3rd Grade Standards Correlated to Classes at McDowell Environmental Center

Aquatic Adventures

NGSS

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-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.

ACOS

SC.3.6. Create representations to explain the unique and diverse life cycles of organisms other than humans, including commonalities such as birth, growth, reproduction, and death.
SC.3.8. Engage in argument from evidence to justify that traits can be influenced by the environment.

MSF

3.LS.3. Describe the characteristics, structures, life cycles, and environments of organisms. A. Research and explain diverse life forms live in different environments and the structures that serve different functions in their survival.
3.I.1. Apply concepts involved in a scientific investigation.

TASS

3.LS1.1. Analyze the internal and external structures that aquatic land animals and plants have to support survival, growth, behavior, and reproduction.
3.ESS2.1. Explain the cycle of water on Earth.

GPS

S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.
S3L2. Students will recognize the effects of pollution and humans on the environment.
S3CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts ot understand how the world works.
S3CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.
S3CS5. Students will communicate scientific ideas and activities clearly.
S3CS6. Students will question scientific claims and arguments effectively.
S3CS7. Students will be familiar with the character of scientific knowledge and how it is achieved.
S3CS8. Students will understand the important features of the process of scientific inquiry.

GSE
S3L1. Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions.
S3L2. Obtain, evaluate, and communicate information about the effects of pollution and humans on the environment.

Rock Query

NGSS
3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and environments in which they lived long ago.

ACOS
SC.3.9. Analyze and interpret data from fossils to provide evidence of organisms and the environments in which they lived long ago.

MSF
3.ES.4.G. Explain how fossil records are used to learn about the past, identify characteristics of selected fossils, and describe why they may be found in many places.
3.I.1. Apply concepts involved in a scientific investigation.

TASS

GPS
S3E2. Students will investigate fossils as evidence of organisms that lived long ago.
S3CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts ot understand how the world works.
S3CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.
S3CS5. Students will communicate scientific ideas and activities clearly.
S3CS6. Students will question scientific claims and arguments effectively.
S3CS7. Students will be familiar with the character of scientific knowledge and how it is achieved.
S3CS8. Students will understand the important features of the process of scientific inquiry.

GSE
S3E2. Obtain, evaluate, and communicate information on how fossils provide evidence of past organisms.

Down to Earth

NGSS
3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and environments in which they lived long ago.

ACOS
SC.3.9. Analyze and interpret data from fossils to provide evidence of organisms and the environments in which they lived long ago.

MSF
3.ES.4.G. Explain how fossil records are used to learn about the past, identify characteristics of selected fossils, and describe why they may be found in many places.
3.ES.4.A. Recall that soil is made up of various materials.
3.I.1. Apply concepts involved in a scientific investigation.

TASS
3.ESS1.1. Use data to categorize the planets in the solar system as inner or outer planets according to their physical properties.

GPS
S3E2. Students will investigate fossils as evidence of organisms that lived long ago.
S3E1. Students will investigate the physical attributes of rocks and soils.
S3CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts ot understand how the world works.
S3CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.
S3CS5. Students will communicate scientific ideas and activities clearly.
S3CS6. Students will question scientific claims and arguments effectively.
S3CS7. Students will be familiar with the character of scientific knowledge and how it is achieved.
S3CS8. Students will understand the important features of the process of scientific inquiry.

GSE
S3E2. Obtain, evaluate, and communicate information on how fossils provide evidence of past organisms.
S3E1. Obtain, evaluate, and communicate information about the physical attributes of rocks and soils.

Navigation

NGSS
3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.

ACOS
SC.3.4. Apply scientific ideas about magnets to solve a problem through an engineering design project.

MSF
3.P.2. Explain concepts related to objects and materials, position and motion of objects, and properties of magnetism.

TASS
3.PS2.2. Solve a problem by applyng the use of the interactions between two magnets.

GPS
S1P2. Students will demonstrate effects of magnets on other magnets and other objects.

GSE

Forest Connections

NGSS

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-LS2-1. Construct an argument that some animals form groups that help members survive.
3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.

ACOS

SC.3.6. Create representations to explain the unique and diverse life cycles of organisms other than humans, including commonalities such as birth, growth, reproduction, and death.
SC.3.7. Examine data to provide evidence that plants and animals, excluding humans, have traits inherited from parents and that variations of these traits exist in groups of similar organisms.
SC.3.8. Engage in argument from evidence to justify that traits can be influenced by the environment.

MSF

3.LS.3. Describe the characteristics, structures, life cycles, and environments of organisms. A. Research and explain diverse life forms live in different environments and the structures that serve different functions in their survival.
3.I.1. Apply concepts involved in a scientific investigation.

TASS

3.LS1.1. Analyze the internal and external structures that aquatic land animals and plants have to support survival, growth, behavior, and reproduction.
3.LS2.1. Construct an argument to explain why some animals benefit from forming groups.

GPS

S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.
S3CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.
S3CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.
S3CS5. Students will communicate scientific ideas and activities clearly.
S3CS6. Students will question scientific claims and arguments effectively.
S3CS7. Students will be familiar with the character of scientific knowledge and how it is achieved.
S3CS8. Students will understand the important features of the process of scientific inquiry.

GSE

S3L1. Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions.

Meet a Tree

NGSS

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-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.
ACOS
SC.3.6. Create representations to explain the unique and diverse life cycles of organisms other than humans, including commonalities such as birth, growth, reproduction, and death.
SC.3.8. Engage in argument from evidence to justify that traits can be influenced by the environment.

MSF
3.LS.3. Describe the characteristics, structures, life cycles, and environments of organisms. A. Research and explain diverse life forms live in different environments and the structures that serve different functions in their survival.
3.ES.4.A. Recall that soil is made up of various materials.

TASS
3.LS1.1. Analyze the internal and external structures that aquatic land animals and plants have to support survival, growth, behavior, and reproduction.
3.ESS1.1. Use data to categorize the planets in the solar system as inner or outer planets according to their physical properties.

GPS
S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.
S3E1. Students will investigate the physical attributes of rocks and soils.
S3CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts ot understand how the world works.
S3CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.
S3CS5. Students will communicate scientific ideas and activities clearly.
S3CS6. Students will question scientific claims and arguments effectively.
S3CS7. Students will be familiar with the character of scientific knowledge and how it is achieved.
S3CS8. Students will understand the important features of the process of scientific inquiry.

GSE
S3E1. Obtain, evaluate, and communicate information about the physical attributes of rocks and soils.

Other Day Classes with Flexible Lesson Plans Addressing a Variety of Standards

Authors and Explorers
Canoeing
Connections
Mysterious Medley
Native Americans and the Earth
Nature Hike
Survival Skills

Team Challenge
Value of a Tree
Stream Studies* - recommended for advanced 5th grade classes in spring term only