Explore the science program whose time has come.

FOSS PATHWAYS™
Developed at
The Lawrence Hall of Science

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The Lawrence Hall of Science
UNIVERSITY OF CALIFORNIA, BERKELEY

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FOSS Pathways: Designed with you in mind.

Today as never before, the world needs scientific thinkers to view the world thoughtfully, approach challenges analytically, and embrace opportunities enthusiastically.

FOSS®, a longtime leader in science education, has stepped forward to meet that challenge with the newly streamlined FOSS Pathways™. Pathways was designed to provide teachers with everything they need to meet standards in the time they have allotted to teach science. In these pages, you will see how Pathways:

- Aligns to national science standards using three-dimensional teaching, learning, and assessment
- Incorporates English Language Arts to support student literacy and the science of reading
- Utilizes a multimodal approach to resonate with every student
- Lends flexibility to teach in the class time allotted for science
- Immerses students in figuring out local and relevant phenomena and engineering problems
- Provides unmatched teacher support to teach phenomena-based science

Built on a long-standing **foundation of excellence.**

The FOSS Pathways program supports the science teaching and learning needed today, while building on the classroom-proven three-decade legacy of FOSS.

Accessible for all

The founding principle of the FOSS program was to enlist students not as passive recipients of information but as active investigators of phenomena. This approach engages and advances learners of all languages and cultures, taking advantage of prior experiences so all students can reason scientifically—a goal that has only gained relevance with time.

Proven and tested

The FOSS program has been refined through three decades of collaboration with developers, educators, and students around the world. It has empowered teachers, excited students, and elevated test scores for students with diverse backgrounds and experiences living in urban, suburban, and rural areas.

Standards-aligned

FOSS has evolved over time to meet the changing science education landscape and is aligned to the Next Generation Science Standards.

"Students absolutely love the hands-on experimentation. It makes science come alive for them. Thanks to FOSS, my students love science and actually beg for more."

– PEGGY S, EDUCATOR/GIFTED AND TALENTED EDUCATION COORDINATOR CALIFORNIA

Phenomena-based science with an eye to the future.

FOSS Pathways incorporates local and relevant phenomena in a way that addresses standards and instills science literacy that will serve students and their communities well for a lifetime.

FOSS Pathways is built around phenomena that students can observe firsthand and relate to the world they know. Phenomena are organized into coherent storylines for the teacher, empowering them to engage students as they explore.

Benefits of Local and Relevant Phenomena

- Leverages students' prior knowledge
- Offers direct access and connection to their world
- Levels the playing field for all students
- Allows student-generated questioning and experimentation
- Ensures developmentally appropriate phenomena

The curriculum that puts **students first.**

The FOSS program was developed to engage students of all backgrounds and abilities. FOSS Pathways advances this student-first approach, providing opportunities to differentiate and support each student's experience.

Promotes scientific thinking

FOSS Pathways empowers students to act as scientists and engineers using hands-on experiences to figure out the world around them. FOSS phenomena encourages students to engage with real-world issues using three-dimensional learning practices.

Provides a multimodal approach

FOSS Pathways combines hands-on science experiences with rich resources. This enables differentiated instruction that helps all students explore and understand scientific concepts in a way that resonates individually with each of them, promoting access and equity.

Offers multimedia experiences

FOSS Pathways provides digital resources, including custom-designed simulations and videos, for students and teachers through FOSSweb on ThinkLink™. These multimedia materials provide additional information to help students make sense of phenomena and ensure flexibility to keep active science teaching viable if classroom circumstances change.

Promotes student development of increasingly complex explanations.

The FOSS instructional design empowers students to figure out phenomena and engineering problems through multimodal pedagogies in a sequence similar to the 5E model. Most FOSS investigations begin with a hands-on activity where students ask questions, investigate, and collect data. Students then gather and interpret new information using text and multimedia. They engage in collaborative sense-making discussions throughout the process before constructing an explanation of the phenomenon.

Phenomenon:
Art Falling from the Fridge

PART 1:

What happens when magnets interact with other magnets and paper clips?

REFLECT ON PHENOMENON

PART 2:

How does a magnetic field change when multiple magnets work together?

REFLECT ON PHENOMENON

PART 3:

What causes a change of motion?

REFLECT ON PHENOMENON

Develop increasingly complex explanations

Content and Anchor Phenomenon video from FOSS Grade 3 Motion Module, Investigation 1, Forces.

Construct an explanation of the phenomenon using evidence from multiple sources.

Elicit evidence of students figuring out phenomena using the three dimensions.

Standards-aligned assessment that encourages a growth mindset.

The FOSS Assessment system is based on research by the developers during the NSF-supported Assessing Science Knowledge (ASK) project. The system supports a growth mindset to help students meet the goals described in the NGSS performance expectations.

Embedded Assessment

Continuous monitoring of student thinking helps teachers know when more instruction is needed. Formative assessments are based on authentic student work, including science notebook entries and response sheets.

