

| <p>Michigan Project Learning Tree PreK-8 Guide</p> <p>Michigan Grade Level Content Expectations – Science</p> <p>X = Addresses/Supports</p> | 1. The Shape of Things | 2. Get In Touch with Trees | 3. Peppermint Beetle | 4. Sounds Around | 5. Poet-Tree | 6. Picture This! | 7. Habitat Pen Pals | 8. The Forest of S.T. Shrew | 9. Planet Diversity | 10. Charting Diversity | 11. Can It Be Real? | 12. Invasive Species | 13. We All Need Trees | 14. Renewable or Not? | 15. A Few of My Favorite Things | 16. Pass the Plants, Please | 17. People of the Forest | 18. Tale of the Sun |
|---|------------------------|----------------------------|----------------------|------------------|--------------|------------------|---------------------|-----------------------------|---------------------|------------------------|---------------------|----------------------|-----------------------|-----------------------|---------------------------------|-----------------------------|--------------------------|---------------------|
| L.EV.E.1 Environmental Adaptation- Different kinds of organisms have characteristics that help them to live in different environments. | | | | | | | | | | | | | | | | | | |
| L.EV.03.11 Relate characteristics and functions of observable parts in a variety of plants that allow them to live in their environment (for example: leaf shape, thorns, odor, color). | | | | | | X | | | | | | | | | | | | |
| L.EV.03.12 Relate characteristics and functions of observable body parts to the ability of animals to live in their environment (for example: sharp teeth, claws, color, body covers). | | | | | | X | X | X | | | | | | | | | | |
| E.ES.E.4 Natural Resources- The supply of many natural resources is limited. Humans have devised methods for extending their use of natural resources through recycling, reuse, and renewal. | | | | | | | | | | | | | | | | | | |
| E.ES.03.41 Identify natural resources (metals, fuels, fresh water, farmland, and forests). | | | | | | | | | | | | | | | X | | | |
| E.ES.03.42 Classify renewable (fresh water, farmland, forests) and non-renewable (fuels, metals) resources. | | | | | | | | | | | | | | | X | | | |
| E.ES.03.43 Describe ways humans are protecting, extending, and restoring resources (recycle, reuse, reduce, renewal). | | | | | | | | | | | | | | | X | | | |
| E.ES.03.44 Recognize that paper, metal, glass, and some plastics can be recycled. | | | | | | | | | | | | | | | X | | | |
| E.ES.E.5 Human Impact- Humans depend on their natural and constructed environment. Humans change environments in ways that are helpful or harmful for themselves and other organisms. | | | | | | | | | | | | | | | | | | |
| E.ES.03.51 Describe ways humans are dependent on the natural environment (forests, water, clean air, earth materials) and constructed environments (homes, neighborhoods, shopping malls, factories, and industry). | | | | | | | | | | | | | X | | X | | | |

Michigan Project Learning Tree PreK-8 Guide

Michigan Grade Level Content Expectations – Science

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| | 1. The Shape of Things | 2. Get In Touch with Trees | 3. Peppermint Beetle | 4. Sounds Around | 5. Poet-Tree | 6. Picture This! | 7. Habitat Pen Pals | 8. The Forest of S.T. Shrew | 9. Planet Diversity | 10. Charting Diversity | 11. Can It Be Real? | 12. Invasive Species | 13. We All Need Trees | 14. Renewable or Not? | 15. A Few of My Favorite Things | 16. Pass the Plants, Please | 17. People of the Forest | 18. Tale of the Sun |
|---|------------------------|----------------------------|----------------------|------------------|--------------|------------------|---------------------|-----------------------------|---------------------|------------------------|---------------------|----------------------|-----------------------|-----------------------|---------------------------------|-----------------------------|--------------------------|---------------------|
| E.ES.03.52 Describe helpful or harmful effects of humans on the environment (garbage, habitat destruction, land management, renewable and non-renewable resources). | | | | X | | | | | | | | | X | | X | | | |
| E.SE.E.1 Earth Materials- Earth materials that occur in nature include rocks, minerals, soils, water, and the gases of the atmosphere. Some Earth materials have properties which sustain plant and animal life. | | | | | | | | | | | | | | | | | | |
| E.SE.03.13 Recognize and describe different types of earth materials (mineral, rock, clay, boulder, gravel, sand, soil). | | | | | | | | | | | | | | | X | | | |
| E.SE.E.3 Using Earth Materials- Some Earth materials have properties that make them useful either in their present form or designed and modified to solve human problems. They can enhance the quality of life as in the case of materials used for building or fuels used for heating and transportation. | | | | | | | | | | | | | | | | | | |
| E.SE.03.31 Identify Earth materials used to construct some common objects (for example: bricks, buildings, roads, glass). | | | | | | | | | | | | | X | | | | | |

