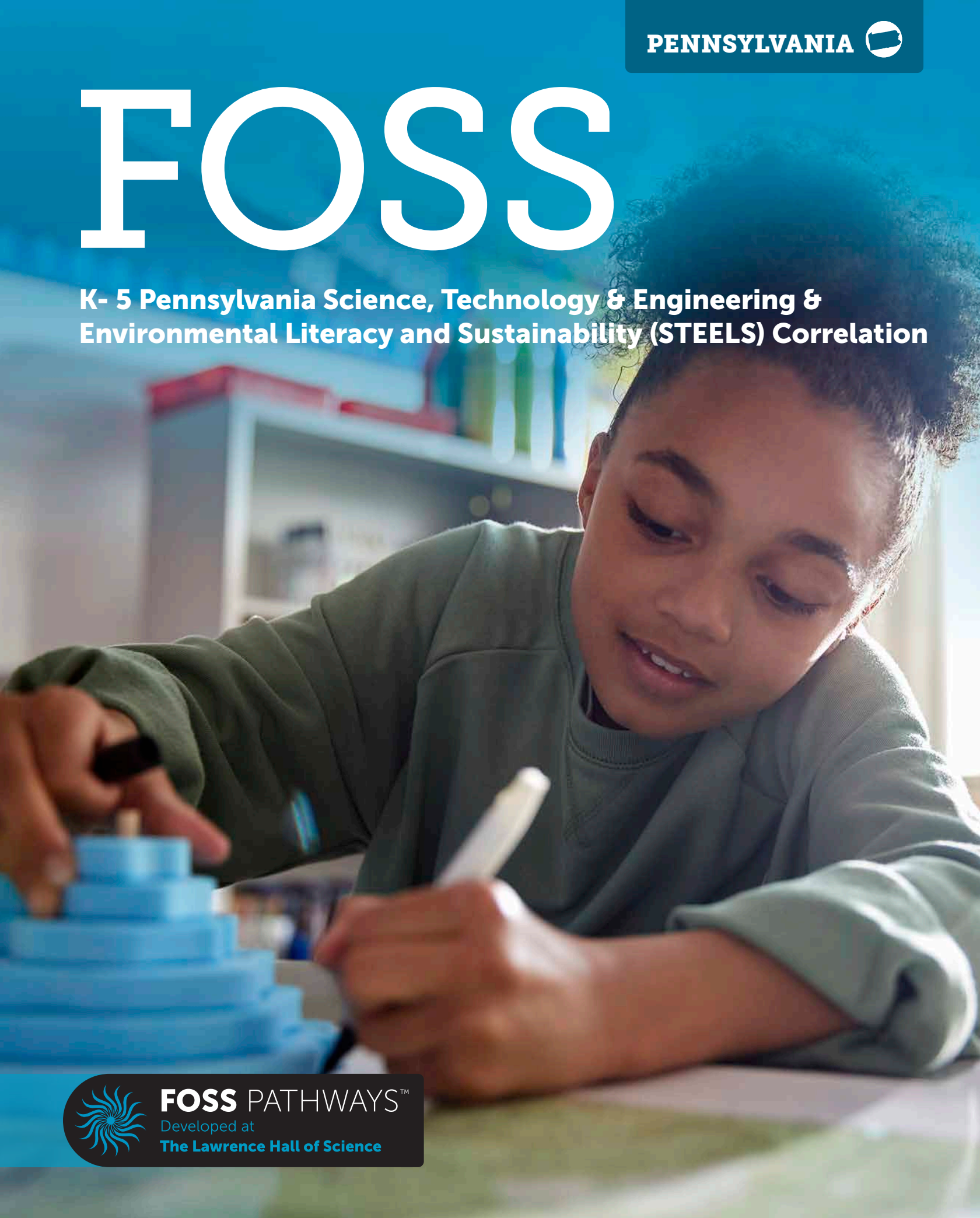
PENNSYLVANIA

FOSS

K- 5 Pennsylvania Science, Technology & Engineering & Environmental Literacy and Sustainability (STEELS) Correlation



FOSS PATHWAYS™
Developed at
The Lawrence Hall of Science

K–2 Scope and Sequence Correlation At-A-Glance

GRADE	EARTH SCIENCE	PHYSICAL SCIENCE	LIFE SCIENCE
K	Trees and Weather	Materials and Forces	Animals Two by Two
	3.1.K.A • 3.2.K.C • 3.3.K.A • 3.3.K.B • 3.3.K.C • 3.3.K.D • 3.4.K–2.B • 3.4.K–2.C • 3.5.K–2.A • 3.5.K–2.C • 3.5.K–2.D • 3.5.K–2.F • 3.5.K–2.G • 3.5.K–2.J • 3.5.K–2.K • 3.5.K–2.N • 3.5.K–2.O • 3.5.K–2.P • 3.5.K–2.Q • 3.5.K–2.R • 3.5.K–2.S • 3.5.K–2.T • 3.5.K–2.W • 3.5.K–2.Z	3.2.K.A • 3.2.K.B • 3.2.K.C • 3.2.K.D • 3.3.K.B • 3.3.K.E • 3.4.K–2.A • 3.5.K–2.B • 3.5.K–2.D • 3.5.K–2.F • 3.5.K–2.G • 3.5.K–2.H • 3.5.K–2.J • 3.5.K–2.K • 3.5.K–2.L • 3.5.K–2.M • 3.5.K–2.P • 3.5.K–2.Q • 3.5.K–2.S • 3.5.K–2.T • 3.5.K–2.U • 3.5.K–2.V • 3.5.K–2.X • 3.5.K–2.Z • 3.5.K–2.AA • 3.5.K–2.BB • 3.5.K–2.CC • 3.5.K–2.DD	3.1.K.A • 3.3.K.B • 3.3.K.C • 3.4.K–2.B • 3.4.K–2.C • 3.5.K–2.S
1	Changes in the Sky	Sound and Light	Plants and Animals
	3.3.1.A • 3.3.1.B • 3.4.K–2.C • 3.5.K–2.G • 3.5.K–2.K • 3.5.K–2.U	3.2.1.A • 3.2.1.B • 3.2.1.C • 3.2.1.D • 3.5.K–2.A • 3.5.K–2.B • 3.5.K–2.C • 3.5.K–2.F • 3.5.K–2.G • 3.5.K–2.J • 3.5.K–2.M • 3.5.K–2.N • 3.5.K–2.O • 3.5.K–2.Q • 3.5.K–2.R • 3.5.K–2.S • 3.5.K–2.T • 3.5.K–2.U • 3.5.K–2.V • 3.5.K–2.W • 3.5.K–2.X • 3.5.K–2.Y • 3.5.K–2.Z • 3.5.K–2.CC • 3.5.K–2.DD	3.1.1.A • 3.1.1.B • 3.1.1.C • 3.4.K–2.A • 3.5.K-2.C • 3.5.K–2.F • 3.5.K–2.G • 3.5.K-2.J • 3.5.K–2.M • 3.5.K–2.P • 3.5.K–2.R • 3.5.K–2.T • 3.5.K–2.U • 3.5.K–2.V • 3.5.K–2.X • 3.5.K–2.AA • 3.5.K–2.BB • 3.5.K–2.CC • 3.5.K–2.DD
2	Water and Landforms	Solids and Liquids	Insects and Plants
	3.1.2.A • 3.3.2.A • 3.3.2.B • 3.3.2.C • 3.3.2.D • 3.4.K–2.C • 3.5.K–2.O • 3.5.K–2.P • 3.5.K–2.V • 3.5.K–2.Y	3.2.2.A • 3.2.2.B • 3.2.2.C • 3.2.2.D • 3.5.K–2.A • 3.5.K–2.B • 3.5.K–2.D • 3.5.K–2.K • 3.5.K–2.M • 3.5.K–2.O • 3.5.K–2.P • 3.5.K–2.Q • 3.5.K–2.S • 3.5.K–2.T • 3.5.K–2.V • 3.5.K–2.X • 3.5.K–2.Z • 3.5.K–2.AA • 3.5.K–2.CC • 3.5.K–2.DD	3.1.2.A • 3.1.2.B • 3.1.2.C • 3.5.K–2.A • 3.5.K–2.M • 3.5.K–2.P • 3.5.K–2.Q • 3.5.K–2.S • 3.5.K–2.T • 3.5.K–2.V • 3.5.K–2.X • 3.5.K–2.Z • 3.5.K–2.AA • 3.5.K–2.CC • 3.5.K–2.DD

3–5 Scope and Sequence Correlation At-A-Glance

GRADE	EARTH SCIENCE	PHYSICAL SCIENCE	LIFE SCIENCE
3	Water and Climate	Motion	Structures of Life
	3.3.3.A • 3.3.3.B • 3.3.3.C* • 3.4.3–5.E • 3.4.3–5.F • 3.5.3–5.V	3.2.3.A • 3.2.3.B • 3.2.3.C • 3.2.3.D • 3.5.3–5.C • 3.5.3–5.I • 3.5.3–5.M • 3.5.3–5.N • 3.5.3–5.P • 3.5.3–5.Q • 3.5.3–5.R • 3.5.3–5.U • 3.5.3–5.BB	3.1.3.A • 3.1.3.B • 3.1.3.C • 3.1.3.D • 3.1.3.E • 3.1.3.F • 3.1.3.G • 3.1.3.H* • 3.4.3–5.A • 3.4.3–5.B
4	Soils, Rocks, and Landforms	Energy	Senses and Survival
	3.3.4.A • 3.3.4.B • 3.3.4.C • 3.3.4.D • 3.3.4.E 3.4.3–5.E • 3.5.3–5.J • 3.5.3–5.O • 3.5.3–5.P • 3.5.3–5.T • 3.5.3–5.V • 3.5.3–5.W	3.2.4.A • 3.2.4.B* • 3.2.4.C • 3.2.4.D • 3.2.4.E • 3.2.4.F • 3.2.4.G • 3.3.4.D • 3.4.3–5.B • 3.5.3–5.C • 3.5.3–5.J • 3.5.3–5.M • 3.5.3–5.N • 3.5.3–5.O • 3.5.3–5.Q • 3.5.3–5.R • 3.5.3–5.DD	3.1.4.A • 3.1.4.B • 3.4.3–5.A • 3.4.3–5.B • 3.4.3–5.E • 3.5.3–5.L
5	Earth and Sun	Mixtures and Solutions	Living Systems
	3.2.5.A • 3.2.5.F • 3.3.5.A • 3.3.5.B • 3.3.5.C • 3.3.5.D* • 3.3.5.E • 3.3.5.F • 3.4.3–5.B • 3.4.3-5.D • 3.5.3–5.E • 3.5.3–5.G • 3.5.3–5.J	3.2.5.A • 3.2.5.B • 3.2.5.C† • 3.2.5.D • 3.2.5.E • 3.3.5.E • 3.4.3–5.A • 3.4.3–5.B • 3.4.3–5.C • 3.4.3–5.E • 3.5.3–5.B • 3.5.3–5.I • 3.5.3–5.L • 3.5.3–5.M • 3.5.3–5.O • 3.5.3–5.P • 3.5.3–5.Q • 3.5.3–5.R • 3.5.3–5.T • 3.5.3–5.U • 3.5.3–5.W	3.1.5.A • 3.1.5.B • 3.2.5.G • 3.3.5.C • 3.3.5.E • 3.4.3–5.A • 3.4.3–5.B • 3.4.3–5.C • 3.4.3–5.D • 3.4.3–5.E • 3.4.3–5.F • 3.4.3–5.G • 3.5.3–5.E • 3.5.3–5.CC • 3.5.3–5.EE

*** PA STEELS Science standard with modified wording**

KEY:

S: 3.1 – Life Science, 3.2 – Physical Science, 3.3 – Earth/Space Science
ELS: 3.4
TE: 3.5

FOSS Pathways Grade K Detail Correlation

Trees and Weather

TREES AND WEATHER	
3.1.K.A: Use observations to describe patterns of what plants and animals (including humans) need to survive.	**Disciplinary Core Ideas** **LS1.C: Organization for Matter and Energy Flow in Organisms:** Investigation 1, Parts 1–4; Investigation 3,Parts 1–3 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 1, Parts 1–4; Investigation 3, Parts 1–3 **Crosscutting Concepts** **Patterns:** Investigation 1, Parts 1–4; Investigation 3, Parts 1–3
3.2.K.C: Make observations to determine the effect of sunlight on Earth's surface.	**Disciplinary Core Ideas** **PS3.B: Conservation of Energy and Energy Transfer:** Investigation 2, Part 2 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 2, Part 2 **Crosscutting Concepts** **Cause and Effect:** Investigation 2, Part 2
3.3.K.A: Use and share observations of local weather conditions to describe patterns over time.	**Disciplinary Core Ideas** **ESS2.D: Weather and Climate:** Investigation 2, Parts 1–3; Investigation 3, Parts 1–3 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 2, Parts 1–3; Investigation 3, Parts 1–3 **Crosscutting Concepts** **Patterns:** Investigation 2, Parts 1–3; Investigation 3, Parts 1–3

TREES AND WEATHER	
3.3.K.B: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	**Disciplinary Core Ideas** **ESS2.D: Weather and Climate:** Investigation 1, Part 1; Investigation 2, Parts 2–3; Investigation 4, Part 2 **ESS2.E: Biogeology:** Investigation 1, Part 1; Investigation 2, Parts 2–3; Investigation 4, Part 2 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 1, Part 1; Investigation 2, Parts 2–3; Investigation 4, Part 2 **Crosscutting Concepts** **Systems and System Models:** Investigation 1, Part 1; Investigation 2, Parts 2–3; Investigation 4, Part 2
3.3.K.C: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	**Disciplinary Core Ideas** **ESS3.A: Natural Resources:** Investigation 1, Parts 1–4 **Science and Engineering Practices** **Developing and Using Models:** Investigation 1, Parts 1–4 **Crosscutting Concepts** **System and System Models:** Investigation 1, Parts 1–4
3.3.K.D: Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.*	**Disciplinary Core Ideas** **ESS3.B: Natural Hazards:** Investigation 2, Part 3 **ETS1.A: Defining and Delimiting an Engineering Problem:** Investigation 2, Part 3 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 2, Part 3 **Crosscutting Concepts** **Cause and Effect:** Investigation 2, Part 3
3.4.K-2.B: Examine how people from different cultures and communities, including one's own, interact and express their beliefs about nature.	**Disciplinary Core Ideas** **ESS3.A: Natural Resources:** Investigation 2 Extension **ESS3.C: Human Impacts on Earth Systems:** Investigation 2 Extension **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 2 Extension **Crosscutting Concepts** **Patterns:** Investigation 2 Extension **Cause and Effect:** Investigation 2 Extension

FOSS Pathways Grade K Detail Correlation

Trees and Weather

TREES AND WEATHER	
3.4.K-2.C: Explain ways that places differ in their physical characteristics, their meaning, and their value and/or importance.	**Disciplinary Core Ideas** **LS4.D: Biodiversity and Humans:** Investigation 1, Part 1; Investigation 1 Extension **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 1, Part 1; Investigation 1 Extension **Obtaining, Evaluating, and Communicating Information:** Investigation 1 Part 1; Investigation 1 Extension **Crosscutting Concepts** **Patterns:** Investigation 1, Part 1; Investigation 1 Extension **Stability and Change:** Investigation 1, Part 1; Investigation 1 Extension
3.5.K-2.A: Identify and use everyday symbols.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 2, Part 1 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 2, Part 1 **Crosscutting Concepts** **Communication:** Investigation 2, Part 1
3.5.K-2.C: Explain ways that technology helps with everyday tasks.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Part 4; Investigation 2, Parts 2 and 3 **Science and Engineering Practices** **Asking Questions and Defining Solutions:** Investigation 1, Part 4; Investigation 2, Parts 2 and 3 **Crosscutting Concepts** **Communication:** Investigation 1, Part 4; Investigation 2, Parts 2 and 3

TREES AND WEATHER	
3.5.K-2.D: Select ways to reduce, reuse, and recycle resources in daily life.	**Disciplinary Core Ideas** **ESS3.C: Human Impacts on Earth Systems:** Investigation 2, Part 3 **ETS1.B: Developing Possible Solutions:** Investigation 2, Part 3 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 2, Part 3 **Crosscutting Concepts** **Attention to Ethics:** Investigation 2, Part 3
3.5.K-2.F: Investigate the use of technologies in the home and community.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2, Part 3 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 2, Part 3 **Crosscutting Concepts** **Critical Thinking:** Investigation 2, Part 3
3.5.K-2.G: Explain the tools and techniques that people use to help them do things.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2, Part 3 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 2, Part 3 **Crosscutting Concepts** **Critical Thinking:** Investigation 2, Part 3
33.5.K-2.J: Design new technologies that could improve their daily lives.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2, Part 3 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Part 3 **Crosscutting Concepts** **Making and Doing:** Investigation 2, Part 3

