Readington Township Public Schools

Science Grades K-5

Authored by:
Kristi Dauernheim, Colleen DiGregorio, Michele Krayem, Donna Kwiatkowski-Belt, Christine Lewis, Michelle Mielke, Linda Riess, Arlene Schlosser, Alisa Swider, and Melissa Truempy

Reviewed by: Sarah Pauch
Supervisor of Math, Science, and Technology

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Readington Township Public Schools
www.readington.k12.nj.us

I. OVERVIEW

The New Jersey Student Learning Standards - Science (NJSLS) are based on the Next Generation Science Standards (NGSS) and "Framework for K–12 Science Education" that was created by the National Research Council. They have three dimensions that are integrated in instruction at all levels. The first is core ideas, which consists of specific content and subject areas. The second is science and engineering practices**.** Students are expected not just to learn content but to understand the methods of scientists and engineers. The third is cross-cutting concepts: key underlying ideas that are common to a number of topics. The NGSS give equal emphasis to engineering design and to scientific inquiry. A high-quality science education means that students will develop an in-depth understanding of content and develop key skills—communication, collaboration, inquiry, problem solving, and flexibility—that will serve them throughout their educational and professional lives.(www.nextgenscience.org and njsls-science)

II. STUDENT OUTCOMES (Linked to NJSLS-Science)

- Physical Science
  - PS1: Matter and Its Interactions
  - PS2: Motion and Stability: Forces and Interactions
  - PS3: Energy
  - PS4: Waves and Their Applications in Technology for Information Transfer
- Life Science
  - LS1: From Molecules to Organisms
  - LS2: Ecosystems, Interactions, Energy, and Dynamics
  - LS3: Heredity: Inheritance and Variations of Traits
  - LS4: Biological Evolution: Unity and Diversity
- Earth Science
  - ESS1: Earth's Place in the Universe
  - ESS2: Earth's Systems
  - ESS3: Earth and Human Activity
- Engineering Design
  - ETS1.A: Defining and Delimiting Engineering Problems
  - ETS1.B: Developing Possible Solutions
  - ETS1.C: Optimizing the Design Solution

III. STRATEGIES

- Group discussions
- Teacher presentations
- Student projects
- Guided groups
- One to one instruction
- Interactive SmartBoard lessons
- Tutorials
- Online Simulations (gizmos, SciPacks)
- Inquiry Labs (teacher demos, teacher guided, student created)
- Videos
- Teacher Demonstrations
- Scientific Experiments

IV. ACCOMMODATIONS

- **Accommodations and Modification Addendum**

V. ASSESSMENTS

- **Formative**
  - Independent student work
    - Science notebooks

- Focus question answer
- Teacher Observation
- Class Participation

- **Summative**
  - End of unit test

- **Alternative**
  - Projects Presentation
  - Poster Presentation
  - Simulations
- **Benchmark**
  - At the end of each investigation, students take an I-Check benchmark assessment.

VI. **RESOURCES**

- Kindergarten
  - **Core Materials**
    - FOSS Modules
      - Materials and Motion
      - Trees and Weather
      - Animals Two by Two

  - **Supplemental Materials**
      - Mystery Science
      - Discovery Education Online
      - Brain Pop
- First Grade
  - **Core Materials**
    - FOSS Modules
      - Sound and Light
      - Air and Weather
      - Plants and Animals

  - **Supplemental Materials**
      - Mystery Science
      - Discovery Education Online
      - Brain Pop

- Second Grade
  - **Core Materials**
    - FOSS Modules
      - Solids and Liquids
      - Air and Weather
      - Insects and Plants

  - **Supplemental Materials**
      - Mystery Science
      - Discovery Education Online
      - Brain Pop

- Third Grade
  - **Core Materials**
    - FOSS Modules
      - Motion and Matter

            - ❖ Water and Climate
            - ❖ Structures of Life

    - **Supplemental Materials**
        - ❖ Mystery Science
        - ❖ Discovery Education Online
        - ❖ Brain Pop
        - ❖ Time for Kids

- Fourth Grade
    - **Core Materials**
        - FOSS Modules
            - ❖ Energy
            - ❖ Soils, Rocks, and Landforms
            - ❖ Environments

    - **Supplemental Materials**
        - ❖ Mystery Science
        - ❖ Discovery Education Online
        - ❖ Brain Pop

- Fifth Grade
    - **Core Materials**
        - FOSS Modules
            - ❖ Mixtures and Solutions
            - ❖ Earth and Sun
            - ❖ Living Systems

    - **Supplemental Materials**
        - ❖ Mystery Science
        - ❖ Discovery Education Online
        - ❖ Brain Pop

VI. SCOPE AND SEQUENCE

K-2-ETS1: Engineering Design

Performance Expectations

Students who demonstrate understanding can:

- **K-2-ETS1-1** Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- **K-2-ETS1-3** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Disciplinary Core Ideas

ETS1.A: Defining and Delimiting Engineering Problems

- A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2- ETS1-1)
- Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool. (K-2- ETS1-1)
- Before beginning to design a solution, it is important to clearly understand the problem. (K-2- ETS1-1)

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. (K-2-ETS1-2)

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. (K-2-ETS1-3)

Science and Engineering Practices	Cross-Cutting Concepts
• **Asking Questions and Defining Problems** Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions. Ask questions based on observations to find more information about the natural and/or designed world(s). (K-2- ETS1-1) Define a simple problem that can be solved through the development of a new or improved object or tool. (K-2-ETS1-1) • **Developing and Using Models** Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. Develop a simple model based on evidence to represent a proposed object or tool. (K-2-ETS1-2) • **Analyzing and Interpreting Data** Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. Analyze data from tests of an object or tool to determine if it works as intended. (K-2-ETS1-3)	**Structure and Function** The shape and stability of structures of natural and designed objects are related to their function(s). (K-2-ETS1-2)

Kindergarten
Forces and Interactions: Pushes and Pulls

Performance Expectations

Students who demonstrate understanding can:

K-PS2-1.

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.*]

K-PS2-2.

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.*]

Enduring Understandings/Big Ideas:

- Materials have identifiable properties
- There are natural resources and man made resources
- Pushing and pulling changes an object's speed and direction
- Gravity pulls things down
- When objects touch or collide they change the motion

Essential Questions:

- What uses does wood have?
- How can wood change into new material?
- What observable properties?
- What are the properties of paper that affect how you use it?
- What properties affect how materials are used?
- What patterns do you see in motion?
- How can you change the speed of a ball?

Disciplinary Core Ideas

PS2.A: Forces and Motion

- Pushes and pulls can have different strengths and directions. (K-PS2-1),(K-PS2-2)
- Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2)

PS2.B: Types of Interactions

- When objects touch or collide, they push on one another and can change motion. (K-PS2-1)

PS3.C: Relationship Between Energy and Forces

- A bigger push or pull makes things speed up or slow down more quickly. *(secondary to K-PS2-1)*

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. *(secondary to K-PS2-2)*

Science and Engineering Practices

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- With guidance, plan and conduct an investigation in

Cross-Cutting Concepts

Cause and Effect

- Simple tests can be designed to gather evidence to support or refute student ideas about causes. (K-PS2-1),(K-PS2-2)

collaboration with peers. (K-PS2-1)

Analyzing and Interpreting Data

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Analyze data from tests of an object or tool to determine if it works as intended. (K-PS2-2)

Unit Pacing
Required Resource: FOSS Materials and Motion

Lessons And Time Frame (37 days)

- Observing Wood (1 day)
- Wood & Water (2 days)
- Changing the shape of wood (1 day)
- Sawdust & Shavings (2 days)
- Particleboard & Plywood (2 days)
- Paper (5 days)
- Fabric (4 days)
- Reusing & Recycling Resources (2 days)
- Building Structures (1 day)
- Pushes & Pulls (2 days)
- Colliding Objects (2 days)
- Rolling Outdoors (1 day)
- Balloon Rockets (1 day)
- Journaling (11 days)

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
  Act as a responsible and contributing community members and employee.
  K-PS2-2 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**.**
  Activity: After students complete their investigation students will share their findings providing evidence for their reasoning.
- **9.2 Career Awareness, Exploration, Preparation, and Training**
  9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Income is received from work in different ways including regular payments, tips, commissions, and benefits.
  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. *(secondary to K-PS2-2)*
  Activity: Students will be given a homework assignment to make a list of jobs that require knowing about pushing and pulling and its effects.
- **9.4 Life Literacies and Key Skills**
  9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
  9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.
  K-PS2-1 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.
  Activity: Students will build ramps at different heights and measure how far an object will roll
- **Computer Science**
  8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
  K-PS2-2. 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
  Activity: Students will enter the data into a spreadsheet collected from their investigations. Did it move down the ramp? Did it push over the box? Speed: Very slow, Slow, fast, Very fast.

INTERDISCIPLINARY CONNECTIONS

- ***Literacy/Science***
  K-PS2-1 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.
  RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how)**.** (K-PS2-2)
  Activity: Students will share their questions about the investigation with their peers..
- ***Math/Science***
  K-PS2-2 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.
  K.M.2 - Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the

attribute, and describe the difference.
Activity: Students will build a ramp at varying heights and use different objects to determine force. Students will then share their findings.

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

Performance Expectations

Students who demonstrate understanding can:

K-LS1-1. **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.]

K-ESS2-2. **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.]

K-ESS3-1. **Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.** [Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.]

K-ESS3-3. **Communicate solutions that will reduce the impact of climate change and 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.]

Enduring Understandings/Big Ideas:

- Living animals need water, oxygen, food and space with shelter.
- Organisms have identifiable structures
- Organisms can influence their environment
- The environment can influence the behaviors of organisms.

Essential Questions:

- What are identifiable structures?
- How can organisms change their environment over time?

Disciplinary Core Ideas

LS1.C: Organization for Matter and Energy Flow in Organisms

- All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1)

ESS2.E: Biogeology

- Plants and animals can change their environment. (K-ESS2-2)

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. (K-ESS3-1)

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. (K-ESS3-3)

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. *(secondary to K-ESS3-3)*

Science and Engineering Practices	Cross-Cutting Concepts

Developing and Using Models
Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, storyboard) that represent concrete events or design solutions.

- Use a model to represent relationships in the natural world. (K-ESS3-1)

Analyzing and Interpreting Data
Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-LS1-1)

Engaging in Argument from Evidence
Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).

