

GRADE K

Forces and Interactions: Pushes and Pulls

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation K- PS2-1

Students who demonstrate understanding can:

Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.

Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.

Materials and Motion Module

IG: Investigation 4, Parts 1-4

SRB: “Pushes and Pulls”
 “Collisions”

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying out Investigations</p> <p>Scientific Investigations Use a Variety of Methods</p>	<p>PS2.A Forces and Motion Pushes and pulls can have different strengths and directions. Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.</p> <p>PS2.B Types of Interactions When objects touch or collide, they push on one another and can change motion.</p> <p>PS3.C Relationship Between Energy and Forces A bigger push or pull makes things go faster.</p>	<p>Cause and Effect</p>

IM: Teacher Investigations Manual • **TR:** Teacher Resources • **SRB:** Student Science Resources Book • **DOR:** Digital-Only Resources
EA: Embedded Assessment • **BM:** Benchmark Assessment • **IA:** Interim Assessment

GRADE K

Forces and Interactions: Pushes and Pulls

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation K-PS2-2

Students who demonstrate understanding can:

Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.

Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.

Materials and Motion Module

IG: Investigation 4, Parts 1-4

SRB: "Pushes and Pulls"

"Collisions"

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Analyzing and Interpreting Data</p>	<p>PS2.A Forces and Motion Pushes and pulls can have different strengths and directions.</p> <p>Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.</p> <p>ETS1.A Defining Engineering Problems A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions.</p>	<p>Cause and Effect</p>

GRADE K

Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation K-LS1-1

Students who demonstrate understanding can:

Use observations to describe patterns of what plants and animals (including humans) need to survive.

Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.

Animals Two by Two Module

IG: Investigation 1, Pts. 1-5
 Investigation 2, Pts. 1-3
 Investigation 3, Pts. 1-3
 Investigation 4, Pts. 1-4

SRB: "Fish Same and Different"
 "Fish Live in Many Places"
 "Birds Outdoors"
 "Water and Land Snails"
 "Worms in Soil"
 "Isopods"
 "Animals All around Us"
 "Living and Nonliving"

Trees and Weather Module

IG: Investigation 1, Pts. 1-6
 Investigation 2, Pts. 1-5
 Investigation 4, Pts. 1-9

SRB: "Where Do Trees Grow?"
 "What Do Plants Need?"
 "My Apple Tree"
 "Orange Trees"
 "Maple Trees"

Science and Engineering Practices

Analyzing and Interpreting Data

Scientific Knowledge is Based on Empirical Evidence

Disciplinary Core Ideas

LS1.B: Growth and Development of Organisms

- Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1)

Crosscutting Concepts

Patterns

GRADE K

Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation K-ESS2-2

Students who demonstrate understanding can:

Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.

Animals Two by Two Module

IG: Investigation 1, Pts. 1-5
 Investigation 2, Pts. 1-3
 Investigation 3, Pts. 1-3
 Investigation 4, Pts. 1-4

SRB: "Fish Same and Different"
 "Fish Live in Many Places"
 "Birds Outdoors"
 "Water and Land Snails"
 "Worms in Soil"
 "Isopods"
 "Animals All around Us"
 "Living and Nonliving"

Trees and Weather Module

IG: Investigation 1, Pts. 1-6
 Investigation 4, Pts. 1-9

SRB: "Where Do Trees Grow?"
 "What Do Plants Need?"
 "My Apple Tree"
 "Orange Trees"
 "Maple Trees"

Materials and Motion Module

IG: Investigation 1, Pts. 1-7
 Investigation 2, Pts. 1-5
 Investigation 3, Pts. 1-6

SRB: "The Story of a Chair"
 "Are You an Engineer?"
 "The Story of a Box"
 "What Is Fabric Made From?"
 "How Are Fabrics Used?"
 "Land, Air, and Water"
 "I Am Wood"

Science and Engineering Practices

Engaging in Argument from Evidence

Disciplinary Core Ideas

ESS2.E Biogeology

Plants and animals can change their environment.

ESS3.C Human Impacts on Earth Systems

Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.

Crosscutting Concepts

Systems and System Models

GRADE K

Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation K-ESS3-1

Students who demonstrate understanding can:

Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.

Animals Two by Two Module

IG: Investigation 1, Pts. 1-5
 Investigation 2, Pts. 1-3
 Investigation 3, Pts. 1-3
 Investigation 4, Pts. 1-4

SRB: "Fish Same and Different"
 "Fish Live in Many Places"
 "Birds Outdoors"
 "Water and Land Snails"
 "Worms in Soil"
 "Isopods"
 "Animals All around Us"
 "Living and Nonliving"

Trees and Weather Module

IG: Investigation 1, Pts. 1-6
 Investigation 4, Pts. 1-9

SRB: "Where Do Trees Grow?"
 "What Do Plants Need?"
 "My Apple Tree"
 "Orange Trees"
 "Maple Trees"

Materials and Motion Module

IG: Investigation 1, Pts. 1-7
 Investigation 2, Pts. 1-5
 Investigation 3, Pts. 1-6

SRB: "The Story of a Chair"
 "Are You an Engineer?"
 "The Story of a Box"
 "What Is Fabric Made From?"
 "How Are Fabrics Used?"
 "Land, Air, and Water"
 "I Am Wood"

Science and Engineering Practices

Developing and Using Models

Disciplinary Core Ideas

ESS3.A Natural Resources

Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.

Crosscutting Concepts

Systems and System Models

GRADE K

Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation K-ESS3-3

Students who demonstrate understanding can:

Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.

Materials and Motion Module

IG: Investigation 3, Pts. 1-6

Other modules that address this performance expectation:

SRB: "What Is Fabric Made From?"

"How Are Fabrics Used?"

"Land, Air, and Water"

"I Am Wood"

Air and Weather (Grade 1)

Science and Engineering Practices

Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas

ESS3.C Human Impacts on Earth Systems

Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.

ETS1.B Developing Possible Solutions

Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

Crosscutting Concepts

Cause and Effect

GRADE K

Weather and Climate

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation K-PS3-1

Students who demonstrate understanding can:
Make observations to determine the effect of sunlight on Earth’s surface.

Clarification Statement: Examples of Earth’s surface could include sand, soil, rocks, and water
Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.

Trees and Weather Module
IG: Investigation 3, Pts. 1-3

SRB: “Up in the Sky”
 “Weather”

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying out Investigations Scientific Investigations Use a Variety of Methods	PS3.B Conservation of Energy and Energy Transfer Sunlight warms Earth's surface.	Cause and Effect

GRADE K

Weather and Climate

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation K-PS3-2

Students who demonstrate understanding can:

Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.

Trees and Weather Module

IG: Investigation 3, Pts. 1-3

SRB: "Up in the Sky"
 "Weather"

Science and Engineering Practices

Constructing Explanations and Designing Solutions

Disciplinary Core Ideas

PS3.B Conservation of Energy and Energy Transfer
 Sunlight warms Earth's surface.

Crosscutting Concepts

Cause and Effect

GRADE K

Weather and Climate

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation K-ESS2-1

Students who demonstrate understanding can:

Use and share observations of local weather conditions to describe patterns over time.

Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.

Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.