FOSS Pathways Grade K Detail Correlation

Trees and Weather

TREES AND WEATHER	
3.5.K-2.K: Safely use tools to complete tasks.	**Disciplinary Core Ideas** **No guidance provided** **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 1, Part 1; Investigation 2, Part 3 **Crosscutting Concepts** **Making and Doing:** Investigation 1, Part 1; Investigation 2, Part 3
3.5.K-2.N: Analyze how things work.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2, Part 3 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 2, Part 3 **Crosscutting Concepts** **Critical Thinking:** Investigation 2, Part 3
3.5.K-2.O: Illustrate that there are different solutions to a design and that none are perfect.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2, Part 3 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Part 3 **Crosscutting Concepts** **Optimism:** Investigation 2, Part 3
3.5.K-2.P: Discuss that all designs have different characteristics that can be described.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 2, Part 3 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Part 3 **Crosscutting Concepts** **Communication:** Investigation 2, Part 3
3.5.K-2.Q: Apply skills necessary for making in design.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 2, Part 3 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Part 3 **Crosscutting Concepts** **Making and Doing:** Investigation 2, Part 3
3.5.K-2.R: Draw connections between technology and human experience.	**Disciplinary Core Ideas** **No guidance provided** **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 2, Part 3 **Crosscutting Concepts** **Systems Thinking:** Investigation 2, Part 3

TREES AND WEATHER	
3.5.K-2.S: Apply design concepts, principles, and processes through play and exploration.	**Disciplinary Core Ideas** **ETS1.C: Optimizing the Design Solution:** Investigation 2, Part 3; Investigation 2 Art Extension **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Part 3; Investigation 2 Art Extension **Crosscutting Concepts** **Making and Doing:** Investigation 2, Part 3; Investigation 2 Art Extension **Creativity:** Investigation 2, Part 3; Investigation 2 Art Extension
3.5.K-2.T: Demonstrate that designs have requirements.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2, Part 3 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Part 3 **Crosscutting Concepts** **Critical Thinking:** Investigation 2, Part 3
3.5.K-2.W: Apply concepts and skills from technology and engineering activities that reinforce concepts and skills across multiple areas.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Side Trip 1 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Side Trip 1 **Crosscutting Concepts** **Collaboration:** Side Trip 1
3.5.K-2.Z: Illustrate how systems have parts or components that work together to accomplish a goal.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Part 4; Investigation 2, Part 3 **Science and Engineering Practices** **Developing and Using Models:** Investigation 1, Part 4; Investigation 2, Part 3 **Crosscutting Concepts** **Systems Thinking:** Investigation 1, Part 4; Investigation 2, Part 3

FOSS Pathways Grade K Detail Correlation

Materials and Forces

MATERIALS AND FORCES	
3.2.K.A: Analyze data to determine if a design solution works as intended to change the motion of an object with a push or a pull.*	**Disciplinary Core Ideas** **PS2.A: Forces and Motion:** Investigation 3, Parts 2–3 **PS2.B: Types of Interactions:** Investigation 3, Parts 2–3 **ETS1.A: Defining Engineering Problems:** Investigation 3, Parts 2–3 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 3, Parts 2–3 **Crosscutting Concepts** **Cause and Effect:** Investigation 3, Parts 2–3
3.2.K.B: 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.	**Disciplinary Core Ideas** **PS2.A: Forces and Motion:** Investigation 3, Parts 1–3 **PS2.B: Types of Interactions:** Investigation 3, Parts 1–3 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 3, Parts 1–3 **Crosscutting Concepts** **Cause and Effect:** Investigation 3, Parts 1–3
3.2.K.C: Make observations to determine the effect of sunlight on Earth's surface.	**Disciplinary Core Ideas** **PS3.B: Conservation of Energy and Energy Transfer:** Investigation 1, Parts 1–2 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 1, Parts 1–2 **Crosscutting Concepts** **Cause and Effect:** Investigation 1, Parts 1–2
3.2.K.D: Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.*	**Disciplinary Core Ideas** **PS3.B: Conservation of Energy and Energy Transfer:** Investigation 1, Parts 2–4; Investigation 2, Part 1 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 1, Parts 2–4; Investigation 2, Part 1 **Crosscutting Concepts** **Cause and Effect:** Investigation 1, Parts 2–4; Investigation 2, Part 1
3.3.K.B: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	**Disciplinary Core Ideas** **ESS2.D: Weather and Climate:** Investigation 1, Parts 2–4; Investigation 2, Part 2 **ESS2.E: Biogeology:** Investigation 1, Parts 2–4; Investigation 2, Part 2 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 1, Parts 2–4; Investigation 2, Part 2 **Crosscutting Concepts** **Systems and System Models:** Investigation 1, Parts 2–4; Investigation 2, Part 2

MATERIALS AND FORCES	
3.3.K.E: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.*	**Disciplinary Core Ideas** **ESS3.C: Human Impacts on Earth Systems:** Investigation 2, Part 3 **ETS1.B: Developing Possible Solutions:** Investigation 2, Part 3 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 2, Part 3 **Crosscutting Concepts** **Cause and Effect:** Investigation 2, Part 3
K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Parts 2–4; Investigation 3, Part 2; Side Trip 1 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 1, Parts 2–4; Investigation 3, Part 2; Side Trip 1 **Crosscutting Concepts** **Structure and Function:** Investigation 1, Parts 2–4; Investigation 3, Part 2; Side Trip 1
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.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 2, Part 3; Side Trip 1 **Science and Engineering Practices** **Developing and Using Models:** Investigation 2, Part 3; Side Trip 1 **Crosscutting Concepts** **Structure and Function:** Investigation 2, Part 3; Side Trip 1
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.C: Optimizing the Design Solution:** Investigation 2, Part 1 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 2, Part 1 **Crosscutting Concepts** **Structure and Function:** Investigation 2, Part 1
3.4.K-2.A: Categorize ways people harvest, redistribute, and use natural resources.	**Disciplinary Core Ideas** **ESS3.A: Natural Resources:** Investigation 1, Parts 2–4 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 1, Parts 2–4 **Crosscutting Concepts** **Cause and Effect:** Investigation 1, Parts 2–4 **Systems and System Models:** Investigation 1, Parts 2–4

FOSS Pathways Grade K Detail Correlation

Materials and Forces

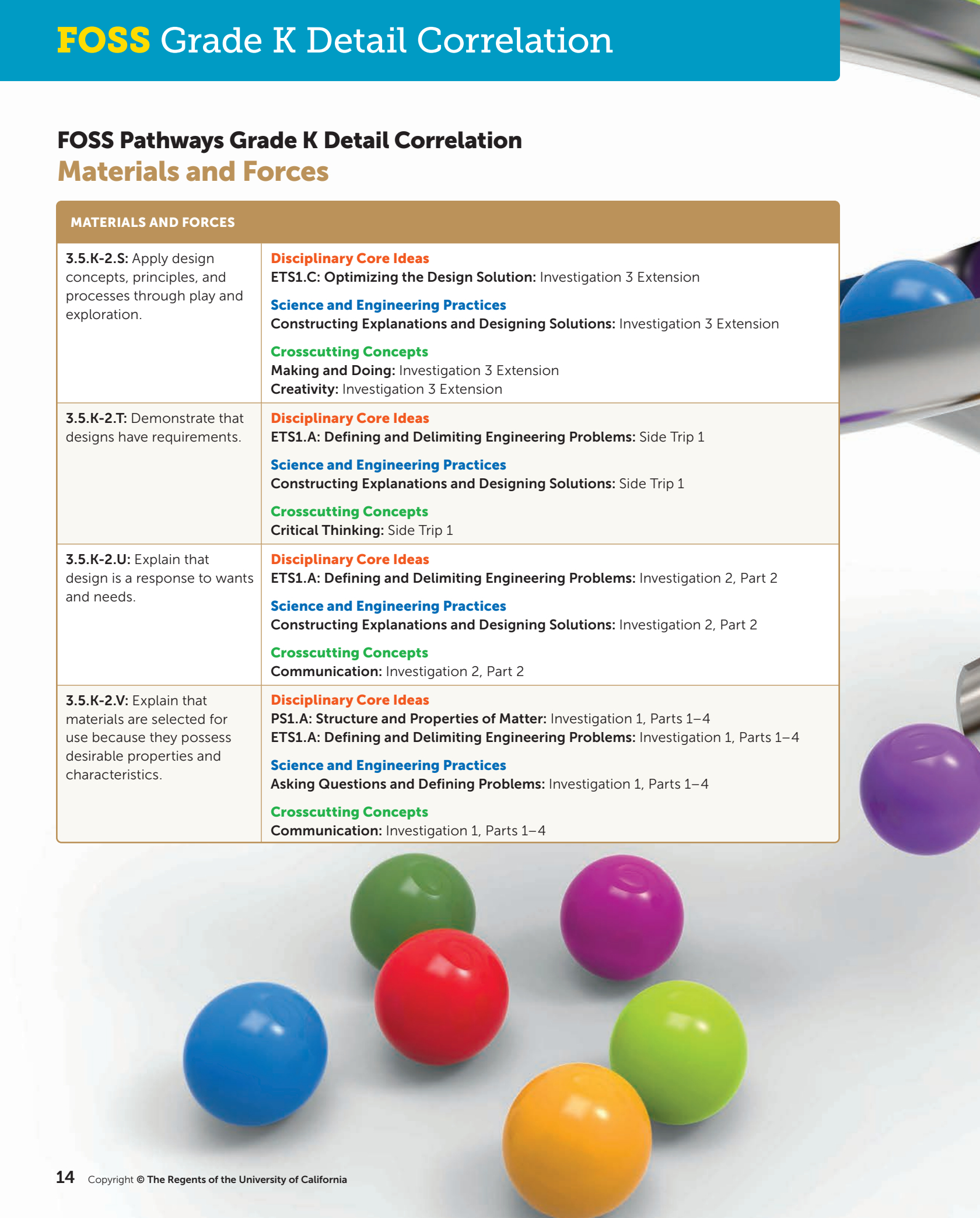
MATERIALS AND FORCES	
3.5.K-2.B: Describe qualities of everyday products.	**Disciplinary Core Ideas** **PS1.A: Structure and Properties of Matter:** Investigation 1, Parts 2–4 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 1, Parts 2–4 **Crosscutting Concepts** **Communication:** Investigation 1, Parts 2–4
3.5.K-2.D: Select ways to reduce, reuse, and recycle resources in daily life.	**Disciplinary Core Ideas** **ESS3.C: Human Impacts on Earth Systems:** Investigation 2, Part 3 **ETS1.B: Developing Possible Solutions:** Investigation 2, Part 3 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 2, Part 3 **Crosscutting Concepts** **Attention to Ethics:** Investigation 2, Part 3
3.5.K-2.F: Investigate the use of technologies in the home and community.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2, Part 2 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 2, Part 2 **Crosscutting Concepts** **Critical Thinking:** Investigation 2, Part 2
3.5.K-2.G: Explain the tools and techniques that people use to help them do things.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Part 1 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 1, Part 1 **Crosscutting Concepts** **Critical Thinking:** Investigation 1, Part 1
3.5.K-2.H: Explain the needs and wants of individuals and societies.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Part 1 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 1, Part 1 **Crosscutting Concepts** **Communication:** Investigation 1, Part 1
3.5.K-2.J: Design new technologies that could improve their daily lives.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2, Part 1 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Part 1 **Crosscutting Concepts** **Making and Doing:** Investigation 2, Part 1

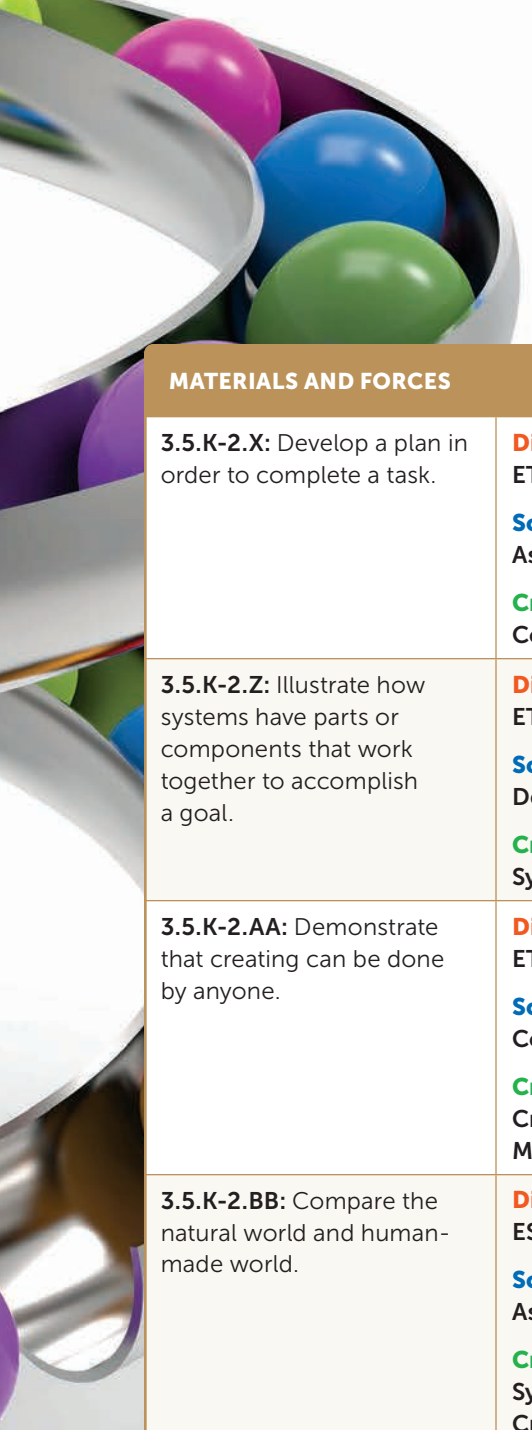
MATERIALS AND FORCES	
3.5.K-2.K: Safely use tools to complete tasks.	**Disciplinary Core Ideas** **No guidance provided** **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 2, Part 1 **Crosscutting Concepts** **Making and Doing:** Investigation 2, Part 1
3.5.K-2.L: Explore how technologies are developed to meet individual and societal needs and wants.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2, Part 2 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 2, Part 2 **Crosscutting Concepts** **Systems Thinking:** Investigation 2, Part 2
3.5.K-2.M: Demonstrate essential skills of the engineering design process.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 2, Part 1 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Part 1 **Crosscutting Concepts** **Creativity:** Investigation 2, Part 1 **Making and Doing:** Investigation 2, Part 1 **Collaboration:** Investigation 2, Part 1
3.5.K-2.P: Discuss that all designs have different characteristics that can be described.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 2, Part 1 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Part 1 **Crosscutting Concepts** **Communication:** Investigation 2, Part 1
3.5.K-2.Q: Apply skills necessary for making in design.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 2, Part 1 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Part 1 **Crosscutting Concepts** **Making and Doing:** Investigation 2, Part 1

FOSS Pathways Grade K Detail Correlation

Materials and Forces

MATERIALS AND FORCES	
3.5.K-2.S: Apply design concepts, principles, and processes through play and exploration.	**Disciplinary Core Ideas** **ETS1.C: Optimizing the Design Solution:** Investigation 3 Extension **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 3 Extension **Crosscutting Concepts** **Making and Doing:** Investigation 3 Extension **Creativity:** Investigation 3 Extension
3.5.K-2.T: Demonstrate that designs have requirements.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Side Trip 1 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Side Trip 1 **Crosscutting Concepts** **Critical Thinking:** Side Trip 1
3.5.K-2.U: Explain that design is a response to wants and needs.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2, Part 2 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Part 2 **Crosscutting Concepts** **Communication:** Investigation 2, Part 2
3.5.K-2.V: Explain that materials are selected for use because they possess desirable properties and characteristics.	**Disciplinary Core Ideas** **PS1.A: Structure and Properties of Matter:** Investigation 1, Parts 1–4 **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Parts 1–4 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 1, Parts 1–4 **Crosscutting Concepts** **Communication:** Investigation 1, Parts 1–4