- Construct an argument with evidence to support a claim. (K-ESS2-2)

Obtaining, Evaluating, and Communicating Information
Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.

- Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (K-ESS3-3)

Patterns

- Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1)

Cause and Effect

- Events have causes that generate observable patterns. (K-ESS3-3)

Systems and System Models

- Systems in the natural and designed world have parts that work together. (K-ESS2-2),(K-ESS3-1)

Unit Pacing
Required Resource: FOSS Animals Two by Two

Lessons And Timeframe (40 days)

- Goldfish (3 days)
- Guppies(2 days)
- Schoolyard Birds (2 days)
- Water Snails (2 days)
- Shells (1 day)
- Land Snails (2 days)
- Redworms (2 days)
- Redworms & Night Crawlers (2 days)
- Isopod Observations (4 days)
- Animals living together (2 days)
- Journaling (18 days)

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
  Consider the environmental, social, and economic impacts of a decision.
  K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
  Activity: The students will observe goldfish and guppies in water. Over time add tunnels, plants, and other water features and notice the changes in behaviors of the goldfish and guppies.
- **9.2 Career Awareness, Exploration, and Preparation**
  9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
  K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.
  Activity: Students will make a list of jobs that affect the environment.
- **9.4 Life Literacies and Key Skills**
  K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.
  9.4.2.DC.7: Describe actions peers can take to positively impact climate change.
  9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
  9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
  Activity: Students will be given an assignment to discuss the impacts of pollution and fishing and what the community can do to help the ecosystem.

- **Computer Science**
  K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.
  8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
  Activity: Students will use a venn diagram to drag and drop what plants and animals need to survive.

INTERDISCIPLINARY CONNECTIONS

- ***Literacy/Science***
  K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
  SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
  Activity: Students will draw a picture and label it of a plant or animal of interest, writing a sentence to describe its environment.
- ***Math/Science***
  K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
  MP.4 - Model with mathematics.
  Activity: Students will create number stories about plants or animals. The students will draw pictures and orally tell their story to peers.

Kindergarten
Weather and Climate

Performance Expectations

Students who demonstrate understanding can:

K-PS3-1. **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.]

K-PS3-2. **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.]

K-ESS2-1. **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.

K-ESS3-2. **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.]

Enduring Understandings/Big Ideas:

- Weather and seasonal changes affect the daily life of all living things.
- Thermometers monitor changes in how hot and cold an area is.
- Weather can be described, observed and recorded
- Organisms have identifiable structures
- Structures of trees change predictably through seasons due to changes in weather
- The sun warms the earth's surface

Essential Questions:

- Where do we see and find nature?
- Why is nature important to us?
- What cycles and patterns do we see in nature?
- What basic needs to plants have?
- What are patterns in weather?
- How can weather be described?
- Why do trees change throughout the year?
- What warms the earth's surface?

Disciplinary Core Ideas

PS3.B: Conservation of Energy and Energy Transfer

- Sunlight warms Earth's surface. (K-PS3-1),(K-PS3-2)

ESS2.D: Weather and Climate

- 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. (K-ESS2-1)

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. (K-ESS3-2)

ETS1.A: Defining and Delimiting an Engineering Problem

- Asking questions, making observations, and gathering information are helpful in thinking about problems. *(secondary to K-ESS3-2)*

Science and Engineering Practices

Asking Questions and Defining Problems

Asking questions and defining problems in grades K–2 builds on prior experiences and progresses to simple descriptive questions that can be tested.

- Ask questions based on observations to find more information about the designed world. (K- ESS3-2)

Cross-Cutting Concepts

Patterns

- Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (K-ESS2-1)

Cause and Effect

- Events have causes that generate observable patterns.

Planning and Carrying Out Investigations
Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- Make observations (firsthand or from media) to collect data that can be used to make comparisons. (K-PS3-1)

Analyzing and Interpreting Data
Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-ESS2-1)

Constructing Explanations and Designing Solutions
Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.

- Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem. (K-PS3-2)

Obtaining, Evaluating, and Communicating Information
Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.

- Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world. (K-ESS3-2)

(K-PS3-1),(K-PS3-2),(K-ESS3-2)

Unit Pacing
Required Resource: FOSS Trees and Weather

Lessons And Timeframe (56 days)

- Observing Schoolyard Trees (2 days)
- Tree Parts (1 day)
- Tree Puzzles (1 day)
- Tree Silhouette (1 day)
- Adopted Tree- Fall (2 days)
- Classroom Tree (2 days) plus daily classroom care
- Leaf Walk (1 days)
- Leaf Shapes (1 day)
- Comparing Leaves (1 days)
- Matching Leaf Silhouettes (1 day)
- Leaf Books (1 day)
- Weather Calendar (2 days) plus daily classroom routines
- Recording Temperature (2 days) plus daily routine
- Wind Direction (3 days)
- What Comes from Trees (1 day)
- Food from Trees (1 day)
- Visiting Adopted Trees -Winter (1 days)
- Evergreen Hunt (2 days)
- Twigs (2 day)
- Visiting Adoptive Tree- Spring (1 day)
- Journaling (27 days)

CAREER READINESS, LIFE LITERACIES AND KEY SKILLS, AND COMPUTER SCIENCE

- **Career Ready Practices**
  Utilize critical thinking to make sense of problems and persevere in solving them.
  K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
  Use critical thinking to make sense of problems and persevere in solving them.
  Activity: The students will be given different weather situations. They will be asked to make a list of what is needed to be prepared for those situations.
- **9.2 Career Awareness, Exploration, and Preparation**
  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. (K-ESS3-2)
  9.2.2.1CAP.: Make a list of different types of jobs and describe the skills associated with each job.

Activity: Students will be given an assignment to become a meteorologist. The student will present information on weather for a certain type of day. Students will discuss the job requirements for being a meteorologist.

- **9.4 Life Literacies and Key Skills**
  9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
  9.4.2.DC.7: Describe actions peers can take to positively impact climate change.
  9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
  9.4.2.TL.2: Create a document using a word processing application.
  K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.
  Activity: Students will sort a list of activities into categories of good for the environment and not good. The class will brainstorm ways to change the not good actions.
- **Computer Science**
  ESS2.D: Weather and Climate
  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. (K-ESS2-1)
  8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
  Activity: Students will track the weather for a period of a month. The students will then enter the weather in a spreadsheet to show the number of sunny, rainy, snowy, or cloudy days.

INTERDISCIPLINARY CONNECTIONS

- ***Literacy/Science***
  K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface.
  W.K.7 - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)
  Activity: Students will listen to several books about the sun and what effects it has on earth. The students will then draw and write about one of the effects and its importance.
- ***Math/Science***
  K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.
  MP.2 - Reason abstractly and quantitatively.
  Activity: Students will create a structure using shapes that will reduce sunlight in different areas.

First Grade
Waves: Light and Sound

Performance Expectations

Students who demonstrate understanding can:

1-PS4-1. **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.]

1-PS4-2. **Make observations to construct an evidence-based account that objects in darkness 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.]

1-PS4-3. **Plan and conduct investigations 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.*]

1-PS4-4. **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.*]

Enduring Understandings/Big Ideas:

- Sound is when matter vibrates, creates pressure pulses in the air, then stimulates a sound receiver.
- Light travels in a straight line until it reaches an object.
- Light passes through some materials, others only let some light through, and others block light completely.
- Light can be blocked to create shadows.

Essential Questions:

- What causes sound?
- What are sources of light?
- How does light travel?
- How does light interact with matter?

Disciplinary Core Ideas

PS4.A: Wave Properties
- Sound can make matter vibrate, and vibrating matter can make sound. (1-PS4-1)

PS4.B: Electromagnetic Radiation
- Objects can be seen if light is available to illuminate them or if they give off their own light. (1-PS4-2)
- 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. (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.) (1-PS4-3)

PS4.C: Information Technologies and Instrumentation
- People also use a variety of devices to communicate (send and receive information) over long distances. (1-PS4-4)

Science and Engineering Practices

Planning and Carrying Out Investigations
Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

Cross-Cutting Concepts

Cause and Effect
- Simple tests can be designed to gather evidence to support or refute student ideas about causes. (1-PS4-1),(1-PS4-2),(1-PS4-3)

- Plan and conduct investigations collaboratively to produce evidence to answer a question. (1-PS4-1)

Constructing Explanations and Designing Solutions
Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.

- Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (1-PS4-2)
- Use tools and materials provided to design a device that solves a specific problem. (1-PS4-4)

Unit Pacing
Required Resource: FOSS Sound and Light

Lessons And Timeframe (28 days)

- Sound and Vibrations (6 days)
- Changing Sound (8 days)
- Light and Shadows (5 days)
- Light and Mirrors (9 days)

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
  Utilize critical thinking to make sense of problems and persevere in solving them.
  1-PS4-2. Make observations to construct an evidence-based account that objects can be seen only when illuminated.
  Activity: After students complete their investigation students will share their findings providing evidence for their reasoning.
- **9.2 Career Awareness, Exploration, and Preparation**
  1-PS4.B: Electromagnetic Radiation Objects can be seen if light is available to illuminate them or if they give off their own light.
  9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Income is received from work in different ways including regular payments, tips, commissions, and benefits.
  Activity: Students will be given a homework assignment asking them to find places or objects at home and list what light goes through and what light is blocked. Students will present their findings to the class. Students will make a list of why understanding light is important and what jobs require those skills (ex. Eye doctor).
- **9.4 Life Literacies and Key Skills**
  9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
  9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.
  1-PS4-2 Make observations to construct an evidence-based account that objects can be seen only when illuminated.
  Activity: Students will work with a partner, using a flashlight and making predictions when objects are light. Students will then create a presentation to show their findings.
- **Computer Science**
  1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.
  8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
  Activity: Students will report on what tools did or did not work while building their device.

INTERDISCIPLINARY CONNECTIONS

- ***Literacy/Science***
  1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
  SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
  Activity: Students will work with a partner, making various sounds with instruments and determining which sounds are louder and why.
- ***Math/Science***
  1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

1.M.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.
Activity: Students will line up pipes and determine if being in size order changes the sound and how to make the sound stop.

First Grade
Structure, Function, and Information Processing

Performance Expectations

Students who demonstrate understanding can:

1-LS1-1. **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.]

1-LS1-2. **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).]

1-LS3-1. **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.*]

Enduring Understandings/Big Ideas:

- Plants and animals are living things and need air, water, food and space to survive.
- Plants need sunlight to make their own food.
- There are many different kinds of plants and they grow differently.
- Plants and animals have structures and behaviors that help them survive in different habitats.

