

3RD GRADE SCIENCE CHECKLIST
Goals 11 – 13
Illinois Learning Standards A – F
Performance Descriptors

SCIENTIFIC INQUIRY

- _____ Ask questions
- _____ Make observations
- _____ Collect and record information
- _____ Select appropriate instruments for gathering data (rulers, thermometers, magnifier)
- _____ Construct charts
- _____ Make explanations
- _____ Display results
- _____ Describe an observed cause and effect technological design dilemma. (Identify design problem)
- _____ Compose critical and creative questions associated with it. (How light is reflected – How toy cars accelerate)
- _____ Build, test and retest something to solve the problem

LIVING THINGS

- _____ Describe simple life cycles
- _____ Compare characteristics of plants and animals
- _____ Suggest reasons for changes over time by matching basic organs and functions
- _____ Explore past and present ecosystems (matching fossils, or extinct organisms, to their probable past)
- _____ Compare extinct organisms and their past ecosystems to plants and animals that have similar environments
- _____ Identify adaptations that help animals survive
- _____ Predict what can happen to organisms that lose different environmental resources

MATTER AND ENERGY

- _____ Describe different types of energy
- _____ Compare data about friction
- _____ Contrast the transmission of sound through different materials
- _____ Experiment with the reflection of light
- _____ Analyze wave length

FORCE AND MOTION

- _____ Explain rate, time and distance for objects in constant motion
- _____ Explore how simple machines work

EARTH AND ITS RESOURCES

- _____ Classify samples of major rock families
- _____ Explain the water cycle
- _____ Identify weather features
- _____ Compare the bodies of the solar system and describe patterns in it such as seasonal changes
- _____ Describe surface conditions and composition of the planets
- _____ Describe the impact of meteorites on solar system bodies
- _____ Examine how 21st scientists study the solar system
- _____ Identify constellations such as the Big Dipper, Orion, and Cassiopeia

SCIENTISTS, SAFETY, DATA

- _____ Identify principles of safety
- _____ Identify equipment used in science experiments
- _____ Identify storage containers for potentially dangerous chemicals
- _____ Identify appropriate clean-up requirements
- _____ Summarize knowledge through observations
- _____ Generate questions to test scientific concepts

- _____ Generate strategies to test scientific concepts
- _____ Define and identify hypotheses and theories
- _____ Compare tools for measuring, collecting and recording data
or
- _____ Examine how to care for animals in an investigation
or
- _____ Research how advances in technology have altered how scientists measure, collect and record data
- _____ Explore science careers
- _____ Identify causes of pollution (globally and locally) and the effects on plant and animal life
- _____ Project ways to prevent or reduce pollution