

Identifier	Poplar - Grade 3 - World Language	Introduced	Completed
3 WL 1	CONVERSATION		
3 WL 1.01	Count and perform simple arithmetic problems.		
3 WL 1.02	Participate in brief guided conversations.		
3 WL 1.03	Make simple requests.		
3 WL 1.04	Ask and answer simple questions.		
3 WL 1.05	Use simple commands.		
3 WL 2	SPEAKING AND WRITING		
3 WL 2.01	Comprehend brief written and oral directions, commands, and information.		
3 WL 2.02	Read familiar words.		
3 WL 2.03	Read numbers, dates, words related to the family and weather, and other thematic vocabulary.		
3 WL 2.04	Recognize a sound with its corresponding letter or symbol.		
3 WL 3	INFORMATION, CONCEPTS AND IDEAS		
3 WL 3.01	Present information, concepts and ideas to an audience in the foreign language by performing skits, puppet shows or dialogues with limited vocabulary.		
3 WL 4	CULTURAL PRACTICES AND PERSPECTIVES		
3 WL 4.01	Explore the verbal and nonverbal communication of the culture, including gestures, body language, dance, art, and music.		
3 WL 5	CULTURAL PRODUCTS AND OUTLOOKS		
3 WL 5.01	Explore the products of the culture studied.		
3 WL 5.02	Understand the relationship between those products and the environment in which they are produced.		
3 WL 6	CROSS CULTURAL KNOWLEDGE AND UNDERSTANDING		
3 WL 6.01	Practice familiar concepts including the calendar, weather, money, and mathematics.		
3 WL 7	NATURE OF LANGUAGE		
3 WL 7.01	Compare cognates word families, and language patterns.		
3 WL 8	CULTURE CONCEPTS		
3 WL 8.01	Explore and recognize the contributions of the culture studied including music, food, art, toys, and folk tales.		
3 WL 8.02	Demonstrate an awareness of ways of expressing respect and communicating differences in status in the pupil's language and the foreign language.		
3 WL 9	OUTREACH		
3 9.01	Participate in performances at school or in the community in the foreign language or relating to the culture studied.		
3 WL 10	ACQUISITION		
3 WL 10.01	Play sports or games from the culture studied that are appropriate for the pupil's age.		
3 WL 10.02	Listen to music, and sing songs or play musical instruments from the culture studied.		
3 WL 10.03	Plan real or imaginary travel to a country in which the foreign language is spoken.		

Identifier	Poplar - Grade 3 - Native Language	Introduced	Completed
3 NL 1	HERITAGE		
3 NL 1.01	Describe family roles.		
3 NL 1.02	Describe extended family roles.		
3 NL 1.03	Describe tribal roles.		
3 NL 1.04	Discuss community membership.		
3 NL 1.05	View tribal artifacts.		
3 NL 2.1	ALPHABET		
3 NL 2.1.01	Pronounce Dakota vowels.		
3 NL 2.1.02	Memorize Dakota vowels.		
3 NL 2.1.03	Pronounce Dakota consonants.		
3 NL 2.1.04	Memorize Dakota consonants.		
3 NL 2.1.05	Write basic sight words.		
3 NL 2.2	NUMBERS		
3 NL 2.2.01	Pronounce Dakota numbers 1-75.		
3 NL 2.2.02	Memorize Dakota numbers 1-50.		
3 NL 3	VOCABULARY		
3 NL 3.1	VOCABULARY: MONTHS OF THE YEAR		
3 NL 3.1.01	Pronounce Dakota vocabulary.		
3 NL 3.1.02	Write Dakota vocabulary.		
3 NL 3.1.03	Illustrate Dakota vocabulary.		
3 NL 4	LITERATURE		
3 NL 4.1	LITERATURE: STORYTELLING: IKTOMI		
3 NL 4.1.01	Illustrate and dramatize "Iktomi and the Ducks"		
3 NL 4.1.02	Illustrate and dramatize "Iktomi and the Buffalo Skull"		
3 NL 4.1.03	Illustrate and dramatize "Iktomi and the Berries"		
3 NL 4.1.04	Illustrate and dramatize "Iktomi and the Boulder"		
3 NL 4.2	LITERATURE: MUSIC: IKTOMI		
3 NL 4.2.01	Improvise [vocables] with and without a score in a group and alone.		
3 NL 4.2.02	Sing "Lullaby" in Sioux language in a group and alone.		

