

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

Earth	Physical	Life									
	Kindergarten										
Trees and Weather	Materials and Motion	Animals Two by Two									
3.1.K.A • 3.2.K.C • 3.3.K.A •	3.2.K.A • 3.2.K.B • 3.2.K.C •	3.1.K.A • 3.3.K.B • 3.3.K.C									
3.3.K.B •3.3.K.C • 3.3.K.D	3.2.K.D • 3.3.K.E										
First											
Air and Weather	Sound and Light	Plants and Animals									
3.3.1.A • 3.3.1.B	3.2.1.A • 3.2.1.B • 3.2.1.C •	3.1.1.A • 3.1.1.B • 3.1.1.C									
	3.2.1.D										
	Second										
Pebbles, Sand, and Silt	Solids and Liquids	Insects and Plants									
3.3.2.A • 3.3.2.B • 3.3.2.C •	3.2.2.A • 3.2.2.B • 3.2.2.C •	3.1.2.A • 3.1.2.B • 3.1.2.C									
3.3.2.D • 3.2.2.A • 3.2.2.B	3.2.2.D										
	Third										
Water and Climate	Motion and Matter	Structures of Life									
3.3.3.A • 3.3.3.B • 3.3.3.C	3.2.3.A • 3.2.3.B • 3.2.3.C •	3.1.3.A • 3.1.3.B • 3.1.3.C •									
	3.2.3.D	3.1.3.D • 3.1.3.E • 3.1.3.F •									
		3.1.3.G • 3.1.3.H									
	Fourth										
Soils, Rocks, and Landforms	Energy	Environments									
3.3.4.A • 3.3.4.B • 3.3.4.C •	3.2.4.A • 3.2.4.B • 3.2.4.C •	3.1.4.A • 3.1.4.B									
3.3.4.D • 3.3.4.E	3.2.4.D • 3.2.4.E • 3.2.4.F •										
	3.2.4.G • 3.3.4.D										
	Fifth										
Earth and Sun	Mixtures and Solutions	ScienceFlex Connections and									
3.2.5.A • 3.2.5.D • 3.3.5.A •	3.2.5.A • 3.2.5.B • 3.2.5.C •	Changes in Ecosystems									
3.3.5.B • 3.3.4.C • 3.3.5.D •	3.2.5.D • 3.2.5.E	3.1.5.A • 3.1.5.B • 3.2.5.G •									
3.3.5.E		3.3.5.F									



FOSS Next Generation Kindergarten Detail Correlation – Trees and Weather

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

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

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





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



FOSS Next Generation Kindergarten Detail Correlation – Materials and Motion

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

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

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

FOSS Next Generation Kindergarten Detail Correlation – Animals Two by Two

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

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



FOSS Kindergarten Assessment Opportunities

Disciplinary Core Ideas Assessment Opportunities – Kindergarten

	Trees and Weather					Materials a	and Motion	1	Animals 2x2			
Disciplinary	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								х				
PS2.B								х				
PS3.B					х		х					
PS3.C								х				
LS1.C	х	х		х						х	х	х
ESS2.D			х	х								
ESS2.E		х							х	х	х	х
ESS3.A	Х			х						х	х	х
ESS3.B			х									
ESS3.C						Х						

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Science and Engineering Practices Assessment Opportunities – Kindergarten

		Trees an	d Weath	er	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	х	х			x	x	x					
Developing and Using Models	х	х					х		х		х	
Planning and Carrying Out Investigations					х	х	х					
Analyzing and Interpreting Data	х	х	х	х	х	х	х		х	х	х	х
Constructing Explanations and Designing Solutions					x		x					
Engaging in Argument from Evidence	х	х								x	х	
Obtaining, Evaluating, and Communicating Information					x	x	х					

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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	х	х	х						х	х	х	х
Cause and Effect			х	х	х	х	х	х				
Systems and System	v										v	v
Models	X		Х						Х	X	Х	Х
Structure and Function		х			Х	Х	х					



