

Standard Code	Standards
EL3-SCI.E.01.00.0	Construct an argument that some animals form groups that help members survive.
EL3-SCI.E.01.A.0	Identify and support the ways a specific organism may interact with other organisms or with the environment (e.g., pollination, shelter, seed dispersal, camouflage, migration, hibernation, defensive mechanism.)
EL3-SCI.E.01.B.0	Apply Psalm 24 to this essential standard.
EL3-SCI.E.02.00.0	Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
EL3-SCI.E.02.A.0	Observe and describe the physical properties of rocks (e.g., size, shape, color, presence of fossils.)
EL3-SCI.E.02.B.0	Compare and contrast common fossils (i.e., trilobites, ferns, crinoids, gastropods, bivalves, fish, mastodons) to organisms present on Earth today.
EL3-SCI.E.02.B.a	Label type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in arctic areas, and fossils of extinct organisms.
EL3-SCI.E.02.C.0	Apply Psalm 24 to this essential standard.
EL3-SCI.E.03.00.0	Judge a particular habitat to prove that some organisms can survive well, some survive less well, and some cannot survive at all.
EL3-SCI.E.03.A.0	Recall and describe the basic needs of most plants (i.e., air, water, light, nutrients, temperature.)
EL3-SCI.E.03.B.0	Identify the basic needs of most animals (i.e., air, water, food, shelter.)
EL3-SCI.E.03.B.a	Classify organisms as herbivore, omnivore, or carnivore.
EL3-SCI.E.03.B.b	Distinguish between predator and prey.
EL3-SCI.E.03.B.c	Construct a food chain with organisms labeled as predator/prey, herbivore/omnivore/carnivore, and producer/consumer/decomposer.
EL3-SCI.E.03.B.d	Distinguish between producers, consumers, and decomposers.
EL3-SCI.E.03.C.0	Recognize, classify, and categorize the ways a specific organism may interact with other organisms or with the environment (e.g., pollination, shelter, seed dispersal, camouflage, migration, hibernation, defensive mechanism.)
EL3-SCI.E.03.D.0	Identify and describe how different environments (i.e. pond, forest, prairie) support the life of different types of plants and animals.
EL3-SCI.E.03.E.0	Predict and justify which plant or animal will be able to survive in a local environment based on its special structures or behaviors.
EL3-SCI.E.03.D.0	Apply Psalm 24 to this essential standard.
EL3-SCI.E.04.00.0	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.
EL3-SCI.E.04.A.0	Predict and investigate the growth of plants when growing conditions are altered (e.g., dark vs. light, water vs. no water.)
EL3-SCI.E.04.B.0	Identify internal cues (e.g., hunger) and external cues (e.g., changes in the environment) that cause organisms to behave in certain ways (e.g., hunting, migration, hibernation.)