Identifier	Poplar - Grade 3 - Computer and Technology	Introduced	Completed
3 CT 2	PRODUCTIVITY TOOLS		
3 CT 2.01	Locate and use letters, numbers, and special keys on a keyboard using the left or right hand.		
3 CT 2.02	Create a document that demonstrates simple typing and editing skills.		
3 CT 2.03	Search a database to locate specific information (e.g., electronic sources, telephone book, encyclopedia, and library card catalog).		
3 CT 2.04	Utilizing a predesigned spreadsheet, demonstrate the ability to enter simple labels, values, and formulas.		
3 CT 2.05	Explain the purpose of a multimedia presentation using multimedia software.		
3 CT 2.06	Create and save files on various storage media.		
3 CT 2.07	Identify electronic communication devices.		
3 CT 2.08	Identify devices that require connectivity.		
3 CT 3	RESEARCH TOOLS		
3 CT 3.01	Select a research topic or define a problem using technology tools.		
3 CT 3.02	Select information for a research topic or problem from a remote resource.		
3 CT 3.03	Identify and examine organizational formats using a technology tool to arrange information.		
3 CT 4	TOOLS AND PROCESSES		
3 CT 4.01	Identify the appropriateness and uses of resources and tools in technology based activities.		
3 CT 4.02	Select and use applicable tools for tasks.		
3 CT 4.03	Recognize the importance of safety in computer and technology applications.		
3 CT 4.04	With teacher guidance, resolve difficulties using tools or devices including input devices, output devices, and devices requiring connectivity to successfully perform basic computer operations.		
3 CT 5	SYSTEMS		
3 CT 5.01	Define a system.		
3 CT 5.02	Identify the parts of a system and explain how the parts working together allow the system to do things the individual parts are unable to do alone (e.g., components of a computer system).		
3 CT 5.03	Identify and categorize systems that provide food, clothing, shelter, entertainment, communications, healthcare, security, and other necessities and comforts of life.		
3 CT 6	IMPLICATIONS ON SOCIETY		
3 CT 6.01	Describe how technology is used in daily activities to meet personal needs. Describe computer piracy and the personal consequences of inappropriate use.		
3 CT 6.02	Practice etiquette using technology. Describe changes in the local community because of technology.		
3 CT 6.03	Describe common uses of technology in daily life and how environments are changed.		

Identifier	Poplar - Grade 3 - Health	Introduced	Completed
3 H 1	HEALTH PROMOTION / DISEASE PREVENTION		
3 H 1.01	Identify indicators of mental, emotional, social, and physical health during childhood.		
3 H 1.02	Describe the basic structure and function of human body systems.		
3 H 1.03	Identify essential components of a balanced diet and recognize their importance to growth and good health.		
3 H 1.04	Explain how drugs can affect the way people make decisions and perform tasks.		
3 H 1.05	Explain how childhood injuries can be prevented or treated.		
3 H 1.06	Differentiate between communicable and noncommunicable diseases.		
3 H 1.07	Explain how appropriate health care can prevent premature death and disability.		
3 H 1.08	Describe how physical, social, and emotional environments influence personal health.		
3 H 1.09	Classify basic foods according to their places in the food pyramid.		
3 H 1.10	List habits that may increase the risk of disease.		
3 H 2	HEALTH INFORMATION / ACCESSING INFORMATION		
3 H 2.01	Examine the consequences of positive and negative health behaviors.		
3 H 2.02	Identify health care workers.		
3 H 2.03	Draw a map from school to home.		
3 H 2.04	Write out a planned procedure for escaping from a home fire.		
3 H 2.05	Describe how the five senses are used in safety, learning, and exercise.		
3 H 2.06	List the major stages in the human life cycle.		
3 H 3	HEALTH ENHANCEMENT / SELF MANAGEMENT		
3 H 3.01	Describe where to go and what to do in an unsafe situation.		
3 H 3.02	Practice refusal skills when confronted with unhealthy situations including alcohol, tobacco, and other drugs.		
3 H 3.03	Identify hazards found in the home, school, and community and intervention strategies.		
3 H 3.04	Demonstrate safe behavior when encountering potentially dangerous objects/weapons.		
3 H 3.05	Identify basic skills for managing stress.		
3 H 3.06	Demonstrate basic first aid procedures and responses to common emergencies in the home, school, and community.		
3 H 3.07	Define stress.		
3 H 3.08	List examples of positive and negative stressors.		
3 H 3.09	Identify positive ways of dealing with stress.		
3 H 4	INFLUENCES		
3 H 4.01	Discuss nutrition and exercise habits in different cultures.		
3 H 4.02	Explain how media influences decisions on health products and services.		
3 H 4.03	List two people each inside and outside school who can help with drug, alcohol, and tobacco problems.		
3 H 5	INTERPERSONAL COMMUNICATION		
3 H 5.01	Discuss the need for acceptable social skills with others.		
3 H 5.02	Discuss acceptable social skills with others.		
3 H 5.03	Identify behaviors exhibited in conflict situations and strategies for mediation.		
3 H 5.04	Demonstrate respect for the rights of others to participate.		
3 H 6	DECISION MAKING / GOAL SETTING		
3 H 6.01	Apply a decision-making process to resolve class identified health issues and problems.		
3 H 6.02	Set an individual health goal and record progress.		
3 H 6.03	Explain the consequences of individual health care decisions.		
3 H 6.04	Identify the importance of asking for assistance in making health-related decisions and setting health goals.		
3 H 6.05	Cite ways to include physical activity into daily routines.		
3 H 7	PERSONAL AND COMMUNITY HEALTH		
3 H 7.01	Demonstrate the ability to work cooperatively and productively with others.		
3 H 7.02	Examine how individuals accept responsibility for taking care of the school.		
3 H 7.03	Demonstrate proficiency when throwing for distance and accuracy.		
3 H 7.04	Demonstrate proficiency catching various sizes of balls.		

Identifier	Poplar - Grade 3 - Health	Introduced	Completed
3 H 7.05	Demonstrate striking skills with various striking implements.		
3 H 7.06	Follow safety rules in health activities class.		

