

Physical Science	
2010 Standards	2016 Standards
3.1.1 Generate sounds using different materials, objects and techniques. Record the sounds and then discuss and share the results.	3.PS.3 Generate sound energy using a variety of materials and techniques, and recognize that it passes through solids, liquids, and gases (i.e. air).
3.1.2 Investigate how the loudness and pitch of sound changes when the rate of vibrations changes.	3.PS.4 Investigate and recognize properties of sound that include pitch, loudness (amplitude), and vibration as determined by the physical properties of the object making the sound.
3.1.3 Investigate and recognize that sound moves through solids, liquids and gases (e.g., air).	3.PS.4 Investigate and recognize properties of sound that include pitch, loudness (amplitude), and vibration as determined by the physical properties of the object making the sound.
3.1.4 Investigate how light travels through the air and tends to maintain its direction until it interacts with some other object or material.	
3.1.5 Observe and describe how light is absorbed, changes its direction, is reflected back and passes through objects. Observe and describe that a shadow results when light cannot pass through an object.	
3.1.6 Describe evidence to support the idea that light and sound are forms of energy.	
	3.PS.1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

Earth and Space Science	
2010 Standards	2016 Standards
3.2.1 Examine the physical properties of rock samples and sort them into categories based on size using simple tools such as sieves.	3.ESS.3 Observe the detailed characteristics of rocks and minerals. Identify and classify rocks as being composed of different combinations of minerals.

<p>3.2.2 Observe the detailed characteristics of rocks and minerals. Identify rocks as being composed of different combinations of minerals.</p>	<p>3.ESS.3 Observe the detailed characteristics of rocks and minerals. Identify and classify rocks as being composed of different combinations of minerals.</p>
<p>3.2.3 Classify and identify minerals by their physical properties of hardness, color, luster and streak.</p>	<p>3.ESS.3 Observe the detailed characteristics of rocks and minerals. Identify and classify rocks as being composed of different combinations of minerals.</p>
<p>3.2.4 Identify fossils and describe how they provide evidence about the plants and animals that lived long ago and the nature of their environment at that time.</p>	<p>3.ESS.4 Determine how fossils are formed, discovered, layered over time, and used to provide evidence of the organisms and the environments in which they lived long ago.</p>
<p>3.2.5 Describe natural materials and give examples of how they sustain the lives of plants and animals.</p>	
<p>3.2.6 Describe how the properties of earth materials make them useful to humans in different ways. Describe ways that humans have altered these resources to meet their needs for survival.</p>	
	<p>3.ESS.1 Obtain and combine information to determine seasonal weather patterns across the different regions of the United States.</p>
	<p>3.ESS.2 Develop solutions that could be implemented to reduce the impact of weather related hazards.</p>

<p style="text-align: center;">Life Science</p>	
<p style="text-align: center;">2010 Standards</p>	<p style="text-align: center;">2016 Standards</p>
<p>3.3.1 Identify the common structures of a plant including its roots, stems, leaves, flowers, fruits and seeds. Describe their functions.</p>	<p>3.LS.3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p>
<p>3.3.2 Investigate plant growth over time, take measurements in SI units, record the data and display the data in graphs. Examine factors that might influence plant growth.</p>	<p>3.LS.2 Plan and conduct an investigation to determine the basic needs of plants to grow, develop, and reproduce.</p>

	3.LS.1 Analyze evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
	3.LS.4 Construct an argument that some animals form groups that help members survive.

Science, Engineering, and Technology	
2010 Standards	2016 Standards
3.4.1 Choose and use the appropriate tools to estimate and measure length, mass and temperature in SI units.	
3.4.2 Define the uses and types of simple machines and utilize simple machines in the solution to a —real worldll problem.	3.PS.2 Identify types of simple machines and their uses. Investigate and build simple machines to understand how they are used

Engineering	
2010 Standards	2016 Standards
	3-5.E.1 Identify a simple problem with the design of an object that reflects a need or a want. Include criteria for success and constraints on materials, time, or cost.
	3-5.E.2 Construct and compare multiple plausible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
	3-5.E.3 Construct and perform fair investigations in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.