

<b>Meeting the California Science Standards with the Growing Classroom Curriculum</b>					
<b>CALIFORNIA SCIENCE STANDARDS - Third Grade</b>			<b>THE GROWING CLASSROOM</b>		
<b>CSS Grd</b>	<b>No.</b>	<b>Sect.</b>	<b>CSS Description</b>	<b>TGC UNIT</b>	<b>Lesson Name (Page)</b>
3	1		<b>Energy and matter have multiple forms and can be changed from one form to another.</b>		
3	1	a.	Energy comes from the sun to the Earth in the form of light.	<b>Climate</b>	<b>Catch the Sun (303)</b>
3	1	b.	Sources of stored energy take many forms, such as food, fuel, and batteries.	<b>Food Choices</b>	<b>Keep Me Running (316)</b>
3	1	c.	Machines and living things convert stored energy to motion and heat.	<b>Nutrients</b>	<b>Burn Out (352)</b>
3	1	d.	Energy can be carried from one place to another by waves, such as water waves and sound, by electric current, and by moving objects.		
3	1	e.	Matter has three forms: solid, liquid and gas.		
3	1	f.	Evaporation and melting are changes that occur when the objects are heated.	<b>Growing</b>	<b>Plant Sweat (141)</b>
3	1	g.	When two or more substances are combined a new substance may be formed that can have properties that are different from those of the original materials.		
3	1	h.	All matter is made of small particles called atoms, too small to see with our eyes.		
3	1	i.	People once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are over 100 different types of atoms which are displayed on the Periodic Table of the Elements.		
3	2		<b>Light has a source and travels in a direction. As a basis for understanding this concept, students know:</b>		
3	2	a.	Sunlight can be blocked to create shadows.		
3	2	b.	Light is reflected from mirrors and other surfaces.	<b>Growing</b>	<b>Star Food (149)</b>
3	2	c.	The color of light striking an object affects how our eyes see it.		
3	2	d.	We see objects when light traveling from an object enters our eye.		
3	3	a.	<b>Adaptations in physical structure or behavior may improve an organism's chance for survival.</b>		
3	3	b.	Plants and animals have structures that serve different functions in growth, survival, and reproduction.	<b>We Are All Scientists</b>	<b>Big Ears (60)</b>
				<b>Growing</b>	<b>Seedy Character (118)</b>
				<b>Growing</b>	<b>Let's Get to the Root of This (120)</b>
				<b>Growing</b>	<b>Adapt-a-Seed (124)</b>
				<b>Growing</b>	<b>It's Getting Stuffy in Here (126)</b>

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3	3	b.	Plants and animals have structures that serve different functions in growth, survival, and reproduction (continued).	<b>Growing</b>	<b>Lotus Seeds (128)</b>
				<b>Growing</b>	<b>Run, Root, Run (133)</b>
				<b>Growing</b>	<b>Let's Get a Handle on This (134)</b>
				<b>Growing</b>	<b>Sipping Through a Straw (140)</b>
				<b>Growing</b>	<b>Plant Sweat (141)</b>
				<b>Garden Ecology</b>	<b>Flower Power: Part One (233)</b>
				<b>Garden Ecology</b>	<b>Garden Puzzle (240)</b>
				<b>Garden Ecology</b>	<b>Companion Planting (243)</b>
				<b>Garden Ecology</b>	<b>Plant Architects (245)</b>
				<b>Garden Ecology</b>	<b>Natural Defense (249)</b>
				<b>Garden Creatures</b>	<b>Insect Anatomy, or Make No Bones About It! (259)</b>
3	3	c.	Living things cause changes in the environment where they live; some of these changes are detrimental to the organism or other organisms, whereas others are beneficial.		
				<b>Garden Ecology</b>	<b>Natural Defense (249)</b>
				<b>Garden Creatures</b>	<b>The Great and Powerful Worm (279)</b>
3	4		<b>Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept, students know:</b>		
3	4	a.	The patterns of the stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.		
3	4	b.	How the moon's appearance changes during the four-week lunar cycle.	<b>Cycles and Changes</b>	<b>The Power of the Circle (181)</b>
3	4	c.	The number of stars that can be seen through telescopes is dramatically greater than can be seen by the unaided eye.		
3	4	d.	The Earth is one of several planets that orbit the sun, and the moon orbits the Earth.		
3	4	e.	The position of the sun in the sky changes during the course of the day and from season to season.	<b>Cycles and Changes</b>	<b>The Power of the Circle (181)</b>
				<b>Climate</b>	<b>What's the Angle? (308)</b>

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3	5		<b>Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept, and to address the content in the other three strands, students should develop their own questions and perform investigations. Students will:</b>		
3	5	a.	Repeat observations to improve accuracy, and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.	<b>Growing</b>	<b>Plant Sweat (141)</b>
3	5	b.	Differentiate evidence from opinion, and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.	<b>Growing</b>	<b>Sugar Factories (138)</b>
3	5	c.	Use numerical data in describing and comparing objects, events and measurements.	<b>The Living Earth Garden Ecology</b>	<b>What Good is Compost? (98) Natural Defense (249)</b>
3	5	d.	Predict the outcome of a simple investigation, and compare the result to the prediction.	<b>Growing Cycles and Changes Garden Creatures Garden Creatures</b>	<b>Plant Sweat (141) Compost Bags (200) My Friend Tummy-Foot (273) The Great and Powerful Worm (279)</b>
3	5	e.	Collect data in an investigation and analyze them to develop a logical conclusion.	<b>The Living Earth Growing Growing Growing Garden Creatures Garden Creatures Climate Climate</b>	<b>What Good is Compost? (98) Let's Get a Handle on This (134) Sipping Through a Straw (140) Plant Sweat (141) My Friend Tummy-Foot (273) Following the Thread (277) A Ravishing Radish Party (299) A Shoebox of Sunshine (305)</b>