Identifier	Poplar - Grade 3 - Music	Introduced	Completed
3 Mus 1	RHYTHM		
3 Mus 1.01	Recognize and identify relative duration of individual rhythmic components.		
3 Mus 1.02	Identify, create, and maintain a steady beat.		
3 Mus 1.03	Identify and create rhythms that have no steady beat.		
3 Mus 1.04	Identify, create, and perform rhythms that include silent beats.		
3 Mus 1.05	Recognize and identify relative duration of rests.		
3 Mus 2	HARMONY / TEXTURE		
3 Mus 2.01	Perform rhythms and sing melodies in unison.		
3 Mus 2.02	Demonstrate independence of parts when performing.		
3 Mus 2.03	Perform rhythms and sing melodies with accompaniment.		
3 Mus 2.04	Perform rhythms and sing melodies without accompaniment.		
3 Mus 2.05	Identify and perform rounds.		
3 Mus 2.06	Identify and perform partner songs.		
3 Mus 2.07	Describe, create, and perform ostinato patterns.		
3 Mus 2.08	Recognize and vocalize echo patterns.		
3 Mus 2.09	Identify an orchestral performance: names and identify the various instruments.		
3 Mus 2.10	Identify a band performance: name and identify the various instruments.		
3 Mus 2.11	Identify the instrument families and their members.		
3 Mus 3	MELODY		
3 Mus 3.01	Identify high and low registers.		
3 Mus 3.02	Identify and trace melodic contour.		
3 Mus 3.04	Recognize and identify musical sequences.		
3 Mus 3.05	Recognize musical phrasing.		
3 Mus 3.06	Recognize and identify patterns in music.		
3 Mus 3.07	Develop understanding and sense of pitch.		
3 Mus 4	FORM		
3 Mus 4.01	Understand and use call and response, both as caller and as responder.		
3 Mus 4.02	Identify and describe AB form.		
3 Mus 4.03	Identify and describe ABA / Rondo form.		
3 Mus 4.04	Understand and use solo and response, both as soloist and as responder.		
3 Mus 4.05	Identify and describe AABA form.		
3 Mus 4.06	Describe and perform D. C. al Fine.		
3 Mus 4.07	Identify and perform multiple endings.		
3 Mus 4.08	Define and preform the repeat sign.		
3 Mus 5	TONE COLOR		
3 Mus 5.01	Recognize, identify, and produce vocal tones.		
3 Mus 5.02	Recognize, identify, and produce instrumental tones.		
3 Mus 6	TONALITY		
3 Mus 6.01	Identify, describe, and perform major scales.		
3 Mus 6.02	Identify, describe, and perform minor scales.		
3 Mus 7	EXPRESSIVE QUALITIES		
3 Mus 7.01	Identify and produce dynamic variation.		
3 Mus 7.02	Identify and imitate musical styles.		
3 Mus 7.03	Identify tempo and describe rates of tempo.		
3 Mus 7.04	Apply interpretive skills to performances.		
3 Mus 7.05	Define and demonstrate accelerando (Accel.).		
3 Mus 7.06	Define and demonstrate ritardando (Rit.).		
3 Mus 7.07	Define and demonstrate relative durations of notes and rests.		
3 Mus 7.08	Define and perform ad libitum.		
3 Mus 7.09	Creatively expand on the qualities of music performed.		
3 Mus 8	CAREERS		
3 Mus 8.01	Explore the work of a music composer as a career.		
3 Mus 8.02	Explore the work of a music performer as a career.		
3 Mus 8.03	Explore the work of a music teacher as a career.		

Music

Identifier	Poplar - Grade 3 - Music	Introduced	Completed
3 Mus 8.04	Explore the work of a music conductor as a career.		
3 Mus 9	PERFORMANCE		
3 Mus 9.01	Participate in at least one concert.		
3 Mus 9.02	View a live musical performance.		
3 Mus 9.03	Perform as a soloist or in a small ensemble.		
3 Mus 9.04	Describe and demonstrate (practice) concert etiquette.		
3 Mus 10	MUSIC HISTORY		
3 Mus 10.01	Examine the history of music by period.		
3 Mus 11	CULTURE		
3 Mus 11.01	Experience music and musical expression from around the world.		
3 Mus 12	MUSIC APPRECIATION AND CRITICISM		
3 Mus 12.01	Evaluate music and musical performances of all types.		
3 Mus 12.02	Listen to and evaluate solos and ensembles.		
3 Mus 12.03	Observe and evaluate concert etiquette as demonstrated by oneself and others.		
3 Mus 12.04	Develop music appreciation and skills for life.		