Performance Assessment

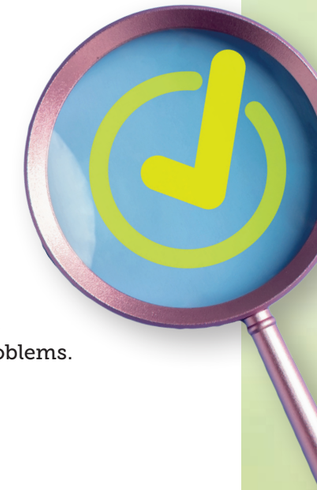
Teachers track students' progress on science and engineering practices and crosscutting concepts by observing students' interactions as they investigate.

Benchmark Assessment

Benchmark assessments for grades 1–5 are designed to look at student progress across the module. Summative assessments for grades 3–5 include a Pretest (*Survey*), *I-Checks* after every 1-2 investigations, and a *Posttest*.

Interim Assessment

Interim assessment tasks for grades 3-5 are designed specifically around NGSS performance expectations to expose students to new ways of integrating and applying the three dimensions of learning to solve problems.

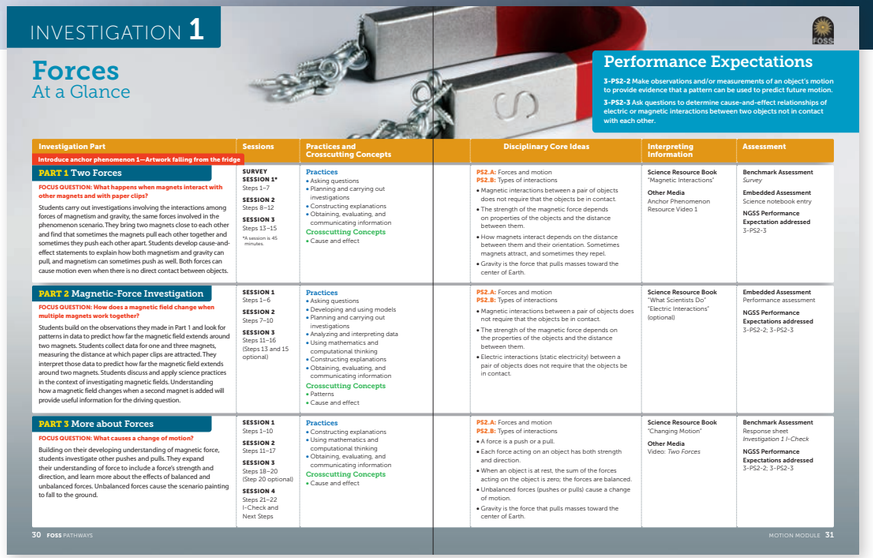


FOSSmap online assessment data drives teaching and learning.

FOSSmap takes assessments for grades 3-8 online and generates a number of diagnostic and summary reports for quick and easy use in the classroom. The FOSSmap platform provides streamlined student management, an updated interface, and new reporting capabilities.

Empowering educators like no other science curriculum.

FOSS Pathways™ provides the appropriate instructional support to implement phenomena-based instruction.



INVESTIGATION 1

Forces
At a Glance

Performance Expectations

3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

3-PS2-3 Ask questions to determine cause-and-effect relationships of electric or magnetic interactions between two objects not in contact with each other.