Essential Questions:

- What are the basic needs plants and animals?
- What is the purpose of a plant's stem, roots, and leaves?
- How are plants different from one another?
- How do different animals adapt to their surroundings?

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 seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)

LS1.B: Growth and Development of Organisms
- 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. (1-LS1-2)

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 them survive. Plants also respond to some external inputs. (1-LS1-1)

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. (1-LS3-1)

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. (1-LS3-1)

Science and Engineering Practices	Cross-Cutting Concepts
Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions. ● Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (1-LS3-1) ● Use materials to design a device that solves a specific problem or a solution to a specific problem. (1-LS1- 1) **Obtaining, Evaluating, and Communicating Information** Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information. ● Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world. (1-LS1-2)	**Patterns** ● Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence. (1-LS1-2),(1-LS3-1) **Structure and Function** ● The shape and stability of structures of natural and designed objects are related to their function(s). (1-LS1-1)

Unit Pacing
Required Resource: FOSS Plants and Animals

Lessons And Timeframe (39 days)

- Grass and Grain Seeds (11 days)
- Stems (9 days)
- Terrariums (10 days)
- Growth and Change (9 days)

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
  Consider the environmental, social and economic impacts of decisions.
  LS1.B: 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
  Activity: Students will be given different scenarios about plants and animals. They will need to discuss the problem and ways to solve it so the plant and animal can survive.
- **9.2 Career Awareness, Exploration, and Preparation**
  LS1.D: 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 them survive. Plants also respond to some external inputs
  9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
  Activity: Students will read and discuss the important roles of: farmer, zoo keeper, marine biologist.
- **9.4 Life Literacies and Key Skills**
  1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
  9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
  9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.
  9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
  9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.
  Activity: Students will read books online and/ or watch videos to learn about how the environment plays a role in animals and plant life. They will discuss what can be done to help keep endangered species alive.
- **Computer Science**
  1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
  8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Activity: Students will research appropriate sites to find parent/offspring behaviors on an animal of their choosing and share the results with another school or class using Google Slides.

INTERDISCIPLINARY CONNECTIONS

- ***Math/Science***
  1-LS1-1.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 seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow
  1.NBT.B.3 Compare two two-digit numbers based on the meanings of the tens and one digits, recording the results of comparisons with the symbols >, =, and <.
  Activity: Students will record and compare the growth of the plants in the classroom over time.
- ***Literacy/Science***
  RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
  1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
  Activity: Students will read leveled text, the FOSS student book, and watch videos related to the life cycle of insects and animals and their survival.

First Grade
Space Systems: Patterns and Cycles

Performance Expectations

Students who demonstrate understanding can:

1-ESS1-1. **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.*]

1-ESS1-2. **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.*]

Enduring Understandings/Big Ideas:

- Air is matter (gas) and takes up space.
- Weather is the condition of the atmosphere at a point in time which includes cloudiness, temperature, humidity, wind speed, wind direction, and air pressure.
- Objects in the sky change in predictable ways.

Essential Questions:

- What is all around us?
- What can air do?
- How do various objects interact with air?
- What evidence do we have that air is all around us?
- What patterns can be seen when observing the moon and sun?
- How can wind be observed?
- What effect does the sun and wind have on the Earth?

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. (1-ESS1-1)

ESS1.B: Earth and the Solar System

- Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)

Science and Engineering Practices

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- Make observations (firsthand or from media) to collect data that can be used to make comparisons. (1-ESS1-2)

Analyzing and Interpreting Data

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (1-ESS1-1)

Cross-Cutting Concepts

Patterns

- Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (1-ESS1-1),(1-ESS1-2)

Unit Pacing
Required Resource: FOSS Air and Weather

Lessons And Timeframe (38 days)

- Exploring Air (10 days)
- Observing the Sky (10 days)
- Wind Explorations (10 days)
- Looking for Change (8 days)

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
  Consider the environmental, social and economic impacts of decisions
  1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.
  Activity: Students will work in groups. Each group will be given a particular place to live. They will be told how much sunlight and darkness there each day. The students will make a list of pros and cons of living in that area.
- **9.2 Career Awareness, Exploration, and Preparation**
  9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
  1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.
  Activity: Students will show patterns of the moon, sun and stars. Through discussion students will understand how patterns play an important role in our lives. Students will discuss the job requirements for being an astronaut and engineer that works specifically with space.
- **9.4 Life Literacies and Key Skills**
  9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
  9.4.2.TL.2: Create a document using a word processing application.
  1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.
  Activity: Students will create illustrations depicting activities at different times of the year.
- **Computer Science**
  8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
  1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year
  Activity: Students will use the computer to research the amount of daylight in different parts of the country and compare it to where we live at the same time.

INTERDISCIPLINARY CONNECTIONS

- ***Math/Science***
  1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted
  1.DL.A.1. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
  Activity: Students will be given graphs about the moon, sun and/ or stars. They will interpret the data and share out their findings. Students will also be given questions especially about their graph to answer in writing.

- ***Literacy/Science***
  1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.
  W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
  Activity: Students will write an informational article about what outdoor activities can be done at different times of the year.

Second Grade
Structure and Properties of Matter

Performance Expectations

Students who demonstrate understanding can:

2-PS1-1. **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.]

2-PS1-2. **Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.*** [Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.] [*Assessment Boundary: Assessment of quantitative measurements is limited to length.*]

2-PS1-3. **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.]

2-PS1-4. **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.]

Enduring Understandings/Big Ideas:

- Solids, liquids and gas are states of matter.
- Solid, liquids and gases have properties that separates them from one another.
- Solids and liquids can be sorted by their properties.
- Mixtures of solid particles and liquids can be separate.
- Adding or removing heat to water changes its state of matter.
- Some solids dissolve in water; evaporation leaves the solid behind
- Some liquids mix with water; other liquids form a layer above or below water.

Essential Questions:

- What do all liquids have in common?
- What are some differences they can have and still be considered liquids?
- What do all solids have in common?
- What are some differences they can have and still be considered solids?
- What properties of liquids can be used to sort them?
- What properties of solids can be used to sort them?
- How are the different states of a given substance similar? How are they different?

Disciplinary Core Ideas

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. (2-PS1-1)
- Different properties are suited to different purposes. (2-PS1-2),(2-PS1-3)
- A great variety of objects can be built up from a small set of pieces. (2-PS1-3)

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. (2-PS1-4)

Science and Engineering Practices

Planning and Carrying Out Investigations
Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

Cross-Cutting Concepts

Patterns

- Patterns in the natural and human designed world can be observed. (2-PS1-1)

Cause and Effect

- Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.(2-PS1-1)

Analyzing and Interpreting Data

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Analyze data from tests of an object or tool to determine if it works as intended. (2-PS1-2)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.

- Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (2-PS1-3)

Engaging in Argument from Evidence

- Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).
- Construct an argument with evidence to support a claim. (2-PS1-4)

- Events have causes that generate observable patterns. (2-PS1-4)
- Simple tests can be designed to gather evidence to support or refute student ideas about causes. (2-PS1-2)

Energy and Matter

- Objects may break into smaller pieces and be put together into larger pieces, or change shapes. (2-PS1-3)

Unit Pacing
Required Resource: FOSS Solids and Liquids

Lessons And Timeframe (35 days)

- Solids (9 days)
- Liquids (8 days)
- Bits and Pieces (10 days)
- Solids and Liquids with Water (8 days)

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
  Utilize critical thinking to make sense of problems and persevere in solving them.
  2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
  Activity: Students will use critical thinking to classify different solids and liquids by their observable properties.

- **9.2 Career Awareness, Exploration, and Preparation**
  9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job..
  2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
  Activity: The class will create a web to brainstorm all the careers that include making observations.

- **9.4 Life Literacies and Key Skills**
  9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
  9.4.2.DC.5: Explain what a digital footprint is and how it is created.
  9.4.2.IML.2: Represent data in a visual format to tell a story about the data.
  9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
  2-PS1-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.
  Activity: Students will conduct an experiment heating and cooling liquid and discuss why change happens. Students will enter their information into a class data sheet to discuss.

- **Computer Science**
  8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Activity: Students will record observations of liquids in various containers on a shared Google Doc using math terms to describe findings, ie; the whole as two halves, three thirds, four fourths.

INTERDISCIPLINARY CONNECTIONS

- **Literacy/Science**
  W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
  L.2.4.A&E: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies (context clues & glossary)
  2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
  Activity: Students will keep a Science Journal of their experiments and observations with a personalized glossary. New vocabulary words will be incorporated into students' observations and conclusions.
- **Math/Science**
  MP.2 Reason abstractly and quantitatively
  2-PS1-1 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.
  Activity: Students will complete their investigations by sharing out their findings providing evidence for their reasoning.

Second Grade
Interdependent Relationships in Ecosystems

Performance Expectations

Students who demonstrate understanding can:

2-LS2-1. **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.*]

2-LS2-2. **Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.***

2-LS4-1. **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.*]

Enduring Understandings/Big Ideas:

- Living things have predictable and observable stages in their life cycles.
- All living things need shelter, food, water, light, and air.
- Living things have specific needs at different times in their life cycle.
- Physical structures, functions and needs of living things change throughout their life cycles.

Essential Questions:

- How do living things (insects) depend on their environment?
- How does an organism respond when basic needs are not met?
- What makes a habitat healthy?
- How do the physical characteristics of organisms (example: insects) help them to survive?

Disciplinary Core Ideas

LS2.A: Interdependent Relationships in Ecosystems

- Plants depend on water and light to grow. (2-LS2-1)
- Plants depend on animals for pollination or to move their seeds around. (2-LS2-2)

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. (2-LS4-1)

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. *(secondary to 2-LS2-2)*

Science and Engineering Practices

Developing and Using Models

Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.

- Develop a simple model based on evidence to represent a proposed object or tool. (2-LS2-2)

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-LS2-1)
- Make observations (firsthand or from media) to collect data

Cross-Cutting Concepts

Cause and Effect

- Events have causes that generate observable patterns. (2-LS2-1)

Structure and Function

- The shape and stability of structures of natural and designed objects are related to their function(s). (2-LS2-2)

which can be used to make comparisons. (2-LS4-1)	

Unit Pacing
Required Resource: FOSS Insects and Plants

Lessons And Timeframe (35 days)

- Mealworms (12 days*)
- Brassica (11 days*)
- Milkweed Bugs (11 days*)
- Silkworms (12 days*)
- Butterflies (11 days*)

* = Note: many days are for observation and journaling
35 days are for teacher lead lessons

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
  Demonstrate creativity and innovation.
  2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.
  Activity: Students will take digital pictures of the life cycle of various plants and animals in order to compare their habitats.