Identifier	Poplar - Grade 3 - Physical Education	Introduced	Completed
3 PE 1	LEARNING AND DEVELOPMENT OF MOTOR SKILLS		
3 PE 1.01	Utilize a movement vocabulary for manipulative, locomotor, and non-locomotor movement activities.		
3 PE 1.02	Apply basic elements to improve personal performance.		
3 PE 1.03	Apply the basic elements of a movement form in a dynamic environment.		
3 PE 1.04	Identify simple cues in the performance of peers.		
3 PE 1.05	Know how to monitor the physiological changes occurring during moderate physical activity (i.e., heavy and muscular breathing fatigue).		
3 PE 2	MOVEMENT FORMS		
3 PE 2.01	Demonstrate a mature form in most locomotor and nonlocomotor movements.		
3 PE 2.02	Combine manipulative skills in simple combinations (i.e., catch and throw, dribbling while running).		
3 PE 2.03	Perform a variety of manipulative skills in an uncomplicated yet changing environment.		
3 PE 2.04	Sequence combinations of more complex weight transfer and balance movements (i.e., balance to a roll).		
3 PE 3	MOVEMENT AS COMMUNICATION		
3 PE 3.01	Create shapes at high, medium, and low levels in a movement sequence with a partner.		
3 PE 3.02	Demonstrate locomotor movements in varying directions and pathways with a partner.		
3 PE 3.03	Demonstrate qualities of movement with a partner.		
3 PE 3.04	Create a movement sequence with a beginning, middle, and end with a partner with or without a prop (i.e., lummi sticks, streamers).		
3 PE 3.05	Demonstrate partner skills (i.e., copying, leading, following, and/or mirroring).		
3 PE 3.06	Express emotions through movement (i.e., happy, sad, angry).		
3 PE 3.07	Observe and discuss how dance differs from and/or is the same as sports and everyday actions.		
3 PE 3.08	Perform various movements to a steady beat with or without a prop with a partner.		
3 PE 3.09	Move to a steady beat at various tempos.		
3 PE 3.10	Perform folk and/or social dances from various cultures.		
3 PE 4	INDIVIDUAL FITNESS		
3 PE 4.01	Describe implications of the results of formal health-related fitness assessment.		
3 PE 4.02	Sustain moderate to vigorous physical activity for longer periods of time to improve physical fitness.		
3 PE 4.03	Engage in activity that results in the development of health-related components.		
3 PE 4.04	Identify proper warm-up, conditioning, and cool-down techniques and the reason for using them.		
3 PE 5	SOCIAL INTERACTION		
3 PE 5.01	Apply class rules, procedures, safe practices, and etiquette with limited or no teacher reinforcement.		
3 PE 5.02	Identify positive responses to challenges, successes, and failures in physical activity (i.e., sportsmanship).		
3 PE 5.03	Understand and accept purpose for modifying activities with regard to diversity and physical ability.		
3 PE 5.04	Understand the connection between a dance, game, or sport and the culture in which it originates.		

Identifier	Poplar - Grade 3 - Theater	Introduced	Completed
3 Th 1	THEATRICAL COMPONENTS		
3 Th 1.01	Create a simple script based on personal experience, imagination, or the retelling of a story.		
3 Th 1.02	Create simple sets and sound effects for a dramatized idea or story (e.g., tables become caves).		
3 Th 1.03	Assemble and use simple props, costumes, masks, or make-up for a dramatized idea or story.		
3 Th 2	ROLE OF THE PERFORMER		
3 Th 2.01	Identify traits of a person, animal, or object (e.g., What does a dog do when it is happy? Wags its tail).		
3 Th 2.02	Imitate the traits of a given person, animal, or object.		
3 Th 2.03	Use voice and body to show different emotions while portraying a character in a dramatized idea or story.		
3 Th 3	VIEWING A PERFORMANCE / PERFORMER		
3 Th 3.01	Express personal reactions to a dramatized performance.		
3 Th 3.02	Identify the differences between fantasy and reality.		
3 Th 4	VIEWING A PERFORMANCE / PERFORMER IN CONTEXT		
3 Th 4.01	Identify similarities and differences between dramatic characters and real people.		

Identifier	Poplar - Grade 3 - Visual Arts	Introduced	Completed
3 VA 1	KNOWLEDGE		
3 VA 1.01	Use different media, techniques, and processes to produce works of art.		
3 VA 1.02	Mix primary colors to make secondary colors.		
3 VA 1.03	Recognize examples of tint and shade.		
3 VA 1.04	Demonstrate pinch and coil construction methods for ceramics.		
3 VA 1.05	List the stages in the completion of a ceramic piece.		
3 VA 1.06	Identify the temperature at which most greenware is fired.		
3 VA 1.07	Define kiln.		
3 VA 1.08	Identify gestural, contour, radial, connecting, and crenate lines.		
3 VA 1.09	Properly and safely use paper punch, stapler, ruler, and needle.		
3 VA 1.10	Identify selected works by two major artists.		
3 VA 1.11	Differentiate between symmetrical and asymmetrical shapes and forms.		
3 VA 2	APPLICATION		
3 VA 2.01	Identify selected elements of design and principles of design in nature and in works of art.		
3 VA 2.02	Use elements and principles of design to create works of art.		
3 VA 3	CONTENT		
3 VA 3.01	Create artwork that demonstrates choice of subject matter and symbols to communicate meaning.		
3 VA 4	CONTEXT		
3 VA 4.01	Identify works of art as belonging to particular cultures, times, or places.		
3 VA 4.02	Create a work of art that is influenced by a particular historical period or culture.		
3 VA 5	INTERPRETATION		
3 VA 5.01	Discuss possible meanings of art.		

Identifier	Poplar - Grade 3 - Language Arts/Reading	Introduced	Completed
3 ELA 1	LITERATURE		
3 ELA 1.01	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
3 ELA 1.02	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.		
3 ELA 1.03	Describe characters in a story and explain how their actions contribute to the sequence of events.		
3 ELA 1.04	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.		
3 ELA 1.05	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.		
3 ELA 1.06	Distinguish own point of view from that of the narrator or those of the characters.		
3 ELA 1.07	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.		
3 ELA 1.09	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.		
3 ELA 1.10	Read and comprehend literature, including stories, dramas, and poetry independently and proficiently.		
3 ELA 2	INFORMATIONAL TEXT		
3 ELA 2.01	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
3 ELA 2.02	Determine the main idea of a text; recount the key details and explain how they support the main idea.		
3 ELA 2.03	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/ effect.		
3 ELA 2.04	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.		
3 ELA 2.05	Use text features and search tools to locate information relevant to a given topic efficiently.		
3 ELA 2.06	Distinguish an individual point of view from that of the author of a text.		
3 ELA 2.07	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.		
3 ELA 2.08	Describe the logical connection between particular sentences and paragraphs in a text.		
3 ELA 2.09	Compare and contrast the most important points and key details presented in two texts on the same topic.		
3 ELA 2.10	Read and comprehend informational texts, including history/ socialstudies, science and technical texts.		
3 ELA 3	READING STANDARDS: FOUNDATIONAL SKILLS		
3 ELA 3.03	Know and apply phonics and word analysis skills in decoding words.		
3 ELA 3.04	Read with sufficient accuracy and fluency to support comprehension.		
3 ELA 4	WRITING		
3 ELA 4.01	Write opinion pieces on topics or texts, supporting a point of view with reasons.		
3 ELA 4.02	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.		
3 ELA 4.03	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
3 ELA 4.04	With guidance and support, produce writing in which the development and organization are appropriate to task and purpose.		
3 ELA 4.05	With guidance and support, develop and strengthen writing as needed by planning, revising, and editing.		
3 ELA 4.06	With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.		
3 ELA 4.07	Conduct short research projects that build knowledge about a topic.		
3 ELA 4.08	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		
3 ELA 4.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.		
3 ELA 5	SPEAKING AND LISTENING		