| Michigan Project Learning Tree PreK-8 Guide Michigan Grade Level Content Expectations – Science X = Addresses/Supports | 19. Viewpoints on the Line | 20. Environmental Exchange Box | 21. Adopt a Tree | 22. Trees as Habitats | 23. The Fallen Log | 24. Nature’s Recyclers | 25. Birds and Worms | 26. Dynamic Duos | 27. Every Tree for Itself | 28. Air Plants | 29. Rain Reasons | 30. Three Cheer for Trees | 31. Plant a Tree | 32. A Forest of Many Uses | 33. Forest Consequences | 34. Who Works in this Forest? | 35. Loving It Too Much | 36. Pollution Search |
|--|----------------------------|--------------------------------|------------------|-----------------------|--------------------|------------------------|---------------------|------------------|---------------------------|----------------|------------------|---------------------------|------------------|---------------------------|-------------------------|-------------------------------|------------------------|----------------------|
| GRADE 3 | | | | | | | | | | | | | | | | | | |
| S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation. | | | | | | | | | | | | | | | | | | |
| S.IP.03.11 Make purposeful observation of the natural world using the appropriate senses. | | X | X | X | | X | X | | X | X | | X | X | X | | X | | X |
| S.IP.03.12 Generate questions based on observations. | | X | X | X | | X | X | | X | X | | X | X | X | | X | | X |
| S.IP.03.13 Plan and conduct simple and fair investigations. | | | | | | X | | | | | | | | | | | | |
| S.IP.03.14 Manipulate simple tools that aid observation and data collection (for example: hand lens, balance, ruler, meter stick, measuring cup, thermometer, spring scale, stop watch/timer). | | | | | | | | | | X | | | | | | | | |
| S.IP.03.16 Construct simple charts and graphs from data and observations. | | X | X | X | | X | X | | | | | | | | | | | X |
| S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations. | | | | | | | | | | | | | | | | | | |
| S.IA.03.11 Summarize information from charts and graphs to answer scientific questions. | | | | | | X | | | | | | | | | | | | X |
| S.IA.03.12 Share ideas about science through purposeful conversation in collaborative groups. | | X | X | X | | X | X | | X | X | | X | X | X | | X | | X |
| S.IA.03.13 Communicate and present findings of observations and investigations. | | X | X | X | | X | X | | | | | | | | | | | X |
| S.IA.03.14 Develop research strategies and skills for information gathering and problem solving. | | X | X | X | | X | | | | | | X | | | | | | X |

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| L.OLE.3 Structures and Functions- Organisms have different structures that serve different functions in growth, survival, and reproduction. | | | | | | | | | | | | | | | | | | |
| L.OL.03.31 Describe the function of the following plant parts: flower, stem, root and leaf. | | | X | X | | | X | | | X | | | | | | | | |
| L.OL.03.32 Identify and compare structures in animals used for controlling body temperature, support, movement, food-getting, and protection (for example: fur, wings, teeth, claws). | | | | | | | | | | | | | | | | | | |
| L.OLE.4 Classification- Organisms can be classified on the basis of observable characteristics. | | | | | | | | | | | | | | | | | | |
| L.OL.03.41 Classify plants on the basis of observable physical characteristics (roots, leaves, stems, and flowers). | | X | X | X | | | | | | | | | X | | | | | |
| L.OL.03.42 Classify animals on the basis of observable physical characteristics (backbone, skin, shell, limbs, scales). | | X | | X | | | | | | | | | | | | | | |
| L.EV.E.1 Environmental Adaptation- Different kinds of organisms have characteristics that help them to live in different environments. | | | | | | | | | | | | | | | | | | |
| L.EV.03.11 Relate characteristics and functions of observable parts in a variety of plants that allow them to live in their environment (for example: leaf shape, thorns, odor, color). | | | X | X | | | | | | | | | | | | | | |
| L.EV.03.12 Relate characteristics and functions of observable body parts to the ability of animals to live in their environment (for example: sharp teeth, claws, color, body covers). | | | | X | | | X | | | | | | | | | | | |
| E.ES.E.4 Natural Resources- The supply of many natural resources is limited. Humans have devised methods for extending their use of natural resources through recycling, reuse, and renewal. | | | | | | | | | | | | | | | | | | |
| E.ES.03.41 Identify natural resources (metals, fuels, fresh water, farmland, and forests). | | X | | | | | | | | | | | | X | | | | |

