

FOSS K-5 Scope and Sequence Correlation At-A-Glance

Earth	Physical	Life
Kindergarten		
Trees and Weather 3.1.K.A • 3.2.K.C • 3.3.K.A • 3.3.K.B • 3.3.K.C • 3.3.K.D	Materials and Motion 3.2.K.A • 3.2.K.B • 3.2.K.C • 3.2.K.D • 3.3.K.E	Animals Two by Two 3.1.K.A • 3.3.K.B • 3.3.K.C
First		
Air and Weather 3.3.1.A • 3.3.1.B	Sound and Light 3.2.1.A • 3.2.1.B • 3.2.1.C • 3.2.1.D	Plants and Animals 3.1.1.A • 3.1.1.B • 3.1.1.C
Second		
Pebbles, Sand, and Silt 3.3.2.A • 3.3.2.B • 3.3.2.C • 3.3.2.D • 3.2.2.A • 3.2.2.B	Solids and Liquids 3.2.2.A • 3.2.2.B • 3.2.2.C • 3.2.2.D	Insects and Plants 3.1.2.A • 3.1.2.B • 3.1.2.C
Third		
Water and Climate 3.3.3.A • 3.3.3.B • 3.3.3.C	Motion and Matter 3.2.3.A • 3.2.3.B • 3.2.3.C • 3.2.3.D	Structures of Life 3.1.3.A • 3.1.3.B • 3.1.3.C • 3.1.3.D • 3.1.3.E • 3.1.3.F • 3.1.3.G • 3.1.3.H
Fourth		
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Fifth		
Earth and Sun 3.2.5.A • 3.2.5.D • 3.3.5.A • 3.3.5.B • 3.3.4.C • 3.3.5.D • 3.3.5.E	Mixtures and Solutions 3.2.5.A • 3.2.5.B • 3.2.5.C • 3.2.5.D • 3.2.5.E	ScienceFlex Connections and Changes in Ecosystems 3.1.5.A • 3.1.5.B • 3.2.5.G • 3.3.5.F

FOSS Next Generation Kindergarten Detail Correlation – Trees and Weather

Trees and Weather	
<p>3.1.K.A: Use observations to describe patterns of what plants and animals (including humans) need to survive.</p>	<p>Disciplinary Core Ideas LS1.C: Organization for Matter and Energy Flow in Organisms: Investigation 1 Parts 1-6; Investigation 2 Parts 1-5; investigation 4 Parts 1-8</p> <p>Science and Engineering Practices Analyzing and Interpreting Data: Investigation 1 Part 1; Investigation 2 Parts 2-4; Investigation 3 Parts 1-3; Investigation 4 Parts 1, 3, and 5</p> <p>Crosscutting Concepts Patterns: Investigation 1 Parts 3-6; Investigation 2 Parts 2-5; Investigation 3 part 2; Investigation 4 Parts 1, 4, 6, 8 and 9</p>

Trees and Weather	
<p>3.2.K.C: Make observations to determine the effect of sunlight on Earth’s surface.</p>	<p>Disciplinary Core Ideas PS3.B: Conservation of Energy and Energy Transfer: Investigation 3 Parts 1-3</p> <p>Science and Engineering Practices Asking Questions and Defining Problems: Investigation 1 Part 1; Investigation 2 Part 1</p> <p>Crosscutting Concepts Cause and Effect: Investigation 3 parts 2 and 3; Investigation 4 Part 8</p>

Trees and Weather	
<p>3.3.K.A: Use and share observations of local weather conditions to describe patterns over time.</p>	<p>Disciplinary Core Ideas ESS2.D: Weather and Climate: Investigation 3 Parts 1-3; Investigation 4 Parts 1-8</p> <p>Science and Engineering Practices Analyzing and Interpreting Data: Investigation 1 Part 1; Investigation 2 Parts 2-4; Investigation 3 Parts 1-3; Investigation 4 Parts 1, 3, and 5</p> <p>Crosscutting Concepts Patterns: Investigation 1 Parts 4-6; Investigation 2 Parts 1-5; Investigation 3 Part 2</p>



Trees and Weather	
<p>3.3.K.B: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p>	<p>Disciplinary Core Ideas ESS2.E: Biogeology: Investigation 2 Parts 1-5</p> <p>Science and Engineering Practices Engaging in Argument from Evidence: Investigation 1 Part 1; Investigation 2 Part 2</p> <p>Crosscutting Concepts Systems and System Models: Investigation 1 Parts 2 and 4; Investigation 3 Parts 2 and 3</p>
<p>3.3.K.C: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p>	<p>Disciplinary Core Ideas ESS3.A: Natural Resources: Investigation 1 Parts 1-6; Investigation 4 Parts 1-8</p> <p>Science and Engineering Practices Developing and Using Models: Investigation 1 Parts 2 and 3; Investigation 2 Part 4</p> <p>Crosscutting Concepts Systems and System Models: Investigation 1 Parts 2 and 4; Investigation 3 Parts 2 and 3</p>
<p>3.3.K.D: Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p>	<p>Disciplinary Core Ideas ESS3.B: Natural Hazards: Investigation 3 Parts 1-3</p> <p>Science and Engineering Practices Asking Questions and Defining Problems: Investigation 1 Part 1; Investigation 2 Part 1</p> <p>Crosscutting Concepts Cause and Effect: Investigation 3 parts 2 and 3; Investigation 4 Part 8</p>

FOSS Next Generation Kindergarten Detail Correlation – Materials and Motion

Materials and Motion	
<p>3.2.K.A: Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</p>	<p>Disciplinary Core Ideas PS2.A: Forces and Motion: Investigation 4 Parts 1-4</p> <p>ETS1.A: Defining Engineering Problems: Investigation 1 Parts 1-7; Investigation 2 Parts 1-5; Investigation 3 Parts 1-6; investigation 4 Parts 1-4</p> <p>Science and Engineering Practices Analyzing and Interpreting Data: Investigation 1 Parts 1-4; Investigation 2 Parts 1-3; Investigation 3 Parts 1, 3, and 4</p> <p>Crosscutting Concepts Cause and Effect: Investigation 1 Parts 3, 4-6; Investigation 2 Parts 3-5; Investigation 3 Part 6; Investigation 4 Parts 1, 2, and 4</p>
<p>3.2.K.B: Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p>	<p>Disciplinary Core Ideas PS2.A: Forces and Motion: Investigation 4 Parts 1-4</p> <p>PS2.B: Types of Interactions: Investigation 4 Parts 1-4</p> <p>PS3.C: Relationship Between Energy and Forces: Investigation 4 Parts 1-4</p> <p>Science and Engineering Practices Planning and Carrying Out Investigations: Investigation 1 Parts 1-4; Investigation 2 Parts 1-3; Investigation 3 Parts 1 and 3</p> <p>Crosscutting Concepts Cause and Effect: Investigation 1 Parts 3, 4-6; Investigation 2 Parts 3-5; Investigation 3 Part 6; Investigation 4 Parts 1, 2, and 4</p>
<p>3.2.K.C: Make observations to determine the effect of sunlight on Earth’s surface.</p>	<p>Disciplinary Core Ideas PS3.B: Conservation of Energy and Energy Transfer: Investigation 1 Parts 1-7; Investigation 3 Parts 1-6</p> <p>Science and Engineering Practices Asking Questions and Defining Problems: Investigation 1 Parts 2 and 3; Investigation 2 Parts 2, 4, and 5; Investigation 3 Part 1</p> <p>Crosscutting Concepts Cause and Effect: Investigation 1 Parts 3, 4-6; Investigation 2 Parts 3-5; Investigation 3 Part 6; Investigation 4 Parts 1, 2, and 4</p>



Materials and Motion	
<p>3.2.K.D: Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.</p>	<p>Disciplinary Core Ideas PS3.B: Conservation of Energy and Energy Transfer: Investigation 1 Parts 1-7; Investigation 3 Parts 1-6</p> <p>Science and Engineering Practices Constructing Explanations and Designing Solutions: Investigation 1 Parts 1-3; Investigation 3 Part 2</p> <p>Crosscutting Concepts Cause and Effect: Investigation 1 Parts 3, 4-6; Investigation 2 Parts 3-5; Investigation 3 Part 6; Investigation 4 Parts 1, 2, and 4</p>

Materials and Motion	
<p>3.3.K.E: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.</p>	<p>Disciplinary Core Ideas ESS3.C: Human Impacts on Earth Systems: Investigation 2 Parts 1-5</p> <p>Science and Engineering Practices Obtaining, Evaluating, and Communicating Information: Investigation 1 Part 1; Investigation 2 Part 1; Investigation 3 Parts 2 and 4</p> <p>Crosscutting Concepts Cause and Effect: Investigation 1 Parts 3, 4-6; Investigation 2 Parts 3-5; Investigation 3 Part 6; Investigation 4 Parts 1, 2, and 4</p>