Trees and Weather Module

IG: Investigation 3, Pts. 1-3
 Investigation 4, Pts. 1-9

SRB: "Up in the Sky"
 "Weather"
 "My Apple Tree"
 "Orange Trees"
 "Maple Trees"

Other modules that address this performance expectation:

Air and Weather (Grade 1)

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Analyzing and Interpreting Data</p> <p>Scientific Knowledge is Based on Empirical Evidence</p>	<p>ESS2.D Weather and Climate</p> <p>Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.</p>	<p>Patterns</p>

GRADE K

Weather and Climate

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation K-ESS3-2

Students who demonstrate understanding can:

Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

Clarification Statement: Emphasis is on local forms of severe weather.

Trees and Weather Module

IG: Investigation 3, Pts. 1-3

SRB: "Up in the Sky"
"Weather"

Science and Engineering Practices

Asking Questions and Defining Problems

Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas

ESS3.B Natural Hazards

Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.

ETS1.A Defining and Delimiting an Engineering Problem

Asking questions, making observations, and gathering information are helpful in thinking about problems.

Crosscutting Concepts

Cause and Effect

Interdependence of Science, Engineering, and Technology

Influence of Engineering, Technology, and Science on Society and the Natural World

GRADE 1

Waves: Light and Sound

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 1- PS4-1

Students who demonstrate understanding can:

Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.

Sound and Light Module

IG: Investigation 1, Parts 1-3
 Investigation 2, Parts 1-4

SRB: "Vibrations and Sound"
 "Listen to This"
 "Animal Ears and Hearing"
 "Strings in Motion"
 "More Musical Instruments"

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying out Investigations</p> <p>Scientific Investigations Use a Variety of Methods</p>	<p>PS4.A Wave Properties Sound can make matter vibrate, and vibrating matter can make sound.</p>	<p>Cause and Effect</p>

GRADE 1

Waves: Light and Sound

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 1-PS4-2

Students who demonstrate understanding can:

Make observations to construct an evidence-based account that objects can be seen only when illuminated.

Clarification Statement: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.

Sound and Light Module

IG: Investigation 1, Parts 1-3
 Investigation 2, Parts 1-4

SRB: "Playing in the Light"
 "Reflections"
 "Seeing the Light"
 "Communicating with Light"

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Constructing Explanations and Designing Solutions	PS4.B Electromagnetic Radiation Objects can be seen only when light is available to illuminate them. Some objects give off their own light.	Cause and Effect

GRADE 1

Waves: Light and Sound

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 1-PS4-3

Students who demonstrate understanding can:

Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.

Clarification Statement: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror).

Assessment Boundary: Assessment does not include the speed of light.

Sound and Light Module

IG: Investigation 1, Parts 1-3
 Investigation 2, Parts 1-4

SRB: "Playing in the Light"
 "Reflections"
 "Seeing the Light"
 "Communicating with Light"

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying out Investigations</p>	<p>PS4.B Electromagnetic Radiation Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. <i>(Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.)</i></p>	<p>Cause and Effect</p>

GRADE 1

Waves: Light and Sound

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 1-PSS4-4

Students who demonstrate understanding can:

Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string “telephones,” and a pattern of drum beats.

Assessment Boundary: Assessment does not include technological details for how communication devices work.

Sound and Light Module

IG: Investigation 2, Parts 1-4
 Investigation 4, Parts 1-4

SRB: "Animal Ears and Hearing"
 "Strings in Motion"
 "More Musical Instruments"
 "Playing in the Light"
 "Reflections"
 "Seeing the Light"
 "Communicating with Light"

Science and Engineering Practices

Constructing Explanations and Designing Solutions

Disciplinary Core Ideas

PS4.C Information Technologies and Instrumentation

People also use a variety of devices to communicate (send and receive information) over long distances.

Crosscutting Concepts

Influence of Engineering, Technology, and Science, on Society and the Natural World

GRADE 1

Structure, Function, and Information Processing

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 1-LS1-1

Students who demonstrate understanding can:

Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.

Plants and Animals Module:

IG: Investigation 3, Parts 1-4

SRB: "What Do Animals Need?"

"Plants and Animals around the World"

"Learning from Nature"

Sound and Light Module:

IG: Investigation 2, Part 1

Investigation 4, Part 3

SRB: "Animal Ears and Hearing"

"Seeing the Light"

Other modules that address this performance expectation:

Animals Two by Two (Grade K)

Trees and Weather (Grade K)

Science and Engineering Practices

Constructing Explanations and Designing Solutions

Disciplinary Core Ideas

LS1.A Structure and Function

All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and see, find, and take in food water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.

LS1.D Information Processing

Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help the offspring to survive.

Crosscutting Concepts

Structure and Function

Influence of Engineering, Technology, and Science on Society and the Natural World

GRADE 1

Structure, Function, and Information Processing

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 1-LS1-2

Students who demonstrate understanding can:

Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).

Plants and Animals Module

IG: Investigation 1, Parts. 1-4
 Investigation 2, Parts. 1-4
 Investigation 4, Parts. 1-3

SRB: "What Do Plants Need?"

"The Story of Wheat"

"Variation"

"What Do Animals Need?"

"Plants and Animals around the World"

"Learning from Nature"

"Animals and Their Young"

Science and Engineering Practices

Obtaining, Evaluating, and Communicating Information

Scientific Knowledge is Based on Empirical Evidence

Disciplinary Core Ideas

LS1.B Growth and Development

Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.

Crosscutting Concepts

Patterns

GRADE 1

Structure, Function, and Information Processing

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 1-LS3-1

Students who demonstrate understanding can:

Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.

Assessment Boundary: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.

Plants and Animals Module

IG: Investigation 1, Part 4

Investigation 2, Parts. 1-4

Investigation 4, Parts. 1-3

SRB: "Variation"

"What Do Animals Need?"

"Plants and Animals around the World"

"Learning from Nature"

"Animals and Their Young"

Science and Engineering Practices

Constructing Explanations and Designing Solutions

Disciplinary Core Ideas

LS3.A Inheritance of Traits

Young animals are very much, but not exactly, like their parents. Plants also are very much, but not exactly, like their parents.

LS3.B Variation of Traits

Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.

Crosscutting Concepts

Patterns

GRADE 1

Space Systems: Patterns and Cycles

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 1-ESS1-1

Students who demonstrate understanding can:

Use observations of the sun, moon, and stars to describe patterns that can be predicted.

Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.

Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.

Air and Weather Module

IG: Investigation 2, Parts. 1-4

Investigation 4, Parts 1-3

SRB: "What is the Weather Today"

"Clouds"

"Water in the Air"

"Changes in the Sky"

"What's the Weather?"

"Changes in the Sky"

"Seasons"

"Getting through the Winter"

Science and Engineering Practices

Analyzing and Interpreting Data

Disciplinary Core Ideas

ESS1.A The Universe and its Stars

Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.

Crosscutting Concepts

Patterns

Scientific Knowledge Assumes an Order and Consistency in Natural Systems

GRADE 1

Space Systems: Patterns and Cycles

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 1-ESS1-2

Students who demonstrate understanding can:

Make observations at different times of year to relate the amount of daylight to the time of year.

Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.

Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.

Air and Weather Module

IG: Investigation 2, Parts. 1-4

Investigation 4, Parts 1-3

SRB: "What is the Weather Today"

"Clouds"

"Water in the Air"

"Changes in the Sky"

"What's the Weather?"

