

# Dubai American Academy Report Card Handbook, Grade 3

## Where do the numbers come from and what do they mean?

### Overview

Dubai American Academy's Primary and Elementary Schools, like many of the top international schools, use a standards-based report card. This handbook, which accompanies our standards-based report card, is designed to do three things for Grades 1 through 5:

- 1) Clarify end-of-year goals for DAA's students, parents, and teachers;
- 2) Provide information to parents on where their child is relative to these end-of-year goals; and
- 3) Provide specific feedback that helps children, parents, and teachers focus their efforts, so that they are better able to meet end-of-year goals.

For each section of the report card, teachers report a score that is derived from evidence they have gathered over the course of a trimester. A variety of data sources contribute to this evidence, including "core assessments" -- that is, assessments that are common across the grade level and designed to assess student understanding and proficiency at the end of a unit or learning process. While these "core assessments" are important, teachers also remain attentive to the importance of using "multiple measures," including formative assessments, in-school tasks, teacher observations, and conversations as part of the reporting process, as well, which is what DAA teachers do when determining scores.

### Dubai American Academy's Standards:

DAA prepares its students for success in and beyond school by carefully selecting standards that suit this purpose. The school does not use a single set of standards from one organization or entity; rather, through the curriculum review process, it has selected the best system of standards available in each subject area for the needs of our students. Presently, the organizations behind DAA's standards and benchmarks in each subject area are as follows:

**English/Language Arts:** Common Core State Standards (CCSS)

**Social Studies:** C3 Framework, American Education Reaching Out (AERO), UAE Social Studies Framework

**Science:** Next Generation Science Standards (NGSS)

**Mathematics:** Common Core State Standards (CCSS)

**Arabic, French, & Spanish:** the Common European Framework (CEF) & Mid-continent Research for Education and Learning (McREL)

**Islamic Studies:** UAE Ministry of Education

**Art:** National Core Arts Standards – California

**Drama:** California State Standards for Visual and Performing Arts

**ELL:** Sheltered Immersion Model (SIM) or Beginner English Course (BEC)

**Guidance:** American School Counselor Association (ASCA)

**Health:** Mid-continent Research for Education and Learning (McREL)

**IT:** International Society for Technology in Education (ISTE)

**PE:** Mid-continent Research for Education and Learning (McREL)

**Music:** Delaware State Standards (DSS)

**Journalism:** Indiana State Journalism Standards

## 1-2-3-4 Scoring Explained

<b>Performance Level Descriptors</b>	<b>Further Explanation of Descriptors</b>
4- Exceeds Expectations. Student is working above the grade level standard. Student consistently and independently exceeds expectations.	The student has mastered the grade level standard for this point in the year and demonstrates the ability to apply what they have learned, think and problem-solve, and articulate their thinking. Generally, a '4' does not mean the student has gone further (to the content at the next grade level), but has gone deeper in developing their understanding.
3- Meets Standards. Student is working at the grade level standard. Student frequently meets expectations with minimal or no assistance.	The student is working at grade level for this point in the year. The standards outline the end of year expectations, so a '3' in the first and second trimester means the student is on track to be successful and meet the end-of-year standards, in June.
2- Developing. Student is working toward the grade level standard. Student requires moderate assistance and/or redirecting.	The student is working toward grade level standard, but currently needs support to meet the standard and cannot meet the standard independently (yet!).
1- Beginner. Student is beginning to work toward the grade level standard. Student requires considerable assistance and/or redirecting.	The student is considerably behind where they need to be and in significant danger of not meeting the standard. In many cases, a '1' is a signal that additional interventions are needed beyond normal differentiated instruction in the classroom.

### **Elements of the Report Card Handbook:**

**Core Assessments** identify major assessments that were used to inform report card marks in all classrooms at the grade level.

**The Learning Skills Rubric** clarifies exactly what each "learning skills" score means, and also what the next level up looks like.

**The Reading Level Targets** section of the handbook lets you know where we'd like children to be at different stages with their Guided Reading Levels.

**Report Card Descriptors Explanations** are provided for most elements of your child's report card. These descriptors provide further detail about what it means to be at standard. As stated above, a '3' on the report card in Trimester 1 or 2 does not mean the standard is fully met, but that the child is on track to fully master this standard by the end of the school year.