Investigation Part	Sessions	Practices and Crosscutting Concepts	Disciplinary Core Ideas	Interpreting Information	Assessment
Introduce anchor phenomenon 1—Artwork falling from the fridge					
PART 1 Two Forces **FOCUS QUESTION: What happens when magnets interact with other magnets and with paper clips?** Students carry out investigations involving the interactions among forces of magnetism and gravity, the same forces involved in the phenomenon scenario. They bring two magnets close to each other and find that sometimes the magnets pull each other together and sometimes they push each other apart. Students develop cause-and-effect statements to explain how both magnetism and gravity can pull, and magnetism can sometimes push as well. Both forces can cause motion even when there is no direct contact between objects.	**SURVEY** **SESSION 1*** Steps 1–7 **SESSION 2** Steps 8–12 **SESSION 3** Steps 13–15 *A session is 45 minutes.	**Practices** • Asking questions • Planning and carrying out investigations • Constructing explanations • Obtaining, evaluating, and communicating information **Crosscutting Concepts** • Cause and effect	**PS2.A:** Forces and motion **PS2.B:** Types of interactions • Magnetic interactions between a pair of objects does not require that the objects be in contact. • The strength of the magnetic force depends on properties of the objects and the distance between them. • How magnets interact depends on the distance between them and their orientation. Sometimes magnets attract, and sometimes they repel. • Gravity is the force that pulls masses toward the center of Earth.	**Science Resource Book** "Magnetic Interactions" **Other Media** Anchor Phenomenon Resource Video 1	**Benchmark Assessment** *Survey* **Embedded Assessment** Science notebook entry **NGSS Performance Expectation addressed** 3-PS2-3
PART 2 Magnetic-Force Investigation **FOCUS QUESTION: How does a magnetic field change when multiple magnets work together?** Students build on the observations they made in Part 1 and look for patterns in data to predict how far the magnetic field extends around two magnets. Students collect data for one and three magnets, measuring the distance at which paper clips are attracted. They interpret those data to predict how far the magnetic field extends around two magnets. Students discuss and apply science practices in the context of investigating magnetic fields. Understanding how a magnetic field changes when a second magnet is added will provide useful information for the driving question.	**SESSION 1** Steps 1–6 **SESSION 2** Steps 7–10 **SESSION 3** Steps 11–16 (Steps 13 and 15 optional)	**Practices** • Asking questions • Developing and using models • Planning and carrying out investigations • Analyzing and interpreting data • Using mathematics and computational thinking • Constructing explanations • Obtaining, evaluating, and communicating information **Crosscutting Concepts** • Patterns • Cause and effect	**PS2.A:** Forces and motion **PS2.B:** Types of interactions • Magnetic interactions between a pair of objects does not require that the objects be in contact. • The strength of the magnetic force depends on the properties of the objects and the distance between them. • Electric interactions (static electricity) between a pair of objects does not require that the objects be in contact.	**Science Resource Book** "What Scientists Do" "Electric Interactions" (optional)	**Embedded Assessment** Performance assessment **NGSS Performance Expectations addressed** 3-PS2-2; 3-PS2-3
PART 3 More about Forces **FOCUS QUESTION: What causes a change of motion?** Building on their developing understanding of magnetic force, students investigate other pushes and pulls. They expand their understanding of force to include a force's strength and direction, and learn more about the effects of balanced and unbalanced forces. Unbalanced forces cause the scenario painting to fall to the ground.	**SESSION 1** Steps 1–10 **SESSION 2** Steps 11–17 **SESSION 3** Steps 18–20 (Step 20 optional) **SESSION 4** Steps 21–22 I-Check and Next Steps	**Practices** • Constructing explanations • Using mathematics and computational thinking • Obtaining, evaluating, and communicating information **Crosscutting Concepts** • Cause and effect	**PS2.A:** Forces and motion **PS2.B:** Types of interactions • A force is a push or a pull. • Each force acting on an object has both strength and direction. • When an object is at rest, the sum of the forces acting on the object is zero; the forces are balanced. • Unbalanced forces (pushes or pulls) cause a change of motion. • Gravity is the force that pulls masses toward the center of Earth.	**Science Resource Book** "Changing Motion" **Other Media** Video: *Two Forces*	**Benchmark Assessment** Response sheet *Investigation 1 I-Check* **NGSS Performance Expectations addressed** 3-PS2-2; 3-PS2-3

30 FOSS PATHWAYS MOTION MODULE 31

From FOSS Grade 3 Motion Investigations Guide

Helps teachers connect with students

FOSS Pathways modules present scientific concepts cohesively. Phenomenon storylines are provided for the teacher. The *Investigations Guide* gives direction to ask probing questions and deepens students' understanding as they progress through the module.

Presents concepts in a coherent progression

In every module, core ideas build upon each other in a logical sequence. Teacher support in the *Investigations Guides* and videos explicitly connects the anchor phenomenon being investigated and the core ideas being discovered. This background information helps teachers understand how students develop ideas related to the phenomenon driving the investigation.

Affords flexibility in science instruction

FOSS Pathways provides opportunities to customize instruction to meet local educational goals. Educators can customize the provided instructional resources to create learning experiences that make science relevant to their students' lives. Pathways provides Side Trip opportunities as optional activities that can be used with the whole class or as student choice activities.

Unmatched support to take science instruction to the next level.

FOSS ensures your success through direct, in-person professional learning that goes far beyond any other science curriculum. We'll help you design the optimum mix of support for your district.

Implementation Packages

Consecutive in-person sessions and virtual check-ins where teachers engage in model lessons and content, ask questions, and develop skills. Includes access to FOSS Communities of Practice.

FOSS Communities of Practice

A series of four virtual sessions where teachers can connect and build skills.

Webinars

Learn more about FOSSweb digital tools, creating assignments, FOSSmap online assessment, and using reports that support students' learning.

Implementation Science

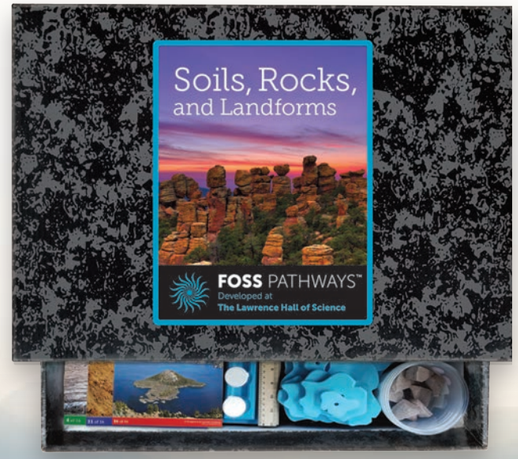
Customized, multi-year implementation plans based on data analysis.

Comprehensive packages for complete learning.