Identifier	Poplar - Grade 3 - Language Arts/Reading	Introduced	Completed
3 ELA 5.01	Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly.		
3 ELA 5.02	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
3 ELA 5.03	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
3 ELA 5.04	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
3 ELA 5.05	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		
3 ELA 5.06	Speak in complete sentences when appropriate to tasks and situation in order to provide requested detail or clarification.		
3 ELA 6	LANGUAGE		
3 ELA 6.01	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
3 ELA 6.02	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
3 ELA 6.03	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
3 ELA 6.04	Determine or clarify the meaning of unknown and multiple-meaning word and phrases, choosing flexibly from a range of strategies.		
3 ELA 6.05	Demonstrate understanding of word relationships and nuances in word meanings.		
3 ELA 6.06	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases.		

Identifier	Poplar - Grade 3 - Mathematics	Introduced	Completed
3 M 1	MATHEMATICAL PRACTICES		
3 M 1.01	Makes sense of problems and persevere in solving them.		
3 M 1.02	Reason abstractly and quantitatively.		
3 M 1.03	Construct viable arguments and critique the reasoning of others.		
3 M 1.04	Model with mathematics.		
3 M 1.05	Use appropriate tools strategically.		
3 M 1.06	Attend to precision.		
3 M 1.07	Look for and make use of structure.		
3 M 1.08	Look for and express regularity in repeated reasoning.		
3 M 2	OPERATIONS AND ALGEBRAIC THINKING		
3 M 2.01	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. Example: Describe a context in which a total number of objects can be expressed as 5×7 .		
3 M 2.02	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. Example: Describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.		
3 M 2.03	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (see glossary, table 1)		
3 M 2.04	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. Example: Determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.		
3 M 2.05	Apply properties of operations as strategies to multiply and divide. (Note: Students do not need to use formal terms for these properties.) Example: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative Property of Multiplication) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative Property of Multiplication) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ (Distributive Property)		
3 M 2.06	Understand division as an unknown-factor problem. Example: Find $32 \div 8$ by finding the number that makes 32, when multiplied by 8.		
3 M 2.07	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division, e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$, or properties of operations.		
3 M 2.08	By the end of grade 3, know from memory all products of two one-digit numbers.		
3 M 2.09	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (use cultural contexts; example: Determine the miles traveled on the Montana pow wow circuit and compute average gas mileage.) Note: This standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order. (order of operations)		
3 M 2.10	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. Example: Observe that 4 times a number is always even, and explain that 4 times a number can be decomposed into two equal parts.		
3 M 3	MEASUREMENT AND DATA		
3 M 3.01	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.		
3 M 3.02	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Note: Exclude compound units such as cm^3 and finding the geometric volume of a container. Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. Note: Exclude multiplication comparison problems - problems with notions of "times as much". (see glossary, table 1)		
3 M 3.03	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. Example: Draw a bar graph in which each square in the bar graph might represent 5 pets.		
3 M 3.04	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units, whole numbers, halves, and quarters.		

Identifier	Poplar - Grade 3 - Mathematics	Introduced	Completed
3 M 3.05	Recognize area as an attribute of plane figures and understand concepts of area measurement.		
3 M 3.06	Recognize that a square with side length 1 unit, called a "unit square", is said to have "one square unit" of area, and can be used to measure area.		
3 M 3.07	Recognize that a plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.		
3 M 3.08	Measure areas by counting unit squares (square cm, square m, square in, square ft and improvised units)		
3 M 3.09	Relate area to the operations of multiplication and addition.		
3 M 3.10	Find the area of a rectangle with the whole number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.		
3 M 3.11	Multiply side lengths to find areas of rectangles.		
3 M 3.12	Use tiling to show in a concrete case that the area of a rectangle with whole number side lengths and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.		
3 M 3.13	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. (include cultural contexts; example: reservations lands, star quilts)		
3 M 3.14	Solve real world and mathematical problems involving perimeter of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles.		
3 M 4	NUMBERS AND OPERATIONS IN BASE TEN		
3 M 4.01	Use place value understanding to round whole numbers to the nearest 10 or 100.		
3 M 4.02	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.		
3 M 4.03	Multiply one-digit whole numbers by multiples of 10 in the range of 10-90, e.g., 9×80 , 5×60 , using strategies based on place value and properties of operations.		
3 M 5	NUMBERS AND FRACTIONS		
3 M 5.01	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by parts of size $1/b$.		
3 M 5.02	Understand a fraction as a number on the number line; represent fractions on a number line.		
3 M 5.03	Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.		
3 M 5.04	Represent a fraction a/b on a number line diagram by marking off lengths $1/b$ from 0. Recognize that the resulting interval has size $1/b$ and that its endpoint locates the number a/b on the number line.		
3 M 5.05	Explain equivalence of fractions in special cases, and compare fractions with reasoning about their size.		
3 M 5.06	Understand two fractions as equivalent if they are the same size, or the same point on a number line.		
3 M 5.07	Recognize and generate simple equivalent fractions, e.g., $1/2=2/4$ $4/6=2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.		
3 M 5.08	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Example: Express 3 in the form $3=3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of number line diagram.		
3 M 5.09	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $<$, or $=$ and justify the conclusions, e.g., by using a visual fraction model.		
3 M 6	GEOMETRY		
3 M 6.01	Understand that shapes in different categories, e.g., rhombuses, rectangles, etc., may share attributes (ex: having 4 sides) and that the shared attributes can define a larger category (ex: quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.		
3 M 6.02	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. Example: Partition a shape into 4 parts with equal area, and describe the area of each part as $1/4$ of the area of the shape.		