- **9.2 Career Awareness, Exploration, and Preparation**
  9.2.2.CAP.4: List the potential rewards and risks to starting a business.
  2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.
  Activity: Discuss the different habitats, then create a job that would help keep these habitats going.

- **9.4 Life Literacies and Key Skills**
  9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
  9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
  9.4.2.IML.2: Represent data in a visual format to tell a story about the data.
  9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
  2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.
  Activity: Students will plant seedlings in two different pots. One pot will remain in the sun and the other will be put in a cabinet. Students will record their observations of growth. They will record and discuss the differences.

- **Computer Science**
  8.1.2.DA.4: Make predictions based on data using charts or graphs.
  2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.
  Activity: Students will input their observations of their plants growing and discuss the data, making predictions of what will happen.

INTERDISCIPLINARY CONNECTIONS

- **Literacy/Science**
  SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
  LS2.A: Interdependent Relationships in Ecosystems
  Activity: Read Aloud and discuss, I Took A Walk by Henry Cole. Students will I Spy the insects and plants noted in the book.
- **Math/Science**
  2.M.A.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
  2-LS4-1 Make observations (firsthand or from media) to collect data that can be used to make comparisons.
  Activity: Students will individually measure and record their seed/plant growth in their science journal over a period of time.On a selected day, iIndividual data results are entered in a class digital Bar Graph for all to analyze.

Second Grade
Earth's Systems: Processes that Shape the Earth

Performance Expectations

Students who demonstrate understanding can:

2-ESS1-1. **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.*]

2-ESS2-1. **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.]

2-ESS2-2. **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.*]

Enduring Understandings/Big Ideas:

- Earth materials are useful in different ways.
- Earth's materials come in a variety of different forms, sizes, textures, etc and can be compared and classified based on their properties.
- Asking questions about the world helps us learn.
- Tools help scientists make better observations.
- Objects can be sorted by properties.

Essential Questions:

- How are various materials on Earth similar and different?
- How do the properties of various materials on Earth affect the way we can use them?
- How does soil differ from different places?
- Where do the Earth's natural materials come from?

Disciplinary Core Ideas

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. (2-ESS1- 1)

ESS2.A: Earth Materials and Systems
- Wind and water can change the shape of the land. (2-ESS2-1)

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. (2-ESS2-2)

ESS2.C: The Roof 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. (2-ESS2-3)

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. *(secondary to 2-ESS2-1)*

Science and Engineering Practices

Developing and Using Models
Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.
- Develop a model to represent patterns in the natural world. (2-ESS2-2)

Constructing Explanations and Designing Solutions
Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and

Cross-Cutting Concepts

Patterns
- Patterns in the natural world can be observed. (2-ESS2-2),(2-ESS2-3)

Stability and Change
- Things may change slowly or rapidly. (2-ESS2-1)

designing solutions.

- Make observations from several sources to construct an evidence-based account for natural phenomena. (2-ESS1-1)
- Compare multiple solutions to a problem. (2-ESS2-1)

Obtaining, Evaluating, and Communicating Information
Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.

- Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question. (2-ESS2-3)

Unit Pacing
Required Resource: FOSS Pebbles, Sand and Silt

Lessons And Timeframe (35 days)

- First Rocks (6 days)
- River Rocks (8 days)
- Using Rocks (9 days)
- Rock Exploration (12 days)

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
  Demonstrate creativity and innovation
  2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.
  Activity: Students will create a representation of land and water in New Jersey.

- **9.2 Career Awareness, Exploration, and Preparation**
  9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Income is received from work in different ways including regular payments, tips, commissions, and benefits.
  ESS2.A: Earth Materials and Systems
  Activity: Read Aloud and discuss, Geologist by Nikole Brooks Bethea (Epic Books), or online interview with a geologist (Rutgers Geology Museum, https://geologymuseum.rutgers.edu/contact-us).

- **9.4 Life Literacies and Key Skills**
  9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
  9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
  9.4.2.DC.7: Describe actions peers can take to positively impact climate change.
  2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
  Activity: Students will research wind and the impact it has on the land. Students will then brainstorm ways to solve the problem.

- **Computer Science**
  8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
  ESS2.B: Plate Tectonics and Large-Scale System Interactions
  Activity: Students use digital maps to explore land erosion, volcanoes and fault lines to plan solutions due to geological related phenomenon.

INTERDISCIPLINARY CONNECTIONS

- **Literacy/Science**
  W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

ESS1.C: The History of Planet Earth
Activity: Working in small groups, students will research a single topic to write a report on from various books and digital resources using text features, table of contents and glossaries.

- **Social Studies/Science**
  6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
  2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
  Activity: Students will watch the video, SciShow Kids, Grand Canyon to understand that change can happen very slowly (over time) or quickly (as with floods) https://www.youtube.com/watch?v=oZZEJMtLOKU . Then student will work together to identify the types of rocks (sedimentary) that weather, or erode, faster than others (igneous). Then draw and label a diagram demonstrating the process.

3-5-ETS1: Engineering Design

Performance Expectations

Students who demonstrate understanding can:

• **3-5-ETS1-1** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

• **3-5-ETS1-2** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

• **3-5-ETS1-3** Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Disciplinary Core Ideas

- **ETS1.A: Defining and Delimiting 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. (3-5-ETS1-1)
- **ETS1.B: Developing Possible Solutions**
  Research on a problem, such as climate change, should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. (3-5-ETS1-2)

  At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. (3-5-ETS1-2)

  Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved. (3-5-ETS1-3)

Science and Engineering Practices

- **Asking Questions and Defining Problems**
  Asking questions and defining problems in 3–5 builds on K–2 experiences and progresses to specifying qualitative relationships. Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost. (3-5-ETS1-1)
- **Planning and Carrying Out Investigations**
  Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions. Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (3-5-ETS1-3)
- **Constructing Explanations and Designing Solutions**
  Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems. Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem. (3-5-ETS1-2)

Cross-Cutting Concepts

- **Influence of Engineering, Technology, and Science on Society and the Natural World**
  People's needs and wants change over time, as do their demands for new and improved technologies. (3-5-ETS1-1)

  Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. (3-5-ETS1-2)

Third Grade
Forces and Interactions

Performance Expectations

Students who demonstrate understanding can:

3-PS2-1. **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.*]

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

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

3-PS2-4. **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.]

Enduring Understandings/Big Ideas:

- Properties of matter can be measured (mass, volume, capacity, temperature, etc.).
- Changes in motion are related to the strength of the force applied to objects, and the mass of the objects.
- Matter can change form or state but will always be conserved.

Essential Questions:

- What are forces?
- What causes a change in motion?
- What happens when you mix two materials?
- How can you measure properties of matter?

Disciplinary Core Ideas

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.) (3-PS2-1)
- 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.) (3-PS2-2)

PS2.B: Types of Interactions

- Objects in contact exert forces on each other. (3-PS2-1)
- 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. (3-PS2-3),(3-PS2-4)

Science and Engineering Practices	Cross-Cutting Concepts
Asking Questions and Defining Problems Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships. ● Ask questions that can be investigated based on patterns such as cause and effect relationships. (3-PS2-3) ● Define a simple problem that can be solved through the development of a new or improved object or tool. (3-PS2-4) **Planning and Carrying Out Investigations** Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions. ● Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (3-PS2-1) ● Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. (3-PS2-2)	**Patterns** ● Patterns of change can be used to make predictions. (3-PS2-2) **Cause and Effect** ● Cause and effect relationships are routinely identified. (3-PS2-1) ● Cause and effect relationships are routinely identified, tested, and used to explain change. (3-PS2-3)

Unit Pacing
Required Resource: FOSS Motion and Matter

Lessons And Timeframe (38 days)

● Forces (9 days) ● Patterns of Motion (10 days)	● Engineering (9 days) ● Mixtures (10 days)

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
  Demonstrate creativity and innovation
  3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
  Activity: Students will design and test carts to see which type of cart rolls farther down a ramp. Students will make modifications to their carts to improve on the cart's ability to travel.

- **9.2 Career Awareness, Exploration, and Preparation**
  9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
  3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
  Activity: Students will discuss the skills needed within careers regarding motion and matter.

- **9.4 Life Literacies and Key Skills**
  9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
  9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.
  9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.
  3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
  Activity: Students will create a list of objects comparing various objects describing their force when rolled.

- **Computer Science**

3-PS2-3: Ask questions that can be investigated based on patterns such as cause and effect relationships.
8.2.5.NT.1: Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.
Activity: Students will explore the forces of gravity and magnetism. They will develop and test models in order to gain understanding of cause and effect relationships between magnets, paper clips, distance, string and human interaction. A graphic organizer (T chart) will be used to collect their data.

INTERDISCIPLINARY CONNECTIONS

- ***Math/Science***
  PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
  3 DL.B.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.
  Activity: Students will design and test carts to see which type of cart rolls farther down a ramp. Students will use tape measures to measure the distance of each roll. Students will make modifications to their carts to improve on the cart's ability to travel.

- ***ELA/Science***
  RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
  ETS2.A: Interdependence of science, engineering, and technology
  Activity: Students will preview reading, "What Engineers Do" with a partner, discussing what they think is happening in each of the photographs. Have students do a quick write about what they already know about engineers. Post three questions the students are required to answer as they read the article. They must pay close attention to the criteria and the constraints that engineers consider when faced with a problem.

Third Grade
Interdependent Relationships in Ecosystems: Environmental Impacts on Organisms

Performance Expectations

Students who demonstrate understanding can:

3-LS2-1. **Construct an argument that some animals form groups that help members survive.**

3-LS4-1. **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.*]

3-LS4-3. **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.]

3-LS4-4. **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.*]

Enduring Understandings/Big Ideas:

- FOSSils provide evidence about the history of life on Earth and show that different groups of organisms have changed over time.
- Animals and plants support each other in the environment.
- Environmental and population changes in one organism can have an effect on the population size of other organisms.

Essential Questions:

- How do FOSSils provide evidence about plants and animals that lived long ago?
- What is a food chain?
- How does the environment impact an organism's characteristics, behaviors, survival?