## Grade 3 Learning Skills

<b>Learning Skills</b>	<b>1 = Beginner</b> Student is beginning to work towards standard for grade level. Student requires considerable assistance and/or redirecting.	<b>2 = Developing</b> Student is working toward standard for grade level. Student requires moderate assistance and/or redirecting.	<b>3 = Meets Standards</b> Student is working at standard for grade level. Student frequently meets expectations with minimal or no assistance.	<b>4 = Exceeds Standards</b> Student is working above the standards for grade level. Student consistently and independently exceeds expectation.
<b>Works Independently</b>	Completes tasks with support, assistance and/or redirection.	Completes tasks with some support, assistance and/or redirection.	Completes tasks and occasionally helps others who may need assistance.	Completes tasks and teaches others how to go about doing the same.
<b>Cooperates with others</b>	Needs support to collaborate with others.	Collaborates with others with occasional support.	Effectively collaborates with others.	Role model for others as a leader and support for how to problem solve.
<b>Completes school work efficiently</b>	Needs support to stay on task and complete work.	Occasionally stays on task and needs support to complete work in a timely manner.	Consistently stays on task and generally completes work in a timely manner.	Stays on task, and completes work in a timely manner.
<b>Listens and follows directions</b>	Needs support to follow simple directions.	Follows simple directions with occasional reminders.	Follows complex directions with occasional support.	Follows complex directions independently.
<b>Participates in class</b>	With frequent prompting and encouragement, participates in classroom activities.	Generally follows and understands the routines and expectations of the classroom and contributes to classroom activities with	Consistently follows and understands the routines and expectations of the classroom and contributes positively to classroom activities.	Follows and understands the routines and expectations of the classroom and elevates classroom activities.

		occasional support.		
<b>Works toward improvement</b>	Works toward improvement with support.	Works toward improvement with minimal support.	Works toward improvement independently.	Sets high standards for himself/herself, works toward consistently improving his/her learning, and motivates others.

### **Grade 3 Language Arts & Cross-Content Literacy: Reading**

#### **Core Assessments:**

- DRA/Running Record
- Reading Responses
- Conferring notes from conferences

Reading Comprehension (literary texts AND informational texts): Reads & comprehends grade level appropriate literary texts independently & proficiently.	<i>First Trimester</i> 1=K or below 2=L/M 3=N 4=O or above	<i>Second Trimester</i> 1=M or below 2=N 3=O 4=P or above	<i>Third Trimester</i> 1=N or below 2=O 3=P 4=Q or above
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<b>Report Card Descriptor</b>	<b>What a student can do if they are at standard...</b>	<b>Standard (s)</b>
Key Ideas & Details: Determines central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<ul style="list-style-type: none"> <li>• retell a story; uses main idea and supporting details of a text</li> <li>• tell the central message of a story, and identify how the message is conveyed</li> </ul>	<i>RL 3.1-3</i>
Key Ideas & Details: Refers to details and explicit examples from the text when drawing inferences.	<ul style="list-style-type: none"> <li>• ask and answer questions, using the text for support, to show understanding</li> <li>• explain how the supporting details specifically relate to the main idea</li> </ul>	<i>RL 3.1-3</i>

