3rd GRADE SCIENCE

Cardinal Newman Standards: Catholic Identity Integration

- **CS.S.K6.GS1:** Exhibit care and concern at all stages of life for each human person as an image and likeness of God.
  (NGSS.3.LS1.1; LS2.1; LS3.1; LS3.2; LS4.2)
- **CS.S.K6.IS2:** Describe the relationships, elements, underlying order, harmony, and meaning in God's creation.
  (NGSS.3.PS2.1; PS2.2; PS2.3; LS1.1; LS2.1; LS3.1; LS3.2; LS4.1; LS4.3; LS4.4; ESS2.1; ESS2.2)
- **CS.S.K6.IS4:** Give examples of the beauty evident in God's creation.
  (NGSS.3.LS1.1; LS3.1; LS3.2; LS4.1)
- **CS.S.K6.DS1:** Display a sense of wonder and delight about the natural universe and its beauty.
  (*NGSS.3.PS2.1; PS2.3; LS1.1; LS2.1; LS3.1; LS4.1; LS4.2; LS4.3; LS4.4; ESS2.1; ESS2.2; ETS1.1; ETS1.2; ETS1.3)*

Priority Skills	Supporting Skills
• Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. • Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. • Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. • 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. • Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. • 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. • Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	• Define a simple design problem that can be solved by applying scientific ideas about magnets. • Construct an argument that some animals form groups that help members survive. • Understand that traits of animals and plants can be influenced by their environment, specifically for survival and reproductive purposes. • Obtain and combine information to describe climates in different regions of the world.

Priority Skills	Supporting Skills
• Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. • Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	*(see previous page)*

Essential Questions
• How are plants, animals, and environments of the past similar or different from current plants, animals, and environments? • How do equal and unequal forces on an object affect the object? • What impacts weather patterns across the world, and how can those patterns be predicted? • How can we use scientific principles to make suggestions, create new technology or solve problems? • How does recognizing the innate beauty of the natural world bring us closer to God?

Vital Vocabulary
• Advantageous, Application, Balanced Force, Claim, Climate, Disadvantageous, Diversity, Distribution, Environment, Fossil, Genetic, Graphical, Habitat, Hazard, Interaction, Magnetism, Merit, Offspring, Organism, Trait, Unbalanced Force, Variation, Weather (Patterns), World Region.

Additional Resources: Cardinal Newman Science Resources, Appendix E