"Changes in the Sky"

"Seasons"

"Getting through the Winter"

Science and Engineering Practices

Planning and Carrying out Investigations

Disciplinary Core Ideas

ESS1.B Earth and the Solar System

Seasonal patterns of sunrise and sunset can be observed, described, and predicted.

Crosscutting Concepts

Patterns

GRADE 2

Structure and Properties of Matter

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 2- PS1-1

Students who demonstrate understanding can:

Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.

Solids and Liquids Module:

- IG: Investigation 1, Parts 1-5
- Investigation 2, Parts 1-4
- Investigation 3, Parts 1-5
- Investigation 4, Parts 1-5

SRB: "Everything Matters"

"Solid Objects and Materials"

"Towers"

"Bridges"

"Liquids"

"Pouring"

"Comparing Solids and Liquids"

"Mix It Up!"

"Heating and Cooling"

"Is Change Reversible?"

Other modules that address this performance expectation:

Materials and Motion (Grade K)

Air and Weather (Grade 1)

Water and Climate (Grade 3)

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying out Investigations</p>	<p>PS1.A Structure and Properties of Matter Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties.</p>	<p>Patterns</p>

GRADE 2

Structure and Properties of Matter

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 2-PS1-2

Students who demonstrate understanding can:

Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.

Assessment Boundary: Assessment of quantitative measurements is limited to length.

Solids and Liquids Module:

IG: Investigation 4, Parts 1-5

SRB: "Mix It Up"

"Heating and Cooling"

"Is Change Reversible"

Other modules that address this

performance expectation:

Materials and Motion (Grade K)

Science and Engineering Practices

Analyzing and Interpreting Data

Disciplinary Core Ideas

PS1.A Structure and Properties of Matter
 Different properties are suited to different purposes.

Crosscutting Concepts

Cause and Effect

Influence of Engineering, Technology, and Science on Society and the Natural World

GRADE 2

Structure and Properties of Matter

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 2-PS1-3

Students who demonstrate understanding can:

Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.

Solids and Liquids Module:

IG: Investigation 4, Parts 1-5

SRB: "Mix It Up"

"Heating and Cooling"

"Is Change Reversible"

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Constructing Explanations and Designing Solutions</p>	<p>PS1.A Structure and Properties of Matter Different properties are suited to different purposes.</p> <p>A great variety of objects can be built up from a small set of pieces.</p>	<p>Energy and Matter</p>

GRADE 2

Structure and Properties of Matter

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 2-PSS1-4

Students who demonstrate understanding can:

Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.

Solids and Liquids Module:

IG: Investigation 4, Part 4

SRB: "Mix It Up"

"Heating and Cooling"

"Is Change Reversible"

Science and Engineering Practices

Engage in Argument from Evidence

Disciplinary Core Ideas

PS1.B Chemical Reactions

Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not.

Crosscutting Concepts

Cause and Effect

GRADE 2

Interdependent Relationships in Ecosystems

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 2-LS2-1

Students who demonstrate understanding can:

Plan and conduct an investigation to determine if plants need sunlight and water to grow.

Assessment Boundary: Assessment is limited to testing one variable at a time.

Insect and Plants Module:

IG: Investigation 2, Parts 1-4

SRB: "How Seeds Travel"

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations	LS2.A Interdependent Relationships in Ecosystems Plants depend on water and light to grow.	Cause and Effect

GRADE 2

Interdependent Relationships in Ecosystems

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 2-LS2-2

Students who demonstrate understanding can:

Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

Insect and Plants Module:

IG: Investigation 2, Parts 1-4

SRB: "How Seeds Travel"

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models</p>	<p>LS2.A Interdependent Relationships in Ecosystems Plants depend on animals for pollination or to move their seeds around.</p> <p>ETS1.B Developing Possible Solutions Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.</p>	<p>Structure and Function</p>

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GRADE 2

Interdependent Relationships in Ecosystems

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 2-LS4-1

Students who demonstrate understanding can:

Make observations of plants and animals to compare the diversity of life in different habitats.

Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.

Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.

Insect and Plants Module:

IG: Investigation 1, Parts 1-3

Investigation 2, Parts 1-4

Investigation 3, Parts 1-4

Investigation 4, Parts 1-4

Investigation 5, Parts 1-4

SRB: "Animals and Plants in Their Habitats"

"Flowers and Seeds"

"How Seeds Travel"

"So Many Kinds, So Many Places"

"Insect Shapes and Colors"

"Insect Life Cycles"

"Life Goes Around"

Science and Engineering Practices

Planning and Carrying Out Investigations

Scientific Knowledge is Based on Empirical Evidence

Disciplinary Core Ideas

LS4.D Biodiversity and Humans

There are many different kinds of living things in any area, and they exist in different places on land and in water.

Crosscutting Concepts

GRADE 2

Earth's Systems: Processes that Shape the Earth

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 2-ESS1-1

Students who demonstrate understanding can:

Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.

Assessment Boundary: Assessment does not include quantitative measurements of timescales.

Pebbles, Sand, and Silt Module:

IG: Investigation 1, Parts 1-2

Investigation 2, Parts 3-4

Investigation 4, Part 4

SRB: "Rocks Move"

"Landforms"

"Preventing Erosion"

"Land and Water on Earth"

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Constructing Explanations and Designing Solutions	ESS1.C The History of Planet Earth Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.	Stability and Change

GRADE 2

Earth's Systems: Processes that Shape the Earth

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 2-ESS2-1

Students who demonstrate understanding can:

Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.

Pebbles, Sand, and Silt Module:

IG: Investigation 2, Part 4

Investigation 3, Parts 1-5

Investigation 4, Parts 1- 4

SRB: "Landforms "

"Making Things with Rocks"

"What Are Natural Resources?"

"Where is Water Found?"

"States of Water"

"Preventing Erosion"

"Land and Water on Earth"

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Constructing Explanations and Designing Solutions</p>	<p>ESS2.A Earth Materials and Systems Wind and water can change the shape of the land.</p> <p>ETS1.C Optimizing the Design Solution Because there is always more than one possible solution to a problem, it is useful to compare and test designs.</p>	<p>Stability and Change</p> <p>Influence of Engineering, Technology, and Science on Society and the Natural World</p> <p>Science Addresses Questions About the Natural and Material World</p>

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GRADE 2

Earth's Systems: Processes that Shape the Earth

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 2-ESS2-2

Students who demonstrate understanding can:

Develop a model to represent the shapes and kinds of land and bodies of water in an area.

Assessment Boundary: Assessment does not include quantitative scaling in models.

Pebbles, Sand, and Silt Module:

IG: Investigation 4, Part 4

SRB: "Preventing Erosion"
 "Land and Water on Earth"

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models	ESS2.B Plate Tectonics and Large-Scale System Interactions Maps show where things are located. One can map the shapes and kinds of land and water in any area.	Patterns

GRADE 2

Earth's Systems: Processes that Shape the Earth

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 2-ESS2-3

Students who demonstrate understanding can:

Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Pebbles, Sand, and Silt Module:

IG: Investigation 2, Parts 3- 4
 Investigation 4, Parts 3-4

Other modules that address this performance expectation:

Water and Climate (Grade 3)

SRB: "Rocks Move"
 "Landforms"
 "Preventing Erosion"
 "Land and Water on Earth"

Science and Engineering Practices

Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas

ESS2.C The Roles of Water in Earth's Surface Processes
 Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form.