FOSS Next Generation Kindergarten Detail Correlation – Animals Two by Two

Animals Two by Two	
<p>3.1.K.A: Use observations to describe patterns of what plants and animals (including humans) need to survive.</p>	<p>Disciplinary Core Ideas LS1.C: Organization for Matter and Energy Flow in Organisms: Investigation 2 Parts 1-3; Investigation 3 Parts 1-3; Investigation 4 Parts 1-4</p> <p>Science and Engineering Practices Analyzing and Interpreting Data: Investigation 1 Parts 1-3 and 5; Investigation 2 Parts 1-3; Investigation 3 Parts 2 and 3; Investigation 4 Parts 1-4</p> <p>Crosscutting Concepts Patterns: Investigation 1 Parts 4 and 5; Investigation 2 Parts 1-3; Investigation 3 Part 3; Investigation 4 Parts 2 and 3</p>



Animals Two by Two	
<p>3.3K.B: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p>	<p>Disciplinary Core Ideas ESS2.E: Biogeology: Investigation 1 Parts 1-5; Investigation 2 Parts 1-3; Investigation 3 Parts 1-3; Investigation 4 Parts 1-4</p> <p>Science and Engineering Practices Engaging in Argument from Evidence: Investigation 2 Part 3; Investigation 3 Part 3</p> <p>Crosscutting Concepts Systems and System Models: Investigation 1 Parts 3 and 5; Investigation 2 Part 1; Investigation 3 Part 1; Investigation 4 Part 1 and 4</p>
<p>3.3.K.C: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p>	<p>Disciplinary Core Ideas ESS3.A: Natural Resources: Investigation 2 Parts 1-3; Investigation 3 Parts 1-3; Investigation 4 Parts 1-4</p> <p>Science and Engineering Practices Developing and Using Models: Investigation 1 Part 3; Investigation 3 Part 2</p> <p>Crosscutting Concepts Systems and System Models: Investigation 1 Parts 3 and 5; Investigation 2 Part 1; Investigation 3 Part 1; Investigation 4 Part 1 and 4</p>

FOSS Kindergarten Assessment Opportunities

Disciplinary Core Ideas Assessment Opportunities – Kindergarten

	Trees and Weather				Materials and Motion				Animals 2x2			
Disciplinary Core Idea	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 1	Inv. 2	Inv. 3	Inv. 4
PS2.A								x				
PS2.B								x				
PS3.B					x		x					
PS3.C								x				
LS1.C	x	x		x						x	x	x
ESS2.D			x	x								
ESS2.E		x							x	x	x	x
ESS3.A	x			x						x	x	x
ESS3.B			x									
ESS3.C						x						



Science and Engineering Practices Assessment Opportunities – Kindergarten

	Trees and Weather				Materials and Motion				Animals 2x2			
Science and Engineering Practices	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 1	Inv. 2	Inv. 3	Inv. 4
Asking Questions and Defining Problems	x	x			x	x	x					
Developing and Using Models	x	x					x		x		x	
Planning and Carrying Out Investigations					x	x	x					
Analyzing and Interpreting Data	x	x	x	x	x	x	x		x	x	x	x
Constructing Explanations and Designing Solutions					x		x					
Engaging in Argument from Evidence	x	x								x	x	
Obtaining, Evaluating, and Communicating Information					x	x	x					

Crosscutting Concepts Assessment Opportunities – Kindergarten

	Trees and Weather				Materials and Motion				Animals 2x2			
Crosscutting Concepts	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 1	Inv. 2	Inv. 3	Inv. 4
Patterns	x	x	x						x	x	x	x
Cause and Effect			x	x	x	x	x	x				
Systems and System Models	x		x						x	x	x	x
Structure and Function		x			x	x	x					

FOSS Next Generation First Grade Detail Correlation – Plants and Animals

Plants and Animals	
<p>3.1.1.A: Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</p>	<p>Disciplinary Core Ideas</p> <p>LS1.A: Structure and Function: Investigation 1 Parts 1-4; Investigation 2 Parts 1-3; Investigation 4 Parts 1-3</p> <p>LS1.D: Information Processing: Investigation 3 Parts 1-4</p> <p>Science and Engineering Practices</p> <p>Constructing Explanations and Designing Solutions: Investigation 1 Parts 2 and 3; Investigation 2 Parts 1 and 3; Investigation 3 Parts 2-4; Investigation 4 Parts 1-3</p> <p>Crosscutting Concepts</p> <p>Structure and Function: Investigation 1 Parts 2-4; Investigation 2 Parts 1-3; Investigation 3 Parts 2 and 4; Investigation 4 Part 2</p>
<p>3.1.1.B: Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.</p>	<p>Disciplinary Core Ideas</p> <p>LS1.B: Growth and Development of Organisms: Investigation 1 Parts 1-4; Investigation 2 Parts 1-3; Investigation 4 Parts 1-3</p> <p>Science and Engineering Practices</p> <p>Obtaining, Evaluating, and Communicating Information: Investigation 1 Parts 1, 3, and 4; Investigation 2 Parts 1 and 2; Investigation 3 Parts 1-4; Investigation 4 Part 3</p> <p>Crosscutting Concepts</p> <p>Patterns: Investigation 1 Parts 1, 3, and 4; Investigation 2 Parts 2 and 3; Investigation 3 Part 2; Investigation 4 Part 2</p>
<p>3.1.1.C: Make observations to construct an evidence-based account that young plants and animals are alike, but not exactly alike, their parents.</p>	<p>Disciplinary Core Ideas</p> <p>LS3.A: Inheritance of Traits: Investigation 4 Parts 1-3</p> <p>LS3.B: Variation of Traits: Investigation 1 Parts 1-4; Investigation 2 Parts 1-3; Investigation 3 Parts 1-4; Investigation 4 Parts 1-3</p> <p>Science and Engineering Practices</p> <p>Constructing Explanations and Designing Solutions: Investigation 1 Parts 2 and 3; Investigation 2 Parts 1 and 3; Investigation 3 Parts 2-4; Investigation 4 Parts 1-3</p> <p>Crosscutting Concepts</p> <p>Patterns: Investigation 1 Parts 1, 3, and 4; Investigation 2 Parts 2 and 3; Investigation 3 Part 2; Investigation 4 Part 2</p>


FOSS Next Generation First Grade Detail Correlation – Sound and Light

Sound and Light	
<p>3.2.1.A: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</p>	<p>Disciplinary Core Ideas PS4.A: Wave Properties: Investigation 1 Parts 1-3; Investigation 2 Parts 1-4</p> <p>Science and Engineering Practices Planning and Carrying Out Investigations: Investigation 1 Parts 1-3; Investigation 2 Parts 1-3; Investigation 3 Parts 1-3; Investigation 4 Parts 1 and 2</p> <p>Crosscutting Concepts Cause and Effect: Investigation 1 Parts 1 and 2; Investigation 2 Parts 1-3; Investigation 3 Parts 1-3; Investigation 4 Parts 1 and 3</p>
<p>3.2.1.B: Make observations to construct an evidence-based account that objects can be seen only when illuminated.</p>	<p>Disciplinary Core Ideas PS4.B: Electromagnetic Radiation: Investigation 3 Parts 1-3; Investigation 4 Parts 1-4</p> <p>Science and Engineering Practices Constructing Explanations and Designing Solutions: Investigation 1 Part 2; Investigation 2 Parts 1-4; Investigation 3 Part 1; Investigation 4 Parts 1-4</p> <p>Crosscutting Concepts Cause and Effect: Investigation 1 Parts 1 and 2; Investigation 2 Parts 1-3; Investigation 3 Parts 1-3; Investigation 4 Parts 1 and 3</p>
<p>3.2.1.C: Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.</p>	<p>Disciplinary Core Ideas PS4.B: Electromagnetic Radiation: Electromagnetic Radiation: Investigation 3 Parts 1-3; Investigation 4 Parts 1-4</p> <p>Science and Engineering Practices Planning and Carrying Out Investigations: Investigation 1 Parts 1-3; Investigation 2 Parts 1-3; Investigation 3 Parts 1-3; Investigation 4 Parts 1 and 2</p> <p>Crosscutting Concepts Cause and Effect: Investigation 1 Parts 1 and 2; Investigation 2 Parts 1-3; Investigation 3 Parts 1-3; Investigation 4 Parts 1 and 3</p>
<p>3.2.1.D: Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.</p>	<p>Disciplinary Core Ideas PS4.C: Information Technologies and Instrumentation: Investigation 2 Parts 1-4; Investigation 4 Parts 1-4</p> <p>Science and Engineering Practices Constructing Explanations and Designing Solutions: Investigation 1 Part 2; Investigation 2 Parts 1-4; Investigation 3 Part 1; Investigation 4 Parts 1-4</p> <p>Crosscutting Concepts Cause and Effect: Investigation 1 Parts 1 and 2; Investigation 2 Parts 1-3; Investigation 3 Parts 1-3; Investigation 4 Parts 1 and 3</p>

