Indiana Department of Education

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Grade 3 Correlation Guide
2016 Science Indiana Academic Standards to 2022 Performance Expectations*

Physical Science	
2016 Indiana Academic Standard	**2022 Performance Expectation**
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.	**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-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
	3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
	3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.

Life Science	
2016 Indiana Academic Standard	**2022 Performance Expectation**
1.LS.1 Develop representations 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.LS.4 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.
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-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-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.
	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.LS.3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	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.
	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.

Earth and Space Science	
2016 Indiana Academic Standard	**2022 Performance Expectation**
3.ESS.1 Obtain and combine information to determine seasonal weather patterns across the different regions of the United States	3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
	3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.
	3-ESS2-3. Use a model to demonstrate how water, in its different forms, moves through the water cycle. Investigate places where water is found in different forms on Earth.

3.ESS.2 Develop solutions that could be implemented to reduce the impact of weather related hazards.	**3-ESS3-1.** Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

Engineering Design	
2016 Indiana Academic Standard	**2022 Performance Expectation**
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.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.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.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.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.	**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.

*Performance expectations are three dimensional. All three dimensions (Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts) must be included as part of effective instruction.

For more information, see the Indiana Department of Education's Indiana Academic Standards webpage or contact the Office of Teaching and Learning.