MATERIALS AND FORCES	
3.5.K-2.X: Develop a plan in order to complete a task.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 2, Part 1 **Science and Engineering Practices** **Asking Questions and Designing Solutions:** Investigation 2, Part 1 **Crosscutting Concepts** **Collaboration:** Investigation 2, Part 1
3.5.K-2.Z: Illustrate how systems have parts or components that work together to accomplish a goal.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2, Part 1 **Science and Engineering Practices** **Developing and Using Models:** Investigation 2, Part 1 **Crosscutting Concepts** **Systems Thinking:** Investigation 2, Part 1
3.5.K-2.AA: Demonstrate that creating can be done by anyone.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2, Part 1 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Part 1 **Crosscutting Concepts** **Creativity:** Investigation 2, Part 1 **Making and Doing:** Investigation 2, Part 1
3.5.K-2.BB: Compare the natural world and human-made world.	**Disciplinary Core Ideas** **ESS3.A: Natural Resources:** Investigation 1, Part 2; Investigation 2, Part 2 **Science and Engineering Practices** **Asking Questions and Defining Solutions:** Investigation 1, Part 2; Investigation 2, Part 2 **Crosscutting Concepts** **Systems Thinking:** Investigation 1, Part 2; Investigation 2, Part 2 **Critical Thinking:** Investigation 1, Part 2; Investigation 2, Part 2
3.5.K-2.CC: Discuss the roles of scientists, engineers, technologists, and others who work with technology.	**Disciplinary Core Ideas** **No guidance provided** **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 2, Part 1; Side Trip 1 **Crosscutting Concepts** **Communication:** Investigation 2, Part 1; Side Trip 1
3.5.K-2.DD: Collaborate effectively as a member of a team.	**Disciplinary Core Ideas** **No guidance provided** **Science and Engineering Practices** **Asking Questions and Defining Solutions:** Investigation 2, Part 1; Side Trip 1 **Crosscutting Concepts** **Collaboration:** Investigation 2, Part 1; Side Trip 1

FOSS Pathways Grade K Detail Correlation

Animals Two by Two

ANIMALS TWO BY TWO	
3.1.K.A: Use observations to describe patterns of what plants and animals (including humans) need to survive	**Disciplinary Core Ideas** **LS1.C: Organization for Matter and Energy Flow in Organisms:** Investigation 1, Parts 1–2; Investigation 2,Parts 1–3; Investigation 3, Part 1; Investigation 4, Part 1 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–3; Investigation 3, Part 1; Investigation 4, Part 1 **Crosscutting Concepts** **Patterns:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–3; Investigation 3, Part 1; Investigation 4, Part 1
3.3.K.B: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	**Disciplinary Core Ideas** **ESS2.D: Weather and Climate:** Investigation 2, Parts 2–3; Investigation 4, Part 2 **ESS2.E: Biogeology:** Investigation 2, Parts 2–3; Investigation 4, Part 2 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 2, Parts 2–3; Investigation 4, Part 2 **Crosscutting Concepts** **Systems and System Models:** Investigation 2, Parts 2–3; Investigation 4, Part 2

ANIMALS TWO BY TWO	
3.3.K.C: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	**Disciplinary Core Ideas** **ESS3.A: Natural Resources:** Investigation 1, Parts 1–2; Investigation 2, Parts 2–3; Investigation 3, Part 1 **Science and Engineering Practices** **Developing and Using Models:** Investigation 1, Parts 1–2; Investigation 2, Parts 2–3; Investigation 3,Part 1 **Crosscutting Concepts** **System and System Models:** Investigation 1, Parts 1–2; Investigation 2, Parts 2–3; Investigation 3, Part 1
3.4.K-2.B: Examine how people from different cultures and communities, including one's own, interact and express their beliefs about nature.	**Disciplinary Core Ideas** **ESS3.A: Natural Resources:** Investigation 1 Home/School Connection **ESS3.C: Human Impacts on Earth Systems:** Investigation 1 Home/School Connection **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 1 Home/School Connection **Crosscutting Concepts** **Patterns:** Investigation 1 Home/School Connection **Cause and Effect:** Investigation 1 Home/School Connection
3.4.K-2.C: Explain ways that places differ in their physical characteristics, their meaning, and their value and/or importance.	**Disciplinary Core Ideas** **LS4.D: Biodiversity and Humans:** Investigation 4 Home/School Connection **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 4 Home/School Connection **Obtaining, Evaluating, and Communicating Information:** Investigation 4 Home/School Connection **Crosscutting Concepts** **Patterns:** Investigation 4 Home/School Connection **Stability and Change:** Investigation 4 Home/School Connection
3.5.K-2.S: Apply design concepts, principles, and processes through play and exploration.	**Disciplinary Core Ideas** **ETS1.C: Optimizing the Design Solution:** Investigation 3, Part 1 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 3, Part 1 **Crosscutting Concepts** **Making and Doing:** Investigation 3, Part 1 **Creativity:** Investigation 3, Part 1

FOSS Grade K Assessment Opportunities

Disciplinary Core Ideas Assessment Opportunities

Grade K	MATERIALS AND FORCES			TREES AND WEATHER			ANIMALS TWO BY TWO			
DCI	INV. 1	INV. 2	INV. 3	INV. 1	INV. 2	INV. 3	INV. 1	INV. 2	INV. 3	INV. 4
PS2.A										
PS2.B										
PS3.B										
PS3.C										
LS1.C										
ESS2.D										
ESS2.E										
ESS3.A										
ESS3.B										
ESS3.C										
ETS1.A										
ETS1.B										
ETS1.C										

Science and Engineering Practices Assessment Opportunities

Grade K	MATERIALS AND FORCES			TREES AND WEATHER			ANIMALS TWO BY TWO			
SEP	INV. 1	INV. 2	INV. 3	INV. 1	INV. 2	INV. 3	INV. 1	INV. 2	INV. 3	INV. 4
Asking Questions and Defining Problems										
Developing and Using Models										
Planning and Carrying Out Investigations										
Analyzing and Interpreting Data										
Using Mathematics and Computational Thinking										
Constructing Explanations and Designing Solutions										
Engaging in Argument from Evidence										
Obtaining, Evaluating, and Communicating Information										

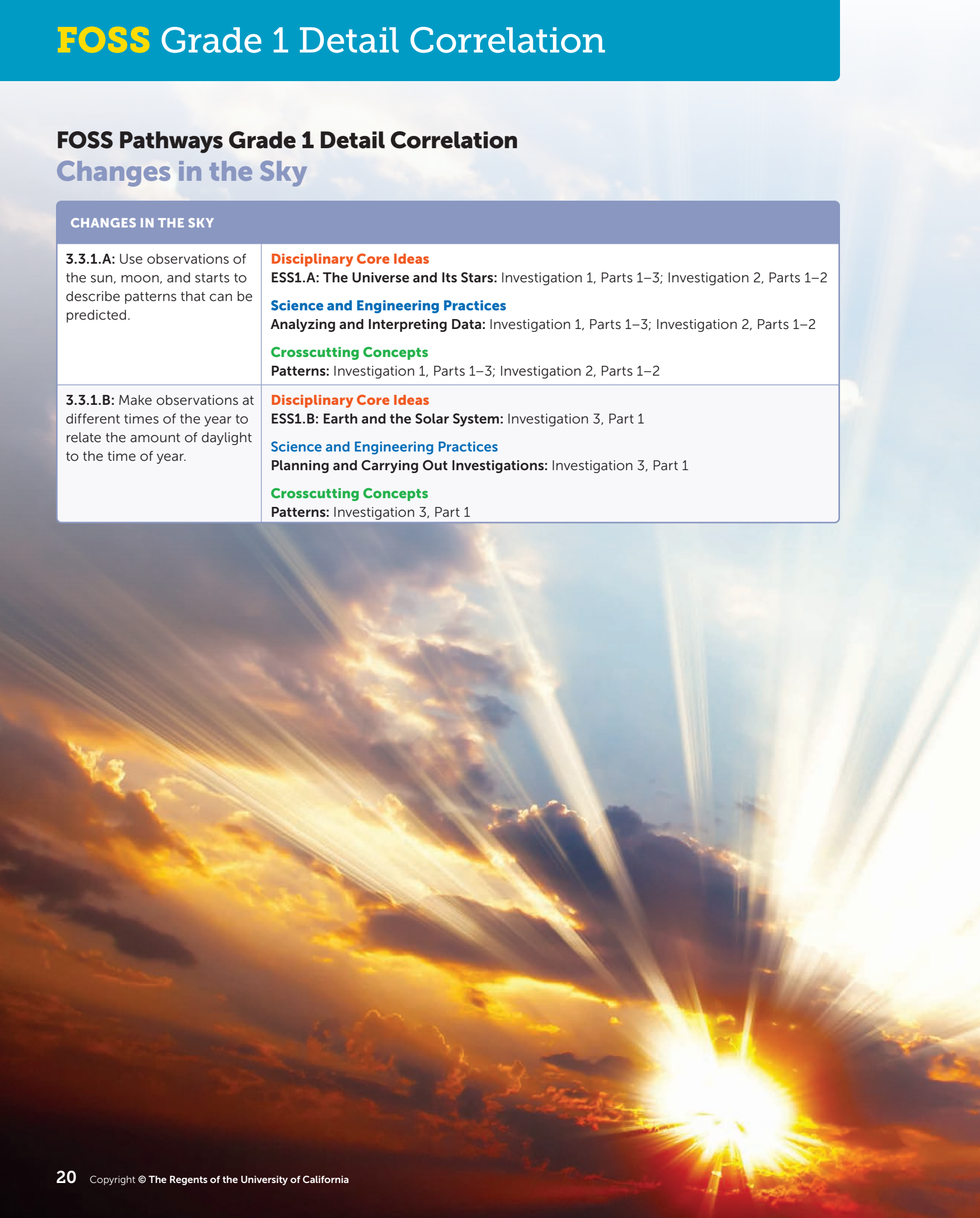
Crosscutting Concepts Assessment Opportunities

Grade K	MATERIALS AND FORCES			TREES AND WEATHER			ANIMALS TWO BY TWO			
CC	INV. 1	INV. 2	INV. 3	INV. 1	INV. 2	INV. 3	INV. 1	INV. 2	INV. 3	INV. 4
Patterns										
Cause and Effect										
Scale, Proportion, and Quantity										
Systems and System Models										
Structure and Function										
Stability and Change										

FOSS Pathways Grade 1 Detail Correlation

Changes in the Sky

CHANGES IN THE SKY	
3.3.1.A: Use observations of the sun, moon, and starts to describe patterns that can be predicted.	**Disciplinary Core Ideas** **ESS1.A: The Universe and Its Stars:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2 **Crosscutting Concepts** **Patterns:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2
3.3.1.B: Make observations at different times of the year to relate the amount of daylight to the time of year.	**Disciplinary Core Ideas** **ESS1.B: Earth and the Solar System:** Investigation 3, Part 1 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 3, Part 1 **Crosscutting Concepts** **Patterns:** Investigation 3, Part 1



CHANGES IN THE SKY	
3.4.K-2.C: Explain ways that places differ in their physical characteristics, their meaning, and their value and/or importance.	**Disciplinary Core Ideas** **LS4.D: Biodiversity and Humans:** Investigation 1 Extension **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 1 Extension **Obtaining, Evaluating, and Communicating Information:** Investigation 1 Extension **Crosscutting Concepts** **Patterns:** Investigation 1 Extension **Stability and Change:** Investigation 1 Extension
3.5.K-2.G: Explain the tools and techniques that people use to help them do things.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Part 3 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 1, Part 3 **Crosscutting Concepts** **Critical Thinking:** Investigation 1, Part 3
3.5.K-2.K: Safely use tools to complete tasks.	**Disciplinary Core Ideas** **No guidance provided** **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 1, Part 3 **Crosscutting Concepts** **Making and Doing:** Investigation 1, Part 3
3.5.K-2.U: Explain that design is a response to wants and needs.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2 Extension **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2 Extension **Crosscutting Concepts** **Communication:** Investigation 2 Extension

FOSS Pathways Grade 1 Detail Correlation

Sound and Light

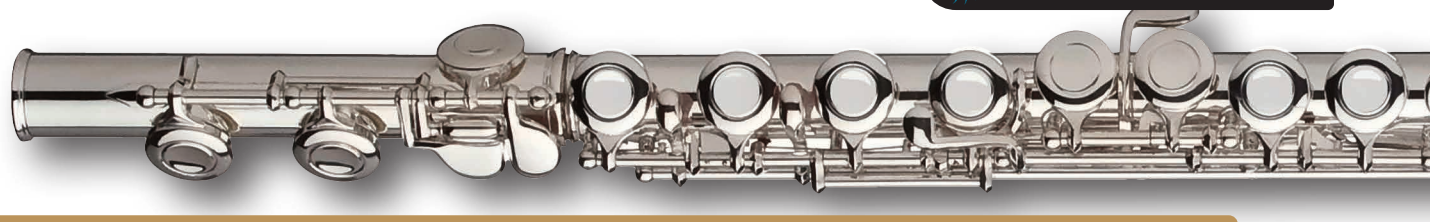
SOUND AND LIGHT	
3.2.1.A: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	**Disciplinary Core Ideas** **PS4.A: Wave Properties:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–2; Side Trip 1 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–2; Side Trip 1 **Crosscutting Concepts** **Cause and Effect:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–2; Side Trip 1
3.2.1.B: Make observations to construct an evidence-based account that objects can be seen only when illuminated.	**Disciplinary Core Ideas** **PS4.B: Electromagnetic Radiation:** Investigation 4, Part 2; Side Trip 2 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 4, Part 2; Side Trip 2 **Crosscutting Concepts** **Cause and Effect:** Investigation 4, Part 2; Side Trip 2
3.2.1.C: Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.	**Disciplinary Core Ideas** **PS4.B: Electromagnetic Radiation:** Investigation 3, Parts 1–2; Investigation 4, Parts 1–3 **Science and Engineering Practices** **Planning and Evaluating Information:** Investigation 3, Parts 1–2; Investigation 4, Parts 1–3 **Crosscutting Concepts** **Cause and Effect:** Investigation 3, Parts 1–2; Investigation 4, Parts 1–3
3.2.1.D: Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*	**Disciplinary Core Ideas** **PS4.C: Information Technologies and Instrumentation:** Investigation 2, Part 2 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Part 2 **Crosscutting Concepts** **Cause and Effect:** Investigation 2, Part 2
K-2-ETS1-1: Ask questions, make observations, and gather informationabout a situation people want to change to define a simple problemthat can be solved through the development of a new or improved object or tool.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2, Part 2; Investigation 4, Part 3 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 2, Part 2; Investigation 4, Part 3 **Crosscutting Concepts** **Structure and Function:** Investigation 2, Part 2; Investigation 4, Part 3
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.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 2, Part 2; Investigation 4, Part 3 **Science and Engineering Practices** **Developing and Using Models:** Investigation 2, Part 2; Investigation 4, Part 3 **Crosscutting Concepts** **Structure and Function:** Investigation 2, Part 2; Investigation 4, Part 3

SOUND AND LIGHT	
K-2-ETS1-3: Analyze data from testso f two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	**Disciplinary Core Ideas** **ETS1.C: Optimizing the Design Solution:** Investigation 2, Part 2 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 2, Part 2 **Crosscutting Concepts** **Structure and Function:** Investigation 2, Part 2
3.5.K-2.A: Identify and use everyday symbols.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 4, Part 3 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 4, Part 3 **Crosscutting Concepts** **Communication:** Investigation 4, Part 3
3.5.K-2.B: Describe qualities of everyday products.	**Disciplinary Core Ideas** **PS1.A: Structure and Properties of Matter:** Investigation 1, Part 1; Investigation 2, Parts 1–2; Investigation 3, Part 2 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 1, Part 1; Investigation 2, Parts 1–2; Investigation 3, Part 2 **Crosscutting Concepts** **Communication:** Investigation 1, Part 1; Investigation 2, Parts 1–2; Investigation 3, Part 2

FOSS Pathways Grade 1 Detail Correlation

Sound and Light

SOUND AND LIGHT	
3.5.K-2.C: Explain ways that technology helps with everyday tasks.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 4, Part 3 **Science and Engineering Practices** **Asking Questions and Defining Solutions:** Investigation 4, Part 3 **Crosscutting Concepts** **Communication:** Investigation 4, Part 3
3.5.K-2.F: Investigate the use of technologies in the home and community.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Part 1; Investigation 4, Parts 1–3 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 1, Part 1; Investigation 4, Parts 1–3 **Crosscutting Concepts** **Critical Thinking:** Investigation 1, Part 1; Investigation 4, Parts 1–3
3.5.K-2.G: Explain the tools and techniques that people use to help them do things.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Parts 1–2; Investigation 4, Parts 1, 3 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 1, Parts 1–2; Investigation 4, Parts 1, 3 **Crosscutting Concepts** **Critical Thinking:** Investigation 1, Parts 1–2; Investigation 4, Parts 1, 3