Crosscutting Concepts

Patterns

GRADE 3

Forces and Interactions

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 3-PS2-1

Students who demonstrate understanding can:

Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.

Assessment Boundary: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.

Motion and Matter Module

IG: Investigation 1, Parts 1-3
 Investigation 2, Parts 1-4

SRB: "Magnetism and Gravity"
 "What Scientists Do"
 "Change of Motion"
 "Patterns of Motion"
 "What Goes Around"

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying out Investigations</p> <p>Scientific Investigations Use a Variety of Methods</p>	<p>PS2.A Forces and Motion Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.)</p> <p>PS2.B Types of Interactions Objects in contact exert forces on each other.</p>	<p>Cause and Effect</p>

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GRADE 3

Forces and Interactions

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 3-PS2-2

Students who demonstrate understanding can:

Make observations and/or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion.

Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.

Assessment Boundary: Assessment does not include technical terms such as period and frequency.

Sound and Light Module

IG: Investigation 1, Parts 1-3
 Investigation 2, Parts 1-4

SRB: "Magnetism and Gravity"
 "What Scientists Do"
 "Change of Motion"
 "Patterns of Motion"
 "What Goes Around"

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying Out Investigations</p> <p>Science Knowledge is Based on Empirical Evidence</p>	<p>PS2.A Forces and Motion</p> <p>The patterns of an object’s motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.)</p>	<p>Patterns</p>

GRADE 3

Forces and Interactions

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 3-PS2-3

Students who demonstrate understanding can:

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

Clarification Statement: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.

Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.

Sound and Light Module

IG: Investigation 1, Parts 1-3

SRB: "Magnetism and Gravity"
 "What Scientists Do"
 "Change of Motion"

Other modules that address this performance expectation:

Energy (Grade 4)

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Asking Questions and Defining Problems</p>	<p>PS2.B Types of Interactions Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.</p>	<p>Cause and Effect</p>

GRADE 3

Forces and Interactions

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 3-PS2-4

Students who demonstrate understanding can:
Define a simple design problem that can be solved by applying scientific ideas about magnets.

Clarification Statement: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.

Sound and Light Module
IG: Investigation 1, Parts 1-3

Other modules that address this performance expectation:

SRB: "Magnetism and Gravity"
 "What Scientists Do"
 "Change of Motion"

Energy (Grade 4)

Science and Engineering Practices

Asking questions and Defining Problems

Disciplinary Core Ideas

PS2.B Types of Interactions

Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.

Crosscutting Concepts

Interdependence of Science, Engineering, and Technology

GRADE 3

Interdependent Relationships in Ecosystems

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 3-LS2-1

Students who demonstrate understanding can:

Construct an argument that some animals form groups that help members survive.

Structures of Life Module

IG: Investigation 3, Parts 3 and 5

SRB: "Life on Earth"
 "Food Chains"

Science and Engineering Practices

Engaging in Argument from Evidence

Disciplinary Core Ideas

LS2.D Social Interactions and Group Behavior
 Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size (Note: Moved from K–2).

Crosscutting Concepts

Cause and Effect

GRADE 3

Interdependent Relationships in Ecosystems

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 3-LS4-1

Students who demonstrate understanding can:

Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

Clarification Statement: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.

Assessment Boundary: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.

Structures of Life Module

IG: Investigation 4, Part 2

SRB: "Barn Owls"

"Fossils"

"Skeletons on the Outside"

"Crayfish, Snails, and Humans"

Other modules that address this performance expectation:

Environments (Grade 4)

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Analyzing and Interpreting Data	<p>LS4.A Evidence of Common Ancestry and Diversity Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (Note: moved from K-2)</p> <p>Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments.</p>	<p>Scale, Proportion, and Quantity</p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p>

GRADE 3

Interdependent Relationships in Ecosystems

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 3-LS4-3

Students who demonstrate understanding can:

Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.

Structures of Life Module

IG: Investigation 3, Parts 2, 4-5

SRB: "Adaptations"

"Inside a Snail's Shell"

"A Change in the Environment"

"Food Chains"

Other modules that address this performance expectation:

Environments (Grade 4)

Science and Engineering Practices

Engaging in Argument from Evidence

Disciplinary Core Ideas

LS4.C Adaptation

For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.

Crosscutting Concepts

Cause and Effect

Interdependence of Science, Engineering, and Technology

GRADE 3

Interdependent Relationships in Ecosystems

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 3-LS4-4

Students who demonstrate understanding can:

Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Clarification Statement: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.

Assessment Boundary: Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.

Structures of Life Module

IG: Investigation 3, Parts 2, 4-5

SRB: "Adaptations"
 "Inside a Snail's Shell"
 "A Change in the Environment"
 "Food Chains"

Other modules that address this performance expectation:

Environments (Grade 4)

Science and Engineering Practices

Engaging in Argument from Evidence

Disciplinary Core Ideas

LS2.C Ecosystem Dynamics, Functioning, and Resilience

When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.

LS4.D Biodiversity and Humans

Populations live in a variety of habitats, and change in those habitats affects the organisms living there.

Crosscutting Concepts

Systems and System Models

GRADE 3

Inheritance and Variation of Traits: Life Cycles and Traits

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 3-LS1-1

Students who demonstrate understanding can:

Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. ‘

Clarification Statement: Changes organisms go through during their life form a pattern.

Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.

Structures of Life Module

IG: Investigation 3, Parts 1-3
 Investigation 2, Parts 1-3

SRB: "The Reason for Fruit"
 "The Most Important Seed"
 "Barbara McClintock"
 "Nature Journal – How Seeds Travel"
 "Life Cycles"

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models</p>	<p>LS1.B Growth and Development of Organisms Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.</p>	<p>Patterns</p>

GRADE 3

Inheritance and Variation of Traits: Life Cycles and Traits

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 3-LS3-1

Students who demonstrate understanding can:

Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.

Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.

Structures of Life Module

- IG:** Investigation 1, Part 3
 Investigation 2, Parts 2-3
 Investigation 3, Part 2
 Investigation 4, Parts 1-2

- SRB:** "Barbara McClintock"
 "Barn Owls"
 "The Most Important Seed"
 "Adaptations"
 "The Human Skeleton"
 "Life Cycles"
 "Skeletons on the Outside"
 "Crayfish, Snails, and Humans"

Science and Engineering Practices

Analyzing and Interpreting Data

Disciplinary Core Ideas

LS3.A Inheritance of Traits

Many characteristics of organisms are inherited from their parents.

LS3.B Variation of Traits

Different organisms vary in how they look and function because they have different inherited information.

Crosscutting Concepts

Patterns

GRADE 3

Inheritance and Variation of Traits: Life Cycles and Traits

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 3-LS3-2

Students who demonstrate understanding can:

Use evidence to support the explanation that traits can be influenced by the environment.

Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.