FOSS Next Generation First Grade Detail Correlation – Plants and Animals

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



FOSS Next Generation First Grade Detail Correlation – Sound and Light

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



FOSS Next Generation First Grade Detail Correlation – Air and Weather

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



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					х	х							
PS4.B							х	х					
PS4.C						х		х					
LS1.A									х	х		х	
LS1.B									х	х		х	
LS1.D											х		
LS3.A												Х	
LS3.B									х	х	х	х	
ESS1.A		х		х									
ESS1.B		Х		Х									



Science and Engineering Practices Assessment Opportunities – First Grade

	Air and Weather					Sound and Light				Plants and Animals			
Science and Engineering	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	x			х		v							
Defining Problems	^			X		Х							
Developing and Using	х		х			x		v	x		v		
Models	^	Х	Α .			X		Х	X		Х		
Planning and Carrying			v	v	v	v	v	v					
Out Investigations	х	Х	Х	Х	Х	Х	X	Х					
Analyzing and			v	v	v		v	v					
Interpreting Data	х	Х	Х	Х	Х		X	Х					
Constructing													
Explanations and					х	х	х	х	х	х	х	X	
Designing Solutions													
Engaging in Argument													
from Evidence													
Obtaining, Evaluating,													
and Communicating									х	х	x	X	
Information													



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	х	х	х	х					х	х	х	х		
Cause and Effect					Х	Х	х	х						
Structure and Function	х		х						Х	Х	х	х		



FOSS Next Generation Second Grade Detail Correlation – Insects and Plants

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



FOSS Next Generation Second Grade Detail Correlation – Solids and Liquids

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

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	Solids and Liquids
3.2.2.D: Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	Disciplinary Core Ideas PS1.B: Chemical Reactions: Investigation 4 Parts 1-5 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
	Crosscutting Concepts Cause and Effect: Investigation 2 Parts 1 and 3; Investigation 3 Parts 2-4; Investigation 4 Parts 1-4

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

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

Alignment to the Next Generation Science Standards (NGSS)



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

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



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



FOSS Second Grade Assessment Opportunities

Disciplinary Core Ideas Assessment Opportunities – Second Grade

	Pebbles, Sand, and Silt					Solids an	d Liquids		Insects and Plants				
Disciplinar	y Core Idea	1											
	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	х	х	х		х	х	х	х					
PS1.B								х					
LS2.A										х			х
LS4.D									х	х	х	х	х
ESS1.C	х	х		х									
ESS2.A		х		х									
ESS2.B		х		х									
ESS2.C		х		х									

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Science and Engineering Practices Assessment Opportunities – Second Grade

	Pe	bbles, S	Sand, and	d Silt		Solids a	nd Liquids	;	Insects and Plants				
Science and Engineerin	cience and Engineering Practices												
	Inv.	Inv.	Inv. 3	Inv. 4	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 1	Inv. 2	Inv. 3	Inv. 4	Inv. 5
	1	2											
Asking Questions and	١.,					v			.,				
Defining Problems	Х		X	Х		Х		Х	Х	Х	Х	Х	X
Developing and Using				.,						.,	.,		
Models		Х		Х	х	Х	Х			Х	Х		X
Planning and Carrying													
Out Investigations	Х	X	Х	Х	Х	Х	X	Х	Х	Х	Х	Х	X
Analyzing and		.,	.,	.,		.,	.,		.,	.,	.,	.,	.,
Interpreting Data	Х	Х	Х	Х	Х	Х	X	Х	Х	Х	Х	х	X
Constructing													
Explanations and	х	х	х	х	х	х	х	х					
Designing Solutions													
Engaging in													
Argument from					х	X	х	х					
Evidence													
Obtaining,													
Evaluating, and				.,									
Communicating	Х	Х	Х	Х									
Information													