FOSS® is more than just a science curriculum or science kit. Your investment in any FOSS module provides you with all the key student and teacher components to deliver world-class science education.

Each module includes:

- Equipment Kits
- *Investigations Guide* (Teacher's Guide)
- *FOSS Science Resources Books* (Student Books)
- Access to FOSSweb on ThinkLink™ (Digital Platform)
- Teacher Resources
- Spanish Resources
- And More



Soils, Rocks, and Landforms Grade 4

Grade-Level Kits

FOSS Pathways is available in convenient grade-level packages containing permanent equipment, teacher materials, and consumables.

Grade-Level Science Resources Books

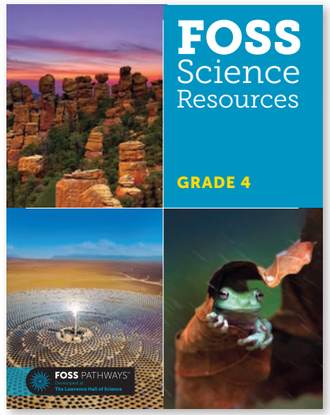
A single hardbound book containing the three grade-specific FOSS Pathways Science Resources books and a consolidated glossary.

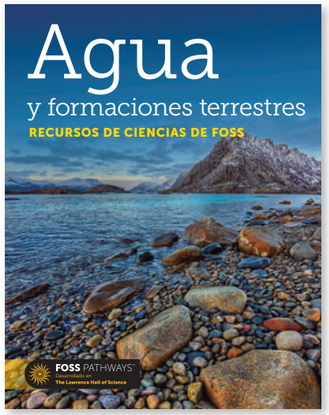
Science Notebook Booklets

A consumable booklet containing the Science Notebook Masters as well as extra pages for additional writing and drawing opportunities.

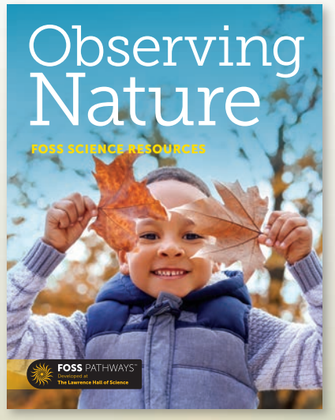
Spanish Resources

FOSS Pathways provides Spanish resources, such as print and interactive student eBooks, videos, multimedia, and teaching slides.





MODULE DESCRIPTION FOR PREKINDERGARTEN



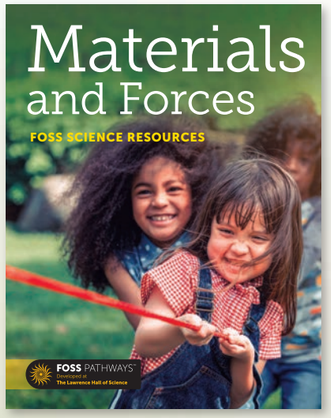
Observing Nature (PK)

EARTH SCIENCE, LIFE SCIENCE, PHYSICAL SCIENCE

The Observing Nature Module builds understanding of the place of trees at school and in the community. Students investigate the phenomena of trees and leaves, the animals that make their home in leaf litter, the soil and rocks around the roots, and the wood that comes from trees.

PROVIDES FOUNDATION FOR THESE NGSS CORE IDEAS: LS1.A, LS1.C, PS1.A, ESS3.C

MODULE DESCRIPTIONS FOR KINDERGARTEN

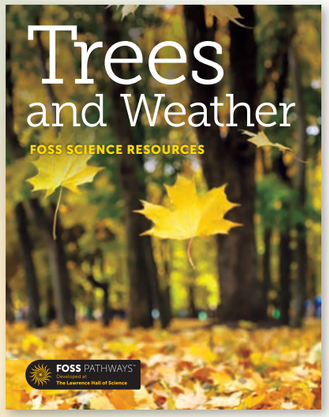


Materials and Forces

PHYSICAL SCIENCE

The Materials and Forces Module provides experiences that heighten students' understanding of the physical world as they perform tests to observe properties of materials such as wood, paper, and fabric. They learn about different materials to engineer a shade structure. Students observe and compare pushes and pulls, the speed and motion of moving objects, and collisions.

PERFORMANCE EXPECTATIONS: K-PS2-1, K-PS2-2, K-PS3-1, K-PS3-2, K-ESS3-3, K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3

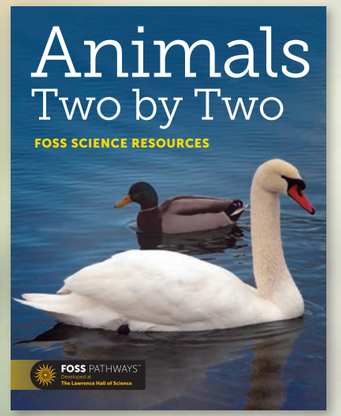


Trees and Weather

EARTH SCIENCE

The Trees and Weather Module provides students with experiences to develop an understanding of what plants need to survive in their environment. Systematic investigation of trees over the seasons will bring students to a better understanding of trees at school and in the community. Students will observe day-to-day changes and patterns in weather over the year as well as the impact weather has on living things.