SOUND AND LIGHT	
3.5.K-2.J: Design new technologies that could improve their daily lives.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2, Part 2 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Part 2 **Crosscutting Concepts** **Making and Doing:** Investigation 2, Part 2
3.5.K-2.M: Demonstrate essential skills of the engineering design process.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 2, Part 2; Investigation 4, Part 3 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Part 2; Investigation 4, Part 3 **Crosscutting Concepts** **Creativity: Investigation 2, Part 2;** Investigation 4, Part 3 **Making and Doing:** Investigation 2, Part 2; Investigation 4, Part 3 **Collaboration:** Investigation 2, Part 2; Investigation 4, Part 3
3.5.K-2.N: Analyze how things work.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2, Part 1 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 2, Part 1 **Crosscutting Concepts** **Critical Thinking:** Investigation 2, Part 1
3.5.K-2.O: Illustrate that there are different solutions to a design and that none are perfect.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2, Part 2 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Part 2 **Crosscutting Concepts** **Optimism:** Investigation 2, Part 2
3.5.K-2.Q: Apply skills necessary for making in design.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 2, Parts 1–2; Investigation 4, Parts 1, 3 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Parts 1–2; Investigation 4, Parts 1, 3 **Crosscutting Concepts** **Making and Doing:** Investigation 2, Parts 1–2; Investigation 4, Parts 1, 3

FOSS Pathways Grade 1 Detail Correlation

Sound and Light

SOUND AND LIGHT	
3.5.K-2.R: Draw connections between technology and human experience.	**Disciplinary Core Ideas** **No guidance provided** **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 2, Part 2 **Crosscutting Concepts** **Systems Thinking:** Investigation 2, Part 2
3.5.K-2.S: Apply design concepts, principles, and processes through play and exploration.	**Disciplinary Core Ideas** **ETS1.C: Optimizing the Design Solution:** Investigation 2, Part 2 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Part 2 **Crosscutting Concepts** **Making and Doing:** Investigation 2, Part 2 **Creativity:** Investigation 2, Part 2
3.5.K-2.T: Demonstrate that designs have requirements.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2, Part 2 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Part 2 **Crosscutting Concepts** **Critical Thinking:** Investigation 2, Part 2
3.5.K-2.U: Explain that design is a response to wants and needs.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 4, Part 2 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 4, Part 2 **Crosscutting Concepts** **Communication:** Investigation 4, Part 2
3.5.K-2.V: Explain that materials are selected for use because they possess desirable properties and characteristics.	**Disciplinary Core Ideas** **PS1.A: Structure and Properties of Matter:** Investigation 2, Parts 1–2 **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2, Parts 1–2 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 2, Parts 1–2 **Crosscutting Concepts** **Communication:** Investigation 2, Parts 1–2
3.5.K-2.W: Apply concepts and skills from technology and engineering activities that reinforce concepts and skills across multiple areas.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Part 1; Investigation 1 Extension **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 1, Part 1; Investigation 1 Extension **Crosscutting Concepts** **Collaboration:** Investigation 1, Part 1; Investigation 1 Extension

SOUND AND LIGHT	
3.5.K-2.X: Develop a plan in order to complete a task.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 4, Part 3 **Science and Engineering Practices** **Asking Questions and Designing Solutions:** Investigation 4, Part 3 **Crosscutting Concepts** **Collaboration:** Investigation 4, Part 3
3.5.K-2.Y: Discuss how the way people live and work has changed throughout history because of technology.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 4, Part 2 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 4, Part 2 **Crosscutting Concepts** **Critical Thinking:** Investigation 4, Part 2
3.5.K-2.Z: Illustrate how systems have parts or components that work together to accomplish a goal.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2, Parts 1–2; Investigation 4, Part 3 **Science and Engineering Practices** **Developing and Using Models:** Investigation 2, Parts 1–2; Investigation 4, Part 3 **Crosscutting Concepts** **Systems Thinking:** Investigation 2, Parts 1–2; Investigation 4, Part 3
3.5.K-2.CC: Discuss the roles of scientists, engineers, technologists, and others who work with technology.	**Disciplinary Core Ideas** **No guidance provided** **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 2, Part 2; Investigation 4, Part 3 **Crosscutting Concepts** **Communication:** Investigation 2, Part 2; Investigation 4, Part 3
3.5.K-2.DD: Collaborate effectively as a member of a team.	**Disciplinary Core Ideas** **No guidance provided** **Science and Engineering Practices** **Asking Questions and Defining Solutions:** Investigation 2, Part 2; Investigation 4, Part 3 **Crosscutting Concepts** **Collaboration:** Investigation 2, Part 2; Investigation 4, Part 3

FOSS Pathways Grade 1 Detail Correlation

Plants and Animals

PLANTS AND ANIMALS	
3.1.1.A: 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.*	**Disciplinary Core Ideas** **LS1.A: Structure and Function:** Investigation 3, Part 1 **LS1.D: Information Processing:** Investigation 3, Part 1 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 3, Part 1 **Crosscutting Concepts** **Structure and Function:** Investigation 3, Part 1
3.1.1.B: Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	**Disciplinary Core Ideas** **LS1.B: Growth and Development of Organisms:** Investigation 2, Part 2 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 2, Part 2 **Crosscutting Concepts** **Patterns:** Investigation 2, Part 2
3.1.1.C: Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	**Disciplinary Core Ideas** **LS3.A: Inheritance of Traits:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–2 **LS3.B: Variation of Traits:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–2 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–2 **Crosscutting Concepts** **Patterns:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–2
K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 3, Part 1 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 3, Part 1 **Crosscutting Concepts** **Structure and Function:** Investigation 3, Part 1
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.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 3, Part 1 **Science and Engineering Practices** **Developing and Using Models:** Investigation 3, Part 1 **Crosscutting Concepts** **Structure and Function:** Investigation 3, Part 1

PLANTS AND ANIMALS	
3.4.K-2.A: Categorize ways people harvest, redistribute, and use natural resources.	**Disciplinary Core Ideas** **ESS3.A: Natural Resources:** Investigation 1, Part 2 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 1, Part 2 **Crosscutting Concepts** **Cause and Effect:** Investigation 1, Part 2 **Systems and System Models:** Investigation 1, Part 2
3.5.K-2.C: Explain ways that technology helps with everyday tasks.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Part 1; Investigation 3, Part 1 **Science and Engineering Practices** **Asking Questions and Defining Solutions:** Investigation 1, Part 1; Investigation 3, Part 1 **Crosscutting Concepts** **Communication:** Investigation 1, Part 1; Investigation 3, Part 1
3.5.K-2.F: Investigate the use of technologies in the home and community.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Part 1 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 1, Part 1 **Crosscutting Concepts** **Critical Thinking:** Investigation 1, Part 1
3.5.K-2.G: Explain the tools and techniques that people use to help them do things.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 3, Part 1 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 3, Part 1 **Crosscutting Concepts** **Critical Thinking:** Investigation 3, Part 1

FOSS Pathways Grade 1 Detail Correlation

Plants and Animals

PLANTS AND ANIMALS	
3.5.K-2.J: Design new technologies that could improve their daily lives.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 3, Part 1 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 3, Part 1 **Crosscutting Concepts** **Making and Doing:** Investigation 3, Part 1
3.5.K-2.M: Demonstrate essential skills of the engineering design process.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 3, Part 1 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 3, Part 1 **Crosscutting Concepts** **Creativity:** Investigation 3, Part 1 **Making and Doing:** Investigation 3, Part 1 **Collaboration:** Investigation 3, Part 1
3.5.K-2.P: Discuss that all designs have different characteristics that can be described.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 3, Part 1 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 3, Part 1 **Crosscutting Concepts** **Communication:** Investigation 3, Part 1
3.5.K-2.R: Draw connections between technology and human experience.	**Disciplinary Core Ideas** **No guidance provided** **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 3, Part 1 **Crosscutting Concepts** **Systems Thinking:** Investigation 3, Part 1
3.5.K-2.T: Demonstrate that designs have requirements.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 3, Part 1 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 3, Part 1 **Crosscutting Concepts** **Critical Thinking:** Investigation 3, Part 1
3.5.K-2.U: Explain that design is a response to wants and needs.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 3, Part 1 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 3, Part 1 **Crosscutting Concepts** **Communication:** Investigation 3, Part 1

FOSS PATHWAYS™

PLANTS AND ANIMALS	
3.5.K-2.V: Explain that materials are selected for use because they possess desirable properties and characteristics.	**Disciplinary Core Ideas** **PS1.A: Structure and Properties of Matter:** Investigation 3, Part 1 **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 3, Part 1 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 3, Part 1 **Crosscutting Concepts** **Communication:** Investigation 3, Part 1
3.5.K-2.X: Develop a plan in order to complete a task.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 3, Part 1 **Science and Engineering Practices** **Asking Questions and Designing Solutions:** Investigation 3, Part 1 **Crosscutting Concepts** **Collaboration:** Investigation 3, Part 1
3.5.K-2.AA: Demonstrate that creating can be done by anyone.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 3, Part 1 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 3, Part 1 **Crosscutting Concepts** **Creativity:** Investigation 3, Part 1 **Making and Doing:** Investigation 3, Part 1
13.5.K-2.BB: Compare the natural world and human-made world.	**Disciplinary Core Ideas** **ESS3.A: Natural Resources:** Investigation 3, Part 1 **Science and Engineering Practices** **Asking Questions and Defining Solutions:** Investigation 3, Part 1 **Crosscutting Concepts** **Systems Thinking:** Investigation 3, Part 1 **Critical Thinking:** Investigation 3, Part 1
3.5.K-2.CC: Discuss the roles of scientists, engineers, technologists, and others who work with technology.	**Disciplinary Core Ideas** **No guidance provided** **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 3, Part 1 **Crosscutting Concepts** **Communication:** Investigation 3, Part 1
3.5.K-2.DD: Collaborate effectively as a member of a team.	**Disciplinary Core Ideas** **No guidance provided** **Science and Engineering Practices** **Asking Questions and Defining Solutions:** Investigation 3, Part 1 **Crosscutting Concepts** **Collaboration:** Investigation 3, Part 1

FOSS Grade 1 Assessment Opportunities

Disciplinary Core Ideas Assessment Opportunities

Grade 1	SOUND AND LIGHT				CHANGES IN THE SKY			PLANTS AND ANIMALS		
DCI	INV. 1	INV. 2	INV. 3	INV. 4	INV. 1	INV. 2	INV. 3	INV. 1	INV. 2	INV. 3
PS4.A										
PS4.B										
PS4.C										
LS1.A										
LS1.B										
LS3.A										
LS3.B										
ESS1.A										
ESS1.B										
ETS1.A										
ETS1.B										
ETS1.C										

Science and Engineering Practices Assessment Opportunities

Grade 1	SOUND AND LIGHT				CHANGES IN THE SKY			PLANTS AND ANIMALS		
SEP	INV. 1	INV. 2	INV. 3	INV. 4	INV. 1	INV. 2	INV. 3	INV. 1	INV. 2	INV. 3
Asking Questions and Defining Problems										
Developing and Using Models										
Planning and Carrying Out Investigations										
Analyzing and Interpreting Data										
Using Mathematics and Computational Thinking										
Constructing Explanations and Designing Solutions										
Engaging in Argument from Evidence										
Obtaining, Evaluating, and Communicating Information										

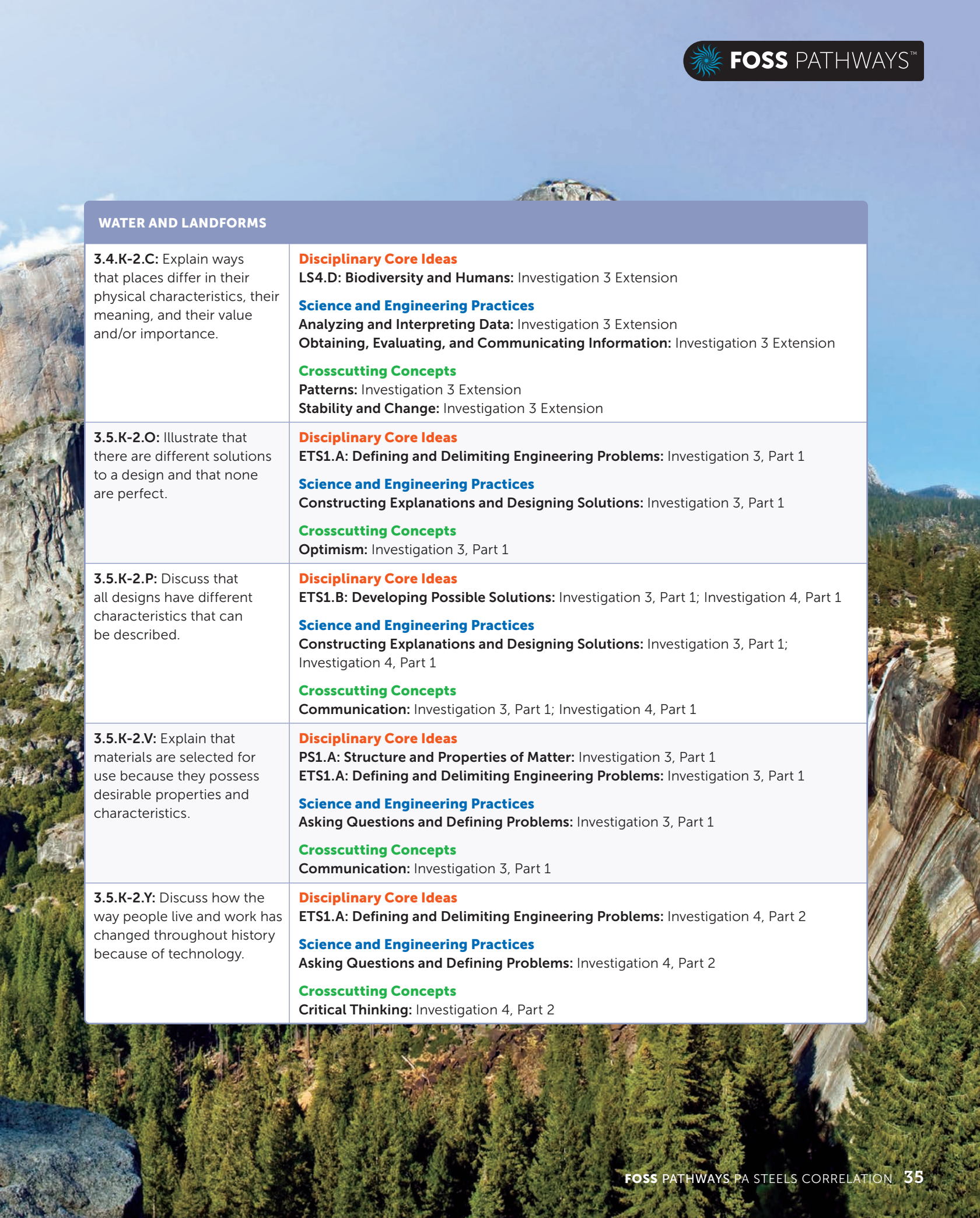
Crosscutting Concepts Assessment Opportunities

Grade 1	SOUND AND LIGHT				CHANGES IN THE SKY			PLANTS AND ANIMALS		
CC	INV. 1	INV. 2	INV. 3	INV. 4	INV. 1	INV. 2	INV. 3	INV. 1	INV. 2	INV. 3
Patterns										
Cause and Effect										
Scale, Proportion, and Quantity										
Systems and System Models										
Structure and Function										
Stability and Change										

