

**THIRD GRADE
Science
PRIORITY STANDARDS**

Earth & Space Science

3.ESS2 Earth's Systems

3.ESS2.1	<p>Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.[^] [Clarification Statement: Examples of data at this grade level could include average temperature, precipitation, and wind direction.] [Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs.]</p>
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Engineering, Technology, and the Application of Science

3.ETS1 Engineering Design

3.ETS1.1	<p>Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. [Clarification Statement: A design problem must be identified before solutions are developed. Solutions or designs identify the criteria for success and identify limitations and constraints.] [Assessment Boundary: Assessment does not include limitations or criteria based on specific process or system boundaries (e.g. limitations of scientific principles or long-term societal and environmental impacts).]</p>
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Life Science

3.LS1 From Molecules to Organisms: Structures and Processes

3.LS1.1	<p>Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. [Clarification Statement: Changes organisms go through during their life form a pattern.] [Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.]</p>
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3.LS3 Heredity: Inheritance and Variation of Traits

3.LS3.1	<p>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. [Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.] [Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.]</p>
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3.LS4 Biological Evolution: Unity and Diversity

3.LS4.2	<p>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. [Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.] [Assessment Boundary: Assessment does not include patterns of genetic inheritance.]</p>
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Physical Science

3.PS2 Motion and Stability: Forces and Interactions

3.PS2.1	<p>Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. [Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.] [Assessment Boundary: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.]</p>
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3.PS2.3	<p>Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. [Clarification Statement: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paper clips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.] [Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.]</p>
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