**USD #312 NGSS/SCIENCE STANDARDS**

***CHECKLIST*:** ***Third Grade Science***

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| --- | --- | --- | --- | --- | --- |
| **Standard** | **Dates Taught** | | | | **Notes** |
| **Motion and Stability: Forces and Interactions** | | | | | |
| **3-PS2-1:** Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. |  |  |  |  |  |
| **3-PS2-2:** Make observations and/or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion. |  |  |  |  |  |
| **3-PS2-3:** Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. |  |  |  |  |  |
| **3-PS2-4:** Define a simple design problem that can be solved by applying scientific ideas about magnets.\* |  |  |  |  |  |
| **From Molecules to Organisims: Structures and Processes** | | | | | |
| **3-LS1-1:** Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death. |  |  |  |  |  |
| **Ecosystems: Interactions, Energy, and Dynamics** | | | | | |
| **3-LS2-1:** Construct an argument that some animals form groups that help members survive. |  |  |  |  |  |
| **Heredity: Inheritance and Variantion of Traits** | | | | | |
| **3-LS3-1:** 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. |  |  |  |  |  |
| **3-LS3-2:** Use evidence to support the explanation that traits can be influenced by the environment. |  |  |  |  |  |

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| **Biological Evolution: Unity and Diversity** | | | | | |
| **3-LS4-1:** Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. |  |  |  |  |  |
| **3-LS4-2:** 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. |  |  |  |  |  |
| **3-LS4-3:** 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. |  |  |  |  |  |
| **3-LS4-4:** 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.\* |  |  |  |  |  |
| **Earth’s Systems** | | | | | |
| **3-ESS2-1:** Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. |  |  |  |  |  |
| **3-ESS2-1:** Obtain and combine information to describe climates in different regions of the world. |  |  |  |  |  |
| **Earth and Human Activity** | | | | | |
| **3-ESS3-1:** Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.\* |  |  |  |  |  |