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. *(secondary to 3-LS4-4)*

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)*. (3-LS2-1)

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)* (3-LS4-1)
- FOSSils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1)

LS4.C: Adaptation

- For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)

LS4.D: Biodiversity and Humans

- Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (3-LS4-4)

Science and Engineering Practices	Cross-Cutting Concepts
Analyzing and Interpreting Data Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used. ● Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS4-1) **Engaging in Argument from Evidence** Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). ● Construct an argument with evidence, data, and/or a model. (3-LS2-1) ● Construct an argument with evidence. (3-LS4-3) ● Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-LS4-4)	**Cause and Effect** ● Cause and effect relationships are routinely identified and used to explain change. (3-LS2-1),(3-LS4-3) **Scale, Proportion, and Quantity** ● Observable phenomena exist from very short to very long time periods. (3-LS4-1) **Systems and System Models** ● A system can be described in terms of its components and their interactions. (3-LS4-4)

Unit Pacing
Required Resource: FOSS Structures of Life

Lessons And Timeframe (10 days)

- Owl Pellets (4 days)
- Crayfish Territory (3 days)
- Roots and Shoots (3 days)

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
  Consider the environmental, social and economic impacts of decisions
  LS4-4.D: 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.
  Activity: Students set up hydroponic growing systems and watch the effects of human interference such as, but not limited to:not enough sunlight, too much sunlight, lack of nutrients, too much nutrients, clean water, dirty water, not enough water, varying room temperatures, etc. Students will observe and record in their science notebooks.

- **9.2 Career Awareness, Exploration, and Preparation**
  9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
  LS4-4: 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.
  Activity: The students will research different careers such as Master Gardeners, environmental engineers and geoscientists to learn how they help to protect plant and animal life during environmental changes. The students will choose a career and explain to the class how this job will help protect the Earth.

- **9.4 Life Literacies and Key Skills**
  9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
  9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action.
  9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social.
  9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.
  3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.
  Activity: Students will discuss what factors impact how organisms live and develop. What can be done to prevent harmful effects on organisms.

- **Computer Science**
  8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
  LS4-4: 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.
  Activity: The students will create a graphic organizer to display the effects that an environmental change of their choice, such as an oil spill, drought, hurricane, etc., will have on the plants and animals in a specific region.

INTERDISCIPLINARY CONNECTIONS

- ***Math/Science***
  LS4-4: 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.
  MP.4: Model with mathematics.
  Activity: The students will create "real life" word problems relating to an environmental change and the effect on the plants and animals in a specific region. For example: During an oil spill in the Atlantic Ocean, 25,900 marine animals were killed or harmed. If the total population of marine animals is 1,000,000, how many animals survived the oil spill?
- ***ELA/Science***
  RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
  3-LS2-1. Construct an argument that some animals form groups that help members survive.
  Activity: Have students read the article, "Nature Journal- How Seeds Travel" in their Structures of Life textbook. Have students discuss in a group the numerous ways seeds can travel and what the effects of seed travel.

Third Grade
Inheritance and Variation of Traits: Life Cycles and Traits

Performance Expectations

Students who demonstrate understanding can:

3-LS1-1. **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.*]

3-LS3-1. **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.*]

3-LS3-2. **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.]

3-LS4-2. **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.]

Enduring Understandings/Big Ideas:	**Essential Questions:**
● Organisms have structures that help them survive. ● Organisms reproduce, develop, have predictable life cycles, and pass on traits to their offspring. ● Organisms have some characteristics that are inherited and others that are learned.	● What are adaptations? ● How do organisms change as they go through their life cycles? ● How are characteristics of one generation passed to the next?

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)

LS3.A: Inheritance of Traits
- Many characteristics of organisms are inherited from their parents. (3-LS3-1)
- Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. (3-LS3-2)

LS3.B: Variation of Traits
- Different organisms vary in how they look and function because they have different inherited information. (3-LS3- 1)
- The environment also affects the traits that an organism develops. (3-LS3-2)

LS4.B: Natural Selection
- Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing. (3-LS4-2)

Science and Engineering Practices	**Cross-Cutting Concepts**
Developing and Using Models Modeling in 3–5 builds on K–2 experiences and progresses to	**Patterns** ● Similarities and differences in patterns can be used to sort

building and revising simple models and using models to represent events and design solutions.

- Develop models to describe phenomena. (3-LS1-1)

Analyzing and Interpreting Data
Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.

- Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS3-1)

Constructing Explanations and Designing Solutions
Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.

- Use evidence (e.g., observations, patterns) to support an explanation. (3-LS3-2)
- Use evidence (e.g., observations, patterns) to construct an explanation. (3-LS4-2)

and classify natural phenomena. (3-LS3-1)

- Patterns of change can be used to make predictions. (3-LS1-1)

Cause and Effect

- Cause and effect relationships are routinely identified and used to explain change. (3-LS3-2),(3-LS4-2)

Unit Pacing
Required Resource: FOSS Structures of Life

Lessons And Timeframe (46 days)

- Adaptations (6 days)
- Fingerprints (5 days)
- Origins of Seeds (14 days)
- Growing Further (9 days)
- Crayfish Structures (3 days)
- Counting Bones (4 days)
- Joints and Muscles (5 days)

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
  Use technology to enhance productivity, increase collaboration and communicate effectively.
  LS3.B: Variation of Traits: Different organisms vary in how they look and function because they have different inherited information.
  Activity: Students will tape their thumbs to their hand. They will discuss the challenges and possible benefits of not having opposable thumbs. They will identify other organisms with and without opposable thumbs.

- **9.2 Career Awareness, Exploration, and Preparation**
  9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
  3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.
  Activity: Students will work in groups to study crayfish behaviors and learn that it has survival value. Students will study the crayfish environment and discuss particular adaptations that allow this organism to survive. Students will also discuss jobs that are related to the structure of life.

- **9.4 Life Literacies and Key Skills**
  9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
  9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
  9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.
  9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action.
  3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

Activity: Students will research a topic of their choice regarding organisms and how they lived long ago. Students will share their findings on how it impacts the present.

- **Computer Science**
  8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
  3-LS3: Heredity: Inheritance and Variation of Traits- 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.
  Activity: Have the students open bean pods and count the seeds they find inside. Using a digital spreadsheet, input the data of the entire class. Using the spreadsheet software, construct a pie graph or line plot to identify the mean of class seeds found in bean pods. Analyze their findings.

INTERDISCIPLINARY CONNECTIONS

- ***Math/Science***
  3.NBT A1.Use place value understanding to round whole numbers to the nearest 10 or 100.
  3-LS3-2, Use evidence to support the explanation that traits can be influenced by the environment.
  Activity: Have the students count the seeds found in fruits of various sizes and shapes. They may round numbers to get an idea of how many seeds a fruit with a large quantity of seeds may hold.
- ***ELA/Science***
  RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.
  3-LS1-1: Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.
  Activity: Have students compare the life cycle of the crayfish to the life cycle of a plant. Students may use Structures of Life textbook for reference.

Third Grade
Weather and Climate

Performance Expectations

Students who demonstrate understanding can:

3-ESS2-1. **Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.** [Clarification Statement: Examples of data 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*.]

3-ESS2-2. **Obtain and combine information to describe climates in different regions of the world.**

3-ESS3-1. **Make a claim about the merit of a design solution that reduces the impacts of climate change and/or 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.]

Enduring Understandings/Big Ideas:

- The sun creates and affects the water cycle, climate and weather patterns on Earth.
- Water dominates the surface of our planet, changes the face of the land and defines life.
- Climate is determined by the amount of precipitation in a region and temperature fluctuations and varies over space and time through both natural and man-made processes.

Essential Questions:

- What are the properties of water?
- How do evaporation and condensation contribute to the movement of water through the water cycle?
- What is the difference between weather and climate?
- Why is it important to collect data about weather and climate? How do we do it?
- What are some ways that humans can decrease the impacts of severe weather?

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. (3-ESS2-1)
- Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (3-ESS2-2)

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. (3-ESS3-1) *(Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)*

Science and Engineering Practices

Analyzing and Interpreting Data

Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.

- Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships. (3-ESS2-1)

Engaging in Argument from Evidence

Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world (s).

- Make a claim about the merit of a solution to a problem by

Cross-Cutting Concepts

Patterns

- Patterns of change can be used to make predictions. (3-ESS2-1),(3-ESS2-2)

Cause and Effect

- Cause and effect relationships are routinely identified, tested, and used to explain change. (3-ESS3-1)

citing relevant evidence about how it meets the criteria and constraints of the problem. (3-ESS3-1)

Obtaining, Evaluating, and Communicating Information
Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.

- Obtain and combine information from books and other reliable media to explain phenomena. (3-ESS2-2)

Unit Pacing
Required Resource: FOSS Water and Climate

Lessons And Timeframe (58 days)

- Water Observations (11 days)
- Hot Water, Cold Water (12 days)
- Weather and Water (16 days)
- Seasons and Climate (9 days)
- Waterworks (10 days)

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
  Utilize critical thinking to make sense of problems and persevere in solving them.
  3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of climate change and/or a weather-related hazard.
  Activity: After viewing Naburn video, found on Foss website, discuss. View video on Bangladesh. Discuss. Compare the issues found in both videos. Have students come up with a solution to solve their weather issues.

- **9.2 Career Awareness, Exploration, and Preparation**
  9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
  3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.
  Activity: Have students create their own weather channel and report the weather for others. Make predictions on what type of weather will come next and explain why. Students will explain what skills are needed to be successful in that job.

- **9.4 Life Literacies and Key Skills**
  9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
  9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action .
  9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
  9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
  3-ESS2-1: Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
  Activity: Have students choose a climate around the world and monitor the temperatures, precipitation, or humidity for seven days. Each group creates a graph to show their data. Have groups compare the temperatures, precipitation, etc to other climates around the world.

- **Computer Science**
  8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
  3-ESS2-1: Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
  Activity: Have students track the weather locally for a month. Organize the data in a T chart. Have students create bar graphs and graphical displays of the data.

INTERDISCIPLINARY CONNECTIONS

- **Social Studies/Science**

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of climate change and/or a weather-related hazard.
Activity: Read "Conserving Water during Droughts." Have students brainstorm a way to set up an experiment to see if soil reduces evaporation. Discuss how environmental characteristics like soil would influence where people move to in early days.

- ***Math/Science***
  3.DL.B.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.
  3-ESS2-1 Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships.
  Activity: Students will represent climate and solar date in tables, bar graphs, pictographs to answer comparison questions.