FOSS Next Generation First Grade Detail Correlation – Air and Weather

Air and Weather	
<p>3.3.1.A: Use observations of the sun, moon, and stars to describe patterns that can be predicted.</p>	<p>Disciplinary Core Ideas ESS1.A: The Universe and its Stars: Investigation 2 Parts 1-4; Investigation 4 Parts 1-3</p> <p>Science and Engineering Practices Analyzing and Interpreting Data: Investigation 1 Parts 1-3; Investigation 2 Parts 2-4; Investigation 3 Parts 2-5; Investigation 4 Parts 1-3</p> <p>Crosscutting Concepts Patterns: Investigation 1 Parts 1 and 3; Investigation 2 Parts 2 and 4; Investigation 3 Parts 3 and 4; Investigation 4 Parts 1-3</p>
<p>3.3.1.B: Make observations at different times of the year to relate the amount of daylight to the time of year.</p>	<p>Disciplinary Core Ideas ESS1.B: Earth and the Solar System: Investigation 2 Parts 1-4; Investigation 4 Parts 1-3</p> <p>Science and Engineering Practices Planning and Carrying Out Investigations: Investigation 1 Parts 1-4; Investigation Parts 1-4; Investigation 3 Parts 1-5; Investigation 4 Part 3</p> <p>Crosscutting Concepts Patterns: Investigation 1 Parts 1 and 3; Investigation 2 Parts 2 and 4; Investigation 3 Parts 3 and 4; Investigation 4 Parts 1-3</p>



FOSS First Grade Assessment Opportunities

Disciplinary Core Ideas Assessment Opportunities – First Grade

	Air and Weather				Sound and Light				Plants and Animals			
Disciplinary Core Idea	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 1	Inv. 2	Inv. 3	Inv. 4
PS4.A					x	x						
PS4.B							x	x				
PS4.C						x		x				
LS1.A									x	x		x
LS1.B									x	x		x
LS1.D											x	
LS3.A												x
LS3.B									x	x	x	x
ESS1.A		x		x								
ESS1.B		x		x								



Science and Engineering Practices Assessment Opportunities – First Grade

	Air and Weather				Sound and Light				Plants and Animals			
Science and Engineering Practices	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 1	Inv. 2	Inv. 3	Inv. 4
Asking Questions and Defining Problems	x			x		x						
Developing and Using Models	x	x	x			x		x	x		x	
Planning and Carrying Out Investigations	x	x	x	x	x	x	x	x				
Analyzing and Interpreting Data	x	x	x	x	x		x	x				
Constructing Explanations and Designing Solutions					x	x	x	x	x	x	x	x
Engaging in Argument from Evidence												
Obtaining, Evaluating, and Communicating Information									x	x	x	x



Crosscutting Concepts Assessment Opportunities – First Grade

	Air and Weather				Sound and Light				Plants and Animals			
Crosscutting Concepts												
	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 1	Inv. 2	Inv. 3	Inv. 4
Patterns	x	x	x	x					x	x	x	x
Cause and Effect					x	x	x	x				
Structure and Function	x		x						x	x	x	x

FOSS Next Generation Second Grade Detail Correlation – Insects and Plants

Insects and Plants	
<p>3.1.2.A: Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p>	<p>Disciplinary Core Ideas LS2.A: Interdependent Relationships in Ecosystems: Investigation 2 Parts 1-4; investigation 5 Parts 1-4</p> <p>Science and Engineering Practices Planning and Carrying Out Investigations: Investigation 1 Parts 1-3; Investigation 2 Parts 1-4; Investigation 3 Parts 1-4; Investigation 4 Parts 1, 2, and 4; Investigation 5 Part 4</p> <p>Crosscutting Concepts Cause and Effect: Investigation 2 Part 2</p>
<p>3.1.2.B: Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.</p>	<p>Disciplinary Core Ideas LS2.A: Interdependent Relationships in Ecosystems: Investigation 2 Parts 1-4; investigation 5 Parts 1-4</p> <p>ETS1.B: Developing Possible Solutions: Investigation 2 Parts 1-4; Investigation 3 Parts 1-4; Investigation 5 Parts 1-4</p> <p>Science and Engineering Practices Developing and Using Models: Investigation 2 Part 4; investigation 3 Part 4; Investigation 5 Part 4</p> <p>Crosscutting Concepts Structure and Function: Investigation 1 Parts 1-3; Investigation 2 Parts 3 and 4; Investigation 3 Part 3; Investigation 4 Parts 2 and 4; Investigation 5 Parts 1, 3 and 4</p>
<p>3.1.2.C: Make observations of plants and animals to compare the diversity of life in different habitats.</p>	<p>Disciplinary Core Ideas LS4:D: Biodiversity and Humans: Investigation 1 Parts 1-3; Investigation 2 Parts 1-4; Investigation 3 Parts 1-4; Investigation 4 Parts 1-4; Investigation 5 Parts 1-4</p> <p>Science and Engineering Practices Planning and Carrying Out Investigations: Investigation 1 Parts 1-3; Investigation 2 Parts 1-4; Investigation 3 Parts 1-4; Investigation 4 Parts 1, 2, and 4; Investigation 5 Part 4</p>

FOSS Next Generation Second Grade Detail Correlation – Solids and Liquids

Solids and Liquids	
<p>3.2.2.A: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p>	<p>Disciplinary Core Ideas PS1.A: Structure and Properties of Matter: Investigation 1 Parts 1-5; Investigation 2 Parts 1-4; Investigation 3 Parts 1-5; Investigation 4 Parts 1-5</p> <p>Science and Engineering Practices Planning and Carrying Out Investigations: Investigation 1 Parts 1-5; Investigation 2 Parts 1, 3, and 4; Investigation 3 Parts 1-3, 5; Investigation 4 Parts 1-5</p> <p>Crosscutting Concepts Patterns: Investigation 1 Part 3; Investigation 2 Parts 1 and 3; Investigation 3 Parts 3 and 4</p>
<p>3.2.2.B: Analyze data obtained by testing different materials to determine which materials have the properties that are best suited for an intended purpose.</p>	<p>Disciplinary Core Ideas PS1.A: Structure and Properties of Matter: Investigation 1 Parts 1-5; Investigation 2 Parts 1-4; Investigation 3 Parts 1-5; Investigation 4 Parts 1-5</p> <p>Science and Engineering Practices Analyzing and Interpreting Data: Investigation 1 Parts 2 and 5; Investigation 2 Parts 3 and 4; Investigation 3 Parts 1-5; Investigation 4 Parts 1-5</p> <p>Crosscutting Concepts Cause and Effect: Investigation 2 Parts 1 and 3; Investigation 3 Parts 2-4; Investigation 4 Parts 1-4</p>
<p>3.2.2.C: Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.</p>	<p>Disciplinary Core Ideas PS1.A: Structure and Properties of Matter: Investigation 1 Parts 1-5; Investigation 2 Parts 1-4; Investigation 3 Parts 1-5; Investigation 4 Parts 1-5</p> <p>Science and Engineering Practices Constructing Explanations and Designing Solutions: Investigation 1 Parts 3 and 4; Investigation 2 Parts 3 and 4; Investigation 3 Parts 1-5; Investigation 4 Parts 1-4</p> <p>Crosscutting Concepts Energy and Matter: Investigation 4 Part 4</p>



Solids and Liquids	
<p>3.2.2.D: Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.</p>	<p>Disciplinary Core Ideas PS1.B: Chemical Reactions: Investigation 4 Parts 1-5</p> <p>Science and Engineering Practices Engaging in Argument from Evidence: Investigation 1 Parts 1 and 5; Investigation 2 Part 2; Investigation 3 Parts 1 and 3; Investigation 4 Part 3</p> <p>Crosscutting Concepts Cause and Effect: Investigation 2 Parts 1 and 3; Investigation 3 Parts 2-4; Investigation 4 Parts 1-4</p>

Next Generation Second Grade Detail Correlation – Pebbles, Sand, and Silt

Pebbles, Sand, and Silt	
<p>3.3.2.A: Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p>	<p>Disciplinary Core Ideas ESS1.C: The History of Planet Earth: Investigation 1 Parts 1-5; Investigation 2 Parts 1-4; Investigation 4 Parts 1-4</p> <p>Science and Engineering Practices Constructing Explanations and Designing Solutions: Investigation 1 Parts 1-3; Investigation 2 Parts 1, 2 and 4; Investigation 3 Parts 3-5; Investigation 4 Parts 1,2 and 4</p> <p>Crosscutting Concepts Stability and Change: Investigation 1 Parts 1 and 2; Investigation 2 Parts 2 and 4; Investigation 4 Parts 2 and 4</p>
<p>3.3.2.B: Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.</p>	<p>Disciplinary Core Ideas ESS2.A: Earth Materials and Systems: Investigation 2 Parts 1-4; Investigation 4 Parts 1-4</p> <p>ETS1.C: Optimizing the Design Solution: Investigation 3 Parts 1-5; Investigation 4 Parts 1-4</p> <p>Science and Engineering Practices Constructing Explanations and Designing Solutions: Investigation 1 Parts 1-3; Investigation 2 Parts 1, 2 and 4; Investigation 3 Parts 3-5; Investigation 4 Parts 1,2 and 4</p> <p>Crosscutting Concepts Stability and Change: Investigation 1 Parts 1 and 2; Investigation 2 Parts 2 and 4; Investigation 4 Parts 2 and 4</p>



