

# Correlation of the STC PROGRAM™ and GEMS® with

## Georgia Performance Standards



### Grade 3 Course 41.01400 / Science

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## Correlation of the **STC PROGRAM™** and **Great Explorations in Math and Science®** With **Georgia Performance Standards**

The following STC PROGRAM™ and GEMS® Units are recommended based on the Georgia Performance Standards. Provided for each grade level, are the units that most strongly align with the content objectives. Other STC PROGRAM™ and GEMS® Units may also match objectives within each grade level.

<b>GRADE</b>	<b>STC PROGRAM™</b>	<b>GEMS®</b>
Kindergarten	<ul style="list-style-type: none"> <li>•Comparing and Measuring</li> <li>•Solids and Liquids</li> </ul>	<ul style="list-style-type: none"> <li>•Eggs, Eggs, Everywhere</li> <li>•Sifting Through Science</li> </ul>
1 <sup>st</sup> Grade	<ul style="list-style-type: none"> <li>•Organisms</li> <li>•Weather</li> </ul>	<ul style="list-style-type: none"> <li>•Ant Homes Under the Ground</li> <li>•Penguins and Their Young</li> </ul>
2 <sup>nd</sup> Grade	<ul style="list-style-type: none"> <li>•Changes</li> <li>•Plant Growth and Development</li> <li>•The Life Cycle of Butterflies</li> </ul>	<ul style="list-style-type: none"> <li>•Buzzing a Hive</li> <li>•Involving Dissolving</li> </ul>
3 <sup>rd</sup> Grade	<ul style="list-style-type: none"> <li>•Animal Studies</li> <li>•Rocks and Minerals</li> <li>•Soils</li> </ul>	<ul style="list-style-type: none"> <li>•On Sandy Shores</li> <li>•Terrarium Habitats</li> </ul>
4 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>•Ecosystems</li> <li>•Motion and Design</li> <li>•Sound</li> </ul>	<ul style="list-style-type: none"> <li>•Aquatic Habitats</li> <li>•Bubble Festival</li> <li>•Space Science Sequence</li> </ul>
5 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>•Floating and Sinking</li> <li>•Land and Water</li> <li>•Magnets and Motors</li> <li>•Microworlds</li> </ul>	<ul style="list-style-type: none"> <li>• Microscopic Explorations</li> </ul>
6 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• Catastrophic Events</li> <li>• Earth in Space</li> </ul>	<ul style="list-style-type: none"> <li>• Earth, Moon, and Stars</li> <li>• Ocean Currents</li> <li>• Plate Tectonics</li> </ul>
7 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• Human Body Systems</li> <li>• Organisms–From Macro to Micro</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental Detectives</li> </ul>
8 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• Energy, Machines, and Motion</li> <li>• Properties of Matter</li> </ul>	<ul style="list-style-type: none"> <li>• Color Analyzers</li> <li>• Crime Lab Chemistry</li> <li>• Invisible Universe</li> </ul>



S3CS1.c.	Take responsibility for understanding the importance of being safety conscious.	<b>STC®</b> <b>Animal Studies</b> <b>TG:</b> L04 (pp37-48), L06 (pp65-74), S-Sec3 (pp16-26) <b>Soils</b> <b>TG:</b> S-Sec3 (pp12-17) <b>GEMS®</b> <b>On Sandy Shores</b> <b>TG:</b> Act01-5 (pp13-108) <b>Terrarium Habitats</b> <b>TG:</b> Act01-5 (pp5-48)
<b>S3CS3.</b> S3CS3.b.	<b>Habits of Mind</b> Use computers, cameras, and recording devices for capturing information.	<b>STC®</b> <b>Rocks and Minerals</b> <b>TG:</b> L01-L16 (pp3-126) <b>GEMS®</b> <b>On Sandy Shores</b> <b>TG:</b> Act01-5 (pp13-108) <b>Terrarium Habitats</b> <b>TG:</b> Act01-5 (pp5-48)
S3CS3.c.	Identify and practice accepted safety procedures in manipulating science materials and equipment.	<b>STC®</b> <b>Animal Studies</b> <b>TG:</b> L04 (pp37-48), L06 (pp65-74), S-Sec3 (pp16-26) <b>Rocks and Minerals</b> <b>TG:</b> S-Sec3 (pp10-14) <b>Soils</b> <b>TG:</b> S-Sec3 (pp12-17) <b>GEMS®</b> <b>Terrarium Habitats</b> <b>TG:</b> Act02 (pp15-21)
<b>S3CS4.</b> S3CS4.b	<b>Habits of Mind</b> Use geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories to represent corresponding features of objects, events, and processes in the real world.	<b>STC®</b> <b>Animal Studies</b> <b>TG:</b> L02-L06 (pp11-74), L03 (pp21-36) L08-9 (pp87-106), L15 (pp157-164) <b>Rocks and Minerals</b> <b>TG:</b> L03 (pp19-26), L17 (pp127-128) <b>Soils</b> <b>TG:</b> L01-L17 (pp3-172) <b>GEMS®</b> <b>On Sandy Shores</b> <b>TG:</b> Act01 (pp13-25), Act05 (pp91-108)