PERFORMANCE EXPECTATIONS: K-ESS2-1, K-ESS2-2, K-ESS3-1, K-ESS3-2, K-PS3-1, K-LS1-1



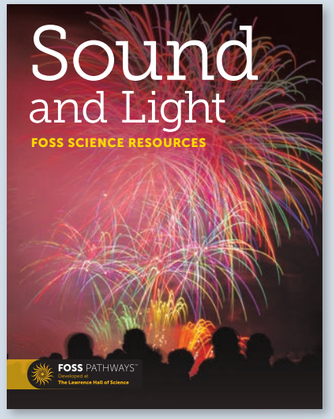
Animals Two by Two

LIFE SCIENCE

The Animals Two by Two Module provides young students with opportunities to observe differences in structure and behavior and to learn about basic needs of animals.

PERFORMANCE EXPECTATIONS: K-LS1-1, K-ESS2-2, K-ESS3-1

MODULE DESCRIPTIONS FOR GRADE 1

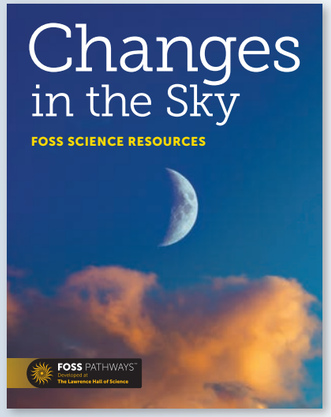


Sound and Light

PHYSICAL SCIENCE

The Sound and Light Module provides students with experiences to explore how to change sound volume and develop simple models for how a sound travels from a source to a receiver. With light, students find out what happens when materials with different properties are placed in a beam of light and explore how to create and change shadows and reflections. Students explore how to use sound and light devices to communicate information and compare the ways in which animals use their senses to gather information about their environment.

PERFORMANCE EXPECTATIONS: 1-PS4-1, 1-PS4-2, 1-PS4-3, 1-PS4-4, K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3

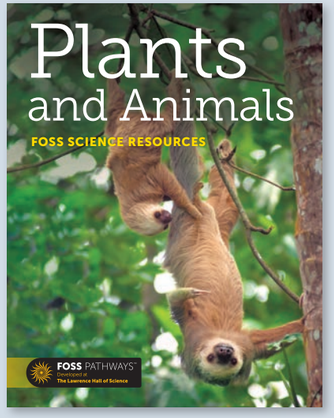


Changes in the Sky

EARTH SCIENCE

In the Changes in the Sky Module, students turn their focus upward to explore that some objects in the sky change position in predictable ways. They make observations and record data about sunrise and sunset at different times of year to relate the amount of daylight to the seasons. They use observations of the Sun, Moon, and stars to describe patterns that can be predicted and discover that the Moon can be seen in the day and night skies.

PERFORMANCE EXPECTATIONS: 1-ESS1-1, 1-ESS1-2



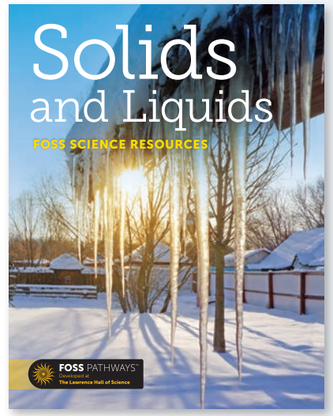
Plants and Animals

LIFE SCIENCE

The Plants and Animals Module provides experiences with young plants and animals and the structures and behaviors that help them grow and survive in their habitat. Students explore structure and function relationships in nature and use that knowledge to develop models. They learn about the behaviors of animal parents to support their offspring.

PERFORMANCE EXPECTATIONS: 1-LS1-1, 1-LS1-2, 1-LS3-1, K-2-ETS1-2

MODULE DESCRIPTIONS FOR GRADE 2

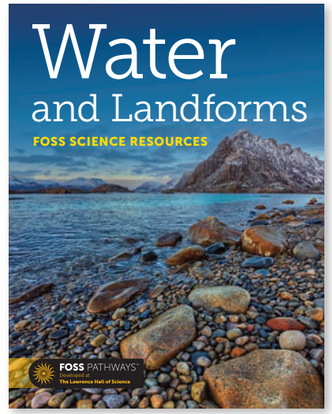


Solids and Liquids

PHYSICAL SCIENCE

In the Solids and Liquids Module, students observe, describe, and compare properties of common solids and liquids through firsthand experience. They plan and carry out investigations to find out what happens when solids and water are mixed and when liquids and water are mixed. They gain firsthand experience with reversible and irreversible changes caused by heating or cooling, and then expand their data collection through a simulation. They use evidence to engage in argumentation and support claims about reversible and irreversible changes to materials due to temperature changes.

