

3rd grade Standards Analysis

History-Social Science

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
	3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government. 1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws. 2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life. 3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol). 4. Understand the three branches of government, with an emphasis on local government. 5. Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government. 6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).		

Science



**Unless otherwise specified, "descriptions" referenced in the evidence statements could include but are not limited to written, oral, pictorial, and kinesthetic descriptions.*

3-PS2-1 Motion and Stability: Forces and Interactions

Students who demonstrate understanding can:

- 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. [Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.] [Assessment Boundary: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.]

The performance expectation above was developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions. - Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. ----- Connections to Nature of Science Scientific Investigations Use a Variety of Methods - Science investigations use a variety of methods, tools, and techniques.	PS2.A: Forces and Motion - Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.) PS2.B: Types of Interactions - Objects in contact exert forces on each other.	Cause and Effect Cause and effect relationships are routinely identified.

Observable features of the student performance by the end of the grade:

1	Identifying the phenomenon under investigation
a	Students identify and describe* the phenomenon under investigation, which includes the effects of different forces on an object's motion (e.g., starting, stopping, or changing direction).
b	Students describe* the purpose of the investigation, which includes producing data to serve as the basis for evidence for how balanced and unbalanced forces determine an object's motion.
2	Identifying the evidence to address the purpose of the investigation
a	Students collaboratively develop an investigation plan. In the investigation plan, students describe* the data to be collected, including: i. The change in motion of an object at rest after: 1. Different strengths and directions of balanced forces (forces that sum to zero) are applied to the object. 2. Different strengths and directions of unbalanced forces (forces that do not sum to zero) are applied to the object (e.g., strong force on the right, weak force on the left). ii. What causes the forces on the object.
b	Students individually describe* how the evidence to be collected will be relevant to determining the effects of balanced and unbalanced forces on an object's motion.
3	Planning the investigation
a	In the collaboratively developed investigation plan, students describe* how the motion of the object will be observed and recorded, including defining the following features: i. The object whose motion will be investigated.

		ii. The objects in contact that exert forces on each other.
		iii. Changing one variable at a time (e.g., control strength and vary the direction, or control direction and vary the strength).
		iv. The number of trials that will be conducted in the investigation to produce sufficient data.
	b	Students individually describe* how their investigation plan will allow them to address the purpose of the investigation.
4	Collecting the data	
	a	Students collaboratively collect and record data according to the investigation plan they developed, including data from observations and/or measurements of:
		i. An object at rest and the identification of the forces acting on the object.
		ii. An object in motion and the identification of the forces acting on the object.

Opinion Writing

Anchor Standard: CCSS.ELA-LITERACY.CCRA.W.1 - Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

2nd Grade: W.2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (<i>e.g., because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	3rd Grade: W.3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.1.A- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. W.3.1.B- Provide reasons that support the opinion. W.3.1.C-Use linking words and phrases (<i>e.g., because, therefore, since, for example</i>) to connect opinion and reasons. W.3.1.D- Provide a concluding statement or section.	4th Grade: W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.1.A - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. W.4.1.B - Provide reasons that are supported by facts and details. W.4.1.C - Link opinion and reasons using words and phrases (<i>e.g., for instance, in order to, in addition</i>). W.4.1.D - Provide a concluding statement or section related to the opinion presented.
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Sample Standards Analysis for Reading Standard 2

Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

	2nd Grade:	3rd Grade	4th Grade
Informational Texts	RI.2.2- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	RI.3.2- - Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.4.2 – - Determine the main idea of a text and explain how it is supported by key details; - summarize the text.
Literary Texts (Literature)	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	RL.3.2- - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2 – - Determine a theme of a story, drama, or poem from details in the text; - summarize the text.

Using the Organization of the Reading Standards to Plan Questions and Instruction

RI.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.2- Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.3.10- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
Planning for Instruction:		