<p>Craft &amp; Structure: Understands the importance of an author's craft (word choice, figurative language, repetition, selection of detail) and the structure of texts.</p>	<ul style="list-style-type: none"> <li>● determine the literal and figurative meaning of words an author uses</li> <li>● determine the meaning of words or phrases</li> <li>● use specific terms (chapter, stanza) when discussing a story or text</li> <li>● explain how parts of a text are connected</li> <li>● describe when there are different characters telling a story</li> <li>● explain how the illustrations of a text contribute to the mood or story being told</li> <li>● use various text features of words not known</li> </ul>	<p><i>RL.3.4-6</i></p>
<p>Integration of Knowledge &amp; Ideas: Integrates ideas and knowledge effectively and develops opinions about texts.</p>	<ul style="list-style-type: none"> <li>● compare and contrast themes, characters, and plots of two stories by the same author</li> <li>● read and comprehend literature appropriate for third grade</li> <li>● tell the difference between own point of view and the author's point of view</li> <li>● explain how charts, diagrams, or illustrations are helpful in clarifying text</li> <li>● explain the connections between sentences and paragraphs in a text using comparison, cause/effect, or sequencing</li> <li>● compare and contrast important points, on a specific topic, from different texts</li> </ul>	<p><i>RL.3.7-9</i></p>
<p>Foundational Skills: Demonstrates age-appropriate reading skills, including phonetic awareness, word recognition, decoding skills, and fluency.</p>	<ul style="list-style-type: none"> <li>● identify and know meanings of common prefixes and suffixes</li> <li>● decode words with common Latin suffixes</li> <li>● decode multisyllabic words</li> <li>● read third grade irregularly-spelled words</li> <li>● read third grade text with purpose and understanding</li> <li>● read third grade text aloud with accuracy, expression, and appropriate rate</li> </ul>	<p><i>RF.3.3-4</i></p>

	<ul style="list-style-type: none"> <li>• use strategies to understand unknown words</li> </ul>	
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### **Grade 3 Language Arts & Cross-Content Literacy: Writing**

**Core Assessments:**

- Writing Workshop written pieces
- In-class assessment of skills
- Conferring notes from conferences

<b>Report Card Descriptor</b>	<b>What a student can do if they are at standard...</b>	<b>Standard (s)</b>
Narrative Writing: Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<ul style="list-style-type: none"> <li>• write a narrative piece that establishes a situation and introduces a narrator</li> <li>• use dialogue and descriptions to develop events</li> <li>• use temporal words and phrases to signal order</li> <li>• provide some sense of closure</li> </ul>	<i>W.3.3a-d</i>
Opinion Writing: Writes opinion pieces on topics or texts, supporting a point of view with reasons and information.	<ul style="list-style-type: none"> <li>• write an opinion piece that introduces a topic or name of a book</li> <li>• state an opinion and create an organizational structure</li> <li>• provide reasons that support their opinion</li> <li>• use linking words to give a reason to support opinion</li> <li>• provide a concluding section or statement</li> </ul>	<i>W.3.1a-d</i>
Informational Writing: Writes informative/explanatory texts to examine a topic and convey ideas and information clearly.	<ul style="list-style-type: none"> <li>• write an informative piece that introduces a topic and groups related information together</li> <li>• use facts, definitions and details to develop a point</li> <li>• use linking words to connect ideas</li> <li>• provide a concluding statement or section</li> </ul>	<i>W.3.2a-d</i>
Build & Present Knowledge: Writes effectively after engaging in research, demonstrating an age-appropriate ability to gather and recall information, select detail, and organize ideas.	<ul style="list-style-type: none"> <li>• use provided sources to find information, take notes on sources, and categorize notes</li> </ul>	<i>W.3.7-8</i>

	<ul style="list-style-type: none"> <li>• conduct a short research project to build knowledge about a topic</li> </ul>	
Writing Process: Understands and practices the Writing Workshop process (generating ideas, developing, drafting, revising, editing, publishing).	<ul style="list-style-type: none"> <li>• produce pieces of writing that are appropriate for third grade tasks, purposes, and audiences</li> <li>• use guidance from peers and adults to plan, revise, and edit writing</li> <li>• use digital tools to produce and publish work</li> <li>• use the internet to interact and collaborate with peers on writing projects</li> <li>• demonstrate a command of keyboarding skills to type a page in one sitting</li> <li>• write for a range of time and tasks</li> </ul>	W.3.4-6 W.3.10

### **Grade 3 Language Arts & Cross-Content Literacy: Speaking & Listening**

#### **Core Assessments:**

- Teacher observations of student-partner and small group work
- Teacher observations of student speaking and questioning

