



Standards define expectations for the educational achievement of all students. The power standards listed below were determined through a process of evaluating standards based on; endurance, leverage, readiness, and "high testing value." A learning target describes the standard from a student's point of view.

Team SMART Goal (Based on a quarter or trimester):

Rationale for SMART Goal (Why did the PLC select this SMART goal?):

Below is a summary of the power standards and learning targets for the listed grade/team and subject.

Grade/Team: 3 rd grade	Subject: Science
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Power Standard:

3.1.1.2.2

Students will generate questions that can be answered when scientific knowledge is combined with knowledge gained from one's own observations or investigations. For example: Investigate the sounds produced by striking various objects.

3.2.3.1.1

Students will explain the relationship between the pitch of a sound, the rate of vibration of the source, and factors that affect pitch. For example: Changing the length of a string that is plucked changes the pitch.

3.1.1.2.3

Students will maintain a record of observations, procedures and explanations, being careful to distinguish between actual observations and ideas about what was observed. For example: Make a chart comparing observations about the structures of plants and animals.

Learning Targets:

I can describe a sound as “higher” or “lower.”

I can explain how fast or slow an object vibrates.

I can explain how vibration affects pitch.

I can explain the factors that affect pitch.

I can predict what kinds of sounds I will hear.

I can write my observations.

I can distinguish (tell the difference) between my prediction and what actually happened.

Power Standard: Students will show their understanding of light traveling in a straight line until it is absorbed, redirected, reflected or allowed to pass through an object.

3.1.1.1.1

Provide evidence to support claims, other than saying “Everyone knows that,” or “I just know,” and question such reasons when given by others.

Learning Targets:

I can explain how shadows form.

I can explain how shadows change.

I can sort objects by how much light passes through.

I can demonstrate how light travels through water.

I can describe how light travels through water.

I can demonstrate how light reflects in a mirror.

I can prove how light reflects in a mirror.

Power Standard:

Students will recognize the pattern of changes of the moon by identifying the phases of the moon vocabulary and match each phase.

3.3.3.2.1

Recognize the pattern of apparent changes in the moon's shape and position.

Learning Targets:

I can compare how the moon’s appearance changes.

I can label the phases of the moon using a word bank.

Power Standard:

3.4.1.1.2

Identify common groups of plants and animals using observable physical characteristics, structures and behaviors. For example: Sort animals into groups such as mammals and amphibians based on physical characteristics. Another example: Sort and identify common Minnesota trees based on leaf/needle characteristics

Learning Targets:

I can describe a mammal.

I can describe an amphibian.

I can sort animals by physical characteristics (*sort mammals and amphibians*).

I can sort animals by behaviors (*ex. swim, jump, or walk; hibernate or do not hibernate*)

I can describe deciduous trees.

I can describe coniferous trees.

I can sort trees by structures (*deciduous or coniferous trees based on leaves/needles*).