Grade 3 Science MOTION AND STABILITY: FORCES AND INTERACTIONS	
Louisiana Student Standards	**Louisiana Connectors (LC)**
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.	**LC-3-PS2-1a** Identify ways to change the motion of an object (e.g., number, size, or direction of forces).
	LC-3-PS2-1b Describe how objects in contact exert forces on each other.
3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	**LC-3-PS2-2a** Describe the patterns of an object's motion in various situations (e.g., a pendulum swinging, a ball moving on a curved track, a magnet repelling another magnet).
	LC-3-PS2-2b Predict future motion of an object given its pattern of motion.
3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	**LC-3-PS2-3a** Ask questions to identify cause and effect relationships of magnetic interactions between two objects not in contact with each other (e.g., how the orientation of magnets affects the direction of the magnetic force).
	LC-3-PS2-3b Ask questions to identify cause and effect relationships of electric interactions (e.g., the force on hair from an electrically charged balloon) between two objects not in contact with each other (e.g., how the distance between objects affects the strength of the force).
3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.	**LC-3-PS2-4a** Identify and describe the scientific ideas necessary for solving a given problem about magnets (e.g., size of the force depends on the properties of objects, distance between the objects, and orientation of magnetic objects relative to one another).

Grade 3 Science FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES	
Louisiana Student Standards	**Louisiana Connectors (LC)**
3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	**LC-3-LS1-1a** Identify that organisms have unique and diverse life cycles.
	LC-3-LS1-1b Identify a common pattern between models of different life cycles.

Grade 3 Science ECOSYSTEMS: INTERACTIONS, ENERGY, AND DYNAMICS	
Louisiana Student Standards	**Louisiana Connectors (LC)**
3-LS2-1 Construct and support an argument that some animals form groups that help members survive.	**LC-3-LS2-1a** Describe that animals within a group help the group obtain food for survival, defend themselves, and survive changes in their ecosystem.

Grade 3 Science HEREDITY: INHERITANCE AND VARIATION OF TRAITS	
Louisiana Student Standards	**Louisiana Connectors (LC)**
3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from their parents and that variation of these traits exists in a group of similar organisms.	**LC-3-LS3-1a** Identify similarities in the traits of a parent and the traits of an offspring.
	LC-3-LS3-1b Identify that characteristics of organisms are inherited from their parents.
	LC-3-LS3-1c Identify variations in similar traits in a group of similar organisms.
3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.	**LC-3-LS3-2a** Identify examples of inherited traits that vary between organisms of the same type.
	LC-3-LS3-2b Identify a cause and effect relationship between an environmental factor and its effect on a given variation in a trait (e.g., not enough water produces plants that have fewer flowers than plants that had more water available).

Grade 3 Science BIOLOGICAL EVOLUTION: UNITY AND DIVERSITY	
Louisiana Student Standards	**Louisiana Connectors (LC)**
3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	**LC-3-LS4-1a** Identify that fossils represent plants and animals that lived long ago.
	LC-3-LS4-1b Identify that fossils provide evidence about the environments in which organisms lived long ago (e.g., fossilized seashells indicate shelled organisms that lived in aquatic environments).
3-LS4-2 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.	**LC-3-LS4-2a** Identify features and characteristics that enable an organism to survive in a particular environment.
	LC-3-LS4-2b Identify features and characteristics that increase an organism's chances of finding mates.
	LC-3-LS4-2c Identify features and characteristics that increase an organism's chances of reproducing.
3-LS4-3 Construct and support an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	**LC-3-LS4-3a** Identify changes in a habitat that would cause some organisms to move to new locations.
	LC-3-LS4-3b Identify changes in a habitat that would cause some organisms to die.
3-LS4-4 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.	**LC-3-LS4-4a** Identify evidence that supports a claim that changes in habitats affect the organisms living there.
	LC-3-LS4-4b Identify a solution to a problem that is caused when the environment changes.

Grade 3 Science EARTH'S SYSTEMS	
Louisiana Student Standards	**Louisiana Connectors (LC)**
3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	**LC-3-ESS2-1a** Use data to describe observed weather conditions (e.g., temperature, precipitation, wind direction) during a season.
	LC-3-ESS2-1b Use data to predict weather conditions (e.g., temperature, precipitation, wind direction) during a season.
3-ESS2-2 Obtain and combine information to describe climates in different regions around the world.	**LC-3-ESS2-2a** Identify and describe climates in different regions of the world (e.g., equatorial, polar).

Grade 3 Science EARTH AND HUMAN ACTIVITY	
Louisiana Student Standards	**Louisiana Connectors (LC)**
3-ESS3-1 Make a claim about the merit of a design solution that reduces the impact of a weather-related hazard.	**LC-3-ESS3-1a** Identify the positive impact of a solution humans can take to reduce the impact of weather-related hazards (e.g., barriers to prevent flooding).