Trinity Lutheran School
Third Grade
Science Essential Standards Chart

Essential Standards Chart: At Trinity Lutheran, we expect children to learn?

Grade: 3rd Grade		Subject: Science				
Standard Description	**Common Core Standards**	**Proficiency**	**Prerequisite Skill**	**Assessment**	**When Taught?**	**Extension Standards**
What is the essential standard to be learned? Written in I Can Statements		**What does proficient look like? Provide an example and/or description.**	**What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?**	**What assessments will be used to measure student mastery?**	**When will this standard be taught?**	**What will we do when students have learned the essential standard(s)?**
I can solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects	3.MD.1	Students will demonstrate mastery when they are able to pass measurement assessment.	Understanding of vocabulary such as volume.	Measurement Assessment		I can solve increasingly difficult problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
I can represent and interpret data	3.MD.3 3.MD.4 3-ESS2-2 3-LS3-1	Students will demonstrate understanding when they read bar graphs, circle graphs, line graphs	Understanding of data. How to read bar graphs, circle graphs, line graphs, etc.	Measurement Assessment	CKSci- Unit 2 CKsci- Unit 4	I can represent and interpret more challenging data.
I can calculate area and perimeter.	3.MD.5 3.MD.6	Students will demonstrate	Understanding of vocabulary of area	Measurement Assessment	CKSci- Unit 1	I can find the area of different shapes.

	3.MD.7 3-5-ETS-1	mastery when they can calculate perimeter and area.	and perimeter			
I can describe the climate in different areas.	3-ESS2-1 3-ESS2-2	Students are able to see the map of the world and determine the climate	Understanding the vocabulary of climate and what types of climate there are. Understanding why the climate is that way in that area.	Measurement Assessment	CKSci- unit 4	I can describe the climate in different areas in greater detail.
I can use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving and finding mates	3-LS4-2	Students can explain in their own words the variations in characteristics among individuals of the same species and provide advantages in surviving and finding mates.	Previous knowledge about species and their change over time due to surviving and finding mates. Understanding the vocabulary of natural selection.	Project Rubric	CKSci Unit 2	Extension Chapter would be Unit 5- Human Sense and Movement
I can ask questions to determine the cause and effect relationship of electric or magnetic interactions between two objects not in contact with each other.	3-PS2-3	Students can ask questions about cause and effect of electric or magnetic interactions between two objects that are not in contact with each other.	Understanding the vocabulary of cause and effect, electric and magnetic interactions.	Project Rubric	CKSci Unit 1	Asking more detailed questions and elaborating on evidence regarding cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
I can make a claim about the merit of a solution to a problem caused when the environment changes and the	3-LS-4	Students can decide whether the solution to a problem caused when the environment changes and the	Understanding of environment changes and the types of plants and animals that live in that area.	Project Rubric	CKSci- Unit 3	Explore a variety of habitats.

types of plants and animals that live there may change.		types of plants and animals that live there may change has any warrant to it. Students are able to recognize valuable vs valueless information.				