PERFORMANCE EXPECTATIONS: 2-PS1-1, 2-PS1-2, 2-PS1-3, 2-PS1-4, K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3

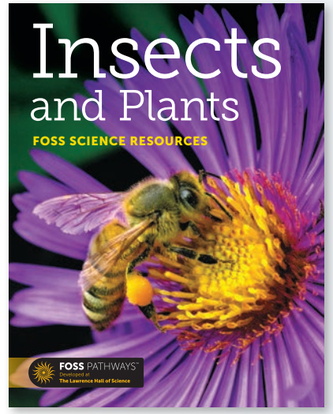


Water and Landforms

EARTH SCIENCE

The Water and Landforms Module provides experiences with Earth's natural resources—rocks, soil, and water—and provides opportunities for students to engage in science and engineering practices. Students explore the natural world by using simple tools to observe and describe the properties of earth materials.

PERFORMANCE EXPECTATIONS: 2-ESS1-1, 2-ESS2-1, 2-ESS2-2, 2-ESS2-3, 2-PS1-1



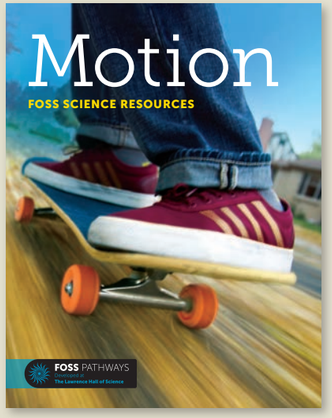
Insects and Plants

LIFE SCIENCE

The Insects and Plants Module builds understanding of growth and development of plants by observing new organisms over time. Students see the life cycles of insects unfold in real time and compare the structures and functions exhibited by each species to reveal patterns. At the same time, they grow a flowering plant in the classroom and gain experience with pollination, seed dispersal, and the ways in which plants and insects interact in feeding relationships.

PERFORMANCE EXPECTATIONS: 2-LS2-1, 2-LS2-2, 2-LS4-1, K-2-ETS1-2

MODULE DESCRIPTIONS FOR GRADE 3

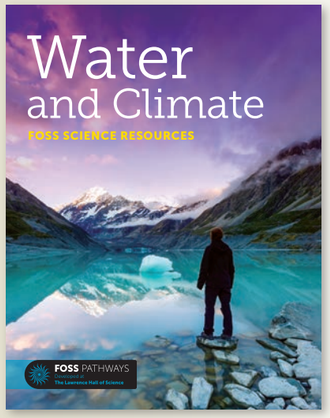


Motion

PHYSICAL SCIENCE

In the Motion Module, students engage in science and engineering practices as they investigate phenomena and collect data to answer questions about the effects of magnetic force and the force of gravity on objects. Students define problems in order to develop solutions. Students reflect on their own use of science and engineering practices and find out how others use these practices in their careers.

PERFORMANCE EXPECTATIONS: 3-PS2-1, 3-PS2-2, 3-PS2-3, 3-PS2-4, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3

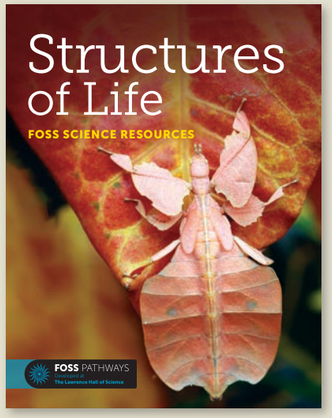


Water and Climate

EARTH SCIENCE

In the Water and Climate Module, students engage in science and engineering practices as they investigate the role of water in weather and how weather conditions change around the world and throughout the year. They are introduced to the nature of science, how science affects everyday life, and the influence of engineering, technology, and science on society and the natural world.

PERFORMANCE EXPECTATIONS: 3-ESS2-1, 3-ESS2-2, 3-ESS3-1



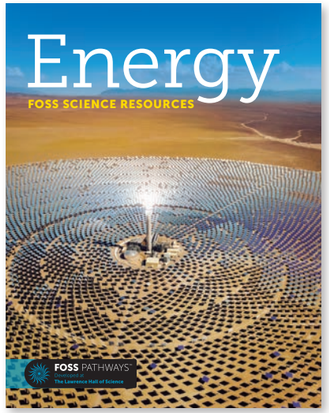
Structures of Life

LIFE SCIENCE

In the Structures of Life module, students observe, compare, categorize, and care for organisms. Students engage in science and engineering practices to investigate the structures and behaviors of organisms and learn how the structures function in growth, survival, and reproduction. Students look at the interactions between organisms of the same kind, among organisms of different kinds, and between the environment and populations of organisms over time. Students develop understandings about organisms and populations' survival.

