

**Groveport Madison Local School District**  
**Third Grade Science Content Standards**  
**Planning Sheets**

**Standard: Life Sciences**

1st                      2nd                      3rd                      4th  
9 wks                      9 wks                      9wks                      9 wks

<b>A. Differentiate between the life cycles of different plants and animals.</b>	1st 9 wks	2nd 9 wks	3rd 9wks	4th 9 wks
1. Compare the life cycles of different animals including birth to adulthood, reproduction and death (e.g., egg-tadpole-frog, egg-caterpillar-chrysalis-butterfly).	✓			
<b>B. Analyze plant and animal structures and functions needed for survival and describe the flow of energy through a system that all organisms use to survive.</b>				
2. Relate animal structures to their specific survival functions (e.g., obtaining food, escaping or hiding from enemies).	✓			
3. Classify animals according to their characteristics (e.g., body coverings and body structure).	✓			
<b>C. Compare changes in an organism's ecosystem/habitat that affect its survival.</b>				
4. Use examples to explain that extinct organisms may resemble organisms that are alive today.	✓			
5. Observe and explore how fossils provide evidence about animals that lived long ago and the nature of the environment at that time.	✓	✓		
6. Describe how changes in an organism's habitat are sometimes beneficial and sometimes harmful.	✓			

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**Standard: Physical Sciences**

**1st**  
**9 wks**

**2nd**  
**9 wks**

**3rd**  
**9wks**

**4th**  
**9 wks**

	<b>1st</b> <b>9 wks</b>	<b>2nd</b> <b>9 wks</b>	<b>3rd</b> <b>9wks</b>	<b>4th</b> <b>9 wks</b>
<b>A. Compare the characteristics of simple physical and chemical changes.</b>				
<b>B. Identify and describe the physical properties of matter in its various states.</b>				
<b>C. Describe the forces that directly affect objects and their motion.</b>				
1. Describe an object's position by locating it relative to another object or the background.				✓
2. Describe an object's motion by tracing and measuring its position over time.				✓
3. Identify contact/noncontact forces that affect motion of an object (e.g., gravity, magnetism and collision).				✓
4. Predict the changes when an object experiences a force (e.g., a push or pull, weight and friction).				✓
<b>D. Summarize the way changes in temperature can be produced and thermal energy transferred.</b>				
<b>E. Trace how electrical energy flows through a simple electrical circuit and describe how the electrical energy can produce thermal energy, light, sound and magnetic forces.</b>				
<b>F. Describe the properties of light and sound energy.</b>				

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**Standard: Science and Technology**

**1st**  
**9 wks**

**2nd**  
**9 wks**

**3rd**  
**9wks**

**4th**  
**9 wks**

<b>A. Describe how technology affects human life.</b>				
1. Describe how technology can extend human abilities (e.g., to move things and to extend senses).				✓
2. Describe ways that using technology can have helpful and/or harmful results.				✓
3. Investigate ways that the results of technology may affect the individual, family and community.				✓
<b>B. Describe and illustrate the design process.</b>				
4. Use a simple design process to solve a problem, (e.g., identify a problem, identify possible solutions and design a solution).	✓	✓	✓	✓
5. Describe possible solutions to a design problem (e.g., how to hold down paper in the wind).	✓	✓	✓	✓

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**Standard: Earth and Space Sciences**

	1st 9 wks	2nd 9 wks	3rd 9wks	4th 9 wks
<b>A. Explain the characteristics, cycles and patterns involving Earth and its place in the solar system.</b>				
<b>B. Summarize the processes that shape Earth’s surface and describe evidence of those processes.</b>				
<b>C. Describe Earth’s resources including rocks, soil, water, air animals and plants and the ways in which they can be conserved.</b>				
1. Compare distinct properties of rocks (e.g., color, layering and texture).			✓	✓
2. Observe and investigate that rocks are often found in layers.			✓	✓
3. Describe that smaller rocks come from the breakdown of larger rocks through the actions of plants and weather.			✓	✓
4. Observe and describe the composition of soil (e.g., small pieces of rock and decomposed pieces of plants and animals, and products of plants and animals).			✓	✓
5. Investigate the properties of soil (e.g., color, texture, capacity to retain water, ability to support plant growth).			✓	✓
6. Investigate that soils are often found in layers and can be different from place to place.			✓	✓
<b>D. Analyze weather and changes that occur over a period of time.</b>				

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**Standard: Scientific Inquiry**

1st	2nd	3rd	4th
9 wks	9 wks	9wks	9 wks

<b>A. Use appropriate instruments safely to observe, measure and collect data when conducting a scientific investigation.</b>				
1. Select the appropriate tools and use relevant safety procedures to measure and record length and weight in metric and English units.		✓	✓	
<b>B. Organize and evaluate observations, measurements and other data to formulate inferences and conclusions.</b>				
2. Discuss observations and measurements made by other people.		✓	✓	
3. Read and interpret simple tables and graphs produced by self/others.	✓	✓	✓	✓
5. Record and organize observations (e.g., journals, charts and tables).	✓	✓	✓	✓
<b>C. Develop, design and safely conduct scientific investigations and communicate the results.</b>				
4. Identify and apply science safety procedure.	✓	✓		
6. Communicate scientific findings to others through a variety of methods (e.g., pictures, written, oral and recorded observations).	✓	✓	✓	✓

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**Standard: Scientific Ways of Knowing**

1st                      2nd                      3rd                      4th  
9 wks                      9 wks                      9wks                      9 wks

<b>A. Distinguish between fact and opinion and explain how ideas and conclusions change as new knowledge is gained.</b>				
<b>B. Describe different types of investigations and use results and data from investigations to provide the evidence to support explanations and conclusions.</b>				
1. Describe different kinds of investigations that scientists use depending on the questions they are trying to answer.			✓	✓
<b>C. Explain the importance of keeping records of observations and investigations that are accurate and understandable.</b>				
5. Keep records of investigations and observations and do not change the records that are different from someone else's work..		✓	✓	
<b>D. Explain that men and women of diverse countries and cultures participate in careers in all fields of science.</b>				
3. Explore through stories how men and women have contributed to the development of science.	✓	✓	✓	✓
4. Identify various careers in science.			✓	✓
5. Discuss how both men and women find science rewarding as a career and in their everyday lives.			✓	✓