Structures of Life Module

- IG:** Investigation 1, Part 3
 Investigation 2, Parts 2-3
 Investigation 3, Part 2
 Investigation 4, Parts 1-2

- SRB:** "Barbara McClintock"
 "Barn Owls"
 "The Most Important Seed"
 "Adaptations"
 "The Human Skeleton"
 "Life Cycles"
 "Skeletons on the Outside"
 "Crayfish, Snails, and Humans"

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Constructing Explanations and Designing Solutions</p>	<p>LS3.A Inheritance of Traits Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.</p> <p>LS3.B Variation of Traits The environment also affects the traits that an organism develops.</p>	<p>Cause and Effect</p>

GRADE 3

Inheritance and Variation of Traits: Life Cycles and Traits

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 3-LS4-2

Students who demonstrate understanding can:

Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.

Structures of Life Module

IG: Investigation 3, Parts 2 and 5

SRB: "Adaptations"
"Food Chains"

Other modules that address this performance expectation:

Environments (Grade 4)

Science and Engineering Practices

Constructing Explanations and Designing Solutions

Disciplinary Core Ideas

LS4.B Natural Selection

Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing.

Crosscutting Concepts

Cause and Effect

GRADE 3

Weather and Climate

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 3-ESS2-1

Students who demonstrate understanding can:

Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

Clarification Statement: Examples of data at this grade level could include average temperature, precipitation, and wind direction.

Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.

Water and Climate Module

IG: Investigation 4, Parts 1-3

SRB: "Climate Regions"

"Wetlands for Flood Control"

"Conserving Water during Droughts"

Science and Engineering Practices

Analyzing and Interpreting Data

Disciplinary Core Ideas

ESS2.D Weather and Climate

Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.

Crosscutting Concepts

Patterns

GRADE 3

Weather and Climate

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 3-ESS2-2

Students who demonstrate understanding can:

Obtain and combine information to describe climates in different regions of the world.

Water and Climate Module

IG: Investigation 2, Parts 1-5
 Investigation 3, Parts 1-5
 Investigation 4, Parts 1-3

SRB: "Vacation Aggravation"

"Celsius and Fahrenheit"

"Water: Hot and Cold"

"Studying Weather"

"Drying Up"

"Surface-Area Experiment"

"Climate Regions"

"Wetlands for Flood Control"

"Conserving Water during Droughts"

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Obtaining, Evaluating, and Communicating Information	ESS2.D Weather and Climate Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years.	Patterns

GRADE 3

Weather and Climate

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 3-ESS3-1

Students who demonstrate understanding can:

Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

Clarification Statement: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.

Water and Climate Module

IG: Investigation 4, Parts 1-3
 Investigation 5, Parts 1-3

SRB: "Climate Regions"
 "Wetlands for Flood Control"
 "Conserving Water during Droughts"
 "Water: A Vital Resource"
 "Natural Resources"
 "Ellen Swallow Richards: An Early Ecologist"
 "Making Drinking Water Safe"
 "Using the Energy of Water"

Science and Engineering Practices

Engaging in Argument from Evidence

Disciplinary Core Ideas

ESS3.B Natural Hazards
 A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.

Crosscutting Concepts

Cause and Effect
Influence of Engineering, Technology, and Science on Society and the Natural World
Science is a Human Endeavor

GRADE 4

Energy

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 4-PS3-1

Students who demonstrate understanding can:

Use evidence to construct an explanation relating the speed of an object to the energy of that object.

Assessment Boundary: Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.

Energy Module

IG: Investigation 4, Parts 1-3

SRB: "Energy"

"What Causes Change of Motion"

"Bowling"

"Force and Energy"

"Potential and Kinetic Energy"

Science and Engineering Practices

Disciplinary Core Ideas

Crosscutting Concepts

Constructing Explanations and Designing Solutions

PS3.A Definitions of Energy

The faster a given object is moving, the more energy it possesses.

Energy and Matter

GRADE 4

Energy

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 4-PS3-2

Students who demonstrate understanding can:

Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

Assessment Boundary: Assessment does not include quantitative measurements of energy.

Energy Module

IG: Investigation 1, Parts 1-4
 Investigation 3, Parts 1-3
 Investigation 4, Parts 1-3
 Investigation 5, Parts 1-3

SRB: "Edison Sees the Light"

"Energy Sources"

"Science Practices"

"Engineering Practices"

"Thinking Like an Engineer"

"Engineering a Solar Lighting Solution"

"Electricity Creates Magnetism"

"Using Magnetic Fields"

"Electromagnets Everywhere"

"Morse Gets Clicking"

"Energy"

"What Causes Change of Motion?"

"Bowling"

"Force and Energy"

"Potential and Kinetic Energy at Work"

Science and Engineering Practices

Planning and Carrying Out Investigations

Disciplinary Core Ideas

PS3.A Definitions of Energy

Energy can be moved from place to place by moving objects or through sound, light, or electric currents.

PS3.B Conservation of Energy and Energy Transfer

Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.

Light also transfers energy from place to place.

Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy.

Crosscutting Concepts

Energy and Matter

GRADE 4

Energy

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 4-PS3-3

Students who demonstrate understanding can:

Ask questions and predict outcomes about the changes in energy that occur when objects collide.

Clarification Statement: Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact.

Assessment Boundary: Assessment does not include quantitative measurements of energy.

Energy Module

IG: Investigation 4, Parts 1-3

- SRB:** "What Causes Change of Motion?"
 "Energy"
 "Bowling"
 "Potential and Kinetic Energy at Work"
 "Force and Energy"

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Asking Questions and Defining Problems</p>	<p>PS3.A Definitions of Energy Energy can be moved from place to place by moving objects or through sound, light, or electric currents.</p> <p>PS3.B Conservation of Energy and Energy Transfer Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.</p> <p>PS3.C Relationship Between Energy and Forces When objects collide, the contact forces transfer energy so as to change the objects' motions.</p>	<p>Energy and Matter</p>

GRADE 4

Energy

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 4-PS3-4

Students who demonstrate understanding can:

Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

Clarification Statement: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.

Assessment Boundary: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.

Energy Module

IG: Investigation 4, Parts 1-3
Investigation 4, Parts 1-3
Investigation 4, Parts 1-3
Investigation 4, Parts 1-3

SRB: "Edison Sees the Light"
"Energy Sources"
"Series and Parallel Circuits"
"Science Practices"

"Engineering Practices"
"Thinking Like an Engineer"
"Engineering a Solar Lighting Solution"
"When Magnet Meets Magnet"
"Magnificent Magnetic Models"
"Make a Magnetic Compass"
"Electricity Creates Magnetism"
"Using Magnetic Fields"
"Electromagnets Everywhere"
"Morse Gets Clicking"
"Waves"

"More about Sound"
"Light Interactions"
"Throw a Little Light on Sight"
"More Light on the Subject"
"Alternative Sources of Energy"
"Ms. Osgood's Class Report"

Science and Engineering Practices

Constructing Explanations and Designing Solutions

Disciplinary Core Ideas

PS3.B Conservation of Energy and Energy Transfer

Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy.

PS3.D Energy in Chemical Processes and Everyday Life

The expression "produce energy" typically refers to the conversion of stored energy into a desired form for practical use.

ETS1.A Defining Engineering Problems

Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.

Crosscutting Concepts

Energy and Matter

Influence of Engineering, Technology, and Science on Society and the Natural World

Science is a Human Endeavor

GRADE 4

Earth and Human Activity

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 4-ESS3-1

Students who demonstrate understanding can:

Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.