Pebbles, Sand, and Silt	
<p>3.3.2.C: Develop a model to represent the shapes and kinds of land and bodies of water in an area.</p>	<p>Disciplinary Core Ideas ESS2.B: Plate Tectonics and Large-Scale System Interactions: Investigation 2 Parts 1-4; Investigation 4 Parts 1-4</p> <p>Science and Engineering Practices Developing and Using Models: Investigation 2 Parts 2 and 4; Investigation 4 Part 4</p> <p>Crosscutting Concepts Patterns: Investigation 1 Parts 2 and 3; Investigation 2 Parts 1 and 4</p>
<p>3.3.2.D: Obtain information to identify where water is found on Earth and that it can be solid or liquid.</p>	<p>Disciplinary Core Ideas ESS2.C: The Roles of Water in Earth’s Surface Processes: Investigation 2 Parts 1-4; Investigation 4 Parts 1-4</p> <p>Science and Engineering Practices Obtaining, Evaluating, and Communicating Information: Investigation 1 Parts 2, 4 and 5; Investigation 2 Parts 3 and 5; investigation 3 Parts 1 and 5; investigation 4 Parts 2-4</p> <p>Crosscutting Concepts Patterns: Investigation 1 Parts 2 and 3; Investigation 2 Parts 1 and 4</p>

Pebbles, Sand, and Silt	
<p>3.2.2.A: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p>	<p>Disciplinary Core Ideas PS1.A: Structure and Properties of Matter: Investigation 1 Parts 1-5; Investigation 2 Parts 1-4; Investigation 3 Parts 1-5</p> <p>Science and Engineering Practices Planning and Carrying Out Investigations: Investigation 1 Parts 1-3; Investigation 2 Parts 1, 3 and 4; investigation 3 Parts 1-3; Investigation 4 Parts 1 and 2</p> <p>Crosscutting Concepts Patterns: Investigation 1 Parts 2 and 3; Investigation 2 Parts 1 and 4</p>

Pebbles, Sand, and Silt	
<p>3.2.2.B: Analyze data obtained by testing different materials to determine which materials have the properties that are best suited for an intended purpose.</p>	<p>Disciplinary Core Ideas</p> <p>PS1.A: Structure and Properties of Matter: Investigation 1 Parts 1-5; Investigation 2 Parts 1-4; Investigation 3 Parts 1-5</p> <p>Science and Engineering Practices</p> <p>Analyzing and Interpreting Data: Investigation 1 Parts 1-5; Investigation 2 Parts 1-4; Investigation 3 Parts 1-3; Investigation 4 Parts 1 and 2</p> <p>Crosscutting Concepts</p> <p>Cause and Effect: Investigation 1 Part 2; Investigation 2 Parts 1 and 2; Investigation 3 Part 3; Investigation 4 Parts 1, 2 and 4</p>

FOSS Second Grade Assessment Opportunities

Disciplinary Core Ideas Assessment Opportunities – Second Grade

	Pebbles, Sand, and Silt				Solids and Liquids				Insects and Plants				
Disciplinary Core Idea	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 5
PS1.A	x	x	x		x	x	x	x					
PS1.B								x					
LS2.A										x			x
LS4.D									x	x	x	x	x
ESS1.C	x	x		x									
ESS2.A		x		x									
ESS2.B		x		x									
ESS2.C		x		x									

Science and Engineering Practices Assessment Opportunities – Second Grade

	Pebbles, Sand, and Silt				Solids and Liquids				Insects and Plants				
Science and Engineering Practices													
	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 5
Asking Questions and Defining Problems	x		x	x		x		x	x	x	x	x	x
Developing and Using Models		x		x	x	x	x			x	x		x
Planning and Carrying Out Investigations	x	x	x	x	x	x	x	x	x	x	x	x	x
Analyzing and Interpreting Data	x	x	x	x	x	x	x	x	x	x	x	x	x
Constructing Explanations and Designing Solutions	x	x	x	x	x	x	x	x					
Engaging in Argument from Evidence					x	x	x	x					
Obtaining, Evaluating, and Communicating Information	x	x	x	x									

Crosscutting Concepts Assessment Opportunities – Second Grade

	Pebbles, Sand, and Silt				Solids and Liquids				Insects and Plants				
Crosscutting Concepts													
	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 5
Patterns	x	x			x	x	x						
Cause and Effect	x	x	x	x		x	x	x		x			
Scale, Proportion, and Quantity													
Energy and Matter in Systems								x					
Structure and Function	x	x	x		x				x	x	x	x	x
Stability and Change of Systems	x	x		x									

FOSS Next Generation Third Grade Detail Correlation – Structures of Life

Structures of Life	
<p>3.1.3.A: Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p>	<p>Disciplinary Core Ideas LS1.B: Growth and Development of Organisms: Investigation 1 Parts 1-3; Investigation 2 Parts 1-3</p> <p>Science and Engineering Practices Developing and Using Models: Investigation 1 Part 4; Investigation 2 Part 2; Investigation 3 Parts 2 and 3; Investigation 4 Parts 1 and 3</p> <p>Crosscutting Concepts Patterns: Investigation 1 Parts 1 and 2; Investigation 2 Part 2; Investigation 3 Parts 2-4; Investigation 4 Parts 3 and 4</p>
<p>3.1.3.B: Construct an argument that some animals form groups that help members survive.</p>	<p>Disciplinary Core Ideas LS2.D: Social Interactions and Group Behavior: Investigation 3 Parts 1-5</p> <p>Science and Engineering Practices Engaging in Argument from Evidence: Investigation 1 Part 3; Investigation 2 Part 2; Investigation 3 Part 3; Investigation 4 Part 2</p> <p>Crosscutting Concepts Cause and Effect: Investigation 1 Parts 2-4; Investigation 2 Parts 2 and 3; Investigation 3 Parts 3-5</p>
<p>3.1.3.C: 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.</p>	<p>Disciplinary Core Ideas LS3.A: Inheritance of Traits: Investigation 1 Parts 1-3; Investigation 3 Parts 1-5; Investigation 4 Parts 1-4</p> <p>LS3.B: Variation of Traits: Investigation 3 Parts 1-5; Investigation 4 Parts 1-4</p> <p>Science and Engineering Practices Analyzing and Interpreting Data: Investigation 1 Parts 1 and 3; Investigation 2 Parts 1-3; Investigation 3 Parts 1-3; Investigation 4 Parts 1-4</p> <p>Crosscutting Concepts Patterns: Investigation 1 Parts 1 and 2; Investigation 2 Part 2; Investigation 3 Parts 2-4; Investigation 4 Parts 3 and 4</p>

Structures of Life	
<p>3.1.3.D: Use evidence to support the explanation that traits can be influenced by the environment.</p>	<p>Disciplinary Core Ideas LS3.A: Inheritance of Traits: Investigation 1 Parts 1-3; Investigation 3 Parts 1-5; Investigation 4 Parts 1-4</p> <p>LS3.B: Variation of Traits: Investigation 3 Parts 1-5; Investigation 4 Parts 1-4</p> <p>Science and Engineering Practices Constructing Explanations and Designing Solutions: Investigation 1 Parts 3 and 4; Investigation 2 Parts 1-3; Investigation 3 Parts 1-3; Investigation 4 Parts 1-4</p> <p>Crosscutting Concepts Cause and Effect: Investigation 1 Parts 1 and 2; Investigation 2 Part 2; Investigation 3 Parts 2-4; Investigation 4 Parts 3 and 4</p>
<p>3.1.3.E: Analyze and interpret data from fossils to provide evidence of the organisms and environments in which they lived long ago.</p>	<p>Disciplinary Core Ideas LS4.A: Evidence of Common Ancestry and Diversity: Investigation 4 Parts 1-4</p> <p>Science and Engineering Practices Analyzing and Interpreting Data: Investigation 1 Parts 1 and 3; Investigation 2 Parts 1-3; Investigation 3 Parts 1-3; Investigation 4 Parts 1-4</p> <p>Crosscutting Concepts Scale, Proportion, and Quantity: Investigation 4 Parts 2 and 4</p>
<p>3.1.3.F: 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.</p>	<p>Disciplinary Core Ideas LS4.B: Natural Selection: Investigation 3 Parts 1-5</p> <p>Science and Engineering Practices Constructing Explanations and Designing Solutions: Investigation 1 Parts 3 and 4; Investigation 2 Parts 1-3; Investigation 3 Parts 1-3; Investigation 4 Parts 1-4</p> <p>Crosscutting Concepts Cause and Effect: Investigation 1 Parts 1 and 2; Investigation 2 Part 2; Investigation 3 Parts 2-4; Investigation 4 Parts 3 and 4</p>
<p>3.1.3.G: Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</p>	<p>Disciplinary Core Ideas LS4.C: Adaptation: Investigation 3 Parts 1-4</p> <p>Science and Engineering Practices Engaging in Argument from Evidence: Investigation 1 Part 3; Investigation 2 Part 2; Investigation 3 Part 3; Investigation 4 Part 2</p> <p>Crosscutting Concepts Cause and Effect: Investigation 1 Parts 1 and 2; Investigation 2 Part 2; Investigation 3 Parts 2-4; Investigation 4 Parts 3 and 4</p>