<b>Report Card Descriptor</b>	<b>What a student can do if they are at standard...</b>	<b>Standard (s)</b>
Collaboration: Participates effectively in conversations about topics and texts with peers and adults in small and larger groups. Listens effectively, demonstrating an age-appropriate ability to build on the ideas of others and express their own ideas.	<ul style="list-style-type: none"> <li>• prepare for a class discussion and participates by responding to things others say</li> <li>• follow agreed-upon rules for class discussions</li> <li>• ask questions to clear up confusion about a presentation</li> <li>• explain ideas and understanding as they connect to the discussion</li> <li>• show understanding by retelling, including key details, to what has been read, heard or seen</li> </ul>	SL.3.1-3
Presentation: Presents ideas effectively, displaying an age-appropriate ability to tell stories and recount experiences, organize thoughts logically, support	<ul style="list-style-type: none"> <li>• ask and/or answer questions to clarify/ deepen understanding</li> </ul>	SL.3.4-6

<p>opinions with descriptive details, and use formal English when appropriate.</p>	<ul style="list-style-type: none"> <li>● speak clearly and audibly while reporting on a topic, telling a story or experience</li> <li>● create audio recordings of stories or poems</li> <li>● add drawings or details to a description to provide information</li> <li>● use complete sentences when appropriate</li> </ul>	
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### ***Grade 3 Language Arts & Cross-Content Literacy: Language***

#### **Core Assessments:**

- Writing Workshop written pieces
- In-class assessment of skills
- Conferring notes from one-on-one conferences

Report Card Descriptor	What a student can do if they are at standard...	Standard (s)
<p>Vocabulary: Exhibits the necessary skills to determine and clarify meanings of unfamiliar words. Demonstrates an age-appropriate academic and conversational vocabulary.</p>	<ul style="list-style-type: none"> <li>● explain the functions of nouns, verbs, pronouns, adjectives, and adverbs</li> <li>● use regular and irregular plural nouns</li> <li>● use abstract nouns</li> <li>● use regular and irregular verbs</li> <li>● use simple verb tenses</li> <li>● write sentences with subject-verb agreement</li> <li>● use comparative and superlative adjectives and adverbs appropriately</li> <li>● use coordinating and subordinating conjunctions</li> </ul>	<p>L.3.4-6</p>
<p>Conventions: Demonstrates a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> <li>● produce all types of sentences</li> <li>● capitalize appropriate words in titles</li> <li>● use commas in addresses</li> <li>● use commas and quotation marks in dialogue</li> <li>● forms and uses possessives</li> </ul>	<p>L.3.1-2</p>

	<ul style="list-style-type: none"> <li>• use conventional spelling for high-frequency and other words studied</li> <li>• use spelling patterns and generalizations in writing</li> <li>• use reference materials to find correct spellings</li> <li>• chose words and phrases for effect</li> <li>• compare differences in spoken and written English</li> <li>• use context clues to figure out word meanings</li> <li>• determine the meaning of a word by using the prefix or suffix</li> <li>• determine the meaning of a word by using its root word</li> <li>• use glossaries and dictionaries to determine the meanings of words</li> <li>• distinguish between literal and figurative meaning of words</li> <li>• identify a real-life application of a word</li> <li>• distinguish shades of meaning between words</li> <li>• use words and phrases that have been learned through listening and speaking</li> </ul>	
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**Grade 3 Mathematics**

**Core Assessments:**

- Unit Assessments
- Open response (challenge) questions
- In-class assessment of skills

Report Card Descriptor	What a student can do if they are at standard...	Standard (s)
Operations & Algebraic Thinking		
Represents and solves problems involving multiplication and division.	<ul style="list-style-type: none"> <li>• interpret products of whole numbers, e.g., 5 X 7 as the total of objects in 5 groups of 7 objects each. For example, describe a</li> </ul>	3.OA.1 3.OA.2 3.OA.3 3.OA.4