PERFORMANCE EXPECTATIONS: 3-LS1-1, 3-LS2-1, 3-LS3-1, 3-LS3-2, 3-LS4-1, 3-LS4-2, 3-LS4-3, 3-LS4-4

MODULE DESCRIPTIONS FOR GRADE 4



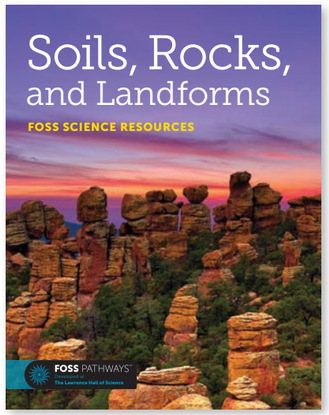
Energy

PHYSICAL SCIENCE

In the Energy Module, students investigate electricity and magnetism as related effects and engage in engineering design to convert energy from one form to another. They gather information about how energy is derived from natural resources and how that affects the environment and explore alternative energy sources such as solar energy.

Students interpret data to build explanations from evidence and make predictions of future events. They develop models to represent how energy moves from place to place in waves and in electrical circuits.

PERFORMANCE EXPECTATIONS: 4-PS3-1, 4-PS3-2, 4-PS3-3, 4-PS3-4, 4-PS4-1, 4-PS4-2, 4-PS4-3, 4-ESS3-1, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3

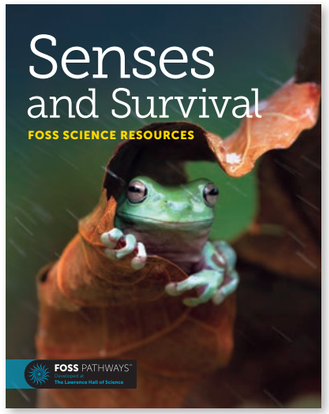


Soils, Rocks, and Landforms

EARTH SCIENCE

In the Soils, Rocks, and Landforms module, students plan and carry out investigations by incrementally changing specific environmental conditions to determine the impact of changing the variables of slope and amount of water in stream tables. Students analyze and interpret data from diagrams and visual representations to build explanations from evidence and make predictions of future events. They develop model mountains and represent the landforms from different perspectives to look for change.

PERFORMANCE EXPECTATIONS: 4-ESS1-1, 4-ESS2-1, 4-ESS2-2, 4-ESS3-2, 3-5-ETS1-2



Senses and Survival

LIFE SCIENCE

In the Senses and Survival Module, students plan and carry out investigations with stimulus and response to gather data to develop models and construct explanations. Students design physical models to understand how structures in an organism's system function together to provide information and resources to the organism to support survival.

PERFORMANCE EXPECTATIONS: 4-LS 1-1, 4-LS 1-2, 3-5-ETS1-1

MODULE DESCRIPTIONS FOR GRADE 5

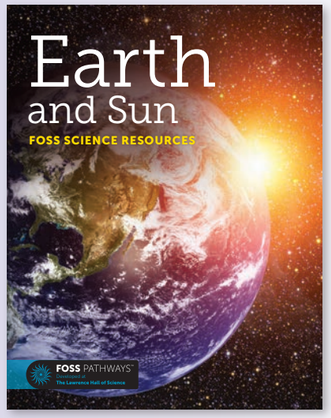
Mixtures and Solutions

PHYSICAL SCIENCE

In the Mixtures and Solutions module, students construct models about matter made of particles too small to be seen and develop the understanding that matter is conserved when it changes state, when it dissolves in another substance, and when it is part of a chemical reaction.

Students have experiences with mixtures, solutions of different concentrations, and reactions forming new substances. They also engage in engineering experiences using the properties of materials to design useful products. This gives them the opportunity to use and develop models that explain phenomena too small to see without magnification.

PERFORMANCE EXPECTATIONS: 5-PS1-1, 5-PS1-2, 5-PS1-3, 5-PS1-4, 5-ESS3-1, 3-5-ETS1-2

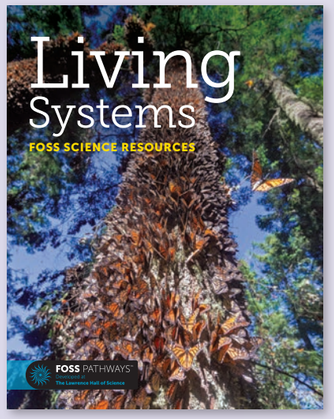


Earth and Sun

EARTH SCIENCE

In the Earth and Sun Module, students explore the properties of the atmosphere, the energy transfer from the Sun to Earth, and the dynamics of weather and water cycling in Earth's atmosphere. The constant renewal of water on Earth's land surfaces by the activities in the atmosphere is one of the defining characteristics of Earth. Other experiences help students to develop and use models to understand Earth's place in the solar system, and the interactions of Earth, the Sun, and the Moon to reveal predictable patterns—daily length and direction of shadows, day and night, and the seasonal appearance of stars in the night sky.

PERFORMANCE EXPECTATIONS: 5-ESS1-1, 5-ESS1-2, 5-ESS2-1, 5-ESS2-2, 5-ESS3-1, 5-PS1-1, 5-PS2-1, 3-5-ETS1-1, 3-5-ETS1-2



Living Systems

LIFE SCIENCE

In the Living Systems Module, students think about systems on different scales—systems within an organism that move matter and provide energy to the individual organism, and the system of feeding relationships in ecosystems that move matter among plants, animals, decomposers, and the environment. Students come to understand through a variety of experiences that plants get the materials they need for growth primarily from water and air, and that energy in animals' food was once energy from the Sun. There are opportunities for students to explore how human activities in agriculture, industry, and everyday life can have major effects on these systems.