| <p>Michigan Project Learning Tree PreK-8 Guide</p> <p>Michigan Grade Level Content Expectations – Science</p> <p>X = Addresses/Supports</p> | 37. Reduce, Reuse, Recycle | 38. Every Drop Counts | 39. Energy Sleuths | 40. Then and Now | 41. How Plants Grow | 42. Sunlight and Shades for Green | 43. Have Seed, Will Travel | 44. Water Wonders | 45. Web of Life | 46. School Yard Safari | 47. Are Vacant Lots Vacant? | 48. Field, forest, and Stream | 49. Tropical Treehouse | 50. 400-Acre Wood | 51. Make Your Own Paper | 52. A Look at Aluminum | 53. On the Move | 54. I'd Like to Visit a Place Where |
|--|----------------------------|-----------------------|--------------------|------------------|---------------------|-----------------------------------|----------------------------|-------------------|-----------------|------------------------|-----------------------------|-------------------------------|------------------------|-------------------|-------------------------|------------------------|-----------------|-------------------------------------|
| GRADE 3 | | | | | | | | | | | | | | | | | | |
| S.I.P.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation. | | | | | | | | | | | | | | | | | | |
| S.IP.03.11 Make purposeful observation of the natural world using the appropriate senses. | | | X | | X | X | X | | | X | X | X | X | | X | | X | X |
| S.IP.03.12 Generate questions based on observations. | | | X | | X | X | X | | | X | X | X | X | | X | | X | X |
| S.IP.03.13 Plan and conduct simple and fair investigations. | | | | | X | X | | | | | | | | | | | | |
| S.IP.03.14 Manipulate simple tools that aid observation and data collection (for example: hand lens, balance, ruler, meter stick, measuring cup, thermometer, spring scale, stop watch/timer). | | | | | X | | | | | | | | | | | | | |
| S.IP.03.15 Make accurate measurements with appropriate units (centimeters, meters, Celsius, grams, seconds, minutes) for the measurement tool. | | | | | X | | | | | | | X | | | | | | |
| S.IP.03.16 Construct simple charts and graphs from data and observations. | | | X | | X | | X | | | | | X | | | | | | |
| S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations. | | | | | | | | | | | | | | | | | | |
| S.IA.03.11 Summarize information from charts and graphs to answer scientific questions. | | | | | X | | | | | | | X | | | | | | |
| S.IA.03.12 Share ideas about science through purposeful conversation in collaborative groups. | | | X | | X | X | X | | | X | X | X | X | | X | | X | X |
| S.IA.03.13 Communicate and present findings of observations and investigations. | | | | | X | | | | | X | X | X | X | | | | | X |
| S.IA.03.14 Develop research strategies and skills for information gathering and problem solving. | | | X | | X | | X | | | X | X | X | X | | | | | X |
| S.IA.03.15 Compare and contrast sets of data from multiple trials of a science investigation to explain reasons for differences. | | | | | X | | | | | | | X | | | | | | |

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| S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society. | | | | | | | | | | | | | | | | | | |
| S.RS.03.14 Use data/samples as evidence to separate fact from opinion. | | | | | X | | | | | | | | | | | | | |
| S.RS.03.15 Use evidence when communicating scientific ideas. | | | | | X | | | | | | | | | | | | | |
| S.RS.03.17 Identify current problems that may be solved through the use of technology. | | | | | | | | | | | | | | | X | | | |
| S.RS.03.18 Describe the effect humans and other organisms have on the balance of the natural world. | | | | | | | | | | | X | | X | | | | | X |
| S.RS.03.19 Describe how people have contributed to science throughout history and across cultures. | | | | | | | | | | | | | X | | | | | |
| P.EN.E.1 Forms of Energy- Heat, electricity, light, and sound are forms of energy. | | | | | | | | | | | | | | | | | | |
| P.EN.03.11 Identify light and sound as forms of energy. | | | X | | | | | | | | | | | | | | | |
| P.EN.E.3 Sound- Vibrating objects produce sound. The pitch of sound varies by changing the rate of vibration. | | | | | | | | | | | | | | | | | | |
| L.OL.E.3 Structures and Functions- Organisms have different structures that serve different functions in growth, survival, and reproduction. | | | | | | | | | | | | | | | | | | |
| L.OL.03.31 Describe the function of the following plant parts: flower, stem, root and leaf. | | | | | | X | X | | | | | | | | | | | |
| L.OL.E.4 Classification- Organisms can be classified on the basis of observable characteristics. | | | | | | | | | | | | | | | | | | |
| L.OL.03.41 Classify plants on the basis of observable physical characteristics (roots, leaves, stems, and flowers). | | | | | | X | X | | | | X | X | X | | | | | |
| L.OL.03.42 Classify animals on the basis of observable physical characteristics (backbone, skin, shell, limbs, scales). | | | | | | | | | | | X | X | X | | | | | |