	<p>context in which a total number of objects can be expressed as <math>5 \times 7</math>.</p> <ul style="list-style-type: none"> <li>interpret whole number-quotients of whole numbers, e.g., interprets <math>56/8</math> as the number of objects in each share when 56 objects are partitioned equally into 8 shares.</li> <li>use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, measurement quantities, e.g., using drawings and equations with the symbol for unknown number to represent the problem.</li> <li>determine the unknown whole number in a multiplication or division equation relating three whole numbers, e.g., <math>8 \times ? = 48</math>, <math>6 \times 6 = ?</math></li> </ul>	
Multiplies and divides within 100.	<ul style="list-style-type: none"> <li>fluently multiply and divide within 100, using the relationship between multiplication and division, e.g., knowing <math>8 \times 5 = 40</math>, one knows <math>40/5 = 8</math>.</li> <li>recite from memory all products of two one-digit numbers.</li> </ul>	3.OA.7
Solves problems involving the four operations, and identifies and explains patterns in arithmetic.	<ul style="list-style-type: none"> <li>solve two-step word problems using equations with a letter for the unknown quantity.</li> <li>use mental computation and estimation strategies using rounding.</li> <li>identify arithmetic patterns and explain them using properties of operations, e.g., observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal parts.</li> </ul>	3.OA.8 3.OA.9
Number & Operations in Base 10		
Understands place value and the properties of operations to perform multi-digit arithmetic.	<ul style="list-style-type: none"> <li>use place value understanding to round whole numbers to the nearest 10 or 100.</li> <li>fluently add and subtract within 100 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</li> <li>multiply one-digit whole numbers by multiples of 10 in the range 1-90 (e.g., <math>9 \times 80</math>, <math>5 \times 60</math>), using place value strategies.</li> </ul>	3.NBT.1 3.NBT.2 3.NBT.3
Number & Operations-Fractions		
Develops understanding of fractions as numbers.	<ul style="list-style-type: none"> <li>articulate that the fraction <math>1/2</math>, is a quantity formed by 1 part, when a whole is partitioned into 2 equal parts.</li> <li>represent fractions on a number line diagram with defined intervals.</li> </ul>	3.NF.1 3.NF.2 3.NF.3

	<ul style="list-style-type: none"> <li>explain and compare fractions by reasoning their size.</li> </ul>	
Measurement & Data		
Solves problems involving measurement and estimation.	<ul style="list-style-type: none"> <li>tell and write to the nearest minute and measure time intervals in minutes.</li> <li>solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number diagram.</li> <li>measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters.</li> <li>add, subtract, multiply, or divide to solve one-step word problems involving masses of volumes that are given, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</li> </ul>	3.MD.1 3.MD.2
Understands concept of area and relates area to multiplication and addition.	<ul style="list-style-type: none"> <li>recognize area as an attribute of plane figures and explain concepts of area measurement.</li> <li>measure areas by counting unit squares, e.g., square cm, square in, square ft.</li> <li>find the area of a rectangle with whole-number side lengths by tiling it, and show that area is the same as would be found by multiplying the side lengths.</li> </ul>	3.MD.5 3.MD.6 3.MD.7
Represents and interprets data at an age-appropriate level.	<ul style="list-style-type: none"> <li>draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.</li> <li>solve one-step and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs, e.g., draw a bar graph in which each square in the bar graph might represent 5 pets.</li> <li>generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.</li> </ul>	3.MD.3 3.MD.4
Geometry		
Reasons with shapes and their attributes.	<ul style="list-style-type: none"> <li>identify and group shapes in different categories, e.g., rhombuses, rectangles, having four sides.</li> <li>recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these categories.</li> <li>partition shapes into parts with equal areas, e.g., partition a shape into 4 parts with equal area, and describe the area of each part as <math>\frac{1}{4}</math> of the area of the shape.</li> </ul>	3.G.1 3.G.2

Standards for Mathematical Practice		
Demonstrates ability to think like a mathematician, explaining thinking & using a variety of problem-solving strategies.	<ul style="list-style-type: none"> <li>• read/listen carefully and develop a plan for how to solve the problem.</li> <li>• tries a different strategy if the one they are using is not working.</li> <li>• show with visuals/models and/or explain with words how they solve problems.</li> <li>• use correct mathematical symbols, vocabulary, and units of measurement when communicating (orally and in writing).</li> </ul>	3.0 3.1 3.2 3.3 3.4 3.5

### Grade 3 Science

#### Core Assessments:

- Unit Assessments
- Demonstration of science skills during investigations
- Demonstrations of engineering skills during problem-solving
- In-class assessment of skills and knowledge

