Assessment Strand	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
3.2.4.A1 3.2.4.B1	Changes in an object's speed, motion, direction, or position are caused by forces and can be observed and measured.	Students will be able to observe that the greater the force an object has, the greater the change in motion of that object.	**FOSS: MAGNETISM AND ELECTRICITY (Mandatory!)**	Chapter 2 Test	motion electricity insulator
3.2.4.B2 3.2.4.B6	There are different types of energy; energy can be stored and changed from one form to another.	Students will be able to identify different energy sources and describe how they are applied in everyday life.	Unit F Ch. 2 Lesson 1 Investigate F38-39 Unit F Ch. 2 Lesson 2 Investigate F 44-45 F45 Process Skill Tip:Plan & Conduct an Investigation F47 Investigation Challenge: Observing the Effects of Friction District Materials: "Finger Boomerangs", "Four-Wing Paper Boomerang"		system technology magnetism conductor
3.2.4.B3	Objects that emit light often emit heat.				electromagnetic force
3.2.4.B	Electric circuits require a closed pathway through which an elecctric current can pass.	Students will be able to identify objects that will conduct electricity.			frequency
3.2.4.B4	Open circuits and closed circuits may be compared and contrasted.	Students will be able to compare and contrast open and closed circuits.	Unit F Ch. 2 Lesson 3 F60-61 Science and Technology F54-55 Investigate F63 Activities for Home and School: Marbles on Ramp		closed circuit
3.2.4.B4	Series and parallel circuits may be compared and contrasted.	Students will be able to compare and contrast series and parallel circuits.			
3.2.4.B4	Design and construct simple series and parallel circuits.	Students will be able to recognize, illustrate, and build series and parallel circuits.	Unit E Ch. 2 Lesson 2 E76-77 Investigate E79 Investigateion Challenge: Observe Loudness District Materials: "Groovy Guitars"	AG 99-100 Performance	open circuit model
3.2.4.B4	Electric charges flowing through a wire can produc a measurable force on magnets and other objects.	Students will be able to build an electromagnet.	Unit E Ch. 3 Lesson 3 E85 Investigation Challenge: Observing Sound Absorption		resistance velocity
3.2.4.B6	Electric circuits may produce or use light, heat, sound, and magnetic energy.	Students will be able to identify variou energy forms produced by electric circuits.	Unit E Ch. 4 Lesson 1		wavelength pitch
3.2.4.B5 3.2.5.B5	Vibrating objects make sound, and sound can make things vibrate; the bigger the vibration the louder the sound; the faster the vibration, the louderr the pitch.	Students will be able to identify various characteristics of sound (pitch, loudness, reflection).			reflect refract

Physical Science

Assessment Strand	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
3.2.4.B4	Magnets have poles that repel and attract each other.	Students will be able to use a magnet to classify objects as magnetic or not magnetic.			absorb
3.2.4.B4	Magnets attract certain kinds of kinds of materials.				gravity
CC.1.2.4.B	Scientists refer to details and examples in text to support what the text says explicitly and make inferences.	Students will be able to design and conduct an investigation to answer a question.	District Materials: "Conserving for the Future" Renewable and Non-Renewable Activity Guide: "It Won't Last Forever" pages 36-38		friction series circuit parallel circuit
CC.1.2.4.I	Scientists integrate information from two sources on the same topic to demonstrate understanding of that topic. Scientists distinguish between scientific fact and opinion. Scientists use data/evidence to construct explanations and scientists develop explanations based on their evidence.	Students will be able to measure, describe, or classify objects and/or materials by basic characteristics.			gravity friction series circuit parallel circuit

Assessment Strand	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
	Health Resources/Activities				
10.1.A 10.1.C 10.1.D 10.1.E 10.2.D 10.3.A 10.3.D	Your well-being is linked to responsible, healthy habits. Media messages contribute to the development of health attitudes and behaviors. Your safety and health are influenced by how personal decisions are made.		Science Text R14-15 HWB R12-14 Science Text R16-17 HWB R15-17		
			Recommended Time Frame: 56-63 days		