Identifier	Popler - Grade 3 - Social Studies		Introduced	Completed
3 SS 1 CIVICS				
3 SS 1.1.01	Rules and Law	Identify examples of rules, laws, and authorities that keep people safe and property secure.		
3 SS 1.1.02	Rules and Law	Explain that democracy involves voting, majority rule, and setting rules.		
3 SS 1.2.01	US Government	Name the current President of the United States.		
3 SS 1.3.01	Political Process	Discuss why people form groups.		
3 SS 1.4.01	Citizenship	Recognize the Pledge of Allegiance.		
3 SS 1.4.02	Citizenship	Explain why we have patriotic holidays.		
3 SS 1.4.03	Citizenship	Identify an individual's rights within the classroom.		
3 SS 1.4.04	Citizenship	Identify conflicts in the school and discuss peaceful resolution.		
3 SS 1.5.01	State and Local Government	Name the current governor of Montana.		
3 SS 1.6.01	International Relations	Identify their county, state, and country.		
3 SS 2 ECONOMICS				
3 SS 2.1.01	Economic Way of Thinking	Categorize wants as goods, services, or leisure activities.		
3 SS 2.1.02	Economic Way of Thinking	Give examples of incentives and determine whether they are positive or negative.		
3 SS 2.1.03	Economic Way of Thinking	Identify the benefits and the costs of an all-or-nothing choice (e.g., choose music on or off).		
3 SS 2.2.01	Measuring US Economic Performance	Identify and use per capita measures in the classroom (e.g., the number of pencils per student).		
3 SS 2.2.02	Measuring US Economic Performance	Discuss why people seek work.		
3 SS 2.3.01	Functioning of Markets	Differentiate between barter and monetary trade.		
3 SS 2.3.02	Functioning of Markets	Give examples of prices received for selling goods and services.		
3 SS 2.3.03	Functioning of Markets	Explain why producers choose to sell more when a price is high and why producers choose to sell less when a price is low.		
3 SS 2.4.01	Private US Economic Institutions	Demonstrate an understanding of key banking terms, including saving, interest, and borrowing.		
3 SS 2.4.02	Private US Economic Institutions	Identify a for-profit organization in the community and a service it provides.		
3 SS 2.4.03	Private US Economic Institutions	Identify a not-for-profit organization in the community and a service it provides.		
3 SS 2.4.04	Private US Economic Institutions	Identify reasons for saving money.		
3 SS 2.5.01	Money	Identify forms of money.		
3 SS 2.5.02	Money	Demonstrate an understanding that each family has a limited amount of money regardless of how it is accessed (through cash, check writing, or ATM).		
3 SS 2.6.01	US Economy as a Whole	Explain what a producer does.		
3 SS 2.6.02	US Economy as a Whole	Demonstrate an understanding of income and give examples of income.		
3 SS 2.6.03	US Economy as a Whole	Demonstrate an understanding that different jobs require different skills and people receive different levels of income.		
3 SS 2.7.01	Evolving Economy	Explain how skill training and education can enhance the ability to produce goods and services.		
3 SS 2.7.02	Evolving Economy	List examples of entrepreneurs.		
3 SS 2.7.03	Evolving Economy	Describe what it means to compete.		
3 SS 2.8.01	International Economy	Give examples of goods the U.S. imports and exports.		
3 SS 2.8.02	International Economy	Identify the countries of origin of commonly used products.		
3 SS 2.8.03	International Economy	Identify the currencies of other countries.		
3 SS 3 GEOGRAPHY				
3 SS 3.1.01	Geographic Skills	Ask questions about why things are located where they are.		
3 SS 3.1.02	Geographic Skills	Gather geographic information from maps, globes, and atlases.		
3 SS 3.1.03	Geographic Skills	Construct simple maps and graphs to display geographic information.		
3 SS 3.1.04	Geographic Skills	Select and explain information from several geographic sources.		
3 SS 3.1.05	Geographic Skills	Create a visual model to illustrate the results of a geographic inquiry.		
3 SS 3.2.01	World in Spatial Terms	Identify and use the cardinal directions (N, S, E, W) on a compass rose to locate places on a map.		
3 SS 3.2.02	World in Spatial Terms	Compare uses of maps and globes.		
3 SS 3.2.03	World in Spatial Terms	Use maps, globes, photographs, and graphs to collect geographic information.		
3 SS 3.2.04	World in Spatial Terms	Construct a simple map, including title, symbols, and directions.		
3 SS 3.2.05	World in Spatial Terms	Recognize different types of maps.		
3 SS 3.2.06	World in Spatial Terms	Identify and explain spatial patterns on a map.		
3 SS 3.3.01	Places and Regions	Identify differences between physical and human features.		
3 SS 3.3.02	Places and Regions	Compare how language, music, stories, and art express culture.		
3 SS 3.3.03	Places and Regions	Discuss how people view their own communities.		