Structures of Life	
<p>3.1.3.H: 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.</p>	<p>Disciplinary Core Ideas</p> <p>LS4.D: Biodiversity and Humans: Investigation 3 Parts 1-5</p> <p>LS2.C: Ecosystem Dynamics, Functioning, and Resilience: Investigation 3 Parts 1-4</p> <p>Science and Engineering Practices</p> <p>Engaging in Argument from Evidence: Investigation 1 Part 3; Investigation 2 Part 2; Investigation 3 Part 3; Investigation 4 Part 2</p> <p>Crosscutting Concepts</p> <p>Systems and System Models: Investigation 3 Parts 2 and 5; Investigation 4 Parts 1-3</p>

FOSS Next Generation Third Grade Detail Correlation – Motion and Matter

Motion and Matter	
<p>3.2.3.A: Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p>	<p>Disciplinary Core Ideas</p> <p>PS2.A: Forces and Motion: Investigation 1 Parts 1-3; Investigation 2 Parts 1-4; Investigation 3 Parts 1-3</p> <p>Science and Engineering Practices</p> <p>Planning and Carrying Out Investigations: Investigation 1 Parts 1 and 2; Investigation 2 Parts 1-3; Investigation 3 Parts 1-4; Investigation 4 Parts 1-3</p> <p>Crosscutting Concepts</p> <p>Patterns: Investigation 1 Parts 1 and 2; Investigation 2 Parts 1-4; Investigation 3 Parts 2-4; Investigation 4 Parts 1 and 2</p>
<p>3.2.3.B: Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p>	<p>Disciplinary Core Ideas</p> <p>PS2.A: Forces and Motion: Investigation 1 Parts 1-3; Investigation 2 Parts 1-4; Investigation 3 Parts 1-3</p> <p>Science and Engineering Practices</p> <p>Planning and Carrying Out Investigations: Investigation 1 Parts 1 and 2; Investigation 2 Parts 1-3; Investigation 3 Parts 1-4; Investigation 4 Parts 1-3</p> <p>Crosscutting Concepts</p> <p>Cause and Effect: Investigation 1 Parts 1-3; Investigation 2 Parts 1-4; Investigation 3 Part 3; Investigation 4 Parts 1-3</p>



Motion and Matter	
<p>3.2.3.C: Ask questions to determine cause and effect relationships of electrical or magnetic interactions between two objects not in contact with each other.</p>	<p>Disciplinary Core Ideas PS2.B: Types of Interactions: Investigation 1 Parts 1-3</p> <p>Science and Engineering Practices Asking Questions and Defining Problems: Investigation 1 Parts 1 and 2; Investigation 2 Parts 1, 3, and 4; Investigation 3 Parts 3 and 4</p> <p>Crosscutting Concepts Cause and Effect: Investigation 1 Parts 1-3; Investigation 2 Parts 1-4; Investigation 3 Part 3; Investigation 4 Parts 1-3</p>
<p>3.2.3.D: Define a simple design problem that can be solved by applying scientific ideas about magnets.</p>	<p>Disciplinary Core Ideas PS2.B: Types of Interactions: Investigation 1 Parts 1-3</p> <p>Science and Engineering Practices Asking Questions and Defining Problems: Investigation 1 Parts 1 and 2; Investigation 2 Parts 1, 3, and 4; Investigation 3 Parts 3 and 4</p>

FOSS Next Generation Third Grade Detail Correlation – Water and Climate

Water and Climate	
<p>3.3.3.A: Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p>	<p>Disciplinary Core Ideas ESS2.D: Weather and Climate: Investigation 2 Parts 1-5; Investigation 3 Parts 1-5; Investigation 4 Parts 1-3</p> <p>Science and Engineering Practices Analyzing and Interpreting Data: Investigation 1 Parts 2 and 3; Investigation 2 Part 1; Investigation 3 Parts 1 and 3; Investigation 4 Part 1; Investigation 5 Parts 2 and 3</p> <p>Crosscutting Concepts Patterns: Investigation 1 Parts 1 and 4; Investigation 3 Parts 1, 3-5; Investigation 4 Parts 1 and 2</p>



Water and Climate	
<p>3.3.3.B: Obtain and combine information to describe climates in different regions of the world.</p>	<p>Disciplinary Core Ideas ESS2.D: Weather and Climate: Investigation 2 Parts 1-5; Investigation 3 Parts 1-5; Investigation 4 Parts 1-3</p> <p>Science and Engineering Practices Obtaining, Evaluating, and Communicating Information: Investigation 1 Parts 1 and 2; Investigation 3 Part 1; Investigation 4 Parts 2 and 3; Investigation 5 Parts 1-3</p> <p>Crosscutting Concepts Patterns: Investigation 1 Parts 1 and 4; Investigation 3 Parts 1, 3-5; Investigation 4 Parts 1 and 2</p>
<p>3.3.3.C: Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.</p>	<p>Disciplinary Core Ideas ESS3.B: Natural Hazards: Investigation 1 Parts 1-4; Investigation 4 Parts 1-3; Investigation 5 Parts 1-3</p> <p>Science and Engineering Practices Engaging in Argument from Evidence: Investigation 1 Part 3; Investigation 2 Part 1; Investigation 3 Part 3; Investigation 5 Part 2</p> <p>Crosscutting Concepts Cause and Effect: Investigation 1 Part 2; Investigation 2 Parts 2-5; Investigation 3 Parts 2-5; Investigation 4 Part 3; Investigation 5 Parts 1-3</p>



FOSS Third Grade Assessment Opportunities

Disciplinary Core Ideas Assessment Opportunities – Third Grade

	Water and Climate					Motion and Matter				Structures of Life			
	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 5	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 1	Inv. 2	Inv. 3	Inv. 4
PS2.A						x	x	x					
PS2.B						x							
LS1.B										x	x		
LS2.C												x	
LS2.D												x	
LS3.A										x		x	x
LS3.B												x	x
LS4.A													x
LS4.B												x	
LS4.C												x	
LS4.D												x	
ESS2.D		x	x	x									
ESS3.B	x			x	x								



Science and Engineering Practices Assessment Opportunities – Third Grade

	Water and Climate					Motion and Matter				Structures of Life			
	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv 5.	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 1	Inv. 2	Inv. 3	Inv. 4
Asking Questions and Defining Problems					x								
Developing and Using Models	x	x	x							x	x	x	x
Planning and Carrying Out Investigations						x	x	x	x				
Analyzing and Interpreting Data	x	x	x	x	x					x	x	x	x
Constructing Explanations and Designing Solutions	x	x	x	x	x	x	x	x	x	x	x	x	x
Engaging in Argument from Evidence	x	x	x		x				x	x	x	x	x
Obtaining, Evaluating, and Communicating Information	x		x	x	x								



Crosscutting Concepts Assessment Opportunities – Third Grade

	Water and Climate					Motion and Matter				Structures of Life			
	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 5	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 1	Inv. 2	Inv. 3	Inv. 4
Patterns	x		x	x		x	x	x	x	x	x	x	x
Cause and Effect	x	x	x	x	x	x	x	x	x	x	x	x	
Scale, Proportion, and Quantity													x
Systems and System Models												x	x