Earth Science

Assessment Strand	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
3.3.4.B1	Our solar system has planets which have basic characteristics.	Students will be able to recognize how Earth is different from other planets.	Unit D Ch 3 Lesson 1 Process Skill Tip: D63 D62-63 Investigate	PSSA Finish Line p. 170	solar system galaxy
3.3.4.B1	Earth has a place in the solar system It includes the sun (stars), moons, and planets.	Students will be able to compare and contrast the rotation and revolution of the earth.	D66 Earth and the Seasons (Relate Seasons to Life in PA) D66 Reading Mini-Lesson: Identify Cause and Effect District Materials: "Reasons for the Seasons",	District Chapter 3 Test	lunar phases model
3.3.4.B1	Explain days and seasons using solar system motions.	Students will be able to observe/identify a pattern in the phases of the moon and make predictions based on those observations.	"The Changing Moon", "Modeling Moon Phases", "Eclipses of All Kinds", "Observing the Moon", "Mt Nose: A Model of Day and Night",		patterns outer planets
3.3.4.B1 3.3.4.B2	Earth's rotation causes the sun, moon, stars, and planets to appear to orbit the earth once each day. (Describe, relate)	Students will be able to identify basic cloud types (cirrus, cumulus, stratus, cumulonimbus)	D68-69 Investigate		inner planets telescope
3.3.3.B1 3.3.4.B2	Observable changes occur to the shape of the moon over the course of a month.	Students will be able to identify basic appropriate weather instruments and what they measure (thermometer, rain gauge, weather vane, barometer, anemometer).	Unit D Ch 3 Lesson 3 Unit D Ch 3 Lesson 4 D82-83 Investigate Unit D Ch 2 Lesson 1 D33 Process Skill Tip	District Chapter 2 Test	rotation revolution water cycle
3.3.4.A5 3.3.4.A6	Know basic weather elements and what makes up weather; identify weather patterns and how we measure weather.	Students will be able to communicate the stages of the water cycle and identify that it is a continuous process.	D15 Inside Story D5 Process Skills Tip: Observe and Infer WB 163 District Materials: Cloud Activity		
3.3.4.A4	Describe phase changes of water on Earth. A system is made of parts and the parts can interact.	Students will be able to identify various systems and describe how their parts work together.			
	Anything on or near Earth is pulled downward by the earth's gravity.	Students will be able to identify gravity as a force and describe its effect on objects.			

Assessment Strand	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
CC.1.4.4.V CC.1.5.4.B	Scientists conduct short research projects that build knowledge through investigation on different aspects of a science topic. Scientists may paraphrase portions of a text or information presented in diverse media and formats, including visually, quantitatively, and orally.	Students will be able to communicate (orally, written, visual, etc.) how something works.			
			Health Resources/Activities		
10.1.A 10.1.B 10.1.C 10.1.D 10.1.E 10.2.A 10.2.D	The way our multiple body systems function determines our level of health. Nutritional factors such as food selection and caloric content, have a major impact on health.		Science Text R 20-23 HWB 24-28 Science Text R28-29 HWB 33-34 Science Text R 36-37 HWB 41-42		
			Recommended Time Frame: 23-27 days		