Crosscutting Concepts Assessment Opportunities – Second Grade

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



FOSS Next Generation Third Grade Detail Correlation – Structures of Life

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

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



	Structures of Life
3.1.3.H: Make a	Disciplinary Core Ideas
claim about the	LS4.D: Biodiversity and Humans: Investigation 3 Parts 1-5
merit of a solution	
to a problem	LS2.C: Ecosystem Dynamics, Functioning, and Resilience: Investigation 3 Parts
caused when the	1-4
environment	
changes and the	Science and Engineering Practices
types of plants and	Engaging in Argument from Evidence: Investigation 1 Part 3; Investigation 2
animals that live there may change.	Part 2; Investigation 3 Part 3; Investigation 4 Part 2
there may change.	
	Crosscutting Concepts
	Systems and System Models: Investigation 3 Parts 2 and 5; Investigation 4 Parts
	1-3

FOSS Next Generation Third Grade Detail Correlation – Motion and Matter

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





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

FOSS Next Generation Third Grade Detail Correlation – Water and Climate

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





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



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						х	X	х						
PS2.B						х								
LS1.B										х	х			
LS2.C												X		
LS2.D												X		
LS3.A										х		х	х	
LS3.B												х	х	
LS4.A													х	
LS4.B												х		
LS4.C												х		
LS4.D										·		х		
ESS2.D		х	х	х						·				
ESS3.B	х			х	х									



Science and Engineering Practices Assessment Opportunities – Third Grade

		Wa	ter and (Climate		Motion and Matter				Structures of Life			
	Inv.	Inv.	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					х								
Developing and Using Models	х	х	х							х	х	х	x
Planning and Carrying Out Investigations						х	х	х	х				
Analyzing and Interpreting Data	х	х	х	х	х					х	х	х	х
Constructing Explanations and Designing Solutions	х	х	х	х	х	х	х	х	х	х	х	х	x
Engaging in Argument from Evidence	х	х	х		х				х	х	х	х	х
Obtaining, Evaluating, and Communicating Information	x		x	x	х								



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	х		х	х		х	х	х	х	х	х	х	х
Cause and Effect	Х	Х	х	х	х	х	х	х	Х	х	х	х	
Scale, Proportion, and Quantity													х
Systems and System Models												х	х



FOSS Next Generation Fourth Grade Detail Correlation – Environments

	Environments				
3.1.4.A: Construct	Disciplinary Core Ideas				
an argument that	LS1.A: Structure and Function: Investigation 1 Parts 1-3; Investigation 2 Parts 1-				
plants and animals					
have internal and	4; Investigation 3 Parts 1-4; Investigation 4 Parts 1-3				
external structures					
	Science and Engineering Practices				
that function to	Engaging in Argument from Evidence: Investigation 1 Part 2; Investigation 2				
support survival,	Part 2; Investigation 3 Part 3; Investigation 4 Part 1				
growth, behavior,					
and reproduction.	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				
3.1.4.B: Use a	Disciplinary Core Ideas				
model to describe	LS1.D: Information Processing: Investigation 1 Parts 1-3; Investigation 2 Parts 1-				
that animals	4				
receive different					
types of	Science and Engineering Practices				
information	Engaging in Argument from Evidence: Investigation 1 Part 2; Investigation 2				
through their	Part 2; Investigation 3 Part 3; Investigation 4 Part 1				
senses, process the					
information in their	Crosscutting Concepts				
brain, and respond	Systems and System Models: Investigation 1 Parts 2 and 3; Investigation 2 Parts				
to the information	1-4; Investigation 3 Parts 1 and 4; Investigation 4 Part 3				
in different ways.					

FOSS Next Generation Fourth Grade Detail Correlation – Energy

	Energy
3.2.4.A: Use	Disciplinary Core Ideas
evidence to construct an	PS3.A: Definitions of Energy: Investigation 1 Parts 1-4; Investigation 4 Parts 1-3
explanation	Science and Engineering Practices
relating the speed of an object to the energy of that object.	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
	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



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

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

Alignment to the Next Generation Science Standards (NGSS)



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

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

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

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

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



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						х								
PS3.A					X			X						
PS3.B					X		х	X						
PS3.C								X						
PS3.D								X	х					
PS4.A									х					
PS4.B									х					
PS4.C							х							
LS1.A										Х	х	х	х	
LS1.D										Х	х			
ESS1.C		х	х											
ESS2.A	х	х	х											
ESS2.B		х	х											
ESS2.E	х													
ESS3.A				х										
ESS3.B			х											