Report Card Descriptor	What a student can do if they are at standard...	Standard (s)
<p><b>Physical Sciences:</b></p> <p>Demonstrates understanding of the key content &amp; concepts (Forces and Interactions).</p>	<ul style="list-style-type: none"> <li>• Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</li> <li>• Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</li> <li>• Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.</li> <li>• Define a simple design problem that can be solved by applying scientific ideas about magnets.</li> </ul>	3-PS2-1 3-PS2-2 3-PS2-3 3-PS2-4
<p><b>Life Sciences:</b></p> <p>Demonstrates understanding of key content &amp; concepts (Inheritance and Variation of Traits: Life Cycles and Traits).</p>	<ul style="list-style-type: none"> <li>• Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</li> <li>• Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.</li> <li>• Use evidence to support the explanation that traits can be influenced by the environment.</li> <li>• Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</li> </ul>	3-LS1-1 3-LS3-1 3-LS3-2 3-LS4-2

<p>Demonstrates understanding of key content &amp; concepts (Interdependent Relationships in Ecosystems: Environmental Impacts on Organisms).</p>	<ul style="list-style-type: none"> <li>• Construct an argument that some animals form groups that help members survive.</li> <li>• Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.</li> <li>• Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</li> <li>• Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.</li> </ul>	<p>3-LS2-1 3-LS4-1 3-LS4-3 3-LS4-4</p>
<p><b>Earth &amp; Space Sciences:</b></p> <p>Demonstrates understand of key content &amp; concepts Weather and Climate).</p>	<ul style="list-style-type: none"> <li>• Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</li> <li>• Obtain and combine information to describe climates in different regions of the world.</li> <li>• Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.</li> </ul>	<p>3-ESS2-1 3-ESS2-2 3-ESS3-1</p>
<p><b>Science &amp; Engineering Practices:</b></p> <p>Demonstrates the ability to think like a scientist and/or an engineer to apply knowledge and solve problems that require higher order thinking.</p>	<ul style="list-style-type: none"> <li>• Ask Questions and Define Problems</li> <li>• Develop and use models</li> <li>• Plan and carry out investigations</li> <li>• Analyze and interpret data</li> <li>• Use mathematics and computational thinking</li> <li>• Construct explanations and design solutions</li> <li>• Engage in argument from evidence</li> <li>• Obtain, evaluate, and communicate information</li> </ul>	<p>3-5-ETS1-1-3</p>

### **Grade 3 Social Studies**

#### **Core Assessments:**

- In-class assessment of skills
- Performance on class-based project work
- Performance on assessments

Report Card Descriptor	What a student can do if they are at standard...	Standard(s)
<p>Constructs compelling questions to guide inquiry.</p>	<ul style="list-style-type: none"> <li>• Constructs questions, either individually or with others</li> <li>• Explain why compelling questions are important to others</li> </ul>	<p>D1.1.3-5</p>

<p>Applies the disciplines of social science to the interactions of humans with each other and/or the environment.</p>	<ul style="list-style-type: none"> <li>• Use maps of different scales to describe the locations of cultural and environmental characteristics</li> <li>• Describe how environmental and cultural characteristics influence population distribution in specific places or regions</li> <li>• Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas</li> <li>• Explain how human settlements and movements relate to the locations and use various natural resources</li> </ul>	<p>D2 Geo 3 3-5</p> <p>D2 Geo 6 3-5</p> <p>D2 Geo 7 3-5</p> <p>D2 Geo 8 3-5</p> <p>D2 Geo 1 3-5</p> <p>D2 Geo 2 3-5</p> <p>D2 Geo 1- 3-5</p> <p>D2 Geo 11 3-5</p> <p>D2 Econ 3 3-5</p> <p>D2 Econ 4 3-5</p> <p>D2 Econ 4 3-5</p> <p>D2 Econ 5 3-5</p>
<p>Evaluates sources to answer questions and/or develop ideas.</p>	<ul style="list-style-type: none"> <li>• Identify evidence that draws information from multiple sources in response to compelling questions</li> </ul>	<p>D3.3.3-5</p>
<p>Takes action by communicating ideas in class, school, or in the greater community.</p>	<ul style="list-style-type: none"> <li>• Present a summary of arguments and explanations to others</li> </ul>	<p>D4.3.3-5</p>