Studies II Seas and the plants and contract of the effects on objects. (SSH2) Seas and constructs and the environment of the environ	Obtain, Evaluate, and	3	2	1	3	2	1	3	2	1	3	2	1
data to classify rocks by physical attributes. (S3E1) explanation of how wind and water change rocks. (S3E1) the water change rocks. (S3E1) the water change rocks. (S3E1) the physical attributes. (S3E1) the water change rocks. (S3E1) the water change	Information I			-1						· · · · · · · · · · · · · · · · · · ·			
Earth Science: Plans and carries out an investigation to describe the properties of soils and soil types. (S3E1) S2E2	data to	classi	fy rocks b	oy	explanation	of how w	ind and	between pla their habitat	ants, anin ts found v	nals, and within	the effects of pollution on humans and the environment.		n on
Earth Science: Plans and carries out an investigation to describe the properties of soils and soil types. (S3E1)		3	2	1	3	2	1	3	2	1	3	2	1
Communicate Scientific Information III Compare and contrast how American Indians in each prepare used branch. (SS3CG1c) Social Studies II State the main responsibility of each branch. (SS3CG1c) Social Studies IV So	Information II Earth S Plans s investi proper	and car gation ties of	ries out a to descril soils and	be the	Constructs a the observat	n argume		Constructs a on how plar adaptations survival in G	an explan nt and ani support Georgia's	imal their	Asks question how heat end and its effect	ns and ir ergy is tr	ansferred
Earth Science: Models fossil formation and argues how they explain past environments. (S3E2) Social Studies Social St		3	2	1	3	2	1	3	2	1	3	2	1
Social Studies II Sale Suranches of the national government. (SS3CG1a) Social Studies II Sale S					Models fossi argues how	l formation	ain past				Designs and that will dem	construc onstrate	
Describe the 3 branches of the national government. (SS3CG1a)	SOCIAL STUDIES		Q1			Q2			Q3			Q4	
the national government. (S33CG1a) American Indians settled in North America. (SS3H2a) Social Studies II 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 Social Studies III Social Studies III 3 2 1 Social Studies III State the main responsibility of each branch. (SS3CG1c) Explain why it is important Locate major rivers on a American Indians settled in North America. (SS3H2a) Social Studies IV New England, Mid-Attantic, and Southern colonies were founded. (SS3H2a) Social Studies IV New England, Mid-Attantic, and Southern colonies are complishments of European explorers in North America. (SS3H2b) Social Studies IV Social Studies	Social Studies I	3	2	1	3	2	1	3	2	1	3	2	1
Describe the 3 branches of the state government. (SS3CG1b) Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter. (SS3H2b) Social Studies III 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 2 1 3 3 3 3 2 1 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	the na	tional (American In	dians sett	ded in	obstacles to	the expl	oration of	New England and Southern	l, Mid-At n colonie	lantic,
Social Studies IV Sacial Sacial Studies IV Sacial Sacial Studies IV Sacial Saci	Social Studies II	3	2	1	3	2	1	3	2	1	3	2	1
State the main responsibility of each branch. (SS3CG1c) Discuss how American Indians continue to contribute to American life. (SS3H1c) Describe the examples of cooperation and conflict between European explorers and American Indians. (SS3H2c) Social Studies IV 3 2 1 3 2 1 3 2 1 Explain why it is important Locate major rivers on a Describe the examples of cooperation and conflict between European explorers and American Indians. (SS3H2c) To multiple in American Indians. (SS3H2c) Social Studies IV Bescribe the examples of cooperation and conflict between European explorers and American Indians. (SS3H2c) Figure 1 3 2 1 3 2 1 Explain why it is important Locate major rivers on a Describe the examples of cooperation and conflict between European explorers and American Indians. (SS3H2c) Figure 2 1 3 2 1 3 2 1 Explain why it is important Explain how the physical					American Incregion used to obtain foo	dians in e their envi d, clothin	ach ironment	of European	explorer		life in the Ne Atlantic, and	w Englar	nd, Mid-
continue to contribute to American life. (SS3H1c) social Studies IV a continue to contribute to American life. (SS3H1c) continue to contribute to American life. (SS3H1c) cooperation and conflict between European explorers and American Indians. (SS3H2c) from the perspectives of value people. (SS3H3c) people. (SS3H3c) Social Studies IV Explain why it is important Locate major rivers on a Describe how the early Explain how the physical	Social Studies III	3	2	1	3	2	1	3	2	1	3	2	1
Explain why it is important Locate major rivers on a Describe how the early Explain how the physical					continue to	contribute	e to	cooperation between Eu	and cont ropean e	flict xplorers	from the pers	spectives	
	Social Studies IV	3	2	1	3	2	1	3	2	1	3	2	1
for citizens in a democratic society to participate in public life. (SS3CG2b) society to participate in public life. (SS3CG2b) states. (SS3G1a) states. (SS3G1a) explorers adapted, or failed to adapt, to the various physical environments. (SS3G3b) geography of the colonies helped determine econom activities. (SS3G3c)	for citi	zens ir / to pa	n a demo rticipate	cratic	physical ma	p of the		explorers a adapt, to th	dapted, o e various	or failed to s physical	geography o helped deter	f the col mine ed	onies



Student: ————	School Year: ————————————————————————————————————
Student.	ochool real.