FOSS Pathways Grade 2 Detail Correlation

Water and Landforms

WATER AND LANDFORMS	
3.1.2.A: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	**Disciplinary Core Ideas** **PS1.A: Structure and Properties of Matter:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–2 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–2 **Crosscutting Concepts** **Patterns:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–2
3.3.2.A: Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	**Disciplinary Core Ideas** **ESS1.C: The History of Planet Earth:** Investigation 3, Parts 1–2 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 3, Parts 1–2 **Crosscutting Concepts** **Stability and Change:** Investigation 3, Parts 1–2
3.3.2.B: Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*	**Disciplinary Core Ideas** **ESS2.A: Earth Materials and Systems:** Investigation 3, Part 1 **ETS1.C: Optimizing the Design Solution:** Investigation 3, Part 1 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 3, Part 1 **Crosscutting Concepts** **Stability and Change:** Investigation 3, Part 1
3.3.2.C: Develop a model to represent the shapes and kinds of land and bodies of water in an area.	**Disciplinary Core Ideas** **ESS2.B: Plate Tectonics and Large-Scale System Interactions:** Investigation 4, Part 2 **Science and Engineering Practices** **Developing and Using Models:** Investigation 4, Part 2 **Crosscutting Concepts** **Patterns:** Investigation 4, Part 2
3.3.2.D: Obtain information to identify where water is found on Earth and that it can be solid or liquid.	**Disciplinary Core Ideas** **ESS2.C: The Roles of Water in Earth's Surface Processes:** Investigation 4, Part 1 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 4, Part 1 Crosscutting Concepts **Patterns:** Investigation 4, Part 1
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.C: Optimizing the Design Solution:** Investigation 3, Part 1 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 3, Part 1 **Crosscutting Concepts** **Structure and Function:** Investigation 3, Part 1



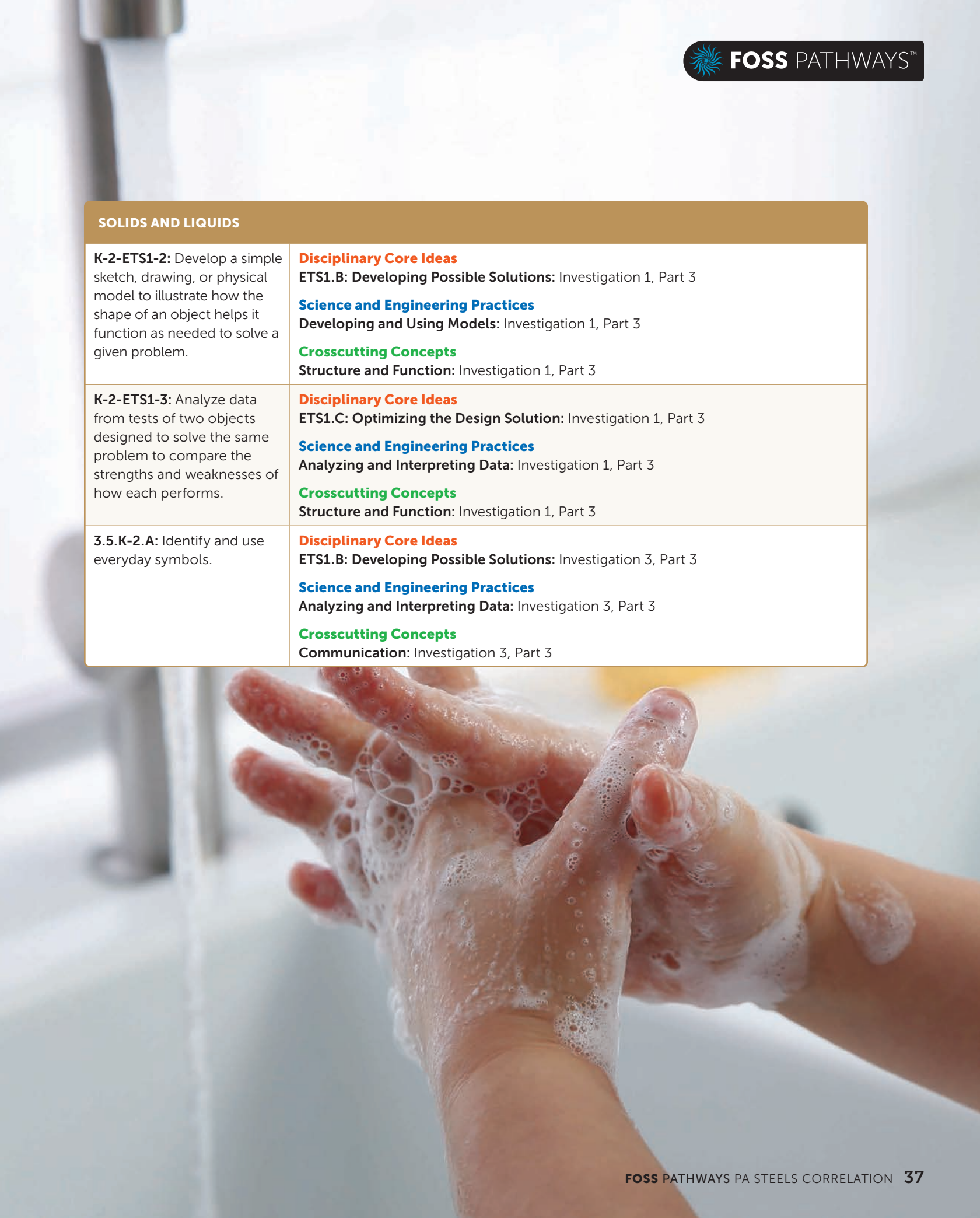
WATER AND LANDFORMS	
3.4.K-2.C: Explain ways that places differ in their physical characteristics, their meaning, and their value and/or importance.	**Disciplinary Core Ideas** **LS4.D: Biodiversity and Humans:** Investigation 3 Extension **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 3 Extension **Obtaining, Evaluating, and Communicating Information:** Investigation 3 Extension **Crosscutting Concepts** **Patterns:** Investigation 3 Extension **Stability and Change:** Investigation 3 Extension
3.5.K-2.O: Illustrate that there are different solutions to a design and that none are perfect.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 3, Part 1 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 3, Part 1 **Crosscutting Concepts** **Optimism:** Investigation 3, Part 1
3.5.K-2.P: Discuss that all designs have different characteristics that can be described.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 3, Part 1; Investigation 4, Part 1 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 3, Part 1; Investigation 4, Part 1 **Crosscutting Concepts** **Communication:** Investigation 3, Part 1; Investigation 4, Part 1
3.5.K-2.V: Explain that materials are selected for use because they possess desirable properties and characteristics.	**Disciplinary Core Ideas** **PS1.A: Structure and Properties of Matter:** Investigation 3, Part 1 **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 3, Part 1 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 3, Part 1 **Crosscutting Concepts** **Communication:** Investigation 3, Part 1
3.5.K-2.Y: Discuss how the way people live and work has changed throughout history because of technology.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 4, Part 2 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 4, Part 2 **Crosscutting Concepts** **Critical Thinking:** Investigation 4, Part 2

FOSS Pathways Grade 2 Detail Correlation

Solids and Liquids

SOLIDS AND LIQUIDS	
3.2.2.A: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	**Disciplinary Core Ideas** **PS1.A: Structure and Properties of Matter:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–3; Investigation 3, Parts 1–3 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–3; Investigation 3, Parts 1–3 **Crosscutting Concepts** **Patterns:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–3; Investigation 3, Parts 1–3
3.2.2.B: Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.*	**Disciplinary Core Ideas** **PS1.A: Structure and Properties of Matter:** Investigation 1, Part 3; Side Trip 1 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 1, Part 3; Side Trip 1 **Crosscutting Concepts** **Cause and Effect:** Investigation 1, Part 3; Side Trip 1
3.2.2.C: 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.	**Disciplinary Core Ideas** **PS1.A: Structure and Properties of Matter:** Investigation 1, Part 3 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 1, Part 3 **Crosscutting Concepts** **Energy and Matter:** Investigation 1, Part 3
3.2.2.D: Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	**Disciplinary Core Ideas** **PS1.B: Chemical Reactions:** Investigation 3, Parts 2–3 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 3, Parts 2–3 **Crosscutting Concepts** **Cause and Effect:** Investigation 3, Parts 2–3
K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Part 3 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 1, Part 3 **Crosscutting Concepts** **Structure and Function:** Investigation 1, Part 3

SOLIDS AND LIQUIDS	
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.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 1, Part 3 **Science and Engineering Practices** **Developing and Using Models:** Investigation 1, Part 3 **Crosscutting Concepts** **Structure and Function:** Investigation 1, Part 3
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.C: Optimizing the Design Solution:** Investigation 1, Part 3 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 1, Part 3 **Crosscutting Concepts** **Structure and Function:** Investigation 1, Part 3
3.5.K-2.A: Identify and use everyday symbols.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 3, Part 3 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 3, Part 3 **Crosscutting Concepts** **Communication:** Investigation 3, Part 3



FOSS Pathways Grade 2 Detail Correlation

Solids and Liquids

SOLIDS AND LIQUIDS	
3.5.K-2.B: Describe qualities of everyday products.	**Disciplinary Core Ideas** **PS1.A: Structure and Properties of Matter:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–3; Investigation 3, Part 3 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–3; Investigation 3, Part 3 **Crosscutting Concepts** **Communication:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–3; Investigation 3, Part 3
3.5.K-2.D: Select ways to reduce, reuse, and recycle resources in daily life.	**Disciplinary Core Ideas** **ESS3.C: Human Impacts on Earth Systems:** Investigation 3 Extension **ETS1.B: Developing Possible Solutions:** Investigation 3 Extension **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 3 Extension **Crosscutting Concepts** **Attention to Ethics:** Investigation 3 Extension
3.5.K-2.K: Safely use tools to complete tasks.	**Disciplinary Core Ideas** **No guidance provided** **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 1, Part 3 **Crosscutting Concepts** **Making and Doing:** Investigation 1, Part 3
3.5.K-2.M: Demonstrate essential skills of the engineering design process.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 1, Part 3 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 1, Part 3 **Crosscutting Concepts** **Creativity:** Investigation 1, Part 3 **Making and Doing:** Investigation 1, Part 3 **Collaboration:** Investigation 1, Part 3
3.5.K-2.O: Illustrate that there are different solutions to a design and that none are perfect.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Part 3 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 1, Part 3 **Crosscutting Concepts** **Optimism:** Investigation 1, Part 3

SOLIDS AND LIQUIDS	
3.5.K-2.P: Discuss that all designs have different characteristics that can be described.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 1, Parts 1–3 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 1, Parts 1–3 **Crosscutting Concepts** **Communication:** Investigation 1, Parts 1–3

FOSS Pathways Grade 2 Detail Correlation

Solids and Liquids

SOLIDS AND LIQUIDS	
3.5.K-2.Q: Apply skills necessary for making in design.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 1, Part 3 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 1, Part 3 **Crosscutting Concepts** **Making and Doing:** Investigation 1, Part 3
3.5.K-2.S: Apply design concepts, principles, and processes through play and exploration.	**Disciplinary Core Ideas** **ETS1.C: Optimizing the Design Solution:** Investigation 1, Parts 1–3 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 1, Parts 1–3 **Crosscutting Concepts** **Making and Doing:** Investigation 1, Parts 1–3 **Creativity:** Investigation 1, Parts 1–3
3.5.K-2.T: Demonstrate that designs have requirements.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Part 3 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 1, Part 3 **Crosscutting Concepts** **Critical Thinking:** Investigation 1, Part 3
3.5.K-2.V: Explain that materials are selected for use because they possess desirable properties and characteristics.	**Disciplinary Core Ideas** **PS1.A: Structure and Properties of Matter:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–3; Investigation 3, Part 3 **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–3;Investigation 3, Part 3 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–3; Investigation 3, Part 3 **Crosscutting Concepts** **Communication:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–3; Investigation 3, Part 3
3.5.K-2.X: Develop a plan in order to complete a task.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 1, Part 3 **Science and Engineering Practices** **Asking Questions and Designing Solutions:** Investigation 1, Part 3 **Crosscutting Concepts** **Collaboration:** Investigation 1, Part 3

SOLIDS AND LIQUIDS	
3.5.K-2.Z: Illustrate how systems have parts or components that work together to accomplish a goal.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Part 3 **Science and Engineering Practices** **Developing and Using Models:** Investigation 1, Part 3 **Crosscutting Concepts** **Systems Thinking:** Investigation 1, Part 3
3.5.K-2.AA: Demonstrate that creating can be done by anyone.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Part 3 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 1, Part 3 **Crosscutting Concepts** **Creativity:** Investigation 1, Part 3 **Making and Doing:** Investigation 1, Part 3
3.5.K-2.CC: Discuss the roles of scientists, engineers, technologists, and others who work with technology.	**Disciplinary Core Ideas** **No guidance provided** **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 1, Part 3 **Crosscutting Concepts** **Communication:** Investigation 1, Part 3
3.5.K-2.DD: Collaborate effectively as a member of a team.	**Disciplinary Core Ideas** **No guidance provided** **Science and Engineering Practices** **Asking Questions and Defining Solutions:** Investigation 1, Part 3 **Crosscutting Concepts** **Collaboration:** Investigation 1, Part 3

FOSS Pathways Grade 2 Detail Correlation

Insects and Plants

PLANTS AND ANIMALS	
3.1.2.A: Plan and conduct an investigation to determine if plants need sunlight and water to grow.	**Disciplinary Core Ideas** **LS2.A: Interdependent Relationships in Ecosystems:** Investigation 2, Parts 1–2; Side Trip 2 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 2, Parts 1–2; Side Trip 2 **Crosscutting Concepts** **Cause and Effect:** Investigation 2, Parts 1–2; Side Trip 2
3.1.2.B: Develop a simple model that mimics the function of an animals in dispersing seeds or pollinating plants.*	**Disciplinary Core Ideas** **LS2.A: Interdependent Relationships in Ecosystems:** Investigation 2, Part 3; Investigation 3, Part 2 **ETS1.B: Developing Possible Solutions:** Investigation 2, Part 3; Investigation 3, Part 2 **Science and Engineering Practices** **Developing and Using Models:** Investigation 2, Part 3; Investigation 3, Part 2 **Crosscutting Concepts** **Structure and Function:** Investigation 2, Part 3; Investigation 3, Part 2

PLANTS AND ANIMALS	
3.1.2.C: Make observations of plants and animals to compare the diversity of life in different habitats.	**Disciplinary Core Ideas** **LS4.D: Biodiversity and Humans:** Investigation 1, Parts 1–3; Investigation 3, Part 1 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 1, Parts 1–3; Investigation 3, Part 1 **Crosscutting Concepts** **No guidance provided:** Investigation 1, Parts 1–3; Investigation 3, Part 1
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.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 2, Part 3; Investigation 3, Part 2 **Science and Engineering Practices** **Developing and Using Models:** Investigation 2, Part 3; Investigation 3, Part 2 **Crosscutting Concepts** **Structure and Function:** Investigation 2, Part 3; Investigation 3, Part 2
3.5.K-2.A: Identify and use everyday symbols.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 2, Part 2 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 2, Part 2 **Crosscutting Concepts** **Communication:** Investigation 2, Part 2
3.5.K-2.M: Demonstrate essential skills of the engineering design process.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 2, Part 3 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Part 3 **Crosscutting Concepts** **Creativity:** Investigation 2, Part 3 **Making and Doing:** Investigation 2, Part 3 **Collaboration:** Investigation 2, Part 3
3.5.K-2.P: Discuss that all designs have different characteristics that can be described.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 3, Part 2 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 3, Part 2 **Crosscutting Concepts** **Communication:** Investigation 3, Part 2

FOSS Pathways Grade 2 Detail Correlation

Insects and Plants

PLANTS AND ANIMALS	
3.5.K-2.Q: Apply skills necessary for making in design.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 2, Part 3 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Part 3 **Crosscutting Concepts** **Making and Doing:** Investigation 2, Part 3
3.5.K-2.S: Apply design concepts, principles, and processes through play and exploration.	**Disciplinary Core Ideas** **ETS1.C: Optimizing the Design Solution:** Investigation 2, Part 3 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Part 3 **Crosscutting Concepts** **Making and Doing:** Investigation 2, Part 3 **Creativity:** Investigation 2, Part 3
3.5.K-2.T: Demonstrate that designs have requirements.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2, Part 3 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Part 3 **Crosscutting Concepts** **Critical Thinking:** Investigation 2, Part 3
3.5.K-2.V: Explain that materials are selected for use because they possess desirable properties and characteristics.	**Disciplinary Core Ideas** **PS1.A: Structure and Properties of Matter:** Investigation 2, Part 3 **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2, Part 3 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 2, Part 3 **Crosscutting Concepts** **Communication:** Investigation 2, Part 3