Fourth Grade
Energy

Performance Expectations

Students who demonstrate understanding can:

4-PS3-1. **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.*

4-PS3-2. **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.*]

4-PS3-3. **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.*]

4-PS3-4. **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.*]

Enduring Understandings/Big Ideas:

- Energy is present whenever there is motion, electric current, sound, light, or heat.
- Energy can transfer from one place to another.

Essential Questions:

- When is energy present?
- What is an electric circuit and what components are needed to have one work?
- How do series and parallel circuits work?
- How do magnets interact with each other and other materials?
- What is a magnetic field and how does it affect iron objects?
- How is energy transferred?
- What is the difference between kinetic and potential energy?

Disciplinary Core Ideas

PS3.A: Definitions of Energy

- The faster a given object is moving, the more energy it possesses. (4-PS3-1)

- Energy can be moved from place to place by moving objects or through sound, light, or electric currents. (4-PS3-2),(4-PS3-3)

PS3.B: Conservation of Energy and EnergyTransfer
- 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. (4-PS3-2), (4-PS3-3)
- Light also transfers energy from place to place. (4-PS3-2)
- 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. (4-PS3-2),(4-PS3-4)

PS3.C: Relationship Between Energy and Forces
- When objects collide, the contact forces transfer energy so as to change the objects' motions. (4-PS3- 3)

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. (4-PS3-4)

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. (4-ESS3-1)

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. *(secondary to 4-PS3-4)*

Science and Engineering Practices	Cross-Cutting Concepts
Asking Questions and Defining Problems Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships. ● Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. (4-PS3-3) **Planning and Carrying Out Investigations** Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions. ● Make observations to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. (4-PS3-2) **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems. ● Use evidence (e.g., measurements, observations, patterns) to construct an explanation. (4-PS3-1) ● Apply scientific ideas to solve design problems. (4-PS3-4) **Obtaining, Evaluating, and Communicating Information** Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluate the merit and accuracy of ideas and methods. ● Obtain and combine information from books and other reliable media to explain phenomena. (4-ESS3-1)	**Energy and Matter** ● Energy can be transferred in various ways and between objects. (4-PS3-1),(4-PS3-2),(4-PS3-3),(4-PS3-4) **Cause and Effect** ● Cause and effect relationships are routinely identified and used to explain change. (4-ESS3-1)

Unit Pacing
Required Resource: FOSS Energy

Lessons And Timeframe (45 days)

● Energy and circuits (11 days)	● Electromagnets (10 days)

• The force of magnetism (10 days)	• Energy transfer (13 days)

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
  Utilize critical thinking to make sense of problems and persevere in solving them.
  4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
  Activity: Students will be able to solve the String of Light Problem. In this problem students will have to investigate what type of circuit would be the best design for a string of lights. They will then analyze the designs and make a recommendation based on their knowledge of circuitry.
- **9.2 Career Awareness, Exploration, and Preparation**
  9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
  4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
  Activity: Students will be able to construct circuits that produce light and turn motors. During this activity students will have to troubleshoot their circuits if they are not working. They will use their knowledge of circuits to try different ways to get the bulb to light and the motor to turn. Students will learn that this type of troubleshooting can apply to any activity that isn't working right. The skill of troubleshooting will give them great success later in life. Students will connect their experience careers and jobs involving electronics.

- **9.4 Life Literacies and Key Skills**
  9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
  9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.
  9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
  4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
  Activity: Students will be able to read the article Energy Sources in the Grade 4 Foss Science book. During this reading students will be able to discuss natural resources and brainstorm different types of fuels that could be used instead of non-renewable fuels..Students will follow up with online videos.

- **Computer Science**
  4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
  8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
  Activity: Students will be able to watch the Brain Pop video about Natural Resources. After students are done watching they will complete the Make-A-Map activity where they will create their own graphic organizer about the information in the movie. This information will include where natural resources come from and how using them will affect our environment.

INTERDISCIPLINARY CONNECTIONS

- **Science/ELA**
  RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
  4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.
  Activity: Students will be able to read the article What Causes Change of Motion in their science textbook. Students will then conduct an experiment where they are rolling balls down slopes. Students will change the height of the starting position and calculate how far the ball was able to push another object. Students will record these findings. Using both the text and the experiment that they have done, students will explain the relationship between the speed of the object and the energy it has.
- **Science/Mathematics**
  4.NF.B.3c Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
  4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
  Activity: Students will be able to complete the science investigation 4 math problem of the week. Here students will read a scenario where a student is rolling a ball down a ramp. Students will read a chart to see how far the ball goes and then

make predictions based on the pattern. Students will then design a test and carry it out to see if they have the same findings as the student in the scenario.

Fourth Grade
Waves

Performance Expectations

Students who demonstrate understanding can:

4-PS4-1. 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.]

4-PS4-2 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.]

4-PS4-3. **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.]

Enduring Understandings/Big Ideas:

- Waves are a repeating pattern of motion that transfers energy from place to place.
- Some electromagnetic waves can be detected by humans (light); others can be detected by designed technologies (radio waves).
- Sound energy can be represented as waves; the amplitude and frequency of the waveform represent the properties of the energy.

Essential Questions:

- What are waves and how do they relate to energy?
- What are the patterns that are found in waves and and what do they mean?
- How does light travel and what does it do when it hits an object?
- How can we see objects?

Disciplinary Core Ideas

PS4.A: Wave Properties

- 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; there is no net motion in the direction of the wave except when the water meets a beach. *(Note: This grade band endpoint was moved from K–2.)* (4-PS4-1)
- Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks). (4-PS4-1)

PS4.C: Information Technologies and Instrumentation

- Digitized information can be 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. (4-PS4-3)

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. *(secondary to 4-PS4-3)*

Science and Engineering Practices

Developing and Using Models

Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.

- Develop a model using an analogy, example, or abstract representation to describe a scientific principle. (4-PS4-1)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in

Cross-Cutting Concepts

Patterns

- Similarities and differences in patterns can be used to sort, classify, and analyze simple rates of change for natural phenomena. (4-PS4-1)
- Similarities and differences in patterns can be used to sort and classify designed products. (4-PS4-3)

constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems. ● Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. (4-PS4-3)	

Unit Pacing
Required Resource: FOSS Energy

Lessons And Timeframe (11 days)

- Waves (11 days)

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
  Utilize critical thinking to make sense of problems and persevere in solving them.
  4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
  Activity: Students will be able to use mirrors and flashlights to recreate 8 different reflection challenges as outlined on their worksheet. Students will have to get the light to reflect in certain ways so that it looks like the light is going through a book, hitting the side of the flashlight and even splitting in two.

- **9.2 Career Awareness, Exploration, and Preparation**
  4-PS4-3 Generate and compare multiple solutions that use patterns to transfer information.
  9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
  Activity: Students will learn about Morse Code and when it was used. Students will watch a video about sending and receiving Morse code and learn about the different jobs that people had to have in order to send and receive those messages. Students will also discuss how inventors don't just have to invent objects, they can invent ways to make other peoples' lives easier. Students will be able to make their own electromagnet and devise their own STREAM code that will allow them to send messages to each other.

- **9.4 Life Literacies and Key Skills**
  9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
  9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.
  4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
  Activity: Students will be able to use mirrors and flashlights to recreate 8 different reflection challenges as outlined on their worksheet. Students will have to get the light to reflect in certain ways so that it looks like the light is going through a book, hitting the side of the flashlight and even splitting in two. Students will record their findings on a digital platform.

- **Computer Science**
  8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
  4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
  Activity: Students will be able to use a virtual investigation to experiment what happens when you put different colored balls under different color lights. Students will chart online the data they learn from the investigation. They will complete 3 different lights for 3 balls. When they are done they will reflect and share out their findings.

INTERDISCIPLINARY CONNECTIONS

- **Science/ELA**
  SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
  4-PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
  Activity: Students will be able to learn what amplitude, frequency, and wavelength are. Students will represent these by flicking and moving rope in a wave like manner. Students will then be able to write down observations and drawings with labels. When they are done with this students will then be able to report out their findings to the other groups and explain what amplitude, frequency and wavelength are.
- **Science/Mathematics**

4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
Activity: Students will be able to learn that light can be reflected and travels in straight lines. Students will use mirrors and flashlights to reflect beams of light and direct them to different places in the room. Students will then be given a set of challenges they have to complete with the flashlights and mirrors. Once they have been able to solve the challenge, they will then use rulers to draw where the beams are going and how they are reflecting. These drawings will consist of many straight lines and angles.

Fourth Grade
Structure, Function, and Information Processing

Performance Expectations

Students who demonstrate understanding can:

4-LS1-1. **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.]

4-LS1-2. **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.]

Enduring Understandings/Big Ideas:

- Organisms have structures and behaviors, including sensory receptors, that serve functions in growth, survival and reproduction.
- Living organisms depend on one another and on their environment for their survival and their survival of populations.

Essential Questions:

- What makes up a species' environment and ecosystem and how do they interact?
- How do organisms interact with environmental factors?
- What functions do animal structures and behaviors have?
- What are producers and decomposers?
- What environmental conditions contribute to a species' range of tolerance and how do they affect the species?

Disciplinary Core Ideas

PS4.B: Electromagnetic Radiation
- An object can be seen when light reflected from its surface enters the eyes. (4-PS4-2)

LS1.A: Structure and Function
- Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)

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. (4-LS1-2)

Science and Engineering Practices

Developing and Using Models
Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.
- Develop a model to describe phenomena. (4-PS4-2)
- Use a model to test interactions concerning the functioning of a natural system. (4-LS1-2)

Engaging in Argument from Evidence
Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).
- Construct an argument with evidence, data, and/or a model. (4-LS1-1)

Cross-Cutting Concepts

Cause and Effect
- Cause and effect relationships are routinely identified. (4-PS4-2)

Systems and System Models
- A system can be described in terms of its components and their interactions. (4-LS1-1),(4-LS1-2)

Unit Pacing
Required Resource: FOSS Environments

Lessons And Timeframe (45 days)

- Environmental factors (11 days)
- Ecosystems (14 days)
- Brine shrimp hatching (8 days)
- Range of tolerance (12 days)

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
  Consider the environmental, social and economic impacts of decisions.
  4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
  Activity: Students will be able to read and watch a video about Mono Lake. Students will learn that decisions were made to help California's water supply, however these decisions changed the salinity of Mono Lake. Because the salinity was changed, many organisms and animals died. Students will then work with partners to create arguments to support the decision that California should not be using the Mono Lake water to supply the city.