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Science and Engineering Practices Assessment Opportunities – Fourth Grade

	Soils,	Rocks,	and Lan	dforms			Energy		Environments				
	Inv.	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	х	х			х			х	х				
Developing and Using Models	х	х	х				х		х				
Planning and Carrying Out Investigations	х	x	х	x	x	x	x	x	х				
Analyzing and Interpreting Data	х	х	x										
Constructing Explanations and Designing Solutions	х	х	х	х	х	x	х	х	х				
Engaging in Argument from Evidence										х	х	х	х
Obtaining, Evaluating, and Communicating Information	х	х	х	x	х	х	х	х	х				



Crosscutting Concepts Assessment Opportunities – Fourth Grade

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



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

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

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



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

FOSS Next Generation Fifth Grade Detail Correlation – Mixtures and Solutions

	Mixtures and Solutions
3.2.5.A : Develop a	Disciplinary Core Ideas
model to describe	PS1.A: Structure and Properties of Matter: Investigation 1 Part 4; Investigation
that matter is	2 Part 2; Investigation 3 Part 4; Investigation 4 Parts 3 and 4; Investigation 5
made of particles	Part 3
too small to be	
seen.	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
	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
3.2.5.B: Make and	Disciplinary Core Ideas
communicate	PS1.A: Structure and Properties of Matter: Investigation 1 Part 4; Investigation
observations and	2 Part 2; Investigation 3 Part 4; Investigation 4 Parts 3 and 4; Investigation 5
measurements to	Part 3
identify materials	
based on their	Science and Engineering Practices
properties.	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
	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



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



FOSS Next Generation Fifth Grade Detail Correlation – Earth and Sun

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

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

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



FOSS Fifth Grade Assessment Opportunities

Disciplinary Core Ideas Assessment Opportunities – Fifth Grade

2.50	, pa. ,		arth and S			ortuiii		es and So			ScienceFlex Connections and Changes in Ecosystems												
			aren ana 5	u.,			IVIIACUI	es ana so	1410115		Secretary connections and changes in Leonystems												
	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 sment		
PS1.A			х	х	х	х	х	х	х	х													
PS1.B										х													
PS2.B		х																					
PS3.D															х	х				х	х		
LS1.C														х	х					х	х		
LS1.D														х						х	х		
LS2.A													х		х					х	х		
LS2.B															х	х				х	х		
ESS1.		х																					
A ESS1.	х	х																					
B ESS2.			x	x	х																		
Α																							
ESS2.C					х																		
ESS3.C				х	х																		
ETS1.						х			х														
ETS1.				х		х			х														
ETS1.				х		х																	



Science and Engineering Practices Assessment Opportunities – Fifth Grade

		Eai	rth 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	Asse ssm ent		
Asking Questions and Defining Problems									х	х													
Developing and Using Models	х	х	х		х	х	х	х	х	х					х	х		х			х		
Planning and Carrying Out Investigations						х	х	х	х	х	х	х									х		
Analyzing and Interpreting Data	х	х	х		х									х					х	х			
Using Mathematics and Computational Thinking	х	х		х	х	х		х	х														
Constructing Explanations and Designing Solutions	х	х	х	х	х	х	х	х	х	х	х		х	х									
Engaging in Argument from Evidence		х		х	х								х	х			х	х	х	х	х		
Obtaining, Evaluating, and Communicating Information	х	х	х	х	х										х								

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Crosscutting Concepts Assessment Opportunities – Fifth Grade

		Ear	rth and S	iun		Mixtures and Solutions						ScienceFlex Connections and Changes in Ecosystems												
	Inv. 1	Inv. 2	Inv.	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 smen			
Patterns	х	х	х	х	х								х											
Cause and Effect						х	х	х											х					
Scale, Proportion, and Quantity		х	х		х	х	х	х	х	х														
Systems and System Models	х	х	х	х	х						х				х		х			х	х			
Energy and Matter in Systems															х	х					х			