PLANTS AND ANIMALS	
3.5.K-2.X: Develop a plan in order to complete a task.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 2, Part 3 **Science and Engineering Practices** **Asking Questions and Designing Solutions:** Investigation 2, Part 3 **Crosscutting Concepts** **Collaboration:** Investigation 2, Part 3
3.5.K-2.Z: Illustrate how systems have parts or components that work together to accomplish a goal.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2, Part 3 **Science and Engineering Practices** **Developing and Using Models:** Investigation 2, Part 3 **Crosscutting Concepts** **Systems Thinking:** Investigation 2, Part 3
33.5.K-2.AA: Demonstrate that creating can be done by anyone.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2, Part 3 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Part 3 **Crosscutting Concepts** **Creativity:** Investigation 2, Part 3 **Making and Doing:** Investigation 2, Part 3
3.5.K-2.CC: Discuss the roles of scientists, engineers, technologists, and others who work with technology.	**Disciplinary Core Ideas** **No guidance provided** **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 2, Part 3 **Crosscutting Concepts** **Communication:** Investigation 2, Part 3
33.5.K-2.DD: Collaborate effectively as a member of a team.	**Disciplinary Core Ideas** **No guidance provided** **Science and Engineering Practices** **Asking Questions and Defining Solutions:** Investigation 2, Part 3 **Crosscutting Concepts** **Collaboration:** Investigation 2, Part 3

Disciplinary Core Ideas Assessment Opportunities

Grade 2	SOLIDS AND LIQUIDS			WATER AND LANDFORMS				INSECTS AND PLANTS		
DCI	INV. 1	INV. 2	INV. 3	INV. 1	INV. 2	INV. 3	INV. 4	INV. 1	INV. 2	INV. 3
PS1.A										
PS1.B										
LS1.A										
LS1.B										
LS2.A										
LS4.D										
ESS1.C										
ESS2.A										
ESS2.B										
ESS2.C										
ETS1.A										
ETS1.B										
ETS1.C										

Science and Engineering Practices Assessment Opportunities

Grade 2	SOLIDS AND LIQUIDS			WATER AND LANDFORMS				INSECTS AND PLANTS		
SEP	INV. 1	INV. 2	INV. 3	INV. 1	INV. 2	INV. 3	INV. 4	INV. 1	INV. 2	INV. 3
Asking Questions and Defining Problems										
Developing and Using Models										
Planning and Carrying Out Investigations										
Analyzing and Interpreting Data										
Using Mathematics and Computational Thinking										
Constructing Explanations and Designing Solutions										
Engaging in Argument from Evidence										
Obtaining, Evaluating, and Communicating Information										

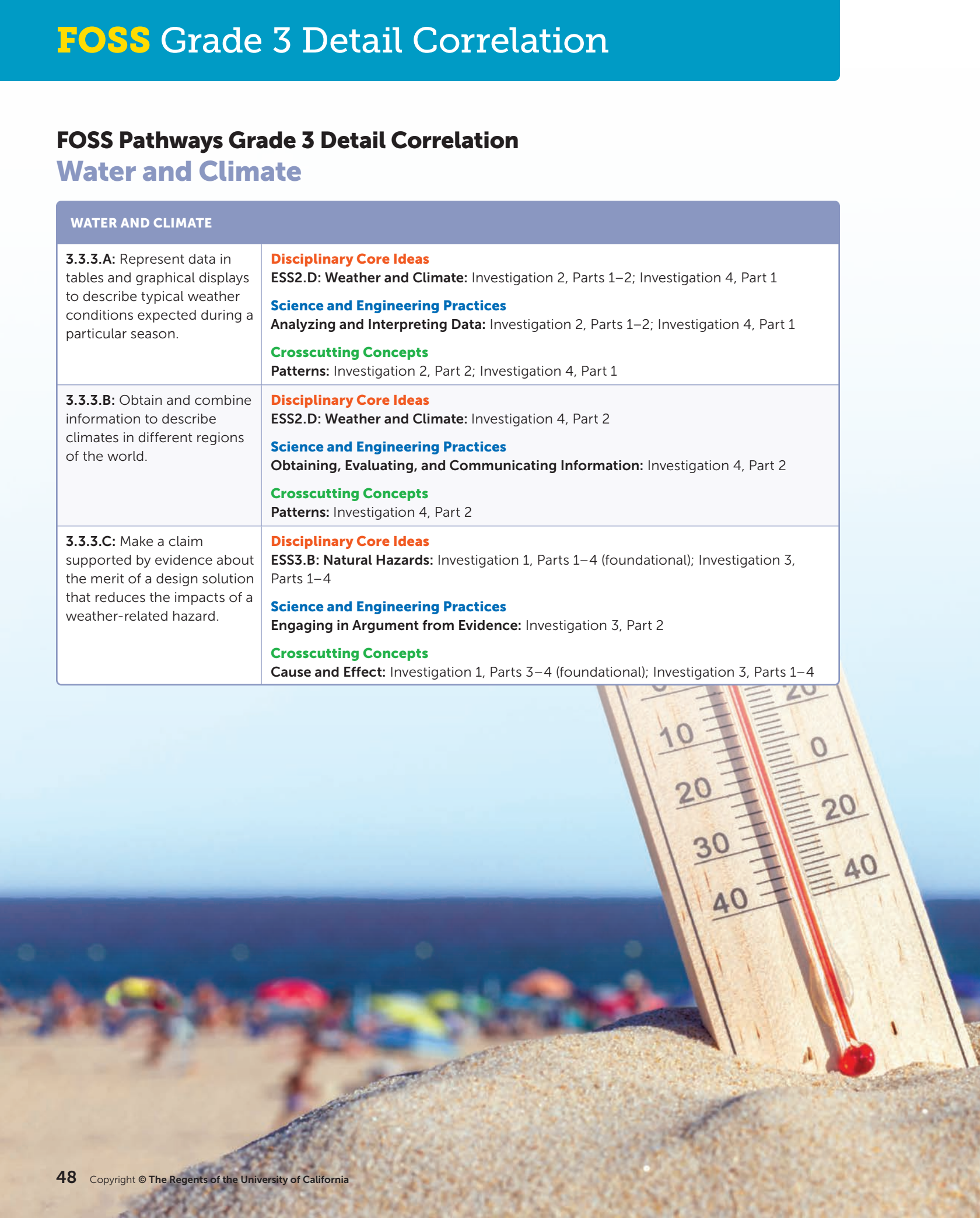
Crosscutting Concepts Assessment Opportunities

Grade 2	SOLIDS AND LIQUIDS			WATER AND LANDFORMS				INSECTS AND PLANTS		
CC	INV. 1	INV. 2	INV. 3	INV. 1	INV. 2	INV. 3	INV. 4	INV. 1	INV. 2	INV. 3
Patterns										
Cause and Effect										
Scale, Proportion, and Quantity										
Systems and System Models										
Energy and Matter										
Structure and Function										
Stability and Change										

FOSS Pathways Grade 3 Detail Correlation

Water and Climate

WATER AND CLIMATE	
3.3.3.A: Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	**Disciplinary Core Ideas** **ESS2.D: Weather and Climate:** Investigation 2, Parts 1–2; Investigation 4, Part 1 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 2, Parts 1–2; Investigation 4, Part 1 **Crosscutting Concepts** **Patterns:** Investigation 2, Part 2; Investigation 4, Part 1
3.3.3.B: Obtain and combine information to describe climates in different regions of the world.	**Disciplinary Core Ideas** **ESS2.D: Weather and Climate:** Investigation 4, Part 2 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 4, Part 2 **Crosscutting Concepts** **Patterns:** Investigation 4, Part 2
3.3.3.C: Make a claim supported by evidence about the merit of a design solution that reduces the impacts of a weather-related hazard.	**Disciplinary Core Ideas** **ESS3.B: Natural Hazards:** Investigation 1, Parts 1–4 (foundational); Investigation 3, Parts 1–4 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 3, Part 2 **Crosscutting Concepts** **Cause and Effect:** Investigation 1, Parts 3–4 (foundational); Investigation 3, Parts 1–4

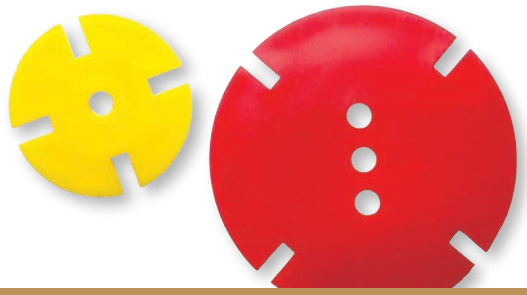


WATER AND CLIMATE	
3.4.3-5.E: Construct an argument to support whether action is needed on a selected environmental issue and propose possible solutions.	**Disciplinary Core Ideas** **ESS3.C: Human Impacts on Earth systems:** Investigation 1, Parts 2–3; Investigation 3, Part 4 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 1, Parts 2–3; Investigation 3, Part 4 **Obtaining, Evaluating, and Communicating Information:** Investigation 1, Part 2; Investigation 3, Part 4 **Crosscutting Concepts** **Cause and Effect:** Investigation 1, Part 3 (foundational); Investigation 3, Part 4
3.4.3-5.F: Critique the ways that people depend on and change the environment.	**Disciplinary Core Ideas** **ESS3.A: Natural Resources:** Investigation 3, Part 4 **ESS3.C: Human Impacts on Earth Systems:** Investigation 3, Part 4 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 3, Part 4 **Engaging in Argument from Evidence:** Investigation 3, Part 4 **Crosscutting Concepts** **Cause and Effect:** Investigation 1, Parts 3–4 (foundational); Investigation 3, Parts 1–4
3.5.3-5.V: Interpret how good design improves the human condition.	**Disciplinary Core Ideas** **ETS1.C: Optimizing the Design Solution:** Investigation 3, Part 4 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 3, Part 4 **Technology and Engineering Practices** **Optimism:** Investigation 3, Part 4
3.5.3-5.Z: Create a new product that improves someone's life	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 3, Part 4 **ETS1.B: Developing Possible Solutions:** Investigation 3, Part 4 **ETS1.C: Optimizing the Design Solution:** Investigation 3, Part 4 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 3, Part 4 **Technology and Engineering Practices** **Creativity:** Investigation 3, Part 4 **Making and Doing:** Investigation 3, Part 4

FOSS Pathways Grade 3 Detail Correlation

Motion

MOTION	
3.2.3.B: Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	**Disciplinary Core Ideas** **PS2.A: Forces and Motion:** Investigation 3, Parts 1–4 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 3, Parts 1–4 **Crosscutting Concepts** **Cause and Effect:** Investigation 3, Parts 1–4
3.2.3.A: Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	**Disciplinary Core Ideas** **PS2.A: Forces and Motion:** Investigation 1, Parts 2–3; Investigation 2, Parts 1–3 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 1, Part 2; Investigation 2, Parts 1–3 **Crosscutting Concepts** **Patterns:** Investigation 1, Part 2; Investigation 2, Parts 1–3
3.2.3.C: Ask questions to determine cause and effect relationships of electrical or magnetic interactions between two objects not in contact with each other.	**Disciplinary Core Ideas** **PS2.B: Types of Interactions:** Investigation 1, Parts 1–3 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 1, Parts 1–2 **Crosscutting Concepts** **Cause and Effect:** Investigation 1, Parts 1–3



MOTION	
3.2.3.D: Define a simple design problem that can be solved by applying scientific ideas about magnets.	**Disciplinary Core Ideas** **PS2.B: Types of Interactions:** Investigation 3, Part 4 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 3, Part 4 **Crosscutting Concepts** **Cause and Effect:** Investigation 1, Parts 1–3
3.5.3-5.C: Follow directions to complete a technological task.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 3, Parts 1–4 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 3, Parts 1–4 **Technology and Engineering Practices** **Making and Doing:** Investigation 3, Parts 1, 2, and 4
3.5.3-5.I: Design solutions by safely using tools, materials, and skills.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 3, Part 4 **ETS1.B: Developing Possible Solutions: :** Investigation 3, Part 4 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 3, Parts 1–4 **Technology and Engineering Practices** **Making and Doing:** Investigation 3, Parts 1, 2, and 4
3.5.3-5.M: Demonstrate essential skills of the engineering design process.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 3, Part 4 **ETS1.B: Developing Possible Solutions:** Investigation 3, Part 4 **ETS1.C: Optimizing the Design Solution:** Investigation 3, Part 4 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 3, Parts 1–4 **Technology and Engineering Practices** **Creativity:** Investigation 3, Parts 2–4 **Making and Doing:** Investigation 3, Parts 1, 2, and 4
3.5.3-5.N: Identify why a product or system is not working properly	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 3, Part 4 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 3, Parts 1, 2, and 4 **Technology and Engineering Practices** **Optimism:** Investigation 3, Part 3 **Critical Thinking:** Investigation 3, Part 4

FOSS Pathways Grade 3 Detail Correlation

Motion

MOTION	
3.5.3-5.P: Evaluate the strengths and weaknesses of existing design solutions, including their own solutions.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 3, Part 4 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 3, Part 3 **Technology and Engineering Practices** **Optimism:** Investigation 3, Parts 3–4 **Critical Thinking:** Investigation 3, Part 4
3.5.3-5.Q: Practice successful design skills.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 3, Part 4 **ETS1.B: Developing Possible Solutions:** Investigation 3, Part 4 **ETS1.C: Optimizing the Design Solution:** Investigation 3, Part 3 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 3, Parts 1, 2, and 4 **Technology and Engineering Practices** **Creativity:** Investigation 3, Parts 2–4
3.5.3-5.R: Apply tools, techniques, and materials in a safe manner as part of the design process	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 3, Part 4 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 3, Parts 1–4 **Technology and Engineering Practices** **Making and Doing:** Investigation 3, Parts 1, 2 and 4
3.5.3-5.U: Evaluate designs based on criteria, constrains, and standards.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 3, Part 1 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 3, Part 3 **Technology and Engineering Practices** **Critical Thinking:** Investigation 3, Part 4

MOTION	
3.5.3-5.Y: Identify the resources needed to get the technological job done, such as people, materials, capital, tools, machines, knowledge, energy, and time.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 3, Part 4 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 3, Parts 1, 2, and 4 **Technology and Engineering Practices** **Critical Thinking:** Investigation 3, Parts 3–4
3.5.3-5.BB: Illustrate how, when parts of a system are missing, it may not work as planned.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 3, Part 4 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 3, Parts 1, 2, and 4 **Technology and Engineering Practices** **Systems Thinking:** Investigation 3, Parts 3–4

FOSS Pathways Grade 3 Detail Correlation

Structures of Life

STRUCTURES OF LIFE	
3.1.3.A: Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	**Disciplinary Core Ideas** **LS1.B: Growth and Development of Organisms:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2; Investigation 3, Parts 1–2; Investigation 4, Part 1 **Science and Engineering Practices** **Developing and Using Models:** Investigation 2, Part 2; Investigation 4, Part 1 **Crosscutting Concepts** **Patterns:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2; Investigation 4, Part 1
3.1.3.B: Construct an argument that some animals form groups that help members survive.	**Disciplinary Core Ideas** **LS2.D: Social Interactions and Group Behavior:** Investigation 3, Part 3 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 1, Part 3; Investigation 2, Part 1; Investigation 4, Part 1 **Crosscutting Concepts** **Cause and Effect:** Investigation 3, Part 3
3.1.3.C: 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.	**Disciplinary Core Ideas** **LS3.A: Inheritance of Traits:** Investigation 2, Parts 1–2; Investigation 3, Part 2 **LS3.B: Variation of Traits:** Investigation 2, Part 2; Investigation 3, Part 2; Investigation 4, Part 1 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 2, Parts 1–2; Investigation 4, Part 1 **Crosscutting Concepts** **Patterns:** Investigation 2, Parts 1–2; Investigation 4, Part 1
3.1.3.D: Use evidence to support the explanation that traits can be influenced by the environment.	**Disciplinary Core Ideas** **LS3.A: Inheritance of Traits:** Investigation 2, Part 2 **LS3.B: Variation of Traits:** Investigation 2, Part 2 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Part 2 **Crosscutting Concepts** **Cause and Effect:** Investigation 2, Part 1
3.1.3.E: Analyze and interpret data from fossils to provide evidence of the organisms and environments in which they lived long ago.	**Disciplinary Core Ideas** **LS4.A: Evidence of Common Ancestry and Diversity:** Investigation 4, Part 2 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 4, Part 2 **Crosscutting Concepts** **Scale, Proportion, and Quantity:** Investigation 4, Part 2