Environments Module:

IG: Investigation 3, Parts 1-4

SRB: "Brine Shrimp"

"The Mono Lake Story"

"What Happens When Ecosystems Change?"

"The Shrimp Club"

"Variation and Selection"

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Obtaining, Evaluating, and Communicating Information	ESS3.A Natural Resources Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not.	Cause and Effect Interdependence of Science, Engineering, and Technology Influence of Engineering, Technology, and Science on Society and the Natural World

GRADE 4

Waves: Waves and Information

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 4-PS4-1

Students who demonstrate understanding can:

Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

Clarification Statement: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves.

Assessment Boundary: Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of amplitude and wavelength.

Energy Module:

IG: Investigation 3, Parts 1-3

SRB: "Electricity Creates Magnetism"

"Using Magnetic Fields"

"Electromagnets Everywhere"

"Morse Gets Clicking"

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models</p> <p>Scientific Knowledge is Based on Empirical Evidence</p>	<p>PS4.A Wave Properties</p> <p>Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; it does not move in the direction of the wave except when the water meets the beach. (Note: This grade band endpoint was moved from K–2).</p> <p>Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks).</p>	<p>Patterns</p>

GRADE 4

Waves: Waves and Information

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 4-PS4-3

Students who demonstrate understanding can:

Generate and compare multiple solutions that use patterns to transfer information.

Clarification Statement: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.

Energy Module:

IG: Investigation 3, Parts 1-3

SRB: "Electricity Creates Magnetism"
 "Using Magnetic Fields"
 "Electromagnets Everywhere"
 "Morse Gets Clicking"

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Constructing Explanations and Designing Solutions</p>	<p>PS4.C Information Technologies and Instrumentation Digitized information transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa.</p> <p>ETS1.C Optimizing The Design Solution Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.</p>	<p>Patterns</p> <p>Interdependence of Science, Engineering, and Technology</p>

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EA: Embedded Assessment • **BM:** Benchmark Assessment • **IA:** Interim Assessment

GRADE 4

Structure, Function, and Information Processing

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 4-PS4-2

Students who demonstrate understanding can:

Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

Assessment Boundary: Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.

Energy Module:

IG: Investigation 5, Parts 1-3

SRB: "Waves"

"More About Sound"

"Light Interactions"

"Throw a Little Light on Sight"

"More about Light on the Subject"

"Alternative Sources of Electricity"

"Ms. Osgood's Class Report"

Science and Engineering Practices

Developing and Using Models

Disciplinary Core Ideas

PS4.B Electromagnetic Radiation

An object can be seen when light reflected from its surface enters the eyes.

Crosscutting Concepts

Cause and Effect

GRADE 4

Structure, Function, and Information Processing

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 4-LS1-1

Students who demonstrate understanding can:

Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.

Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.

Environments Module:

IG: Investigation 1, Parts 1-3
 Investigation 2, Parts 1-4

SRB: "Two Terrestrial Environments"
 "Darkling Beetles"
 "Setting Up a Terrarium"
 "Isopods"
 "Amazon Rainforest Journal"
 "Freshwater Environments"
 "What Is an Ecosystem?"
 "Food Chains and Food Webs"
 "Human Activities and Aquatic Environments"
 "Comparing Aquatic and Terrestrial Environments"
 "Animal Sensory Systems"
 "Saving Murrelets through Mimicry"

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Engaging in Argument from Evidence	LS1.A Structure and Function Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.	Systems and System Models

GRADE 4

Structure, Function, and Information Processing

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 4-LS1-2

Students who demonstrate understanding can:

Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

Clarification Statement: Emphasis is on systems of information transfer.

Assessment Boundary: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.

Environments Module:

IG: Investigation 1, Parts 1-3
 Investigation 2, Parts 1-4

Other modules that address this performance expectation:

Living Systems (Grade 5)

SRB: "Two Terrestrial Environments"
 "Darkling Beetles"
 "Setting Up a Terrarium"
 "Isopods"
 "Amazon Rainforest Journal"
 "Freshwater Environments"
 "What Is an Ecosystem?"
 "Food Chains and Food Webs"
 "Human Activities and Aquatic Environments"
 "Comparing Aquatic and Terrestrial Environments"
 "Animal Sensory Systems"
 "Saving Murrelets through Mimicry"

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models	LS1.D Information Processing Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions.	Systems and System Models

GRADE 4

Earth Systems: Processes that Shape the Earth

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 4-ESS1-1

Students who demonstrate understanding can:

Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

Clarification Statement: Examples of evidence from patterns could include rock layers with shell fossils above rock layers with plant fossils and no shells, indicating a change from water to land over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.

Assessment Boundary: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.

Solids, Rocks, and Landforms Module:

IG: Investigation 2, Parts 1-4

SRB: "Erosion and Deposition"

"Landforms Photo Album"

"Fossils Tell a Story"

"Pieces of a Dinosaur Puzzle"

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Constructing Explanations and Designing Solutions	ESS1.C The History of Planet Earth Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed.	Patterns Scientific Knowledge Assumes an Order and Consistency in Natural Systems

GRADE 4

Earth Systems: Processes that Shape the Earth

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 4-ESS2-1

Students who demonstrate understanding can:

Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

Clarification Statement: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow.

Assessment Boundary: Assessment is limited to a single form of weathering or erosion.

Solids, Rocks, and Landforms Module:

IG: Investigation 1, Parts 1-4
 Investigation 2, Parts 1-4

SRB: "What Is Soil?"
 "Weathering"
 "Erosion and Deposition"
 "Landforms Photo Album"
 "Fossils Tell a Story"
 "Pieces of a Dinosaur Puzzle"

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying Out Investigations</p>	<p>ESS2.A Earth Materials and Systems Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around.</p> <p>ESS2.E Biogeology Living things affect the physical characteristics of their regions.</p>	<p>Cause and Effect</p>

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EA: Embedded Assessment • **BM:** Benchmark Assessment • **IA:** Interim Assessment

GRADE 4

Earth Systems: Processes that Shape the Earth

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 4-ESS2-2

Students who demonstrate understanding can:

Analyze and interpret data from maps to describe patterns of Earth's features.

Clarification Statement: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.

Solids, Rocks, and Landforms Module:

IG: Investigation 2, Parts 1-4

Investigation 3, Parts 1-4

SRB: "Erosion and Deposition"

"Landforms Photo Album"

"Fossils Tell a Story"

"Pieces of a Dinosaur Puzzle"

"Topographic Maps"

"The Story of Mount Shasta"

"It Happened So Fast"

Science and Engineering Practices

Analyzing and Interpreting Data

Disciplinary Core Ideas

ESS2.B Plate Tectonics and Large-Scale System Interactions

The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth.

Crosscutting Concepts

Patterns

GRADE 4

Earth Systems: Processes that Shape the Earth

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 4-ESS3-2

Students who demonstrate understanding can:

Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Clarification Statement: Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity.

Assessment Boundary: Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.

Solids, Rocks, and Landforms Module:

IG: Investigation 3, Parts 1-4

Investigation 4, Parts 1-3

SRB: "Topographic Maps "

"The Story of Mount Shasta"

"It Happened So Fast"

" Monumental Rocks "

" Geoscientists at Work "

" Making Concrete "

"Earth Materials in Art"

"Where Do Rocks Come From?"

