

# Third Grade

## Physical Science

### How do objects move and interact with other objects?

- 2 Use evidence and data to investigate and measure an object's motion and how forces affect the motion of objects; use acquired understandings to show how magnetic forces can be used in engineering solutions. WA 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-PS2-1
- 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-PS2-2
- 3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. 3-PS2-3
- 4 Define a simple design problem that can be solved by applying scientific ideas about magnets. [Engineering] 3-PS2-4

## Life Science

### How do living things grow and develop over their lifetime?

- 1 Use modeling to show, compare, and contrast life cycle patterns. WA 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. 3-LS1-1

### What makes living things look the way they do? How does appearance affect survival and reproduction?

- 3 Use evidence and data to show and explain inherited and acquired traits; apply understanding of traits to explain how variations can affect survival and reproduction. WA 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-LS3-1
- 2 Use evidence to support the explanation that traits can be influenced by the environment. [ESE] 3-LS3-2
- 3 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-LS4-2

---

**How are characteristics, behaviors, and needs of living things related to their environments where they live?**

- 4 Use evidence, data, and modeling to show and explain how characteristics and behaviors of living things are related to how well they can survive in their environment; use learned understandings to analyze solutions to problems caused by environmental changes. WA 3.LS4
    - 1 Construct an argument that some animals form groups that help members survive. 3-LS2-1
    - 2 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. 3-LS4-1
    - 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. [Climate] [ESE] 3-LS4-3
    - 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. [Engineering] [ESE] 3-LS4-4
- 

**Earth and Space Sciences****What is weather and climate like in different places and how does it affect living things?**

- 2 Use research, data, and modeling to show and explain patterns in weather and climate. WA 3.ESS2
    - 1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. [Climate] [ESE] 3-ESS2-1
    - 2 Obtain and combine information to describe climates in different regions of the world. [Climate] 3-ESS2-2
  - 3 Use engineering thinking to compare and analyze solutions to weather related problems. WA 3.ESS3
    - 1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. [Climate] [Engineering] [ESE] 3-ESS3-1
-

## **K–2 Engineering, Technology, and Applications of Science**

### **How do we engineer solutions to a problem?**

- 1 Use modeling, investigation, and data to design, test, and improve solutions to problems that can be solved through engineering; include criteria, constraints, and elements of fair tests. **WA 3.ETS1**
    - 1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. **3-5-ETS1-1**
    - 2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. **3-5-ETS1-2**
    - 3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. **3-5-ETS1-3**
- 

## **Environmental and Sustainability Education**

### **How do we work together to ensure a healthy environment and sustainable economy for future generations?**

- 1 Through project-based learning, synthesize information from multiple sources about local ecological, social, and economic systems, collaborating with partners and tribes in ways that foster solutions to local environmental problems. **3.ESE.1-1**
  - 1 Cite multiple sources and perspectives in an analysis of and presentation about environmental sustainability in the community, considering values at the individual, community, and tribal level. **3.ESE.1-1**
  - 2 Design an investigation on school grounds to gather, analyze, and present data about how the built environment of the school improves or reduces environmental quality (e.g. impacts on/benefits to water quality, air quality, biodiversity, waste). **3.ESE.1-2**
  - 3 Gather, analyze, and evaluate information, building the knowledge, attitudes, and understanding needed to demonstrate personal and civic responsibility for improved environmental sustainability at the local level. **3.ESE.1-3**