- **9.2 Career Awareness, Exploration, and Preparation**
  9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
  4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
  Activity: Students will participate in the river trip. Students will go to the South Branch of the Raritan River to collect macroinvertebrate samples. By collecting these organisms they will be able to tell how the water quality is. Students will learn from the environmentalists that certain macros can't live if the water is too polluted. By identifying which macros they found they will be able to conclude what the water quality is. Swbat discuss different types of careers that involve water samples and the environment.

- **9.4 Life Literacies and Key Skills**
  9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions
  9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action.
  9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes.
  4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
  Activity: Students will be able to read and watch a video about Mono Lake. Students will learn that decisions were made to help California's water supply, however these decisions changed the salinity of Mono Lake because the lake shrunk. Since the lake shrunk, it changed the salinity and also left the Mono Lake area prone to dust storms. The climate of the area has also changed, affecting the drought at Mono Lake. The class will have a discussion about the climate change and work with partners to create arguments to support the decision that California should not be using the Mono Lake water to supply the city.

- **Computer Science**
  8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
  4-LS1-2 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.
  Activity: Students will be able to complete the virtual investigation about the range of tolerance of trout. They will see that a river is installing a dam which will raise the temperature of the water. Students will learn from the virtual experiment what happens to trout eggs in different temperatures. As they discover this information they will keep track of the temperature and number of eggs hatched on a spreadsheet. After they have recorded all of the information then will analyze the information to determine the optimal water temperature for trout. When they are done they will write a letter to the water company about how building this dam will affect the trout survival.

INTERDISCIPLINARY CONNECTIONS

- **ELA/Literacy**
  W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Activity: Students will be able to study mealworms. Students will observe their behavior when they have them on the table and what they do in their habitat. Students will also conduct experiments on plants changing the salinity of the water that is given to them. When this is all done, students will then use this knowledge to write an argument explaining what structures plants and animals have to support survival, growth, behavior and reproduction.

- **Math/Science**
  4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
  4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded across the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
  Activity: Students will be able to observe mealworms. As students are observing them they will be able to take notes and make detailed drawings. As they are drawing the teacher will remind them to think about lines of symmetry and how they can be used when drawing the organism. Students will then be able to label their drawing pointing out specific body parts and uses.

Fourth Grade
Earth's Systems: Processes that Shape the Earth

Performance Expectations

Students who demonstrate understanding can:

4-ESS1-1. **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 marine shell FOSSils above rock layers with plant FOSSils and no shells, indicating a change from land to water 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.]

4-ESS2-1. **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.]

4-ESS2-2 **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.]

4-ESS3-1. **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.]

4-ESS3-2. **Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have 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.]

Enduring Understandings/Big Ideas:	Essential Questions:
• Weathering by water, ice, wind, living organisms, and gravity breaks rocks into smaller pieces. • Erosion transports earth materials to new locations. • Deposition is the result of that transport process that	• What are the properties of soil and what is it composed of? • Explain the different types of weathering and what it does.

builds new land.	• How can erosion and deposition change the Earth's surface? • What can you learn from a topographical map? • What are Earth's natural resources and how are they used? • How can catastrophic events change Earth's surface?

Disciplinary Core Ideas

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. (4-ESS1-1)

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. (4-ESS2-1)

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. (4-ESS2-2)

ESS2.E: Biogeology
- Living things affect the physical characteristics of their regions. (4-ESS2-1)

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. (4-ESS3-2) *(Note: This Disciplinary Core Idea can also be found in 3.WC.)*

ETS1.B: Designing Solutions to Engineering Problems
- Testing a solution involves investigating how well it performs under a range of likely conditions. *(secondary to 4-ESS3-2)*

Science and Engineering Practices	Cross-Cutting Concepts
Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions. • Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (4-ESS2-1) **Analyzing and Interpreting Data** Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used. • Analyze and interpret data to make sense of phenomena using logical reasoning. (4-ESS2-2) **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems. • Identify the evidence that supports particular points in an explanation. (4-ESS1-1) • Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. (4-ESS3-2)	**Patterns** • Patterns can be used as evidence to support an explanation. (4-ESS1-1),(4-ESS2-2) **Cause and Effect** • Cause and effect relationships are routinely identified, tested, and used to explain change. (4-ESS2-1),(4-ESS3-2)

Unit Pacing
Required Resource: FOSS Soils, Rocks, and Landforms

Lessons And Timeframe (45 days)

- Solids and weathering (13 days)
- Landforms (12 days)
- Mapping Earth's surface (11 days)
- Natural resources (9 days)

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
  Demonstrate creativity and innovation.
  4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change on humans.
  Activity: Students will watch the USGS video of Mt. St. Helen's erupting. After they are done watching this video students will get together with partners and use an index card to write down one way that scientists can help reduce impacts. The teacher will then display these. When done, students will continue to think of ways that scientists and engineers can help reduce the impacts of events such as volcanic eruptions.

- **9.2 Career Awareness, Exploration, and Preparation**
  3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
  9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
  Activity: Students will make an electrical circuit in order to light a bulb, make a motor work, make an electromagnet and make parallel and series circuits. As they work, students will have to troubleshoot to fix their circuits if they don't work. Students will discuss how working on circuits and getting them to work are the same skills electricians use daily to fix problems at the job site.

- **9.4 Life Literacies and Key Skills**
  9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process.
  9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
  4-ESS2-2: Analyze and interpret data from maps to describe patterns of Earth's features.
  Activity: Students will be able to discuss erosion and how it affects the land. Students will then discuss different products that are made to help erosion and how these are designed. Students will discuss how the failure of a product actually helps engineers design the correct model.

- **Computer Science**
  4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
  8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
  Activity: Students will be able to watch the Brain Pop video about Natural Resources. After students are done watching they will complete the Make-A-Map activity where they will create their own graphic organizer about the information in the movie. This information will include where natural resources come from and how using them will affect our environment.

INTERDISCIPLINARY CONNECTIONS

- ***Science/ELA***
  4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans.
  RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
  Activity: Students will research different weather related hazards that include earthquakes, floods, tsunamis or volcano eruptions using multiple sources. Students will then be able to write a short report about them that includes multiple solutions to reduce the impacts of natural Earth processes on humans.
- **Science/Social Studies**
  4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

Activity: Students will learn how to read topographic maps and political maps. Students will be able to answer questions about each type of map and compare and contrast the information that is on each. Students will use each map to answer questions.

Fifth Grade
Structure and Properties of Matter

Performance Expectations

Students who demonstrate understanding can:

5-PS1-1. **Develop a model to describe that matter is made of particles too small to be seen.** [Clarification Statement: Examples of evidence supporting a model 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.*]

5-PS1-2. **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 form new substances.] [*Assessment Boundary: Assessment does not include distinguishing mass and weight.*]

5-PS1-3. **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.] [*ssment Boundary: Assessment does not include density or distinguishing mass and weight.*]

5-PS1-4. **Conduct an investigation to determine whether the mixing of two or more substances results in new substances.**

Enduring Understandings/Big Ideas:

- Matter is made of particles too small to be seen.
- Matter is conserved when it changes state, dissolves in another substance, and is part of a chemical reaction.
- Concentration is the amount of dissolved solid material per unit volume of water.
- Formation of a gas or new product is evidence of a chemical reaction.
- Developing a model is a process, which may contain observing, constructing, analyzing and revising.

Essential Questions:

- What are the similarities and differences between a mixture and a solution?
- How can you determine the relative concentrations of three different solutions?
- What is solubility?
- What is the evidence that a chemical has taken place?
- What are models and why are they useful?

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 showing 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 and the effects of air on larger particles or objects. (5-PS1-1)
- The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. (5-PS1-2)
- 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.) (5-PS1-3)

PS1.B: Chemical Reactions

- When two or more different substances are mixed, a new substance with different properties may be formed. (5-PS1-4)
- 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.) (5-PS1-2)

Science and Engineering Practices	Cross-Cutting Concepts
Developing and Using Models Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions. ● Use models to describe phenomena. (5-PS1-1) **Planning and Carrying Out Investigations** Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions. ● Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (5-PS1-4) ● Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (5-PS1-3) **Using Mathematics and Computational Thinking** Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions. ● Measure and graph quantities such as weight to address scientific and engineering questions and problems. (5-PS1-2)	**Cause and Effect** ● Cause and effect relationships are routinely identified and used to explain change. (5-PS1-4) **Scale, Proportion, and Quantity** ● Natural objects exist from the very small to the immensely large. (5-PS1-1) ● Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume. (5-PS1-2),(5-PS1-3)

Unit Pacing
Required Resource: FOSS Mixtures and Solutions

Lessons And Timeframe (50 days)

● Separating Mixtures - 10 days ● Developing Models - 10 days ● Concentration - 10 days	● Reaching Saturation - 12 days ● Fizz Quiz - 8 days

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
  Act as a responsible and contributing community member and employee.
  5-PS1-3 Make observations and measurements to identify materials based on their properties.
  Activity: Students will be given a mixture of four unknown materials. Using the properties of matter, groups will need to work together to come up with a process to separate the four materials.

- **9.2 Career Awareness, Exploration, and Preparation**
  9.2.5.CAP.3 Identify qualifications needed to pursue traditional and nontraditional careers and occupations.
  5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
  Activity: Students will work in groups to conduct an experiment where they mix calcium chloride, baking soda, citric acid and water and record results in their notebooks. Students will divide job roles and communicate their findings as they come to a consensus.Students will determine what qualifications are needed to be a scientist.

- **9.4 Life Literacies and Key Skills**
  9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic.
  9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
  9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
Activity: Students will work in groups to conduct an experiment where they mix calcium chloride, baking soda, citric acid and water and record results .. Students will divide job roles and communicate their findings as they come to a consensus.

- **Computer Science**
  8.1.5.DA.1 Collect, organize, and display data in order to highlight relationships or support a claim.
  5-PS1-2. 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.
  Activity: Students will work in groups to create and conduct an experiment making various mixtures, weighing each part. Students will document their experiment on a word processing application including organizing and displaying their data in order to support their claim (hypothesis).