Science and Engineering Practices

Constructing Explanations and Designing Solutions

Disciplinary Core Ideas

ESS3.B Natural Hazards

A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts.

ETS1.B Designing Solutions to Engineering Problems

Testing a solution involves investigating how well it performs under a range of likely conditions.

Crosscutting Concepts

Cause and Effect

Influence of Engineering, Technology, and Science on Society and the Natural World

GRADE 5

Structure and Properties of Matter

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 5-PS1-1

Students who demonstrate understanding can:

Develop a model to describe that matter is made of particles too small to be seen.

Clarification Statement: Examples of evidence could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.

Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.

Mixtures and Solutions Module:

- IG:** 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

- SRB:** "Mixtures"
 "Taking Mixtures Apart"
 "Science Practices"
 "Engineering Practices"
 "Extracts"
 "The Story of Salt"
 "Beachcombing Science"
 "Solid to Liquid"
 "Liquid and Gas Changes"
 "Celsius and Fahrenheit"
 "Solutions Up Close"
 "Concentrated Solutions"

- "The Air"
 "Famous Scientists"
 "Carbon Dioxide Concentration in the Air"
 "The Frog Story"
 "The Bends"
 "A Sweet Solution"
 "Sour Power"
 "East Bay Academy for Young Scientists"
 "Drinking Ocean Water"
 "Creative Solutions"
 "Ask a Chemist"
 "When Substances Change"
 "Air Bags"

Other modules that address this performance expectation:

- Motion and Matter** (Grade 3)
Water and Climate (Grade 3)

Earth and Sun Module:

- IG:** Investigation 3, Parts 1-3
 Investigation 4, Parts 1-4
 Investigation 5, Parts 1-4

- SRB:** "What Is Air?"
 "Earth's Atmosphere"
 "Weather Instruments"
 "Uneven Heating"
 "Heating the Air: Radiation and Conduction"
 "Wind and Convection"
 "Wind Power"
 "Solar Technology"
 "Condensation"
 "Where Is Earth's Water?"
 "The Water Cycle"
 "Severe Weather"
 "Earth's Climates"
 "Global Climate Change"

Science and Engineering Practices

Developing and Using Models

Disciplinary Core Ideas

PS1.A Structure and Properties of Matter

Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model shows that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon; the effects of air on larger particles or objects.

Crosscutting Concepts

Scale, Proportion, and Quantity

GRADE 5

Structure and Properties of Matter

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 5-PS1-2

Students who demonstrate understanding can:

Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that forms new substances.

Assessment Boundary: Assessment does not include distinguishing mass and weight.

Mixtures and Solutions Module:

IG: 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

SRB: "Mixtures"
 "Taking Mixtures Apart"
 "Science Practices"
 "Engineering Practices"
 "Extracts"
 "The Story of Salt"
 "Beachcombing Science"
 "Solid to Liquid"
 "Liquid and Gas Changes"
 "Celsius and Fahrenheit"
 "Solutions Up Close"
 "Concentrated Solutions"

"The Air"
 "Famous Scientists"
 "Carbon Dioxide Concentration in the Air"
 "The Frog Story"
 "The Bends"
 "A Sweet Solution"
 "Sour Power"
 "East Bay Academy for Young Scientists"
 "Drinking Ocean Water"
 "Creative Solutions"
 "Ask a Chemist"
 "When Substances Change"
 "Air Bags"

Science and Engineering Practices

Using Mathematics and Computational Thinking

Disciplinary Core Ideas

PS1.A Structure and Properties of Matter
 The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish.

PS1.B Chemical Reactions
 No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.)

Crosscutting Concepts

Scale, Proportion, and Quantity
 Scientific Knowledge Assumes an Order and Consistency in Natural Systems

GRADE 5

Structure and Properties of Matter

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 5-PS1-3

Students who demonstrate understanding can:

Make observations and measurements to identify materials based on their properties.

Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.

Assessment Boundary: Assessment does not include density or distinguishing mass and weight.

Mixtures and Solutions Module:

IG: Investigation 4, Parts 1-4
 Investigation 5, Parts 1-3

SRB: "The Bends"

"A Sweet Solution"

"Sour Power"

"East Bay Academy for Young Scientists"

"Drinking Ocean Water"

"Creative Solutions"

"Ask a Chemist"

"When Substances Change"

"Air Bags"

Science and Engineering Practices

Planning and Carrying Out Investigations

Disciplinary Core Ideas

PS1.A Structure and Properties of Matter
 Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.)

Crosscutting Concepts

Scale, Proportion, and Quantity

GRADE 5

Structure and Properties of Matter

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 5-PS1-4

Students who demonstrate understanding can:

Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

Mixtures and Solutions Module:

IG: Investigation 5, Parts 1-3

SRB: "Ask a Chemist"

"When Substances Change"

"Air Bags"

Science and Engineering Practices

Planning and Carrying Out Investigations

Disciplinary Core Ideas

PS1.B Chemical Reactions

When two or more different substances are mixed, a new substance with different properties may be formed.

Crosscutting Concepts

Cause and Effect

GRADE 5

Matter and Energy in Organisms and Ecosystems

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 5-PS3-1

Students who demonstrate understanding can:

Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Clarification Statement: Examples of models could include diagrams, and flow charts.

Living Systems Module:

IG: Investigation 1, Parts 1-4
 Investigation 2, Parts 1-3
 Investigation 3, Parts 1-3
 Investigation 4, Parts 1-4

"Plant Vascular Systems"
 "The Story of Maple Syrup"
 "The Human Circulatory System"
 "The Human Respiratory System"
 "Other Circulatory and Respiratory Systems"
 "Structures of the Brain"
 "Sensory Systems"
 "Animal Communication"
 "Monarch Migration"
 "North Atlantic Ocean Ecosystem"

SRB: "Introduction to Systems"

"Is Earth a System?"
 "The Biosphere"
 "Monterey Bay National Marine Sanctuary"
 "Comparing Aquatic and Terrestrial Ecosystems"
 "There's Yeast in My Bread!"
 "Producers"
 "Getting Nutrients"
 "The Human Digestive System"
 "Leaf Classification"

Science and Engineering Practices

Disciplinary Core Ideas

Crosscutting Concepts

Developing and Using Models

PS3.D Energy in Chemical Processes and Everyday Life

The energy released [from] food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water).

LS1.C Organization for Matter and Energy Flow in Organisms

Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion.

Energy and Matter

GRADE 5

Matter and Energy in Organisms and Ecosystems

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 5-LS1-1

Students who demonstrate understanding can:
Support an argument that plants get the materials they need for growth chiefly from air and water.

Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.

Living Systems Module:

IG: Investigation 2, Parts 1-3
 Investigation 3, Parts 1-3

SRB: "There's Yeast in My Bread!"
 "Producers"
 "Getting Nutrients"
 "The Human Digestive System"
 "Leaf Classification"
 "Plant Vascular Systems"
 "The Story of Maple Syrup"
 "The Human Circulatory System"
 "The Human Respiratory System"
 "Other Circulatory and Respiratory Systems"

Science and Engineering Practices

Engaging in Argument from Evidence

Disciplinary Core Ideas

LS1.C Organization for Matter and Energy Flow in Organisms
 Plants acquire their material for growth chiefly from air and water.