STRUCTURES OF LIFE	
3.1.3.F: 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.	**Disciplinary Core Ideas** **LS4.B: Natural Selection:** Investigation 4, Part 1 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 4, Part 1 **Crosscutting Concepts** **Cause and Effect:** Investigation 4, Part 1
3.1.3.G: 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.	**Disciplinary Core Ideas** **LS4.C: Adaptation:** Investigation 3, Part 2; Investigation 4, Parts 1–2 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 4, Part 1 **Crosscutting Concepts** **Cause and Effect:** Investigation 4, Part 1
3.1.3.H: Make a claim supported by evidence 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.	**Disciplinary Core Ideas** **LS4.D: Biodiversity and Humans:** Investigation 4, Part 1 **LS2.C: Ecosystem Dynamics, Functioning, and Resilience:** Investigation 4, Part 1 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 4, Part 1 **Crosscutting Concepts** **Systems and System Models:** Investigation 4, Part 1
3.4.3-5.A: Analyze how living organisms, including humans, affect the environment in which they live, and how their environment affects them.	**Disciplinary Core Ideas** **ESS3.C: Human Impacts on Earth Systems:** Investigation 4, Part 1 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 4, Part 1 **Crosscutting Concepts** **Cause and Effect:** Investigation 4, Part 1 **Structure and Function:** Investigation 4, Part 1
3.4.3-5.B: Make a claim about the environmental and social impacts of design solutions and civic actions, including their own actions.	**Disciplinary Core Ideas** **ESS3.A: Natural Resources:** Investigation 4, Part 1 **ESS3.C: Human Impacts on Earth Systems:** Investigation 4, Part 1 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 4, Part 1 **Crosscutting Concepts** **Cause and Effect:** Investigation 4, Part 1

FOSS Grade 3 Assessment Opportunities

Disciplinary Core Ideas Assessment Opportunities

Grade 3	WATER AND CLIMATE				MOTION			STRUCTURES OF LIFE			
DCI	INV. 1	INV. 2	INV. 3	INV. 4	INV. 1	INV. 2	INV. 3	INV. 1	INV. 2	INV. 3	INV. 4
PS2.A											
PS2.B											
LS1.A											
LS1.B											
LS2.C											
LS2.D											
LS3.A											
LS3.B											
LS4.A											
LS4.B											
LS4.C											
LS4.D											
ESS2.C											
ESS2.D											
ESS3.B											
ETS1.A											
ETS1.B											
ETS1.C											

Science and Engineering Practices Assessment Opportunities

Grade 3	WATER AND CLIMATE				MOTION			STRUCTURES OF LIFE			
SEP	INV. 1	INV. 2	INV. 3	INV. 4	INV. 1	INV. 2	INV. 3	INV. 1	INV. 2	INV. 3	INV. 4
Asking Questions and Defining Problems											
Developing and Using Models											
Planning and Carrying Out Investigations											
Analyzing and Interpreting Data											
Using Mathematics and Computational Thinking											
Constructing Explanations and Designing Solutions											
Engaging in Argument from Evidence											
Obtaining, Evaluating, and Communicating Information											

Crosscutting Concepts Assessment Opportunities

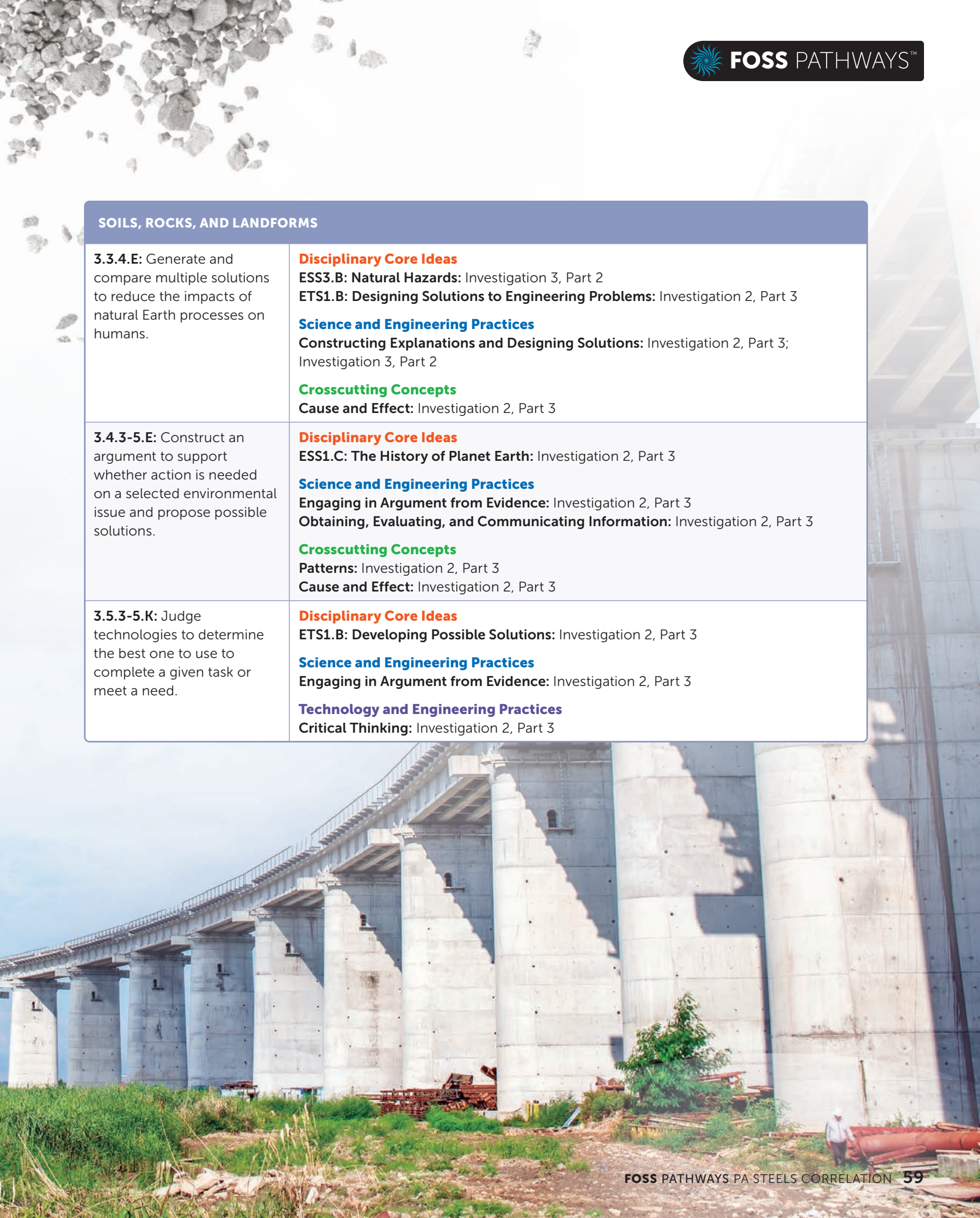
Grade 3	WATER AND CLIMATE				MOTION			STRUCTURES OF LIFE			
CC	INV. 1	INV. 2	INV. 3	INV. 4	INV. 1	INV. 2	INV. 3	INV. 1	INV. 2	INV. 3	INV. 4
Patterns											
Cause and Effect											
Scale, Proportion, and Quantity											
Systems and System Models											
Structure and Function											

FOSS Pathways Grade 4 Detail Correlation

Soils, Rocks, and Landforms

SOILS, ROCKS, AND LANDFORMS	
3.3.4.A: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	**Disciplinary Core Ideas** **ESS1.C: The History of Planet Earth:** Investigation 4, Part 2 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 4, Part 2 **Crosscutting Concepts** **Patterns:** Investigation 4, Part 2
3.3.4.B: Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	**Disciplinary Core Ideas** **ESS2.A: Earth Materials and Systems:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–3 **ESS2.E: Biogeology:** Investigation 1, Parts 1–2; Investigation 2, Part 3 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–3 **Crosscutting Concepts** **Cause and Effect:** Investigation 1, Part 2; Investigation 2, Parts 1–3
3.3.4.C: Analyze and interpret data from maps to describe patterns of Earth's features.	**Disciplinary Core Ideas** **ESS2.B: Plate Tectonics and Large-Scale System Interactions:** Investigation 3, Parts 1–2; Investigation 4, Part 1 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 3, Parts 1–2; Investigation 4, Part 1 **Crosscutting Concepts** **Patterns:** Investigation 4, Part 1

SOILS, ROCKS, AND LANDFORMS	
3.3.4.E: Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	**Disciplinary Core Ideas** **ESS3.B: Natural Hazards:** Investigation 3, Part 2 **ETS1.B: Designing Solutions to Engineering Problems:** Investigation 2, Part 3 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Part 3; Investigation 3, Part 2 **Crosscutting Concepts** **Cause and Effect:** Investigation 2, Part 3
3.4.3-5.E: Construct an argument to support whether action is needed on a selected environmental issue and propose possible solutions.	**Disciplinary Core Ideas** **ESS1.C: The History of Planet Earth:** Investigation 2, Part 3 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 2, Part 3 **Obtaining, Evaluating, and Communicating Information:** Investigation 2, Part 3 **Crosscutting Concepts** **Patterns:** Investigation 2, Part 3 **Cause and Effect:** Investigation 2, Part 3
3.5.3-5.K: Judge technologies to determine the best one to use to complete a given task or meet a need.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 2, Part 3 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 2, Part 3 **Technology and Engineering Practices** **Critical Thinking:** Investigation 2, Part 3



FOSS Pathways Grade 4 Detail Correlation

Soils, Rocks, and Landforms

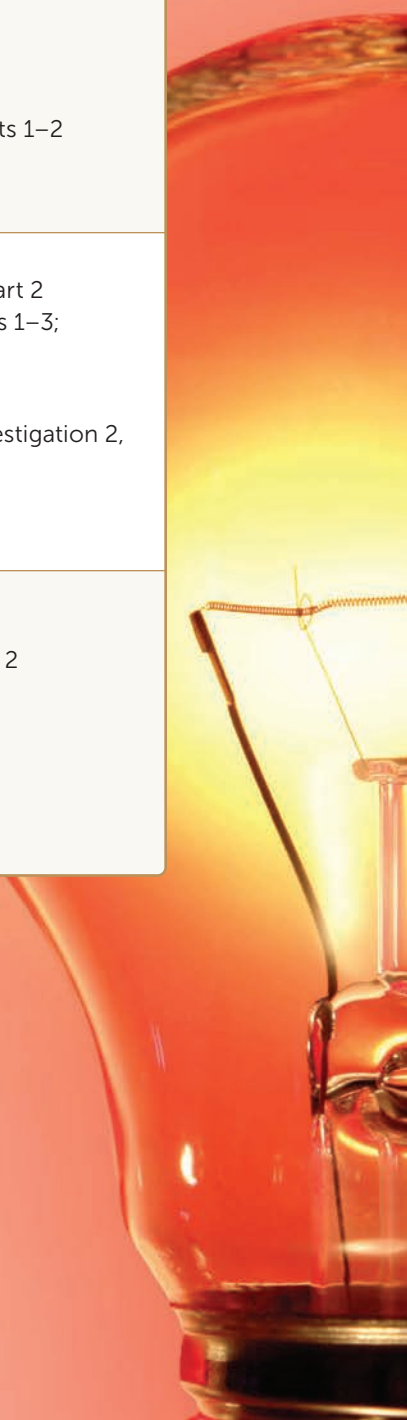
SOILS, ROCKS, AND LANDFORMS	
3.5.3-5.O: Describe requirements of designing or making a product or system.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2, Part 3 **ETS1.B: Developing Possible Solutions:** Investigation 2, Part 3 **ETS1.C: Optimizing the Design Solution:** Investigation 2, Part 3 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 2, Part 3 **Technology and Engineering Practices** **Communication:** Investigation 2, Part 3
3.5.3-5.P: Evaluate the strengths and weaknesses of existing design solutions, including their own solutions.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 2, Part 3 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 2, Part 3 **Technology and Engineering Practices** **Creativity:** Investigation 2, Part 3 **Attention to Ethics:** Investigation 2, Part 3
3.5.3-5.S: Illustrate that there are multiple approaches to design.	**Disciplinary Core Ideas** **ETS1.C: Optimizing the Design Solution:** Investigation 2, Part 3 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 2, Part 3 **Technology and Engineering Practices** **Critical Thinking:** Investigation 2, Part 3 **Optimism:** Investigation 2, Part 3

SOILS, ROCKS, AND LANDFORMS	
3.5.3-5.T: Apply universal principals and elements of design.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2, Part 3 **ETS1.B: Developing Possible Solutions:** Investigation 2, Part 3 **ETS1.C: Optimizing the Design Solution:** Investigation 2, Part 3 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Part 3 **Technology and Engineering Practices** **Making and Doing:** Investigation 2, Part 3
3.5.3-5.U: Evaluate designs based on criteria, constraints, and standards.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 2, Part 3 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 2, Part 3 **Technology and Engineering Practices** **Critical Thinking:** Investigation 2, Part 3
3.5.3-5.V: Interpret how good design improves the human condition.	**Disciplinary Core Ideas** **ETS1.C: Optimizing the Design Solution:** Investigation 2, Part 3 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 2, Part 3 **Technology and Engineering Practices** **Optimism:** Investigation 2, Part 3
3.5.3-5.W: Describe the properties of different materials	**Disciplinary Core Ideas** **PS1.A: Structure and Properties of Matter:** Investigation 1, Part 2; Investigation 2, Part 3 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 1, Part 2; Investigation 2, Part 3 **Technology and Engineering Practices** **Communication:** Investigation 1, Part 2; Investigation 2, Part 3

FOSS Pathways Grade 4 Detail Correlation

Energy

ENERGY	
3.3.4.D: Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment.	**Disciplinary Core Ideas** **ESS3.A: Natural Resources:** Investigation 1, Part 2 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 1, Part 2 **Crosscutting Concepts** **Energy and Matter:** Investigation 3, Parts 1–2
3.2.4.A: Use evidence to construct an explanation relating the speed of an object to the energy of that object.	**Disciplinary Core Ideas** **PS3.A: Definitions of Energy:** Investigation 3, Parts 1–2 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 3, Parts 1–2 **Crosscutting Concepts** **Energy and Matter:** Investigation 3, Parts 1–2
3.2.4.B: Make and communicate observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electrical currents.	**Disciplinary Core Ideas** **PS3.A: Definitions of Energy:** Investigation 1, Parts 1–3; Investigation 2, Part 2 **PS3.B: Conservation of Energy and Energy Transfer:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–3 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 1, Parts 1–3; Investigation 2, Part 2 **Crosscutting Concepts** **Energy and Matter:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–3
3.2.4.C: Ask questions and predict outcomes about the changes in energy that occur when objects collide.	**Disciplinary Core Ideas** **PS3.A: Definitions of Energy:** Investigation 3, Part 2 **PS3.B: Conservation of Energy and Energy Transfer:** Investigation 3, Part 2 **PS3.C: Relationship Between Energy and Forces:** Investigation 3, Part 2 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 3, Part 2 **Crosscutting Concepts** **Energy and Matter:** Investigation 3, Part 2

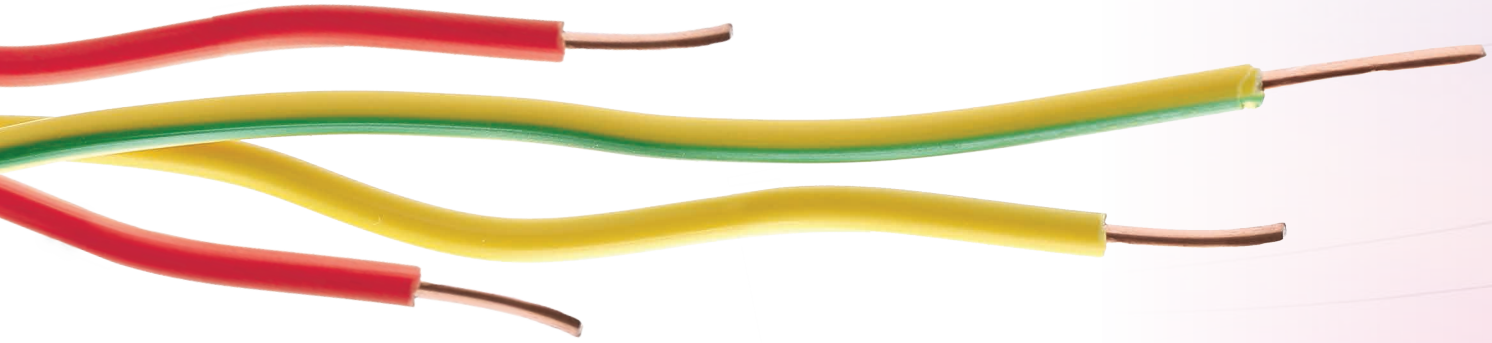


ENERGY	
3.2.4.D: Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	**Disciplinary Core Ideas** **PS3.B: Conservation of Energy and Energy Transfer:** Investigation 1, Parts 2–3; Investigation 2, Parts 1–2 **PS3.D: Energy in Chemical Processes and Everyday Life:** Investigation 1, Part 3; Investigation 2, Part 1 **ETS1.A: Defining Engineering Problems:** Investigation 1, Part 3; Investigation 2, Part 1 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 1, Parts 2–3; Investigation 2, Parts 1–2 **Crosscutting Concepts** **Energy and Matter:** Investigation 1, Parts 2–3; Investigation 2, Parts 1–2
3.2.4.E: Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	**Disciplinary Core Ideas** **PS4.A: Wave Properties:** Investigation 4, Part 2 **Science and Engineering Practices** **Developing and Using Models:** Investigation 4, Part 2 **Crosscutting Concepts** **Patterns:** Investigation 4, Part 2
3.2.4.F: Develop a model to describe that light reflecting from objects and entering the eyes allows objects to be seen.	**Disciplinary Core Ideas** **PS4.B: Electromagnetic Radiation:** Investigation 4, Part 1 **Science and Engineering Practices** **Developing and Using Models:** Investigation 4, Part 1 **Crosscutting Concepts** **Patterns:** Investigation 4, Part 2
3.2.4.G: Generate and compare multiple solutions that use patterns to transfer information	**Disciplinary Core Ideas** **PS4.C: Information Technologies and Instrumentation:** Investigation 2, Parts 2–3 **ETS1.C: Optimizing the Design Solution:** Investigation 2, Part 2 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 2, Parts 2–3 **Crosscutting Concepts** **Patterns:** Investigation 2, Parts 2–3