S3CS4.c	Identify ways in which the representations do not match their original counterparts.	<b>STC®</b> <b>Animal Studies</b> <b>TG:</b> L01(pp3-10), L08-9 (pp87-106), L17 (pp169-172) <b>Rocks and Minerals</b> <b>TG:</b> L02-L05 (pp13-42), L10-L13 (pp71-94) L17 (pp127-128) <b>Soils</b> <b>TG:</b> L01-L17 (pp3-172)
<b>S3CS5.</b> S3CS5.b.	<b>Habits of Mind</b> Make sketches to aid in explaining scientific procedures or ideas.	<b>STC®</b> <b>Soils</b> <b>TG:</b> L01-L17 (pp3-172)
S3CS5.c.	Use numerical data in describing and comparing objects and events.	<b>STC®</b> <b>Animal Studies</b> <b>TG:</b> L16 (pp165-168) <b>Rocks and Minerals</b> <b>TG:</b> L01-L16 (pp3-126)
S3CS5.d.	Locate scientific information in reference books, back issues of newspapers and magazines, CD-ROMs, and computer databases.	<b>STC®</b> <b>Animal Studies</b> <b>TG:</b> L12 (pp123-134), L14 (pp143-156) <b>Rocks and Minerals</b> <b>TG:</b> L08.Exts (p59) <b>Soils</b> <b>TG:</b> L04.Exts (p41), L09-11.Exts (p113)
<b>S3CS6.</b> S3CS6.a	<b>Habits of Mind</b> Support statements with facts found in books, articles, and databases, and identify the sources used.	<b>STC®</b> <b>Animal Studies</b> <b>TG:</b> L12 (pp123-134), L14 (pp143-156) <b>Rocks and Minerals</b> <b>TG:</b> L08.Exts (p59) <b>Soils</b> <b>TG:</b> L04.Exts (p41), L09-11.Exts (p113)



S3E1.d.	Determine how water and wind can change rocks and soil over time using observation and research.	<b>KIDS DISCOVER Soils</b> <b>GEMS®</b> <b>On Sandy Shores</b> <b>TG: Act02 (pp27-43)</b>
S3E2.a.	Investigate fossils by observing authentic fossils or models of fossils or view information resources about fossils as evidence of organisms that lived long ago.	<b>KIDS DISCOVER-Rocks</b>
S3E2.b.	Describe how a fossil is formed.	<b>KIDS DISCOVER-Rocks</b>
S3P2.	<b>Physical Science</b> Investigate to find common objects that are attracted to magnets.	<b>STC®</b> <b>Rocks and Minerals TG: L11 (pp79-84)</b> <b>KIDS DISCOVER-Rocks</b>
S3P2.a.		
S3P2.b.	Investigate how magnets attract and repel each other.	<b>STC®</b> <b>Rocks and Minerals</b> <b>TG: L11.Exts (p80)</b> <b>KIDS DISCOVER-Rocks</b>
S3L1.	<b>Life Science</b> Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there.	<b>STC®</b> <b>Animal Studies</b> <b>RB: (pp09-19), (pp30-32), (pp35-42)</b> <b>TG: L01-L17 (pp3-172)</b>
S3L1.a.		<b>GEMS®</b> <b>On Sandy Shores</b> <b>TG: Act04 (pp59-89)</b> <b>Terrarium Habitats</b> <b>TG: Act01-5 (pp5-48)</b>

S3L1.b.	Identify features of green plants that allow them to live and thrive in different regions of Georgia.	<b>STC®</b> <b>Soils</b> <b>TG:</b> L09 (pp87-96) <b>GEMS®</b> <b>Terrarium Habitats</b> <b>TG:</b> Act01-2 (pp5-21)
S3L1.c.	Identify features of animals that allow them to live and thrive in different regions of Georgia.	<b>STC®</b> <b>Animal Studies</b> <b>RB:</b> (pp16-19), (pp58-61) <b>TG:</b> L01.Exts (p6), L02.Exts (pp15-16) L05.Exts (p58) <b>GEMS®</b> <b>Terrarium Habitats</b> <b>TG:</b> Act02-5 (pp15-48)
S3L1.d.	Explain what will happen to an organism if the habitat is changed.	<b>STC®</b> <b>Animal Studies</b> <b>RB:</b> (pp06-11), (pp16-19), (pp30-32) (pp40-42), (pp45-49) <b>TG:</b> L11.Exts (p119), L13.Exts (p138) L14.Exts (p145), L16.Exts (p167)
<b>S3L2.</b>	<b>Life Science</b>	
S3L2.a.	Explain the effects of pollution (such as littering) to the habitats of plants and animals.	<b>GEMS®</b> <b>On Sandy Shores</b> <b>TG:</b> Act05 (pp91-108)
S3L2.b.	Identify ways to protect the environment (Conservation of resources; Recycling of materials).	<b>STC®</b> <b>Animal Studies</b> <b>RB:</b> (pp09-15), (pp35-37), (pp40-42), (pp58-61) <b>GEMS®</b> <b>On Sandy Shores</b> <b>TG:</b> Act05 (pp91-108)