Identifier	Popler - Grade 3 - Social Studies		Introduced	Completed
3 SS 3.3.04	Places and Regions	Compare how communities use different types of technology.		
3 SS 3.3.05	Places and Regions	Identify a historic landmark and describe the event that took place there.		
3 SS 3.3.06	Places and Regions	Compare visual images of the same place over time.		
3 SS 3.3.07	Places and Regions	Identify neighborhoods and communities as places where people live, work, and play.		
3 SS 3.4.01	Physical Systems	Diagram and explain the water cycle.		
3 SS 3.4.02	Physical Systems	Recognize various natural hazards.		
3 SS 3.4.03	Physical Systems	Compare different types of ecosystems.		
3 SS 3.4.04	Physical Systems	Locate various ecosystems on Earth.		
3 SS 3.4.05	Physical Systems	Construct a model of an ecosystem.		
3 SS 3.5.01	Human Systems	Construct a graph or chart to compare population distribution in different areas.		
3 SS 3.5.02	Human Systems	Draw a simple map that illustrates how to get from one location to another.		
3 SS 3.5.03	Human Systems	Identify transportation and communication networks in daily life.		
3 SS 3.5.03	Human Systems	Describe the characteristics of rural, suburban, and urban communities.		
3 SS 3.5.04	Human Systems	Locate sources of goods and services found in the community.		
3 SS 3.5.05	Human Systems	Investigate an economic product by asking and answering geographic questions.		
3 SS 3.5.06	Human Systems	Compare the wants and needs of people in different countries and the means used to fulfill those wants and needs.		
3 SS 3.5.07	Human Systems	Describe the different purposes of various organizations (e.g., Scouts, organized sports, 4-H).		
3 SS 3.5.08	Human Systems	Describe how cooperation and conflict affect people and places.		
3 SS 3.6.01	Environment and Society	Identify ways people depend on their physical environments.		
3 SS 3.6.02	Environment and Society	Identify opportunities that different physical environments provide for human activities.		
3 SS 3.6.03	Environment and Society	List tools, machines, or technologies that have changed the physical environment.		
3 SS 3.6.04	Environment and Society	Compare different ways in which people alter the physical environment.		
3 SS 3.6.05	Environment and Society	Describe ways humans depend on natural resources.		
3 SS 3.6.06	Environment and Society	List examples of how people use and manage natural resources within the community.		
3 SS 3.7.01	Geographic Applications	Use visual clues to determine when and where an event took place in the past.		
3 SS 3.7.02	Geographic Applications	Identify the location of current events on a map.		
3 SS 3.7.03	Geographic Applications	Recognize a geographic issue or theme that affects home, school, or community.		
3 SS 3.7.04	Geographic Applications	Brainstorm the possible geographic changes that could take place in the neighborhood or community.		
3 SS 4	HISTORY			
3 SS 4.1.01	Chronology	Identify the source of information for a current event.		
3 SS 4.1.02	Chronology	Read a time line.		
3 SS 4.2.01	History Skills	Ask history-related questions.		
3 SS 4.3.01	1200 to 1750	Identify Native North American life prior to European contact, such as food, clothing, and shelter.		
3 SS 4.4.01	1700 to 1865	Identify the Declaration of Independence.		
3 SS 4.4.02	1700 to 1865	Identify patriotic symbols, including eagle, flag, and Liberty Bell.		
3 SS 4.4.03	1700 to 1865	Identify "The Star Spangled Banner" as the national anthem.		
3 SS 4.4.04	1700 to 1865	Describe the life of pioneers.		
3 SS 4.5.01	1860 to 1920	Identify the Statue of Liberty as a patriotic symbol.		