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| E.ES.03.41 Identify natural resources (metals, fuels, fresh water, farmland, and forests). | | | X | | | | | | | | | | | | | | | |
| E.ES.03.43 Describe ways humans are protecting, extending, and restoring resources (recycle, reuse, reduce, renewal). | | | | | | | | | | | | X | | X | X | | | |
| E.ES.03.44 Recognize that paper, metal, glass, and some plastics can be recycled. | | | | | | | | | | | | | | X | X | | | |
| E.ES.E.5 Human Impact- Humans depend on their natural and constructed environment. Humans change environments in ways that are helpful or harmful for themselves and other organisms. | | | | | | | | | | | | | | | | | | |
| E.ES.03.51 Describe ways humans are dependent on the natural environment (forests, water, clean air, earth materials) and constructed environments (homes, neighborhoods, shopping malls, factories, and industry). | | | | | | | | | | | | X | | | | | | |
| E.ES.03.52 Describe helpful or harmful effects of humans on the environment (garbage, habitat destruction, land management, renewable and non-renewable resources). | | | | | | | | | | | X | X | | | | | | X |

| Michigan Project Learning Tree PreK-8 Guide Michigan Grade Level Content Expectations – Science X = Addresses/Supports | 55. Planning the Ideal Community | 56. We Can Work It Out | 57. Democracy in Action | 58. There Ought to Be a Law | 59. Power of Print | 60. Publicize It! | 61. The Closer You Look | 62. To Be a Tree | 63. Tree Factory | 64. Looking at Leaves | 65. Bursting Buds | 66. Germinating Giants | 67. How Big Is Your Tree? | 68. Name that Tree | 69. Forest for the Trees | 70. Soil Stories | 71. Watch on Wetlands | 72. Air We Breathe |
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| GRADE 3 | | | | | | | | | | | | | | | | | | |
| S.I.P.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation. | | | | | | | | | | | | | | | | | | |
| S.IP.03.11 Make purposeful observation of the natural world using the appropriate senses. | X | | | | | | X | X | X | X | X | | X | X | | X | | |
| S.IP.03.12 Generate questions based on observations. | X | | | | | | X | X | X | X | X | | X | X | | X | | |
| S.IP.03.13 Plan and conduct simple and fair investigations. | | | | | | | X | | | | | | | | | X | | |
| S.IP.03.14 Manipulate simple tools that aid observation and data collection (for example: hand lens, balance, ruler, meter stick, measuring cup, thermometer, spring scale, stop watch/timer). | | | | | | | | | | | X | | X | | | | | |
| S.IP.03.15 Make accurate measurements with appropriate units (centimeters, meters, Celsius, grams, seconds, minutes) for the measurement tool. | | | | | | | | | | | X | | X | | | | | |
| S.IP.03.16 Construct simple charts and graphs from data and observations. | | | | | | | X | | | X | X | | | | | X | | |
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| S.IA.03.11 Summarize information from charts and graphs to answer scientific questions. | | | | | | | | | | | | | | | | X | | |
| S.IA.03.12 Share ideas about science through purposeful conversation in collaborative groups. | X | | | | | | X | X | X | X | X | | X | X | | X | | |
| S.IA.03.13 Communicate and present findings of observations and investigations. | | | | | | | | X | | X | | | | | | | | |
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| S.RS.03.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities. | | | | | | | | | X | | | | | | | | | |
| L.OL.E.4 Classification- Organisms can be classified on the basis of observable characteristics. | | | | | | | | | | | | | | | | | | |
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| E.SE.03.13 Recognize and describe different types of earth materials (mineral, rock, clay, boulder, gravel, sand, soil). | | | | | | | | | | | | | | | | X | | |

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|---|--------------------|----------------------------|---------------|------------------|----------------------|-------------------|--------------------|--------------------------------------|----------------------|-----------------------|-------------------------|------------------------|--------------------------|------------------------|-------------------|----------------------|----------------------------|-----------------|
| E.ES.03.51 Describe ways humans are dependent on the natural environment (forests, water, clean air, earth materials) and constructed environments (homes, neighborhoods, shopping malls, factories, and industry). | | | | | | | | | | | | | | | | | X | |
| E.ES.03.52 Describe helpful or harmful effects of humans on the environment (garbage, habitat destruction, land management, renewable and non-renewable resources). | | | | | | | | | | | | | | | | | X | |

| Michigan Project Learning Tree PreK-8 Guide Michigan Grade Level Content Expectations – Science X = Addresses/Supports | 91. In The Good Old Days | 92. A Look at Lifestyles | 93. Paper Civilizations | 94. By The Rivers of Babylon | 95. Did You Notice? | 96. Improve Your Place |
|---|--------------------------|--------------------------|-------------------------|------------------------------|---------------------|------------------------|
| GRADE 3 | | | | | | |
| S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation. | | | | | | |
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| S.IP.03.16 Construct simple charts and graphs from data and observations. | | | | | X | |
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| S.IA.03.11 Summarize information from charts and graphs to answer scientific questions. | | | | | X | |
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