FOSS Next Generation Fourth Grade Detail Correlation – Environments

Environments	
<p>3.1.4.A: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p>	<p>Disciplinary Core Ideas LS1.A: Structure and Function: Investigation 1 Parts 1-3; Investigation 2 Parts 1-4; Investigation 3 Parts 1-4; Investigation 4 Parts 1-3</p> <p>Science and Engineering Practices Engaging in Argument from Evidence: Investigation 1 Part 2; Investigation 2 Part 2; Investigation 3 Part 3; Investigation 4 Part 1</p> <p>Crosscutting Concepts Systems and System Models: Investigation 1 Parts 2 and 3; Investigation 2 Parts 1-4; Investigation 3 Parts 1 and 4; Investigation 4 Part 3</p>
<p>3.1.4.B: 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.</p>	<p>Disciplinary Core Ideas LS1.D: Information Processing: Investigation 1 Parts 1-3; Investigation 2 Parts 1-4</p> <p>Science and Engineering Practices Engaging in Argument from Evidence: Investigation 1 Part 2; Investigation 2 Part 2; Investigation 3 Part 3; Investigation 4 Part 1</p> <p>Crosscutting Concepts Systems and System Models: Investigation 1 Parts 2 and 3; Investigation 2 Parts 1-4; Investigation 3 Parts 1 and 4; Investigation 4 Part 3</p>

FOSS Next Generation Fourth Grade Detail Correlation – Energy

Energy	
<p>3.2.4.A: Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p>	<p>Disciplinary Core Ideas PS3.A: Definitions of Energy: Investigation 1 Parts 1-4; Investigation 4 Parts 1-3</p> <p>Science and Engineering Practices Constructing Explanations and Designing Solutions: Investigation 1 Parts 1-4; Investigation 2 Parts 2 and 3; Investigation 3 Parts 1-3; Investigation 4 Parts 2 and 3; Investigation 5 Parts 1-3</p> <p>Crosscutting Concepts Energy and Matter: Investigation 1 Parts 1-4; Investigation 2 Parts 2 and 3; Investigation 3 Parts 1-3; Investigation 4 Parts 1 and 3; Investigation 5 Parts 1 and 3</p>



Energy	
<p>3.2.4.B: Make and communicate observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electrical currents.</p>	<p>Disciplinary Core Ideas</p> <p>PS3.A: Definitions of Energy: Investigation 1 Parts 1-4; Investigation 4 Parts 1-3</p> <p>PS3.B: Conservation of Energy and Energy Transfer: Investigation 1 Parts 1-4; Investigation 3 Parts 1-3; Investigation 4 Parts 1-3</p> <p>Science and Engineering Practices</p> <p>Planning and Carrying Out Investigations: Investigation 1 Parts 1-4; Investigation 2 Parts 1-3; Investigation 3 Parts 1 and 2; Investigation 4 Parts 1-3; Investigation 5 Part 2</p> <p>Crosscutting Concepts</p> <p>Energy and Matter: Investigation 1 Parts 1-4; Investigation 2 Parts 2 and 3; Investigation 3 Parts 1-3; Investigation 4 Parts 1 and 3; Investigation 5 Parts 1 and 3</p>
<p>3.2.4.C: Ask questions and predict outcomes about the changes in energy that occur when objects collide.</p>	<p>Disciplinary Core Ideas</p> <p>PS3.A: Definitions of Energy: Investigation 1 Parts 1-4; Investigation 4 Parts 1-3</p> <p>PS3.B: Conservation of Energy and Energy Transfer: Investigation 1 Parts 1-4; Investigation 3 Parts 1-3; Investigation 4 Parts 1-3</p> <p>PS3.C: Relationship Between Energy and Forces: Investigation 4 Parts 1-3</p> <p>Science and Engineering Practices</p> <p>Asking Questions and Defining Problems: Investigation 1 Parts 2-4; Investigation 4 Part 3; Investigation 5 Part 3</p> <p>Crosscutting Concepts</p> <p>Energy and Matter: Investigation 1 Parts 1-4; Investigation 2 Parts 2 and 3; Investigation 3 Parts 1-3; Investigation 4 Parts 1 and 3; Investigation 5 Parts 1 and 3</p>



Energy	
<p>3.2.4.D: Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.</p>	<p>Disciplinary Core Ideas</p> <p>PS3.B: Conservation of Energy and Energy Transfer: Investigation 1 Parts 1-4; Investigation 3 Parts 1-3; Investigation 4 Parts 1-3</p> <p>PS3.D: Energy in Chemical Processes and Everyday Life: Investigation 4 Parts 1-3; Investigation 5 Parts 1-3</p> <p>ETS1.A: Defining Engineering Problems: Investigation 1 Parts 1-4; Investigation 5 Parts 1-3</p> <p>Science and Engineering Practices</p> <p>Constructing Explanations and Designing Solutions: Investigation 1 Parts 1-4; Investigation 2 Parts 2 and 3; Investigation 3 Parts 1-3; Investigation 4 Parts 2 and 3; Investigation 5 Parts 1-3</p> <p>Crosscutting Concepts</p> <p>Energy and Matter: Investigation 1 Parts 1-4; Investigation 2 Parts 2 and 3; Investigation 3 Parts 1-3; Investigation 4 Parts 1 and 3; Investigation 5 Parts 1 and 3</p>
<p>3.2.4.E: Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.</p>	<p>Disciplinary Core Ideas</p> <p>PS4.A: Wave Properties: Investigation 5 Parts 1-3</p> <p>Science and Engineering Practices</p> <p>Developing and Using Models: Investigation 3 Parts 1 and 2; Investigation 5 Parts 1 and 2</p> <p>Crosscutting Concepts</p> <p>Patterns: Investigation 1 Part 4; Investigation 2 Parts 1 and 3; Investigation 3 Parts 2 and 3; Investigation 4 Parts 2 and 3; Investigation 5 Parts 1 and 3</p>
<p>3.2.4.F: Develop a model to describe that light reflecting from objects and entering the eyes allows objects to be seen.</p>	<p>Disciplinary Core Ideas</p> <p>PS4.B: Electromagnetic Radiation: Investigation 5 Parts 1-3</p> <p>Science and Engineering Practices</p> <p>Developing and Using Models: Investigation 3 Parts 1 and 2; Investigation 5 Parts 1 and 2</p> <p>Crosscutting Concepts</p> <p>Patterns: Investigation 1 Part 4; Investigation 2 Parts 1 and 3; Investigation 3 Parts 2 and 3; Investigation 4 Parts 2 and 3; Investigation 5 Parts 1 and 3</p>



Energy	
<p>3.2.4.G: Generate and compare multiple solutions that use patterns to transfer information.</p>	<p>Disciplinary Core Ideas</p> <p>PS4.C: Information Technologies and Instrumentation: Investigation 3 Parts 1-3</p> <p>ETS1.C: Optimizing the Design Solution: Investigation 1 Parts 1-4; Investigation 3 Parts 1-3; Investigation 5 Parts 1-3</p> <p>Science and Engineering Practices</p> <p>Constructing Explanations and Designing Solutions: Investigation 1 Parts 1-4; Investigation 2 Parts 2 and 3; Investigation 3 Parts 1-3; Investigation 4 Parts 2 and 3; Investigation 5 Parts 1-3</p> <p>Crosscutting Concepts</p> <p>Patterns: Investigation 1 Part 4; Investigation 2 Parts 1 and 3; Investigation 3 Parts 2 and 3; Investigation 4 Parts 2 and 3; Investigation 5 Parts 1 and 3</p>
<p>3.3.4.D: Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment.</p>	<p>Disciplinary Core Ideas</p> <p>ESS3.A: Natural Resources: Investigation 5 Parts 1-3</p> <p>Science and Engineering Practices</p> <p>Obtaining, Evaluating, and Communicating Information: Investigation 1 Parts 1 and 2; Investigation 2 parts 2 and 3; Investigation 3 Parts 1-3; Investigation 4 parts 1-3; Investigation 5 Parts 1-3</p> <p>Crosscutting Concepts</p> <p>Cause and Effect: Investigation 1 Parts 1-4; Investigation 2 Parts 1-3; Investigation 3 Parts 1-3; Investigation 4 Parts 2 and 3; Investigation 5 Parts 1-3</p>

FOSS Next Generation Fourth Grade Detail Correlation – Soils, Rocks, and Landforms

Soils, Rocks, and Landforms	
<p>3.3.4.A: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.</p>	<p>Disciplinary Core Ideas</p> <p>ESS1.C: The History of Planet Earth: Investigation 2 Parts 2-4; Investigation 3 Parts 3 and 4</p> <p>Science and Engineering Practices</p> <p>Constructing Explanations and Designing Solutions: Investigation 1 Parts 1-3; Investigation 2 Parts 1-4; Investigation 3 Parts 3 and 4; investigation 4 Parts 1-3</p> <p>Crosscutting Concepts</p> <p>Patterns: Investigation 1 Parts 1, 3 and 4; Investigation 2 Parts 1-4; investigation 3 Parts 1-3</p>