PERFORMANCE EXPECTATIONS: 5-LS1-1, 5-LS2-1, 5-PS3-1, 5-ESS2-1, 5-ESS3-1, 3-5-ETS1-3

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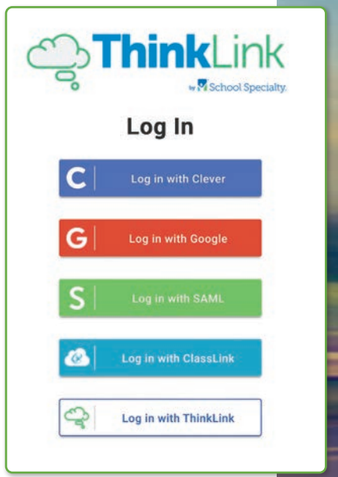

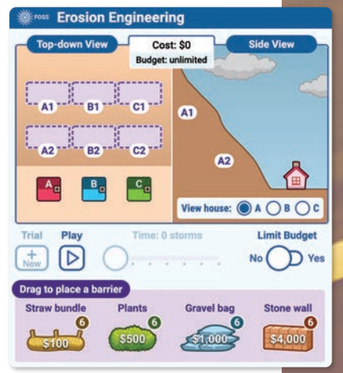

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FOSS PATHWAYS: PK-5 PROGRAM OVERVIEW

Recommended Scope & Sequence

FOSS PATHWAYS™ PK-5

GRADE	EARTH SCIENCE	PHYSICAL SCIENCE	LIFE SCIENCE
PK	Observing Nature		
	Foundation for LS1.A, LS1.C, PS1.A, ESS3.C		
K	Trees and Weather	Materials and Forces	Animals Two by Two
	K-LS1-1 • K-ESS2-1 • K-ESS2-2 • K-ESS3-1 • K-ESS3-2 • K-PS3-1	K-PS2-1 • K-PS2-2 • K-PS3-1 • K-PS3-2 • K-ESS3-3 • K-2-ETS1-1 • K-2-ETS1-2 • K-2-ETS1-3	K-LS1-1 • K-ESS2-2 • K-ESS3-1
1	Changes in the Sky	Sound and Light	Plants and Animals
	1-ESS1-1 • 1-ESS1-2	1-PS4-1 • 1-PS4-2 • 1-PS4-3 • 1-PS4-4 • K-2-ETS1-1 • K-2 ETS1-2 • K-2-ETS1-3	1-LS1-1 • 1-LS1-2 • 1-LS3-1 • K-2-ETS1-2
2	Water and Landforms	Solids and Liquids	Insects and Plants
	2-ESS1-1 • 2-ESS2-1 • 2-ESS2-2 • 2-ESS2-3 • 2-PS1-1	2-PS1-1 • 2-PS1-2 • 2-PS1-3 • 2-PS1-4 • K-2-ETS1-1 • K-2-ETS1-2 • K-2-ETS1-3	2-LS2-1 • 2-LS2-2 • 2-LS4-1 • K-2-ETS1-2
3	Water and Climate	Motion	Structures of Life
	3-ESS2-1 • 3-ESS2-2 • 3-ESS3-1	3-PS2-1 • 3-PS2-2 • 3-PS2-3 • 3-PS2-4 • 3-5-ETS1-1 • 3-5-ETS1-2 • 3-5-ETS1-3	3-LS1-1 • 3-LS2-1 • 3-LS3-1 • 3-LS3-2 • 3-LS4-1 • 3-LS4-2 • 3-LS4-3 • 3-LS4-4
4	Soils, Rocks, and Landforms	Energy	Senses and Survival
	4-ESS1-1 • 4-ESS2-1 • 4-ESS2-2 • 4-ESS3-2 • 3-5-ETS1-2	4-PS3-1 • 4-PS3-2 • 4-PS3-3 • 4-PS3-4 • 4-PS4-1 • 4-PS4-2 • 4-PS4-3 • 4-ESS3-1 • 3-5-ETS1-1 • 3-5-ETS1-2 • 3-5-ETS1-3	4-LS1-1 • 4-LS1-2 • 3-5-ETS1-1
5	Earth and Sun	Mixtures and Solutions	Living Systems
	5-ESS1-1 • 5-ESS1-2 • 5-ESS2-1 • 5-ESS2-2 • 5-ESS3-1 • 5-PS1-1 • 5-PS2-1 • 3-5-ETS1-1 • 3-5-ETS1-2	5-PS1-1 • 5-PS1-2 • 5-PS1-3 • 5-PS1-4 • 5-ESS3-1 • 3-5-ETS1-2	5-PS3-1 • 5-LS1-1 • 5-LS2-1 • 5-ESS2-1 • 5-ESS3-1 • 3-5-ETS1-3

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