Correlation Options: Show All

Main Criteria Standards	California Content Standards	Pennsylvania Core and Academic Standards
Science		
Grade 3		
PERFORMANCE EXPECTATION: **3-PS2-1.** - Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	**3-PS2-1.** - Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	
PERFORMANCE EXPECTATION: **3-PS2-2.** - Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	**3-PS2-2.** - Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	**3.2.3.B1.** - Explain how movement can be described in many ways.
PERFORMANCE EXPECTATION: **3-PS2-3.** - Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	**3-PS2-3.** - Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	
PERFORMANCE EXPECTATION: **3-PS2-4.** - Define a simple design problem that can be solved by applying scientific ideas about magnets.	**3-PS2-4.** - Define a simple design problem that can be solved by applying scientific ideas about magnets.	
PERFORMANCE EXPECTATION: **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-LS1-1.** - Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	**3.1.3.A3.** - Illustrate how plants and animals go through predictable life cycles that include birth, growth, development, reproduction, and death.
PERFORMANCE EXPECTATION: **3-LS2-1.** - Construct an argument that some animals form groups that help members survive.	**3-LS2-1.** - Construct an argument that some animals form groups that help members survive.	

PERFORMANCE EXPECTATION: **3-LS3-1.** - Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	**3-LS3-1.** - Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	**3.1.3.B1.** - Understand that plants and animals closely resemble their parents.
PERFORMANCE EXPECTATION: **3-LS3-2.** - Use evidence to support the explanation that traits can be influenced by the environment.	**3-LS3-2.** - Use evidence to support the explanation that traits can be influenced by the environment.	
PERFORMANCE EXPECTATION: **3-LS4-1.** - Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	**3-LS4-1.** - Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	**3.1.3.C3.** - (CONSTANCY AND CHANGE) Recognize that fossils provide us with information about living things that inhabited the Earth long ago
PERFORMANCE EXPECTATION: **3-LS4-2.** - Use evidence 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.	**3-LS4-2.** - Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving **3-LS4-3.** - Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	**3.1.3.C1b.** - Recognize that many plants and animals can survive harsh environments because of seasonal behaviors (e.g. hibernation, migration, trees shedding leaves) **3.1.3.C2.** - Describe animal characteristics that are necessary for survival.
PERFORMANCE EXPECTATION: **3-LS4-3.** - Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	**3-LS4-2.** - Use evidence 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. **3-LS4-3.** - Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	
PERFORMANCE EXPECTATION: **3-LS4-4.** - Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live	**3-LS4-4.** - Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	**4.4.3.A.** - Identify Pennsylvania crops that **4.5.3.B.** - Define the term pest and identify various plants and animals that humans may call pests.

PERFORMANCE EXPECTATION: **3-ESS2-1.** - Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	**3-ESS2-1.** - Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	
PERFORMANCE EXPECTATION: **3-ESS2-2.** - Obtain and combine information to describe climates in different regions of the world.	**3-ESS2-2.** - Obtain and combine information to describe climates in different regions of the world.	
PERFORMANCE EXPECTATION: **3-ESS3-1.** - Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	**3-ESS3-1.** - Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	
PERFORMANCE EXPECTATION: **3-5-ETS1-1.** - 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-ETS1-1.** - 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.** - 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.	**3.4.3.C1.** - Recognize design is a creative process and everyone can design solutions to problems. **3.4.3.C2.** - Explain why the design process requires creativity and consideration of all ideas.
PERFORMANCE EXPECTATION: **3-5-ETS1-2.** - 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.	**3-5-ETS1-1.** - 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.** - 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. **3-5-ETS1-3.** - 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.	**3.4.3.C1.** - Recognize design is a creative process and everyone can design solutions to problems. **3.4.3.C2.** - Explain why the design process requires creativity and consideration of all ideas.
PERFORMANCE EXPECTATION: **3-5-ETS1-3.** - 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	**3-5-ETS1-2.** - 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.	**SI.4.** - Plan and conduct a simple investigation and understand that different questions require different kinds of investigations.

can be improved.	**3-5-ETS1-3.** - 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.	