

# Third Grade NGSS to 2016 IAS Correlation Guide

| Physical Science  |  |
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| Next Generation Science Standards   | 2016 Indiana Academic Standards  |
| <b>3-PS2-1</b> Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.     | <b>3.PS.1</b> Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.   |
|   | <b>3.PS.2</b> Identify types of simple machines and their uses. Investigate and build simple machines to understand how they are used.   |
| <b>1-PS4-1</b> Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. | <b>3.PS.3</b> Generate sound energy using a variety of materials and techniques, and recognize that it passes through solids, liquids, and gases (i.e. air).                                 |
| <b>1-PS4-1</b> Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. | <b>3.PS.4</b> 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. |

| Earth and Space Science   |   |
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| Next Generation Science Standards   | 2016 Indiana Academic Standards   |
| <b>3-ESS2-1</b> Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.<br><b>3-ESS2-2</b> Obtain and combine information to describe climates in different regions of the world. | <b>3.ESS.1</b> Obtain and combine information to determine seasonal weather patterns across the different regions of the United States.                         |
| <b>3-ESS3-1</b> Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.   | <b>3.ESS.2</b> Develop solutions that could be implemented to reduce the impact of weather related hazards.   |
|   | <b>3.ESS.3</b> Observe the detailed characteristics of rocks and minerals. Identify and classify rocks as being composed of different combinations of minerals. |

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| <p><b>3-LS4-1</b> Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.</p> <p><b>3-LS4-2</b> 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.</p> <p><b>4-ESS1-1</b> Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.</p> | <p><b>3.ESS.4</b> 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> |
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| Life Science   |   |
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| Next Generation Science Standards  | 2016 Indiana Academic Standards   |
| <p><b>3-LS3-1</b> 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.</p> <p><b>3-LS3-2</b> Use evidence to support the explanation that traits can be influenced by the environment.</p> | <p><b>3.LS.1</b> Analyze evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.</p>     |
|  | <p><b>3.LS.2</b> Plan and conduct an investigation to determine the basic needs of plants to grow, develop, and reproduce.</p>  |
| <p><b>4-LS1-1</b> Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p>   | <p><b>3.LS.3</b> Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> |
| <p><b>3-LS2-1</b> Construct an argument that some animals form groups that help members survive.</p>   | <p><b>3.LS.4</b> Construct an argument that some animals form groups that help members survive.</p>   |

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| Engineering  |  |
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| Next Generation Science Standards  | 2016 Indiana Academic Standards  |
| <b>3-5.E.1</b> Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.                | <b>3-5.E.1</b> 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.                |
| <b>3-5.E.2</b> 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.                 | <b>3-5.E.2</b> 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.                           |
| <b>3-5.E.3</b> 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. | <b>3-5.E.3</b> 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. |