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EL3-SCI.E.04.C.0	Critique examples where human activity has had a beneficial or harmful effect on other organisms (e.g., feeding birds, littering vs. picking up trash, hunting/conservation of species, paving/restoring green space.)
EL3-SCI.E.04.D.0	Connect environmental changes to the survival or adaptations of plants and animals.
EL3-SCI.E.04.D.a	Use evidence to support the explanation that traits can be influenced by the environment.
EL3-SCI.E.04.E.0	Formulate a solution to an environmental problem that effects plants and animals.
EL3-SCI.E.04.F.0	Apply Psalm 24 to this essential standard.
EL3-SCI.ES.01.00.0	Illustrate that water changes state as it moves through the water cycle.
EL3-SCI.ES.01.A.0	Describe the processes of evaporation, condensation, and precipitation as they relate to the water cycle.
EL3-SCI.ES.01.B.0	Describe the relationship between heat energy from the sun, evaporation and condensation of water on Earth.
EL3-SCI.ES.01.C.0	Investigate and record temperature data to show the effects of heat energy on changing the states of water.
EL3-SCI.ES.01.D.0	Identify locations that hold water as it passes through the water cycle (e.g., oceans, atmosphere, fresh surface water, snow, ice, and ground water.)
EL3-SCI.ES.01.E.0	Use the Gospel recounting of Jesus' calming of the storm (Matthew, Mark, and Luke) to show God's connection to this essential standard.
EL3-SCI.ES.02.00.0	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
EL3-SCI.ES.02.A.0	Identify and use appropriate tools (i.e., thermometer, anemometer, wind vane, rain gauge, satellite images, weather maps) to collect weather data (i.e., temperature, wind speed and direction, precipitation, cloud type and cover.)
EL3-SCI.ES.02.B.0	Generalize relationships between weather data (e.g., temperature and time of day, cloud cover and temperature, wind direction and temperature) collected over a period of time.
EL3-SCI.ES.02.C.0	Use the Gospel recounting of Jesus' calming of the storm (Matthew, Mark, and Luke) to show God's connection to this essential standard.
EL3-SCI.ES.03.00.0	Obtain and combine information to describe climates in different regions of the world.
EL3-SCI.ES.03.A.0	Collect and interpret weather data (i.e., temperature, wind speed and direction, precipitation, cloud type and cover.)
EL3-SCI.ES.03.B.0	Use the Gospel recounting of Jesus' calming of the storm (Matthew, Mark, and Luke) to show God's connection to this essential standard.
EL3-SCI.ES.04.00.0	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
EL3-SCI.ES.04.A.0	Research different solutions to environmental hazards to reduce their negative impact.
EL3-SCI.ES.04.B.0	Use the Gospel recounting of Jesus' calming of the storm (Matthew, Mark, and Luke) to show God's connection to this essential standard.
EL3-SCI.LO.01.00.0	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
EL3-SCI.LO.01.A.0	Describe and sequence the stages in the life cycle (for a plant) of seed germination, growth and development, reproduction, and death (i.e., a flowering plant.)

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EL3-SCI.LO.01.B.0	Observe, identify and sequence life cycles (birth, growth, and development, reproduction and death) of animals (i.e., butterfly, frog, chicken, snake, dog.)
EL3-SCI.LO.01.C.0	Apply Psalm 104:24-30 to this essential standard.
EL3-SCI.LO.02.00.0	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.
EL3-SCI.LO.02.A.0	Identify and relate the similarities and differences between plants and their offspring (i.e., seedlings.)
EL3-SCI.LO.02.B.0	Identify and relate the similarities and differences among animal parents and their offspring or multiple offspring.
EL3-SCI.LO.02.C.0	Apply Psalm 104:24-30 to this essential standard.
EL3-SCI.LO.03.00.0	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.
EL3-SCI.LO.03.A.0	Identify the major organs (roots, stems, flowers, leaves) and their functions in vascular plants (e.g., absorption of water and light energy, transport, reproduction.) (Do NOT assess the term vascular.)
EL3-SCI.LO.03.B.0	Evaluate specialized structures and describe how they help plants survive in their environment (e.g., root, cactus needles, thorns, winged seed, waxy leaves.)
EL3-SCI.LO.03.C.0	Identify specialized structures and senses and describe how they help animals survive in their environment (e.g., antennae, body covering, teeth, beaks, whiskers, appendages.)
EL3-SCI.LO.02.C.0	Apply Psalm 104:24-30 to this essential standard.
EL3-SCI.LO.04.00.0	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
EL3-SCI.LO.04.A.0	Apply knowledge of specialized structures and senses and infer how they help animals survive in their environment (e.g., antennae, body covering, teeth, beaks, whiskers, appendages.)
EL3-SCI.LO.04.C.0	Apply Psalm 104:24-30 to this essential standard.
EL3-SCI.LO.05.00.0	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
EL3-SCI.LO.05.A.0	Compare structures of plants that serve similar functions in different species of plants.
EL3-SCI.LO.05.B.0	Compare structures (e.g., wings vs. fins vs. legs; gills vs. lungs; feathers vs. hair vs. scales) that serve similar functions for animals belonging to different vertebrate classes.
EL3-SCI.LO.05.C.0	Apply Psalm 104:24-30 to this essential standard.
EL3-SCI.SI.01.00.0	Create a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
EL3-SCI.SI.02.00.0	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.
EL3-SCI.SI.03.00.0	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.