SCI	HOOL DISTRIC	т	ora	arade i	Teacher:
Social Studies V	3 2 1	3 2 1	3 2 1	3 2 1	Respect and Authority
	Explain that governments provide certain types of goods and services in a market	Locate mountain ranges on a physical map of the United States. (SS3G1b)		Define and give examples of the four types of productive resources. (SS3E1)	Shows respect for authority S P N S P N S P N Exhibits good listening skills S P N S P N S P N
Social Studies VI	economy. (SS3E2) 3 2 1	3 2 1	3 2 1	3 2 1	Follows directions
	Explain the concept of opportunity cost as it relates to making a saving or spending choice. (SS3E4)	Explain why American Indian groups occupied the areas they did. (SS3G3a)		Describe the interdependence of consumers and producers. (SS3E3a)	Tardies Absences
HEALTH	Q1	Q2	Q3	Q4	DI ACCMENT INFORMATION
Concepts of Health	3 2 1	3 2 1	3 2 1	3 2 1	PLACEMENT INFORMATION
Promotion and Disease Prevention	Identifies behaviors that show respect for themselves and others.	Identifies practices to reduce or prevent health risks.	Identifies resources and individual resources needed to assist in achieving a personal health goal.	Discusses options and healthy choices when making decisions.	□ Promoted to 4th grade □ Placed in 4th grade □ Additional Year in 3rd Grade
Learning Skills & Behaviors	S P N	S P N	S P N	S P N	COBB COUNTY SCHOOL DISTRICT ONE TEAM.ONE GOAL. STUDENT SUCCESS.
PHYSICAL EDUCATION	Q1	Q2	Q3	Q4	SCHOOL DISTRICT STUDENT SUCCESS.
Competency in a Variety of Motor Skills and Movement	3 2 1	3 2 1	3 2 1	3 2 1	
Patterns	Demonstrates locomotor, non- locomotor, and manipulative skills.	Demonstrates locomotor, non- locomotor, and manipulative skills.	Demonstrates locomotor, non- locomotor, and manipulative skills.	Demonstrates locomotor, non- locomotor, and manipulative skills.	PERFORMANCE INDICATORS
Personal and Social Behavior/Rules & Safety	3 2 1	3 2 1	3 2 1	3 2 1	The purpose of the report card is to communicate to students, parents, and staff the progress each student is making toward accomplishing performance-based standards.
benavior/nuics & salety	Demonstrates the ability to work with a partner or small group.	Demonstrates the ability to work with a partner or small group.	Demonstrates the ability to work with a partner or small group.	Demonstrates the ability to work with a partner or small group.	3+ = Exceeds Standards - In addition to the 3, makes applications and inferences beyond expectations 3 = Meets Standards - Consistently and independently
ART	Q1	Q2	Q3	Q4	 2 = Progressing toward meeting standards 1 = Limited progress or does not meet standards
Creates Art to Investigate Personal Ideas Using the Elements of Art & Principles	3 2 1 Recognizes art elements	3 2 1 Recognizes and uses art	3 2 1 Produces art that organizes	3 2 1 Creates art compositions that	= Not assessed at this time
of Design	and principles during experimentation.	elements and principles to investigate personal ideas.	art elements and principles in compositions.	demonstrate a variety of art making techniques.	
The Role of Historical and Cultural Context when	3 2 1	3 2 1	3 2 1	3 2 1	LEARNING SKILLS & BEHAVIORS KEY
Discussing Artworks	Identifies historical and cultural context when discussing artworks.	Analyzes historical and cultural context when discussing artworks.	Explains how artworks communicate characteristics of time periods/cultures.	Interprets reasons supporting varied viewer responses to artworks.	S = SUCCESSFUL - Student displays appropriate learning skills and behaviors most or all the time.
Learning Skills & Behaviors	S P N	S P N	S P N	S P N	P = PROGRESSING - Student displays appropriate learning skills and behaviors some of the time.
MUSIC	Q1	Q2	Q3	Q4	N = NEEDS IMPROVEMENT - Student needs to continue working on identified learning skills and behaviors.
Creating and Performing Music	3 2 1	3 2 1	3 2 1	3 2 1	
Responding and Connecting	Sings music.	Performs music on instruments.	Reads, notates, and identifies music.	Improvises, composes, and/or arranges music.	ELA/Reading
to Music	Distinguishes between	Performs movements to music.	Demonstrates the connection	Develops criteria and evaluates	
	repeating and contrasting music.		between music and other content areas.	and refines music and music performances with appropriate etiquette.	
Learning Skills & Behaviors	S P N	S P N	S P N	S P N	
LEARNING SKILLS & BEHAVIORS	Q1	Q2	Q3	Q4	
Personal Responsibility and Behavior					
Accepts responsibility for behavior	S P N	S P N	S P N	S P N	
Uses self-control	S P N	S P N	S P N	S P N	
Expresses feelings appropriately	S P N	S P N	S P N	S P N	
Work Habits and Independence					Math
Stays on task	S P N	S P N	S P N	S P N	
Works independently	S P N	S P N	S P N	S P N	
Uses materials appropriately Asks questions/seeks help	S P N	S P N	S P N	S P N S P N	
when needed Social Skills and	O F IN	J F N	O F N	O F IN	
Collaboration Works cooperatively with	0 0 0		0 0 ::	0 0 0	
peers Claims fair share of	S P N	S P N	S P N	S P N	
C.C.IIIO IGII OIIGIIO UI	S P N	S P N	S P N	S P N	4 1

Science			

— School: —

Social Studies			
Specials			

General Comments		