Crosscutting Concepts

Energy and Matter

GRADE 5

Matter and Energy in Organisms and Ecosystems

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 5-LS2-1

Students who demonstrate understanding can:

Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.

Assessment Boundary: Assessment does not include molecular explanations.

Living Systems Module:

IG: Investigation 1, Parts 1-4
 Investigation 2, Parts 1-3
 Investigation 3, Parts 1-3
 Investigation 4, Parts 1-4

SRB: "Introduction to Systems"
 "Is Earth a System?"
 "The Biosphere"

"Monterey Bay National Marine Sanctuary"
 "Comparing Aquatic and Terrestrial Ecosystems"
 "There's Yeast in My Bread!"
 "Producers"
 "Getting Nutrients"
 "The Human Digestive System"
 "Leaf Classification"
 "Plant Vascular Systems"
 "The Story of Maple Syrup"

"The Human Circulatory System"
 "The Human Respiratory System"
 "Other Circulatory and Respiratory Systems"
 "Structures of the Brain"
 "Sensory Systems"
 "Animal Communication"
 "Monarch Migration"
 "North Atlantic Ocean Ecosystem"

Science and Engineering Practices

Developing and Using Models

Science Models, Laws, Mechanisms, and Theories
 Explain Natural Phenomena

Disciplinary Core Ideas

LS2.A Interdependent Relationships in Ecosystems

The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem.

LS2.B Cycles of Matter and Energy Transfer in Ecosystems

Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment.

Crosscutting Concepts

Systems and System Models

GRADE 5

Earth's Systems

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 5-ESS2-1

Students who demonstrate understanding can:

Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.

Assessment Boundary: Assessment is limited to the interactions of two systems at a time.

Living Systems Module:

IG: Investigation 1, Parts 1-4
 Investigation 2, Parts 1-3
 Investigation 3, Parts 1-3
 Investigation 4, Parts 1-4

SRB: "Introduction to Systems"
 "Is Earth a System?"
 "The Biosphere"

"Monterey Bay National Marine Sanctuary"
 "Comparing Aquatic and Terrestrial Ecosystems"
 "There's Yeast in My Bread!"
 "Producers"
 "Getting Nutrients"
 "The Human Digestive System"
 "Leaf Classification"
 "Plant Vascular Systems"
 "The Story of Maple Syrup"

"The Human Circulatory System"
 "The Human Respiratory System"
 "Other Circulatory and Respiratory Systems"
 "Structures of the Brain"
 "Sensory Systems"
 "Animal Communication"
 "Monarch Migration"
 "North Atlantic Ocean Ecosystem"

Science and Engineering Practices

Developing and Using Models

Disciplinary Core Ideas

ESS2.A Earth Materials and Systems

Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather.

Crosscutting Concepts

Systems and System Models

GRADE 5

Earth's Systems

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 5-ESS2-2

Students who demonstrate understanding can:

Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

Assessment Boundary: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.

Earth and Sun Module

IG: Investigation 5, Parts 3 and 4

SRB: "Where Is Earth's Water?"

"The Water Cycle"

"Severe Weather"

"Earth's Climates"

"Global Climate Change"

Science and Engineering Practices

Planning and Carrying out Investigations

Disciplinary Core Ideas

ESS1.B Earth and the Solar System

Seasonal patterns of sunrise and sunset can be observed, described, and predicted.

Crosscutting Concepts

Patterns

GRADE 5

Earth's Systems

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 5-ESS3-1

Students who demonstrate understanding can:

Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Earth and Sun Module:

IG: Investigation 4, Parts 1-4
 Investigation 5, Parts 1-4

SRB: "Introduction to Systems"
 "Uneven Heating"
 "Heating the Air: Radiation and Conduction"
 "Wind and Convection"
 "Wind Power"
 "Solar Technology"
 "Condensation"
 "Is Earth a System?"
 "The Biosphere"

Living Systems Module:

IG: Investigation 4, Parts 1-4

SRB: "Structures of the Brain"
 "Sensory Systems"
 "Animal Communication"
 "Monarch Migration"
 "North Atlantic Ocean Ecosystem"

Science and Engineering Practices

Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas

ESS3.C Human Impacts on Earth Systems
 Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.

Crosscutting Concepts

Systems and System Models
Science Addresses Questions About the Natural and Material World

GRADE 5

Space Systems: Stars and the Solar System

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 5-PS2-1

Students who demonstrate understanding can:

Support an argument that the gravitational force exerted by Earth on objects is directed down.

Clarification Statement: "Down" is a local description of the direction that points toward the center of the spherical Earth.

Assessment Boundary: Assessment does not include mathematical representation of gravitational force.

Earth and Sun Module:

IG: Investigation 2, Parts 1-5

- SRB:** "The Night Sky"
 "Looking through Telescopes"
 "Comparing the Size of Earth and the Moon"
 "Apollo 11 Space Mission"
 "How Did Earth's Moon Form?"
 "Changing Moon"
 "Lunar Cycle"
 "Eclipse"
 "Exploring the Solar System"
 "Planets of the Solar System"
 "Why Doesn't Earth Fly Off into Space?"
 "Stargazing"
 "Star Scientists"
 "Our Galaxy"

Science and Engineering Practices

Engaging in Argument from Evidence

Disciplinary Core Ideas

PS2.B Types of Interactions
 The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center.

Crosscutting Concepts

Cause and Effect

GRADE 5

Space Systems: Stars and the Solar System

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 5-ESS1-1

Students who demonstrate understanding can:

Support an argument that the apparent brightness of the sun and stars is due to their relative distances from Earth.

Assessment Boundary: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, stage).

Earth and Sun Module:

IG: Investigation 1, Parts 1-3
 Investigation 2, Parts 1-5

SRB: "Changing Shadows"
 "Sunrise and Sunset"
 "The Night Sky"
 "Looking through Telescopes"
 "Comparing the Size of Earth and the Moon"
 "Apollo 11 Space Mission"
 "How Did Earth's Moon Form?"
 "Changing Moon"
 "Lunar Cycle"
 "Eclipse"
 "Exploring the Solar System"
 "Planets of the Solar System"
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 "Star Scientists"
 "Our Galaxy"

Science and Engineering Practices

Engaging in Argument from Evidence

Disciplinary Core Ideas

ESS1.A The Universe and its Stars
 The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth.

Crosscutting Concepts

Scale, Proportion, and Quantity

GRADE 5

Space Systems: Stars and the Solar System

The following FOSS program elements address the performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts indicated below. References are selected and do not reflect every possible alignment to a standard.

Performance Expectation 5-ESS1-2

Students who demonstrate understanding can:

Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.

Assessment Boundary: Assessment does not include causes of seasons.

Earth and Sun Module:

IG: Investigation 1, Parts 1-3
 Investigation 2, Parts 1-5

- SRB:** "Changing Shadows"
 "Sunrise and Sunset"
 "The Night Sky"
 "Looking through Telescopes"
 "Comparing the Size of Earth and the Moon"
 "Apollo 11 Space Mission"
 "How Did Earth's Moon Form?"
 "Changing Moon"
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 "Our Galaxy"

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Analyzing and Interpreting Data	ESS1.B Earth and the Solar System The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year.	Patterns