



**Community Consolidated  
School District 46**

565 Frederick Road, Grayslake, IL 60030

## 24-25 Third Grade Science Priority Standards

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Trimester 1	Trimester 2	Trimester 3
<b>Forces and Interactions</b>	<b>Earth's Systems</b>	<b>Inheritance and Variation of Traits</b>
3-PS2-1 Student can plan and conduct an investigation that evidences the effects of balanced and unbalanced forces on the motion of an object.	3-ESS2-2 Student can describe climates in different regions of the world.	3-LS3-2 Student can use evidence to support the explanation that traits can be influenced by the environment.
3-PS2-2 Student can use an object's motion to provide evidence that a pattern can be used to predict future motion.	3-ESS2-1 Student can represent data in tables and graphs to show typical weather conditions based on the season.	3-LS1-1 Student can develop models to showcase similarities and differences in organisms and their life cycles.
3-PS2-3 Student can use cause and effect to describe electric or magnetic interactions between two objects not in contact with each other.		3-LS3-1 Student can analyze and interpret data to give evidence that plants and animals have traits inherited from parents and groups of similar organisms have similar traits.
3-PS2-4 Student can define a simple design problem that can be solved by applying scientific ideas about magnets.		3-LS4-2 Student can construct an explanation with evidence how characteristics vary among individuals of the same species and how that may provide advantages in surviving, finding mates and reproducing.
<b>Engineering Design</b>		<b>Interdependent Relationships in Ecosystems</b>
3-5-ETS1-2 Student can 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-LS4-1 Student can analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
3-5-ETS1-3 Student can 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-LS4-3 Student can construct an argument with evidence that differentiates between how well organisms survive in a habitat.
		3-LS4-4 Student can share possible solutions to problems caused when the environment changes and the types of plants and animals that live there may change.
		3-LS2-1 Student can construct an argument that some animals form groups that help members survive.
		<b>Engineering Design</b>
		3-5-ETS1-1 Student can 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-ETS1-2 Student can 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.