

## **Grade 3 - Science**

### **Standard 1: The Nature of Science and Technology**

Students, working collaboratively, carry out investigations. They question, observe, and make accurate measurements. Students increase their use of tools, record data in journals, and communicate results through chart, graph, written, and verbal forms.

#### **The Scientific View of the World**

##### **3.1.1**

Recognize and explain that when a scientific investigation is repeated, a similar result is expected.

#### **Scientific Inquiry**

##### **3.1.2**

Participate in different types of guided scientific investigations such as observing objects and events and collecting specimens for analysis.

##### **3.1.3**

Keep and report records of investigations and observations using tools, such as journals, charts, graphs, and computers.

##### **3.1.4**

Discuss the results of investigations and consider the explanations of others.

#### **The Scientific Enterprise**

##### **3.1.5**

Demonstrate the ability to work cooperatively while respecting the ideas of others and communicating one's own conclusions about findings.

#### **Technology and Science**

##### **3.1.6**

Give examples of how tools, such as automobiles, computers, and electric motors, have affected the way we live.

##### **3.1.7**

Recognize that and explain how an invention can be used in different ways, such as a radio being used to get information and for entertainment.

##### **3.1.8**

Describe how discarded products contribute to the problem of waste disposal and that recycling can help solve this problem.

### **Standard 2: Scientific Thinking**

Students use a variety of skills and techniques when attempting to answer questions and solve problems. They describe their observations accurately and clearly, using numbers, words, and sketches, and are able to communicate their thinking to others.

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### Computation and Estimation

#### 3.2.1

Add and subtract whole numbers mentally, on paper, and with a calculator.

### Manipulation and Observation

#### 3.2.2

Measure and mix dry and liquid materials in prescribed amounts, following reasonable safety precautions.

#### 3.2.3

Keep a notebook that describes observations and is understandable weeks or months later.

#### 3.2.4

Appropriately use simple tools, such as clamps, rulers, scissors, hand lenses, and other technology, such as calculators and computers, to help solve problems.

#### 3.2.5

Construct something used for performing a task out of paper, cardboard, wood, plastic, metal, or existing objects.

### Communication Skills

#### 3.2.6

Make sketches and write descriptions to aid in explaining procedures or ideas.

### Critical Response Skills

#### 3.2.7

Ask “How do you know?” in appropriate situations and attempt reasonable answers when others ask the same question.

### Standard 3: The Physical Setting

Students observe changes of Earth and the sky. They continue to explore the concepts of energy and motion.

#### The Universe

##### 3.3.1

Observe and describe the apparent motion of the sun and moon over a time span of one day.

##### 3.3.2

Observe and describe that there are more stars in the sky than anyone can easily count, but they are not scattered evenly.

##### 3.3.3

Observe and describe that the sun can be seen only in the daytime.

##### 3.3.4

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Observe and describe that the moon looks a little different every day, but looks the same again about every four weeks.

### **Earth and the Processes That Shape It**

#### **3.3.5**

Give examples of how change, such as weather patterns, is a continual process occurring on Earth.

#### **3.3.6**

Describe ways human beings protect themselves from adverse weather conditions.

#### **3.3.7**

Identify and explain some effects human activities have on weather.

### **Matter and Energy**

#### **3.3.8**

Investigate and describe how moving air and water can be used to run machines like windmills and waterwheels.

### **Forces of Nature**

#### **3.3.9**

Demonstrate that things that make sound do so by vibrating, such as vocal cords and musical instruments.

## **Standard 4: The Living Environment**

Students learn about an increasing variety of organisms. They use appropriate tools and identify similarities and differences among them. Students explore how organisms satisfy their needs in typical environments.

### **Diversity of Life**

#### **3.4.1**

Demonstrate that a great variety of living things can be sorted into groups in many ways using various features, such as how they look, where they live, and how they act, to decide which things belong to which group.

#### **3.4.2**

Explain that features used for grouping depend on the purpose of the grouping.

#### **3.4.3**

Observe that and describe how offspring are very much, but not exactly, like their parents and like one another.

### **Interdependence of Life and Evolution**

#### **3.4.4**

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Describe that almost all kinds of animals' food can be traced back to plants.

### 3.4.5

Give examples of some kinds of organisms that have completely disappeared and explain how these organisms were similar to some organisms living today.

### Human Identity

#### 3.4.6

Explain that people need water, food, air, waste removal, and a particular range of temperatures, just as other animals do.

#### 3.4.7

Explain that eating a variety of healthful foods and getting enough exercise and rest help people stay healthy.

#### 3.4.8

Explain that some things people take into their bodies from the environment can hurt them and give examples of such things.

#### 3.4.9

Explain that some diseases are caused by germs and some are not. Note that diseases caused by germs may be spread to other people. Also understand that washing hands with soap and water reduces the number of germs that can get into the body or that can be passed on to other people.

## Standard 5: The Mathematical World

Students apply mathematics in scientific contexts. Students make more precise and varied measurements when gathering data. Based upon collected data, they pose questions and solve problems. Students use numbers to record data and construct graphs and tables to communicate their findings.

### Numbers

#### 3.5.1

Select and use appropriate measuring units, such as centimeters (cm) and meters (m), grams (g) and kilograms (kg), and degrees Celsius (°C).

#### 3.5.2

Observe that and describe how some measurements are likely to be slightly different, even if what is being measured stays the same.

### Shapes and Symbolic Relationships

#### 3.5.3

Construct tables and graphs to show how values of one quantity are related to values of another.

#### 3.5.4

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Illustrate that if 0 and 1 are located on a line, any other number can be depicted as a position on the line.

### **Reasoning and Uncertainty**

#### **3.5.5**

Explain that one way to make sense of something is to think of how it relates to something more familiar.

### **Standard 6: Common Themes**

Students work with an increasing variety of systems and begin to modify parts in systems and models and notice the changes that result. They question why change occurs.

### **Systems**

#### **3.6.1**

Investigate how and describe that when parts are put together, they can do things that they could not do by themselves.

#### **3.6.2**

Investigate how and describe that something may not work if some of its parts are missing.

### **Models and Scale**

#### **3.6.3**

Explain how a model of something is different from the real thing but can be used to learn something about the real thing.

### **Constancy and Change**

#### **3.6.4**

Take, record, and display counts and simple measurements of things over time, such as plant or student growth.

#### **3.6.5**

Observe that and describe how some changes are very slow and some are very fast and that some of these changes may be hard to see and/or record.