Life Science

Assessment Strand	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
4.1.4.C 3.1.4.A2 3.1.4.A5	All living things depend directly or indirectly on air, water, soil, and sun.	Students will be able to identify the basic needs of living things.	Unit B Ch 1 Lesson 1 p. B1 f Graphic Organizer p. B1i-B1j: Environmental Changes and Plant Growth	B4-5 Investigate WB 358-361 WB 83 Lesson Concept	organism ecosystem
4.1.4.A 3.1.4.A2 3.1.4.A5	Living things depend on other living and nonliving things in their environment for basic needs/survival.	Students will be able to identify living and nonliving things in an ecosystem and communicate their roles.	Process Skills Practice: Make a Model p. B5 Reading Mini-Lesson: Cause and Effect p. B7 "Project Learning Tree" How Plants Grow-Activity 41, p. 179-181	Review: What are Systems?	environment watershed
4.1.4.A	The survival of living things is affected by changes in the food, water, shelter, and space available to them.		Have Seeds, Will Travel-Activity 43, p.185-187 Unit B Ch 1 Lesson 2 B11 Process Skill Tip B10-11 Investigate	Chapter 1 Test	wetland lentic lotic
4.1.4.E	Changes to ecosystems can be caused by human activity or by natural forces which may occur slowly over time or rapidly.	Students will be able to infer how changes in an ecosystem affect the stability of the ecosystem including the survival of living things.	B15 "The Questions Kids Ask" B16 Investigation Challenge Introduce Biological Pests and Invasives		natural resources agriculture
	Air, water, and soil pollution can be prevented or reduced.	Students will be able to communicate causes of pollution and describe ways it can be prevented.	Unit B Ch 1 Lesson 3 B16 Investigation Challenge: More About the Interaction of Ecosystem Parts		agricultural products
4.5.4.C 4.5.4.D	Human activities affect/pollute the environment.		B19 Process Skill tip: Observe and Infer B23 Investigation Challenge District Materials: Food Chain Packet		food and fiber system
	Laws and regulations exist to help protect organisms and natural resources.		Project Learning Tree: p. 117 Activity 27 "Every Tree for Itself", Activity 45 "Web of Life"		sustainabilty pest
	A system is made of parts and the parts interact.	Students will be able to identify various systems and describe how their parts work together.			integrated pest management
4.2.4.A	A watershed is an area of land from which surface runoff drains into a stream, channel, lake, reservoir, or other body of water.	Students will be able to explain the role and relationship of a watershed on water sources and identify the negative impact made by humans.	Unit B Ch 2 Lesson 1 B1 (PSSA Prep): Protecting Ecosystems Unit B Ch 2 Lesson 2 B58-59 Investigate	Chapter 2 Test	invasive point source pollution
4.2.4.C	Differentiate between salt water and fresh water organisms that live there.		B59 Process Skill Tip: Compare (PSSA prep)		

Assessment Strand	Concepts		Resources/Activities	Assessments	Terminology
4.2.4.B	A wetland provides habitat for plants and animals, controls flooding, and purifies water.	Students will be able to explain the role importance of wetlands.	Unit B Ch2 lesson 3 B66-67 Investigate B67 Process Skill tip: Communicate B69 Investigation Challenge: Conserving Resources at School WOW: p. 87 "Wetland Habitats" WOW: p. 109 "Marsh Market" WOW: 212-214 "Wetlands in a Pan" District Materials: Water, Water Everywhere" Susquehanna Riverlands: www.pplweb.com/susquehanna+riverlands/		non-point source pollution recycle waste food chain producer consumer
4.4.3.B 4.4.4.B	People depend on agriculture for their basic needs including food, clothing, and shelter.	Students will be able to describe the human dependence on the food and fiber systems from production to consumption.			
4.4.4.A	Agricultural commodities move from production to consumption.				
4.4.4.B	PA has important agricultural products.	Students will be able to identify sagricultural products grown in PA.			
4.3.3.B	Identify local natural resources.				
4.3.4.A 4.5.4.A	People use natural resources in sustainable and nonsustainable ways, including for survival.	Students will be able to identify types and uses of earth materials for renewable, nonrenewable, and reusable products.			
4.5.4.B	The various forms of pest control may be compared and contrasted. i.e.: biological, chemical, physical.	Students will be able to identify pests and explain how they compete with other living things for resources.			
4.5.3.B	What is a pest?/Identify pests.	Students will be able to compare and contrast different forms of pest control.			
CC.1.4.4.A	Scientists may write informative/explanatory text to examine a topic and convey ideas and information clearly. Scientists publicly communicate procedures and explanations so that their results may be reproduced. Scientists ask questions about the work of other scientists.	Students will be able to apply a scientific method to design and construct a scientific investigation.	***Recommended Time Frame: 45-58 days***		