Soils, Rocks, and Landforms	
<p>3.3.4.B: Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.</p>	<p>Disciplinary Core Ideas ESS2.A: Earth Materials and Systems: Investigation 1 Parts 1-4; Investigation 2 parts 1-4; Investigation 3 Parts 1-4</p> <p>ESS2.E: Biogeology: Investigation 1 Parts 1-4</p> <p>Science and Engineering Practices Planning and Carrying Out Investigations: Investigation 1 Parts 1-4; Investigation 2 Parts 1-3; Investigation 3 Part 3; Investigation 4 Parts 2 and 3</p> <p>Crosscutting Concepts Cause and Effect: Investigation 1 Parts 2-4; Investigation 2 Parts 1-4; Investigation 3 Part 4; investigation 4 Part 2</p>
<p>3.3.4.C: Analyze and interpret data from maps to describe patterns of Earth's features.</p>	<p>Disciplinary Core Ideas ESS2.B: Plate Tectonics and Large-Scale System Interactions: Investigation 2 Parts 1-4; Investigation 3 Parts 1-4</p> <p>Science and Engineering Practices Analyzing and Interpreting Data: Investigation 1 Part 3; Investigation 2 Parts 1 and 2; Investigation 3 Parts 3 and 4</p> <p>Crosscutting Concepts Patterns: Investigation 1 Parts 1, 3 and 4; Investigation 2 Parts 1-4; investigation 3 Parts 1-3</p>
<p>3.3.4.D: Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment.</p>	<p>Disciplinary Core Ideas ESS3.A: Natural Resources: Investigation 4 Parts 1-3</p> <p>Science and Engineering Practices Obtaining, Evaluating, and Communicating Information: Investigation 1 Parts 1 and 3; Investigation 2 Parts 1, 2 and 4; Investigation 3 Parts 1-3; Investigation 4 Parts 1-3</p> <p>Crosscutting Concepts Cause and Effect: Investigation 1 Parts 2-4; Investigation 2 Parts 1-4; Investigation 3 Part 4; investigation 4 Part 2</p>



Soils, Rocks, and Landforms	
<p>3.3.4.E: Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.</p>	<p>Disciplinary Core Ideas</p> <p>ESS3.B: Natural Hazards: Investigation 3 Parts 1-4</p> <p>ETS1.B: Designing Solutions to Engineering Problems: Investigation 3 Parts 1-4</p> <p>Science and Engineering Practices</p> <p>Constructing Explanations and Designing Solutions: Investigation 1 Parts 1-3; Investigation 2 Parts 1-4; Investigation 3 Parts 3 and 4; investigation 4 Parts 1-3</p> <p>Crosscutting Concepts</p> <p>Cause and Effect: Investigation 1 Parts 2-4; Investigation 2 Parts 1-4; Investigation 3 Part 4; investigation 4 Part 2</p>

FOSS Fourth Grade Assessment Opportunities

Disciplinary Core Ideas Assessment Opportunities – Fourth Grade

	Soils, Rocks, and Landforms				Energy					Environments			
	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv 5.	Inv. 1	Inv. 2	Inv. 3	Inv. 4
PS2.B						x							
PS3.A					x			x					
PS3.B					x		x	x					
PS3.C								x					
PS3.D								x	x				
PS4.A									x				
PS4.B									x				
PS4.C							x						
LS1.A										x	x	x	x
LS1.D										x	x		
ESS1.C		x	x										
ESS2.A	x	x	x										
ESS2.B		x	x										
ESS2.E	x												
ESS3.A				x									
ESS3.B			x										



Science and Engineering Practices Assessment Opportunities – Fourth Grade

	Soils, Rocks, and Landforms				Energy					Environments			
	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv 5.	Inv. 1	Inv. 2	Inv. 3	Inv. 4
Asking Questions and Defining Problems	x	x			x			x	x				
Developing and Using Models	x	x	x				x		x				
Planning and Carrying Out Investigations	x	x	x	x	x	x	x	x	x				
Analyzing and Interpreting Data	x	x	x										
Constructing Explanations and Designing Solutions	x	x	x	x	x	x	x	x	x				
Engaging in Argument from Evidence										x	x	x	x
Obtaining, Evaluating, and Communicating Information	x	x	x	x	x	x	x	x	x				



Crosscutting Concepts Assessment Opportunities – Fourth Grade

	Soils, Rocks, and Landforms				Energy					Environments			
	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 5	Inv. 1	Inv. 2	Inv. 3	Inv. 4
Patterns	x	x	x		x	x	x	x	x				
Cause and Effect	x	x	x	x	x	x	x	x	x				
Systems and System Models										x	x	x	x
Energy and Matter in Systems					x	x	x	x	x				

FOSS Next Generation Fifth Grade Detail Correlation – ScienceFlex Connections and Changes in Ecosystems

ScienceFlex Connections and Changes in Ecosystems	
<p>3.1.5.A: Support an argument that plants get the materials they need for growth chiefly from air and water.</p>	<p>Disciplinary Core Ideas LS1.C: Organization for Matter and Energy Flow in Organisms: Lesson 4, Lesson 5, Lesson 10, Assessment</p> <p>Science and Engineering Practices Engaging in Argument from Evidence: Lesson 3, Lesson 7, Lesson 10</p> <p>Crosscutting Concepts Energy and Matter: Lesson 5, Lesson 6</p>
<p>3.1.5.B: Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p>	<p>Disciplinary Core Ideas LS2.A: Interdependent Relationships in Ecosystems: Lesson 3, Lesson 5, Lesson 10, Assessment</p> <p>LS2.B: Cycles of Matter and Energy Transfer in Ecosystems: Lesson 5, Lesson 6, Lesson 10, Assessment</p> <p>Science and Engineering Practices Developing and Using Models: Lesson 5, Lesson 6, Lesson 8</p> <p>Crosscutting Concepts Systems and System Models: Lesson 1, Lesson 5, Lesson 7, Lesson 10</p>

ScienceFlex Connections and Changes in Ecosystems	
<p>3.2.5.G: Use models to describe that energy in animals’ food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun.</p>	<p>Disciplinary Core Ideas PS3.D: Energy in Chemical Processes and Everyday Life: Lesson 5, Lesson 6, Lesson 10, Assessment</p> <p>LS1.C: Organization for Matter and Energy Flow in Organisms: Lesson 5, Lesson 6</p> <p>Science and Engineering Practices Developing and Using Models: Lesson 5, Lesson 6, Lesson 8, Assessment</p> <p>Crosscutting Concepts Energy and Matter: Lesson 5, Lesson 6</p>



Science Flex Connections and Changes in Ecosystems	
<p>3.3.5.F: Generate and design possible solutions to a current environmental issue, threat, or concern.</p>	<p>Disciplinary Core Ideas PS3.D: Energy in Chemical Processes and Everyday Life: Lesson 5, Lesson 6, Lesson 10, Assessment</p> <p>LS1.C: Organization for Matter and Energy Flow in Organisms: Lesson 5, Lesson 6</p> <p>Science and Engineering Practices Developing and Using Models: Lesson 5, Lesson 6, Lesson 8, Assessment</p> <p>Crosscutting Concepts Energy and Matter: Lesson 5, Lesson 6</p>

FOSS Next Generation Fifth Grade Detail Correlation – Mixtures and Solutions

Mixtures and Solutions	
<p>3.2.5.A: Develop a model to describe that matter is made of particles too small to be seen.</p>	<p>Disciplinary Core Ideas PS1.A: Structure and Properties of Matter: Investigation 1 Part 4; Investigation 2 Part 2; Investigation 3 Part 4; Investigation 4 Parts 3 and 4; Investigation 5 Part 3</p> <p>Science and Engineering Practices Developing and Using Models: Investigation 1 Part 2; Investigation 2 Parts 1 and 3; Investigation 3 Parts 1 and 2; Investigation 4 Parts 2 and 3; Investigation 5 Part 3</p> <p>Crosscutting Concepts Scale, Proportion, and Quantity: Investigation 1 Parts 2-4; Investigation 2 Part 3; Investigation 4 Parts 1 and 3; Investigation 5 Part 3</p>
<p>3.2.5.B: Make and communicate observations and measurements to identify materials based on their properties.</p>	<p>Disciplinary Core Ideas PS1.A: Structure and Properties of Matter: Investigation 1 Part 4; Investigation 2 Part 2; Investigation 3 Part 4; Investigation 4 Parts 3 and 4; Investigation 5 Part 3</p> <p>Science and Engineering Practices Planning and Carrying Out Investigations: Investigation 1 Parts 1-4; Investigation 2 Parts 1-3; Investigation 3 Parts 1-4; Investigation 4 Parts 1-4; Investigation 5 Parts 1-3</p> <p>Crosscutting Concepts Scale, Proportion, and Quantity: Investigation 1 Parts 2-4; Investigation 2 Part 3; Investigation 4 Parts 1 and 3; Investigation 5 Part 3</p>



