South Dakota Science

3rd Grade Science

Physical Science PS

2 Motion and Stability: Forces and Interactions PS2

1. Plan and carry out an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. (SEP: 3; DCI: PS2.A, PS2.B; CCC: Cause/Effect) 3-PS2-1
2. Make observations and/or measurements of an object's motion to provide evidence for how a pattern can be used to predict future motion. (SEP: 3; DCI: PS2.A; CCC: Patterns) 3-PS2-2
3. Ask questions about cause-and-effect relationships of electric or magnetic interactions between two objects not in contact with each other. (SEP: 1; DCI: PS2.B; CCC: Cause/Effect) 3-PS2-3
4. Define a simple design problem that can be solved by applying scientific ideas about magnets. (SEP: 1; DCI: PS2.B, ETS1.A; CCC: Cause/Effect) Alignment may include 3-5-ETS1-1 3-PS2-4

Life Science LS

1 From Molecules to Organisms: Structures and Processes LS1

1. Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death. (SEP: 1; DCI: LS1.B; CCC: Patterns) 3-LS1-1

2 Ecosystems: Interactions, Energy, and Dynamics LS2

1. Construct an argument that some animals form groups that help members survive. (SEP: 7; DCI: LS2.D; CCC: Cause/Effect) 3-LS2-1

3 Heredity: Inheritance and Variation of Traits LS3

1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variations of these traits exist in a group of similar organisms. (SEP: 4; DCI: LS3.A, LS3.B; CCC: Patterns) 3-LS3-1
2. Use evidence and reasoning to support the explanation that traits can be influenced by the environment. (SEP: 6; DCI: LS3.A, LS3.B; CCC: Cause/Effect) 3-LS3-2

4 Biological Unity and Diversity LS4

1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. (SEP: 4; DCI: LS4.A; CCC: Scale/Prop.) 3-LS4-1

Skip to main content

2 Use evidence and reasoning 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. (SEP: 6; DCI: LS4.B; CCC: Cause/Effect) 3-LS4-2

3 Construct an argument with evidence how some organisms thrive, some struggle to survive, and some cannot survive in a particular habitat. (SEP: 7; DCI: LS4.C; CCC: Cause/Effect) 3-LS4-3

4 Make an evidence-based claim about the validity of a solution to a change in the environment that affects the types of plants and animals that live there. (SEP: 7; DCI: LS2.C, LS4.D, ETS1.A; CCC: Systems) Alignment may include 3-5-ETS1-1 3-LS4-4

Earth and Space Science ESS

2 Earth's Systems ESS2

1 Represent data in tables and graphical displays to describe weather conditions during a particular season. (SEP: 4; DCI: ESS2.D; CCC: Patterns) 3-ESS2-1

2 Obtain and combine information to describe climates in different regions of the world. (SEP: 8; DCI: ESS2.D; CCC: Patterns) 3-ESS2-2

3 Earth and Human Activity ESS3

1 Make an evidence-based claim about the validity of a design solution that reduces the impacts of a weather-related hazard. (SEP: 7; DCI: ESS3.B, ETS1.A; CCC: Cause/Effect) Alignment may include 3-5-ETS1-1 3-ESS3-1

Engineering, Technology, and Applications of Science ETS

1 Engineering Design ETS1

1 Define a simple design problem reflecting a need or want that includes specified criteria for success and constraints on materials, time, or cost. Alignment may include 3-PS2-4; 3-LS4-4; 3-ESS3-1; 4-PS3-4 3-5-ETS1-1

2 Generate and compare multiple solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. Alignment may include 4-ESS3-2 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. Alignment may include 4-PS4-3 3-5-ETS1-3