Identifier	Poplar - Grade 3 - Science		Introduced	Completed
3 S 1	PHYSICAL SCIENCE			
3 S 1.1.01	Forces and Motion	Apply unbalanced forces (a push or pull) to cause objects to change their motion (e.g., speed, direction, or both).		
3 S 1.1.02	Forces and Motion	Investigate and describe the ways that different objects may balance or topple in various situations.		
3 S 1.1.03	Forces and Motion	Manipulate hammers and nails, screwdrivers and screws, scissors, and other simple tools.		
3 S 1.2.01	Structure and Properties of Matter	Describe objects in terms of their observable properties (e.g., state of matter, size, shape, color, texture).		
3 S 1.2.02	Structure and Properties of Matter	Sort and classify objects according to observable properties (e.g., size, weight, shape, color).		
3 S 1.3.01	Energy and Matter - Interactions and Forms	Describe how hot or cold an object is by expressing its temperature.		
3 S 1.3.02	Energy and Matter - Interactions and Forms	Investigate and describe how solid ice can melt and liquid water will disappear if allowed to stand in an open container.		
3 S 2	LIFE SCIENCE			
3 S 2.1.01	Structure and Function	Investigate and describe how plants and animals have life cycles and require food, water, air, and space.		
3 S 2.1.02	Structure and Function	Investigate, compare, and contrast identifiable characteristics of plants and animals.		
3 S 2.1.03	Structure and Function	Investigate and describe how plants and animals require certain conditions to survive.		
3 S 2.2.01	Internal and External Influences on Organisms	Investigate and describe how various living things behave differently under diverse conditions.		
3 S 2.2.02	Internal and External Influences on Organisms	Explain that if germs are able to get inside one's body, they may keep it from working properly.		
3 S 2.3.01	Heredity and Diversity	Investigate and describe how offspring may resemble parents and siblings may resemble each other.		
3 S 2.3.02	Heredity and Diversity	Investigate and describe how some living things are alike in their appearance and behaviors; others are not.		
3 S 2.4.01	Process of Biological Change - Evolution	Explain that many different kinds of living things exist on Earth.		
3 S 2.4.02	Process of Biological Change - Evolution	Explain how particular features of plants and animals help them live in different kinds of places.		
3 S 3	EARTH AND SPACE SCIENCES			
3 S 3.1.01	Earth Structures and Composition	Investigate and describe how Earth is composed of different kinds of materials (e.g., rocks and soils, water, and the atmosphere).		
3 S 3.1.02	Earth Structures and Composition	Describe how Earth is composed of different landforms.		
3 S 3.1.03	Earth Structures and Composition	Investigate and describe how Earth is nearly spherical and covered with more water than land.		
3 S 3.2.01	Earth Models	Describe that directions on Earth can be represented by north, south, east, and west.		
3 S 3.2.02	Earth Models	Locate the state of Montana on a national map and their own city on a Montana state map.		
3 S 3.3.01	Earth History	Investigate and describe how some changes are so slow (e.g., seasons) or so fast (e.g., lightning strikes) that they are hard to see.		
3 S 3.4.01	Cycles of Matter and Energy	Investigate and describe how things that give off light also often give off heat.		
3 S 3.4.02	Cycles of Matter and Energy	Observe, record, and describe seasonal differences using words, numbers, and drawings.		
3 S 3.4.03	Cycles of Matter and Energy	Investigate and describe how water can be a liquid or a solid and can go back and forth from one form to the other.		
3 S 3.5.01	Solar System and Universe	Identify the sun, moon, and Earth as components of our solar system.		
3 S 3.5.02	Solar System and Universe	Explain that there are more stars in the sky than anyone can easily count.		
3 S 4	ENVIRONMENTAL SCIENCES			
3 S 4.1.01	Ecosystems	Investigate and describe how animals and plants that live in different places have similarities and differences.		
3 S 4.1.02	Ecosystems	Investigate and describe the interactions of organisms within an ecosystem.		
3 S 4.2.01	Natural Resources	Explain that natural resources are used for many purposes.		
3 S 4.2.02	Natural Resources	Describe how humans have obtained natural resources for thousands of years through farming, mining, and hunting and gathering.		
3 S 4.3.01	Conservation	Explain that many materials can be recycled and used again, sometimes in different forms.		
3 S 4.3.02	Conservation	Investigate and describe how patterns of change may be observable and predictable.		
3 S 5	THE NATURE AND HISTORY OF SCIENCE			
3 S 5.1.01	Scientific, Historical and Technological Perspectives	Explain that science is a process that involves observing and asking questions about the natural world and seeking answers to those questions.		

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3 S 5.1.02	Scientific, Historical and Technological Perspectives	Explain that accurate descriptions in science are important because they enable people to compare their observations with those of others.		
3 S 5.1.03	Scientific, Historical and Technological Perspectives	Recognize that science engages men and women of all ages and backgrounds.		
3 S 5.1.04	Scientific, Historical and Technological Perspectives	Give examples of the benefits of working with a team and sharing findings.		
3 S 5.1.05	Scientific, Historical and Technological Perspectives	Explain that tools are used to do things better or more easily (e.g., observe, measure, and make things) and to do some things that could not be done at all (e.g., see things that are too small to be seen unaided).		
3 S 5.2.01	Systems, Models, Risk, and Predictions	Compare a model with what it represents (e.g., a model of Earth to Earth itself).		
3 S 5.2.02	Systems, Models, Risk, and Predictions	Identify observable patterns and predict future events based on those patterns (e.g., seasonal weather patterns).		
3 S 5.2.03	Systems, Models, Risk, and Predictions	Demonstrate that when parts are put together, they can do things together they could not have done by themselves.		
3 S 6	SCIENTIFIC INQUIRY: PROCESSES AND SKILLS			
3 S 6.1.01	Scientific Values and Attitudes	Observe and raise questions about the world, then seek answers through investigation.		
3 S 6.1.02	Scientific Values and Attitudes	Record observations of investigations over time in a notebook or journal (e.g., changes in an aquarium or terrarium).		
3 S 6.2.01	Communication Skills	Follow verbal and written instructions to complete a procedure.		
3 S 6.2.02	Communication Skills	Create illustrations, graphs, and charts to convey ideas and record observations.		
3 S 6.2.03	Communication Skills	Cooperate and contribute ideas within a group.		
3 S 6.3.01	Scientific Applications of Mathematics	Give rough estimates of numerical answers to problems before calculating.		
3 S 6.3.02	Scientific Applications of Mathematics	Determine whether measurements and descriptions are reasonably accurate.		
3 S 6.4.01	Laboratory Skills and Safety	Use equipment properly and safely in all science activities.		
3 S 6.4.02	Laboratory Skills and Safety	Identify and gather tools and materials needed in an investigation.		
3 S 6.4.03	Laboratory Skills and Safety	Keep a record of observations and measurements taken over time.		