Mixtures and Solutions	
<p>3.2.5.C: Interpret and analyze data to make decisions about how to utilize materials based on their properties.</p>	<p>Disciplinary Core Ideas PS1.A: Structure and Properties of Matter: Investigation 1 Part 4; Investigation 2 Part 2; Investigation 3 Part 4; Investigation 4 Parts 3 and 4; Investigation 5 Part 3</p> <p>Science and Engineering Practices Analyzing and Interpreting Data: Investigation 1 Parts 2-4</p>
<p>3.2.5.D: Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.</p>	<p>Disciplinary Core Ideas PS1.A: Structure and Properties of Matter: Investigation 1 Part 4; Investigation 2 Part 2; Investigation 3 Part 4; Investigation 4 Parts 3 and 4; Investigation 5 Part 3</p> <p>PS1.B: Chemical Reactions: Investigation 5 Parts 1-3</p> <p>Science and Engineering Practices Using Mathematics and Computational Thinking: Investigation 1 Part 2; Investigation 3 Parts 1-4; Investigation 4 Part 1</p> <p>Crosscutting Concepts Scale, Proportion, and Quantity: Investigation 1 Parts 2-4; Investigation 2 Part 3; Investigation 4 Parts 1 and 3; Investigation 5 Part 3</p>
<p>3.2.5.E: Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p>	<p>Disciplinary Core Ideas PS1.A: Structure and Properties of Matter: Investigation 1 Part 4; Investigation 2 Part 2; Investigation 3 Part 4; Investigation 4 Parts 3 and 4; Investigation 5 Part 3</p> <p>Science and Engineering Practices Planning and Carrying Out Investigations: Investigation 1 Parts 1-4; Investigation 2 Parts 1-3; Investigation 3 Parts 1-4; Investigation 4 Parts 1-4; Investigation 5 Parts 1-3</p> <p>Crosscutting Concepts Cause and Effect: Investigation 1 Parts 1, 2 and 4; Investigation 2 Part 3; Investigation 3 Parts 1 and 2</p>



FOSS Next Generation Fifth Grade Detail Correlation – Earth and Sun

Earth and Sun	
<p>3.2.5.A: Develop a model to describe that matter is made of particles too small to be seen.</p>	<p>Disciplinary Core Ideas</p> <p>PS1.A: Structure and Properties of Matter: Investigation 3 Parts 1-3; Investigation 4 Parts 1-4; Investigation 5 Part 1</p> <p>Science and Engineering Practices</p> <p>Developing and Using Models: Investigation 1 Parts 1-3; Investigation 2 Parts 2 and 3; Investigation 3 Part 1; Investigation 5 Parts 1 and 3</p> <p>Crosscutting Concepts</p> <p>Scale, Proportion, and Quantity: Investigation 2 Parts 1-3 and 5; Investigation 3 Parts 2 and 3; Investigation 5 Parts 3 and 4</p>
<p>3.2.5.D: Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.</p>	<p>Disciplinary Core Ideas</p> <p>PS2.B: Types of Interactions: Investigation 2 Parts 1-5</p> <p>Science and Engineering Practices</p> <p>Using Mathematics and Computational Thinking: Investigation 1 Parts 2 and 3; Investigation 2 Part 2; Investigation 4 Parts 1, 2 and 4; Investigation 5 Parts 2 and 3</p> <p>Crosscutting Concepts</p> <p>Scale, Proportion, and Quantity: Investigation 2 Parts 1-3 and 5; Investigation 3 Parts 2 and 3; Investigation 5 Parts 3 and 4</p>



Earth and Sun	
<p>3.3.5.A: Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.</p>	<p>Disciplinary Core Ideas ESS1.A: The Universe and Its Stars: Investigation 2 Parts 1-5</p> <p>Science and Engineering Practices Engaging in Argument from Evidence: Investigation 2 Part 2; Investigation 4 Parts 2 and 4; Investigation 5 Part 1</p> <p>Crosscutting Concepts Scale, Proportion, and Quantity: Investigation 2 Parts 1-3 and 5; Investigation 3 Parts 2 and 3; Investigation 5 Parts 3 and 4</p>
<p>3.3.5.B: Represent data in graphical displays to reveal patterns of daily changes in the length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.</p>	<p>Disciplinary Core Ideas ESS1.B: Earth and the Solar System: Investigation 1 Parts 1-3; Investigation 2 Parts 1-5</p> <p>Science and Engineering Practices Analyzing and Interpreting Information: Investigation 1 Parts 1-3; Investigation 2 Parts 1 and 3; Investigation 3 Part 1; Investigation 5 Parts 2 and 3</p> <p>Crosscutting Concepts Patterns: Investigation 1 Parts 1-3; Investigation 2 Parts 1, 4 and 5; Investigation 3 Part 3; Investigation 4 Parts 1 and 3; Investigation 5 Part 4</p>
<p>3.3.5.C: Develop a model using an example to describe ways in which the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p>	<p>Disciplinary Core Ideas ESS2.A: Earth Materials and Systems: Investigation 3 parts 1-3; Investigation 4 Parts 1-4; Investigation 5 Parts 1-4</p> <p>Science and Engineering Practices Developing and Using Models: Investigation 1 Parts 1-3; Investigation 2 Parts 2 and 3; Investigation 3 Part 1; Investigation 5 Parts 1 and 3</p> <p>Crosscutting Concepts Systems and System Models: Investigation 1 Parts 2 and 3; Investigation 2 Parts 1, 2 and 4; Investigation 3 Parts 1-3; Investigation 4 Part 4; Investigation 5 Parts 1-4</p>



Earth and Sun	
<p>3.3.5.D: Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p>	<p>Disciplinary Core Ideas ESS2.C: The Roles of Water in Earth’s Surface Processes: Investigation 5 Parts 1-4</p> <p>Science and Engineering Practices Using Mathematics and Computational Thinking: Investigation 1 Parts 2 and 3; Investigation 2 Part 2; Investigation 4 Parts 1, 2 and 4; Investigation 5 Parts 2 and 3</p> <p>Crosscutting Concepts Scale, Proportion, and Quantity: Investigation 2 Parts 1-3 and 5; Investigation 3 Parts 2 and 3; Investigation 5 Parts 3 and 4</p>
<p>3.3.5.E: Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p>	<p>Disciplinary Core Ideas ESS3.C: Human Impacts on Earth Systems: Investigation 4 Parts 1-4; Investigation 5 Parts 1-4</p> <p>Science and Engineering Practices Obtaining, Evaluating, and Communicating Information: Investigation 1 Parts 2 and 3; Investigation 2 Parts 1-3; Investigation 3 Parts 1-3; Investigation 4 Parts 1-3; Investigation 5 Parts 1, 2 and 4</p> <p>Crosscutting Concepts Systems and System Models: Investigation 1 Parts 2 and 3; Investigation 2 Parts 1, 2 and 4; Investigation 3 Parts 1-3; Investigation 4 Part 4; Investigation 5 Parts 1-4</p>

FOSS Fifth Grade Assessment Opportunities

Disciplinary Core Ideas Assessment Opportunities – Fifth Grade

	Earth and Sun					Mixtures and Solutions					ScienceFlex Connections and Changes in Ecosystems											
	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 5	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 5	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	Asses ment	
PS1.A			x	x	x	x	x	x	x	x												
PS1.B										x												
PS2.B		x																				
PS3.D															x	x					x	x
LS1.C														x	x						x	x
LS1.D														x							x	x
LS2.A														x		x					x	x
LS2.B															x	x					x	x
ESS1.A		x																				
ESS1.B	x	x																				
ESS2.A			x	x	x																	
ESS2.C					x																	
ESS3.C				x	x																	
ETS1.A						x			x													
ETS1.B				x		x			x													
ETS1.C				x		x																

Science and Engineering Practices Assessment Opportunities – Fifth Grade

	Earth and Sun					Mixtures and Solutions					ScienceFlex Connections and Changes in Ecosystems											
	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 5	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 5	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	Assessment	
Asking Questions and Defining Problems									x	x												
Developing and Using Models	x	x	x		x	x	x	x	x	x					x	x			x			x
Planning and Carrying Out Investigations						x	x	x	x	x	x	x										x
Analyzing and Interpreting Data	x	x	x		x									x						x	x	
Using Mathematics and Computational Thinking	x	x		x	x	x		x	x													
Constructing Explanations and Designing Solutions	x	x	x	x	x	x	x	x	x	x	x			x	x							
Engaging in Argument from Evidence		x		x	x									x	x			x	x	x	x	x
Obtaining, Evaluating, and Communicating Information	x	x	x	x	x										x							

Crosscutting Concepts Assessment Opportunities – Fifth Grade

	Earth and Sun					Mixtures and Solutions					ScienceFlex Connections and Changes in Ecosystems											
	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv 5	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 5	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	Assesmen t	
Patterns	x	x	x	x	x								x									
Cause and Effect						x	x	x												x		
Scale, Proportion, and Quantity		x	x		x	x	x	x	x	x												
Systems and System Models	x	x	x	x	x						x				x		x				x	x
Energy and Matter in Systems															x	x						x