3rd Grade Science Standards – Learning Targets

Standard	Learning Targets	Science Skills	Vocabulary
S3E1. Obtain, evaluate, and communicate information about the physical attributes of rocks and soils.	● I can obtain information about the physical attributes of rocks. ● I can evaluate information about the physical attributes of rocks. ● I can communicate information about the physical attributes of rocks. ● I can obtain information about the physical attributes of soils. ● I can evaluate information about the physical attributes of soils. ● I can communicate information about the physical attributes of soils.		
a. Ask questions and analyze data to classify rocks by their physical attributes (color, texture, luster, and hardness) using simple tests.	● I can ask questions to classify rocks by their physical attributes (color, shape, texture, luster, and hardness) using simple tests. ● I can analyze data to classify rocks by their physical attributes (color, shape, texture, luster, and hardness) using simple tests.		
b. Plan and carry out investigations to describe properties (color, texture, capacity to retain water, and ability to support growth of plants) of soils and soil types (sand, clay, loam).	● I can plan investigations to describe properties (color, texture, capacity to retain water, and ability to support growth of plants) of soils. ● I can carry out investigations to describe properties (color, texture, capacity to retain water, and ability to support growth of plants) of soil types (sand, clay, loam).		
c. Make observations of the local environment to construct an explanation of how water and/or wind	● I can make observations of the local environment to construct an explanation of		

have made changes to soil and/or rocks over time.	how water and/or wind have made changes to soil and/or rocks over time.		
S3E2. Obtain, evaluate, and communicate information on how fossils provide evidence of past organisms.	● I can obtain information on how fossils provide evidence of past organisms. ● I can evaluate information on how fossils provide evidence of past organisms. ● I can communicate information on how fossils provide evidence of past organisms.		
a. Construct an argument from observations of fossils (authentic or reproductions) to communicate how they serve as evidence of past organisms and the environments in which they lived.	● I can construct an argument from observations of fossils (authentic or reproductions) to communicate how they serve as evidence of past organisms. ● I can construct an argument from observations of fossils (authentic or reproductions) to communicate the environment in which they lived.		
b. Develop a model to describe the sequence and conditions required for an organism to become fossilized.	● I can develop a model to describe the sequence required for an organism to become fossilized. ● I can develop a model to describe the conditions required for an organism to become fossilized.		
S3P1. Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured.	● I can obtain information about the ways heat energy is transferred. ● I can evaluate information about the ways heat energy is transferred. ● I can communicate information about the ways heat energy is transferred. ● I can obtain information about the ways heat energy is measured.		

	● I can evaluate information about the ways heat energy is measured. ● I can communicate information about the ways heat energy is measured.		
a. Ask questions to identify sources of heat energy.	● I can ask questions to identify sources of heat energy.		
b. Plan and carry out an investigation to gather data using thermometers to produce tables and charts that illustrate the effect of sunlight on various objects.	● I can plan an investigation to gather data using thermometers to produce tables and charts that illustrate the effect of sunlight on various objects. ● I can carry out an investigation to gather data using thermometers to produce tables and charts that illustrate the effect of sunlight on various objects.		
c. Use tools and everyday materials to design and construct a device/structure that will increase/decrease the warming effects of sunlight on various materials.	● I can use tools and everyday materials to design a device/structure that will increase/decrease the warming effects of sunlight on various materials. ● I can use tools and everyday materials to construct a device/structure that will increase/decrease the warming effects of sunlight on various materials.		
S3L1. Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia.	● I can obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within Blue Ridge Mountains of Georgia. ● I can obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and		

	habitats found within geographic regions Piedmont of Georgia. ● I can obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions Coastal Plains of Georgia. ● I can obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions Valley and Ridge of Georgia. ● I can obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions Appalachian Plateau of Georgia.		
a. Ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic regions.	● I can ask questions to differentiate between plants found within Georgia's geographic regions. ● I can ask questions to differentiate between animals found within Georgia's geographic regions. ● I can ask questions to differentiate between habitats found within Georgia's geographic regions.		
b. Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat.	● I can construct an explanation of how external features and adaptations (camouflage, hibernation, protection, migration, mimicry) of animals allow them to survive in their habitat.		

3rd Grade Science Standards – Learning Targets

b. Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat.	● I can use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.		
S3L2. Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment.	● I can obtain information about the effects of pollution (air, land, and water) and humans on the environment. ● I can evaluate information about the effects of pollution (air, land, and water) and humans on the environment. ● I can communicate information about the effects of pollution (air, land, and water) and humans on the environment.		
a. Ask questions to collect information and create records of sources and effects of pollution on the plants and animals.	● I can ask questions to collect information and create records of sources and effects of pollution on the plants. ● I can ask questions to collect information and create records of sources and effects of pollution on the animals.		
b. Explore, research, and communicate solutions, such as conservation of resources and recycling of materials, to protect plants and animals.	● I can explore solutions, such as conservation of resources and recycling of materials, to protect plants and animals. ● I can research such as conservation of resources and recycling of materials, to protect plants and animals. ● I can communicate solutions, such as conservation of resources and recycling of materials, to protect plants and animals.		