INTERDISCIPLINARY CONNECTIONS

- **ELA/Literacy**
  W.IW.5.2.E Provide a conclusion related to the information of explanation presented.
  5-PS1-2. 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.
  Activity: Students will work in groups to create and conduct an experiment making various mixtures, weighing each part. Students will document their experiment on a word processing application and write a conclusion using evidence from informational text to support their findings.
- **Math**
  5.DL.A.3 Collect and clean data to be analyzable (e.g., make sure each entry is formatted correctly, deal with missing or incomplete data).
  5-PS1-3 Make observations and measurements to identify materials based on their properties.
  Activity: Students will get various materials (salt, diatomaceous earth, gravel, etc.) and will measure it to determine the best method of separation. Students will then create a line plot using the data from the measurements.

Fifth Grade
Matter and Energy in Organisms and Ecosystem

Performance Expectations

Students who demonstrate understanding can:

5-PS3-1. **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.]

5-LS1-1. **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.]

5-LS2-1. **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.]

Enduring Understandings/Big Ideas:

- The transfer of energy and matter within an ecosystem is moved among plants, animals, decomposers and the environment..
- Plants get the materials they need for growth mostly from water and air.
- Animals break down complex food into more simple nutrients through the process of digestion.

Essential Questions:

- How do plants get the food that they need?
- How do animals get the nutrients that they need?
- What are the transport systems for nutrients in plants and animals?

Disciplinary Core Ideas

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). (5-PS3-1)

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. *(secondary to 5-PS3-1)*
- Plants acquire their material for growth chiefly from air and water. (5-LS1-1)

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. (5-LS2-1)

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. (5-LS2-1)

Science and Engineering Practices	Cross-Cutting Concepts
Developing and Using Models	**Systems and System Models**

Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.

- Use models to describe phenomena. (5-PS3-1)
- Develop a model to describe phenomena. (5-LS2-1)

Engaging in Argument from Evidence

Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).

- Support an argument with evidence, data, or a model. (5-LS1-1)
- A system can be described in terms of its components and their interactions. (5-LS2-1)

Energy and Matter

- Matter is transported into, out of, and within systems. (5-LS1-1)
- Energy can be transferred in various ways and between objects. (5-PS3-1)

Unit Pacing
Required Resource: FOSS Living Systems

Lessons And Timeframe (47 days)

- Systems - 11 days
- Nutrient Systems - 14 days
- Transport Systems - 13 days
- Sensory Systems - 9 days

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
  Attend to financial well-being
  5-PS3-1 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.
  Activity: In small groups, students discuss the importance of personal well-being (healthy diet, exercise, and mental health) and its effects on career success. Students create a model demonstrating healthy practices they should partake in to ensure career-readiness.

- **9.2 Career Awareness, Exploration, and Preparation**
  9.2.5.CAP.3-Identify qualifications needed to pursue traditional and non traditional careers and occupations
  5-PS3-1 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.
  Activity: Students will discuss the qualifications needed for occupations relating to the human body.

- **9.4 Life Literacies and Key Skills**
  9.4.5.CI.2:-Investigate a persistent local or global issue and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
  9.4.5.TL.5: Collaborate digitally to produce an artifact.
  9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes.
  9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action.
  5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
  Activity: Students will collaborate with their group to create a food web showing the movement of matter, which includes an endangered species. Students will discuss ways to address the issue.

- **Computer Science**
  8.1.5.DA.1 Collect, organize, and display data in order to highlight relationships or support a claim.
  5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
  Activity: Students will research an ecosystem and create a digital food web (using a tool of their choosing) showing the flow of energy within the ecosystem.

INTERDISCIPLINARY CONNECTIONS

- **ELA/Science**
  W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
  5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment

Activity: Students will make a list of questions to research about an ecosystem they would like to learn more about and will conduct a short research project based on these questions.

- **Math/Science**

  5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

  5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water.

  Activity: Students will create an experiment where students place celery stalks (some with leaves and some without) in vials (some with and some without water) to demonstrate that plants only need air and water for growth. Students will need to use addition and subtraction to determine the amount of water was used by the celery and how much evaporated.

Fifth Grade
Earth's Systems

Performance Expectations

Students who demonstrate understanding can:

5-ESS2-1. 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.*]

5-ESS2-2. 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.*]

5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment, and address climate change issues.

Enduring Understandings/Big Ideas:

- The Earth's atmosphere is where air is found.
- The troposphere is where weather happens.
- Energy transfers between the Sun and Earth.
- Earth is made of four large systems: the geosphere, atmosphere, hydrosphere, and biosphere.

Essential Questions:

- What is Earth's atmosphere?
- How does energy transfer to the air?
- What is the water cycle?
- Is planet Earth a system?

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. (5-ESS2-1)

ESS2.C: The Roles of Water in Earth's Surface Processes

- Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere. (5-ESS2-2)

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. (5-ESS3-1)

Science and Engineering Practices

Developing and Using Models

Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.

- Develop a model using an example to describe a scientific

Cross-Cutting Concepts

Scale, Proportion, and Quantity

- Standard units are used to measure and describe physical quantities such as weight and volume. (5-ESS2-2)

Systems and System Models

- A system can be described in terms of its components and

principle. (5-ESS2-1)

Using Mathematics and Computational Thinking

Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions.

- Describe and graph quantities such as area and volume to address scientific questions. (5-ESS2-2)

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.

- Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem. (5-ESS3-1)

their interactions. (5-ESS2-1),(5-ESS3-1)

Unit Pacing
Required Resource: FOSS Earth and Sun

Lessons And Timeframe (30 days)

- Earth's Atmosphere - 7 days
- Heating Earth - 13 days
- Water Planet - 10 days

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
  Act as a responsible and contributing community member and employee
  5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues.
  Activity: Complete focus questions drawing conclusions within each investigation. Consider the environmental, social and economic impacts of decisions.
  5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues.
  Activity: Analyze the impact of human behavior on the environment. How can you reduce, reuse, recycle in your own life? Create a "Com-Poster" showing how to compost and how it helps our environment.

- **9.2 Career Awareness, Exploration, and Preparation**
  9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited for personal likes.
  5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment, and address climate change issues.
  Activity: Students will collaborate with students to determine ways to address climate change issues within their community while identifying careers that are involved with climate change.

- **9.4 Life Literacies and Key Skills**
  9.4.5.CI.2:-Investigate a persistent local or global issue and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
  9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action.
  9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social.
  9.4.5.TL.5: Collaborate digitally to produce an artifact.
  5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment, and address climate change issues.
  Activity: Students will collaborate with students to determine ways to address climate change issues within their community.
- **Computer Science**
  8.1.5.DA.3-Organize and present collected data visually to communicate insights gained from different views of the data.

5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
Activity: Students research and create a visual depiction of the layers of the atmosphere. (Students can work in groups and all add a layer to a google doc.)

INTERDISCIPLINARY CONNECTIONS

- **ELA/Literacy**
  W.AW.5.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
  5-ESS3.C: 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. (5-ESS3-1)
  Activity: Students will write an argument for changing human behavior relating to human activities in everyday life.
- **Mathematics**
  5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
  5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
  Activity: Students will design an experiment to see how the Earth heats soil and water differently. Students will set up containers of water and soil (one in shade and one not). Students will take the temperature at various times of the day. Then, students will graph the results in a coordinate plane and discuss the similarities and differences.

Fifth Grade
Space Systems: Stars and the Solar System

Performance Expectations

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.*]

5-ESS1-1. **Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the 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).*]

5-ESS1-2. **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.*]

Enduring Understandings/Big Ideas:

- Earth, the Sun, and the Moon interact to reveal predictable patterns.
- The Sun, the Moon and the Earth have a relative size and distance relationship.

Essential Questions:

- How and why does your shadow change during the day?
- What causes day and night?
- How would you describe the size of and distance between Earth, the Moon, and the Sun?
- How do the parts of the solar system interact?

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. (5- PS2-1)

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. (5-ESS1-1)

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. (5-ESS1-2)

Science and Engineering Practices

Analyzing and Interpreting Data
Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.
- Represent data in graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships. (5-ESS1-2)

Engaging in Argument from Evidence
Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations

Cross-Cutting Concepts

Patterns
- Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena. (5-ESS1-2)

Cause and Effect
- Cause and effect relationships are routinely identified and used to explain change. (5-PS2-1)

Scale, Proportion, and Quantity
- Natural objects exist from the very small to the immensely large. (5-ESS1-1)

or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). ● Support an argument with evidence, data, or a model. (5-PS2-1),(5-ESS1-1)	

Unit Pacing
Required Resource: FOSS Earth and Sun

Lessons And Timeframe (23 days)

- The Sun - 10 days
- Planetary Systems - 13 days

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
  Demonstrate creativity and innovation
  5-ESS1-2 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.
  Activity: Students will measure the length of the shadow of a golf tee throughout the day. Then, they will come up with a creative way to demonstrate why the length of the shadow changed throughout the day.

- **9.2 Career Awareness, Exploration, and Preparation**
  9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited for personal likes.
  Support an argument that the gravitational force exerted by Earth on objects is directed down.
  Activity: Students will work to debate the idea of gravitational force. Students will analyze the steps taken to debate and determine if this is something they would enjoy doing in their future career.

- **9.4 Life Literacies and Key Skills**
  9.4.5.CT.4-Apply critical thinking and problem solving strategies to different types of problems.
  9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data
  5-ESS1-2 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.
  Activity: After students will record their data. Students will work collaboratively to discuss why the length of shadows changes throughout the day.

- **Computer Science**
  8.1.5.DA.1 Collect, organize, and display data in order to highlight relationships or support a claim.
  ESS1.A: 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. (5-ESS1-1)
  Activity: Students will use a digital graphic organizer to organize information about the distance from Earth various stars are.

INTERDISCIPLINARY CONNECTIONS

- ***Math/Science***
  5.M.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
  ESS1.A: 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. (5-ESS1-1)
  Activity: Students will determine how far away (from Earth) various planets, stars, the Sun, etc. are. Students will then take these numbers and convert them to measurements they are familiar with (cm for example) to show how close/far each object is to the Earth.

  5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
  5-ESS1-2 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.

Activity: Students will measure the length of the shadow of a golf tee throughout the day. Then, they will graph the results on a coordinate plane.

- ***ELA/Science***
  SL.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
  5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down.
  Activity: Students will argue that the gravitational force exerted by Early on objects is down using informational texts as resources as well as their own personal knowledge.

CONTENT RESOURCES:

- NJDOE Model Curriculum
- The Next Generation Science Standards
- FOSS Teacher Guides