FOSS Pathways Grade 4 Detail Correlation

Energy

ENERGY	
3.5.3-5.A: Use appropriate symbols, numbers, and words to communicate key ideas about technological products and systems.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–3 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–3 **Technology and Engineering Practices** **Communication:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–3
3.4.3-5.B: Make a claim about the environmental and social impacts of design solutions and civic actions, including their own actions.	**Disciplinary Core Ideas** **ESS3.A: Natural Resources:** Investigation 1, Part 2 **ESS3.C: Human Impacts on Earth Systems:** Investigation 1, Part 2 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 1, Part 2 **Crosscutting Concepts** **Cause and Effect:** Investigation 1, Part 2
3.5.3-5.C: Follow directions to complete a technological task.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–3 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–3 **Technology and Engineering Practices** **Making and Doing:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–3
3.5.3-5.D: Predict how certain aspects of their daily lives would be different without given technologies.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–3 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–3 **Technology and Engineering Practices** **Critical Thinking:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–3



ENERGY	
3.5.3-5.J: Explain how technologies are developed or adapted when individual or societal needs and wants change.	**Disciplinary Core Ideas** **ETS1.C:** Optimizing the Design Solution: Investigation 1, Part 1; Investigation 2, Part 3 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 1, Part 1; Investigation 2, Part 3 **Technology and Engineering Practices** **Optimism:** Investigation 1, Part 1; Investigation 2, Part 3
3.5.3-5.M: Demonstrate essential skills of the engineering design process.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2 **ETS1.B: Developing Possible Solutions:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2 **ETS1.C: Optimizing the Design Solution:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2 **Technology and Engineering Practices** **Creativity:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2 **Making and Doing:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2
3.5.3-5.N: Identify why a product or system is not working properly	**Disciplinary Core Ideas** **PS4.C: Information Technologies and Instrumentation:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2 **ETS1.C: Optimizing the Design Solution:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2 **Technology and Engineering Practices** **Optimism:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2 **Critical Thinking:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2
3.5.3-5.O: Describe requirements of designing or making a product or system.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2 **ETS1.B: Developing Possible Solutions:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2 **ETS1.C: Optimizing the Design Solution:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2 **Technology and Engineering Practices** **Communication:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2

FOSS Pathways Grade 4 Detail Correlation

Energy

ENERGY	
3.5.3-5.Q: Practice successful design skills.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Parts 2–3; Investigation 2, Parts 1–2 **ETS1.B: Developing Possible Solutions:** Investigation 1, Parts 2–3; Investigation 2, Parts 1–2 **ETS1.C: Optimizing the Design Solution:** Investigation 1, Parts 2–3; Investigation 2, Parts 1–2 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 1; Parts 2–3; Investigation 2, Parts 1–2 **Technology and Engineering Practices** **Creativity:** Investigation 1, Parts 2–3; Investigation 2, Parts 1–2
3.5.3-5.R: Apply tools, techniques, and materials in a safe manner as part of the design process.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2 **Technology and Engineering Practices** **Making and Doing:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2

ENERGY	
3.5.3-5.AA: Create representations of the tools people made, how they cultivated to provide food, made clothing, and built shelters to protect themselves.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 2, Part 3 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 2, Part 3 **Technology and Engineering Practices** **Systems Thinking:** Investigation 2, Part 3
3.5.3-5.CC: Describe how a subsystem is a system that operates as part of another larger system.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 1, Part 3 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 1, Part 3 **Technology and Engineering Practices** **Systems Thinking:** Investigation 1, Part 3
3.5.3-5.DD: Demonstrate how simple technologies are often combined to form more complex systems.	**Disciplinary Core Ideas** **ETS1.C: Optimizing the Design Solution:** Investigation 1, Part 1, 3; Investigation 2, Parts 1–3 **Science and Engineering Practices** **Developing and Using Models:** Investigation 1, Part 1, 3; Investigation 2, Parts 1–3 **Technology and Engineering Practices** **Systems Thinking:** Investigation 1, Part 1, 3; Investigation 2, Parts 1–3

FOSS Pathways Grade 4 Detail Correlation

Senses and Survival

SENSES AND SURVIVAL	
3.1.4.A: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	**Disciplinary Core Ideas** **LS1.A: Structure and Function:** Investigation 1, Parts 1–2; Investigation 2, Parts 1–2; Investigation 3, Parts 1–2 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 1, Part 3; Investigation 2, Part 1; Investigation 3, Part 2 **Crosscutting Concepts** **Systems and System Models:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2; Investigation 3, Parts 1–2
3.1.4.B: 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.	**Disciplinary Core Ideas** **LS1.D: Information Processing:** Investigation 1, Parts 1–3; Investigation 2, Part 2 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 1, Part 3; Investigation 2, Part 1 **Crosscutting Concepts** **Systems and System Models:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2
3.4.3-5.A: Analyze how living organisms, including humans, affect the environment in which they live, and how their environment affects them.	**Disciplinary Core Ideas** **ESS3.C: Human Impacts on Earth Systems:** Investigation 1, Part 3 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 1, Part 3 **Crosscutting Concepts** **Cause and Effect:** Investigation 1, Part 3 **Structure and Function:** Investigation 1, Part 3
3.4.3-5.B: Make a claim about the environmental and social impacts of design solutions and civic actions, including their own actions.	**Disciplinary Core Ideas** **ESS3.A: Natural Resources:** Investigation 1, Part 3 **ESS3.C: Human Impacts on Earth Systems:** Investigation 1, Part 3 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 1, Part 3 **Crosscutting Concepts** **Cause and Effect:** Investigation 1, Part 3
3.5.3-5.L: Demonstrate how tools and machines extend human capabilities, such as holding, lifting, carrying, fastening, separating, and computing.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 2, Part 2 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 2, Part 2 **Crosscutting Concepts** **Optimism:** Investigation 2, Part 2

SENSES AND SURVIVAL	
3.5.3-5.EE: Explain how solutions to problems are shaped by economic, political, and cultural forces.	**Disciplinary Core Ideas** **No guidance provided:** Investigation 1, Part 3 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 1, Part 3 **Technology and Engineering Practices** **Systems Thinking:** Investigation 1, Part 3
3.5.3-5.FF: Compare how things found in nature differ from things that are human-made, noting differences and similarities in how they are produced and used.	**Disciplinary Core Ideas** **NAEP D.4.6:** Investigation 2, Part 2 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 2, Part 2 **Technology and Engineering Practices** **Systems Thinking:** Investigation 2, Part 2
3.5.3-5.GG: Describe the unique relationship between science and technology, and how the natural world can contribute to the human-made world to foster innovation.	**Disciplinary Core Ideas** **No guidance provided:** Investigation 1, Part 3; Investigation 2, Part 2 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 1, Part 3; Investigation 2, Part 2 **Technology and Engineering Practices** **Creativity:** Investigation 1, Part 3; Investigation 2, Part 2

FOSS Grade 4 Assessment Opportunities

Disciplinary Core Ideas Assessment Opportunities

Grade 4	SOILS, ROCKS, AND LANDFORMS				ENERGY				SENSES AND SURVIVAL		
DCI	INV. 1	INV. 2	INV. 3	INV. 4	INV. 1	INV. 2	INV. 3	INV. 4	INV. 1	INV. 2	INV. 3
PS3.A											
PS3.B											
PS3.C											
PS3.D											
PS4.A											
PS4.B											
PS4.C											
LS1.A											
LS1.D											
ESS1.C											
ESS2.A											
ESS2.B											
ESS2.E											
ESS3.A											
ESS3.B											
ETS1.A											
ETS1.B											
ETS1.C											

Science and Engineering Practices Assessment Opportunities

Grade 4	SOILS, ROCKS, AND LANDFORMS				ENERGY				SENSES AND SURVIVAL		
SEP	INV. 1	INV. 2	INV. 3	INV. 4	INV. 1	INV. 2	INV. 3	INV. 4	INV. 1	INV. 2	INV. 3
Asking Questions and Defining Problems											
Developing and Using Models											
Planning and Carrying Out Investigations											
Analyzing and Interpreting Data											
Using Mathematics and Computational Thinking											
Constructing Explanations and Designing Solutions											
Engaging in Argument from Evidence											
Obtaining, Evaluating, and Communicating Information											

Crosscutting Concepts Assessment Opportunities

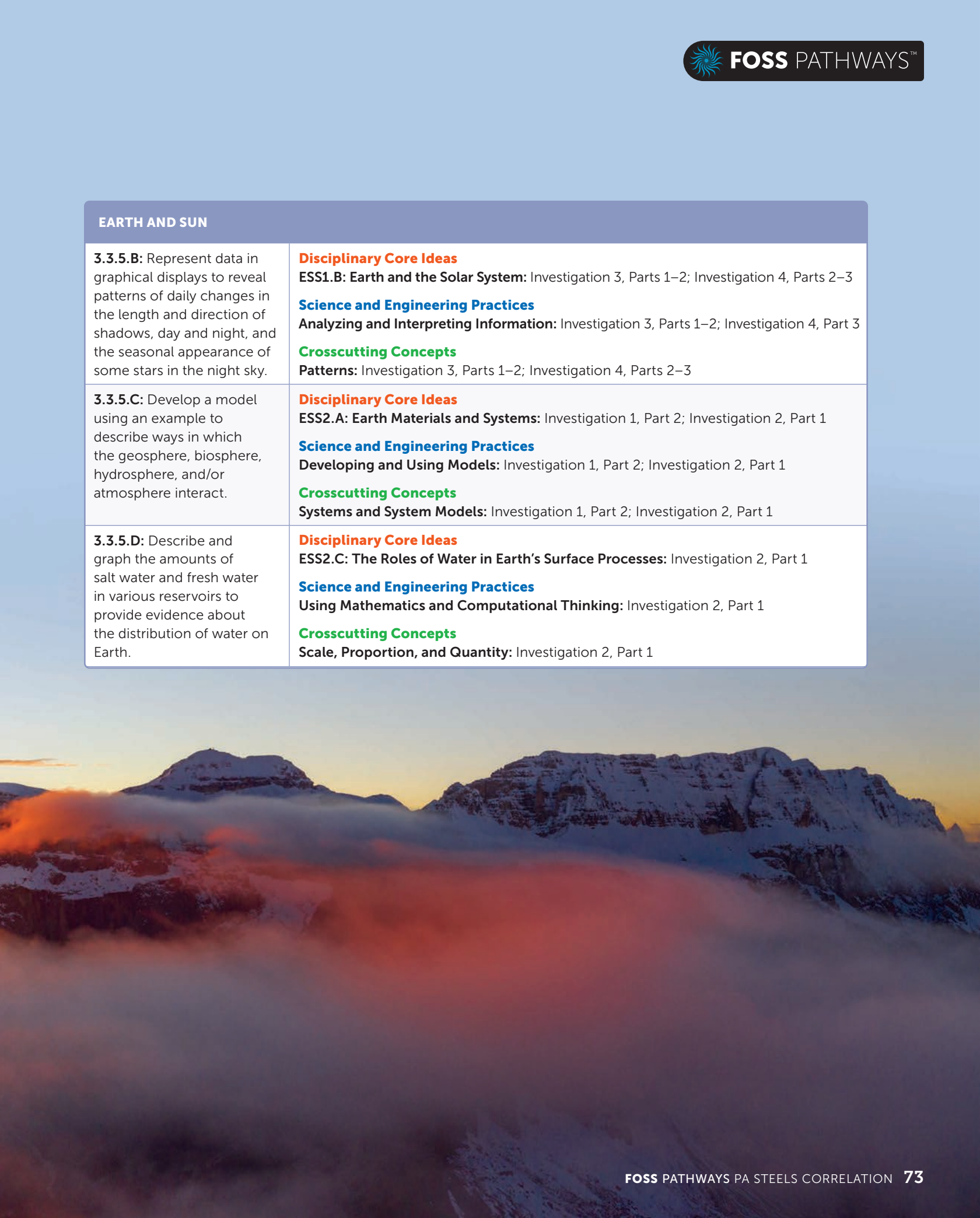
Grade 4	SOILS, ROCKS, AND LANDFORMS				ENERGY				SENSES AND SURVIVAL		
CC	INV. 1	INV. 2	INV. 3	INV. 4	INV. 1	INV. 2	INV. 3	INV. 4	INV. 1	INV. 2	INV. 3
Patterns											
Cause and Effect											
Scale, Proportion, and Quantity											
Systems and System Models											
Energy and Matter in Systems											
Structure and Function											
Stability and Change of Systems											

FOSS Pathways Grade 5 Detail Correlation

Earth and Sun

EARTH AND SUN	
3.2.5.A: Develop a model to describe that matter is made of particles too small to be seen.	**Disciplinary Core Ideas** **PS1.A: Structure and Properties of Matter:** Investigation 1, Parts 1–2 **Science and Engineering Practices** **Developing and Using Models:** Investigation 1, Parts 1–2 **Crosscutting Concepts** **Scale, Proportion, and Quantity:** Investigation 1, Parts 1–2
3.2.5.F: 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.	**Disciplinary Core Ideas** **PS1.A: Structure and Properties of Matter:** Investigation 4, Part 1 **Science and Engineering Practices** **Using Mathematics and Computational Thinking:** Investigation 4, Part 1 **Crosscutting Concepts** **Scale, Proportion, and Quantity:** Investigation 4, Part 1
3.3.5.A: Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.	**Disciplinary Core Ideas** **ESS1.A: The Universe and Its Stars:** Investigation 4, Parts 2–3 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 4, Part 2 **Crosscutting Concepts** **Scale, Proportion, and Quantity:** Investigation 4, Parts 2–3

EARTH AND SUN	
3.3.5.B: Represent data in graphical displays to reveal patterns of daily changes in the length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	**Disciplinary Core Ideas** **ESS1.B: Earth and the Solar System:** Investigation 3, Parts 1–2; Investigation 4, Parts 2–3 **Science and Engineering Practices** **Analyzing and Interpreting Information:** Investigation 3, Parts 1–2; Investigation 4, Part 3 **Crosscutting Concepts** **Patterns:** Investigation 3, Parts 1–2; Investigation 4, Parts 2–3
3.3.5.C: Develop a model using an example to describe ways in which the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	**Disciplinary Core Ideas** **ESS2.A: Earth Materials and Systems:** Investigation 1, Part 2; Investigation 2, Part 1 **Science and Engineering Practices** **Developing and Using Models:** Investigation 1, Part 2; Investigation 2, Part 1 **Crosscutting Concepts** **Systems and System Models:** Investigation 1, Part 2; Investigation 2, Part 1
3.3.5.D: Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	**Disciplinary Core Ideas** **ESS2.C: The Roles of Water in Earth's Surface Processes:** Investigation 2, Part 1 **Science and Engineering Practices** **Using Mathematics and Computational Thinking:** Investigation 2, Part 1 **Crosscutting Concepts** **Scale, Proportion, and Quantity:** Investigation 2, Part 1



FOSS Pathways Grade 5 Detail Correlation

Earth and Sun

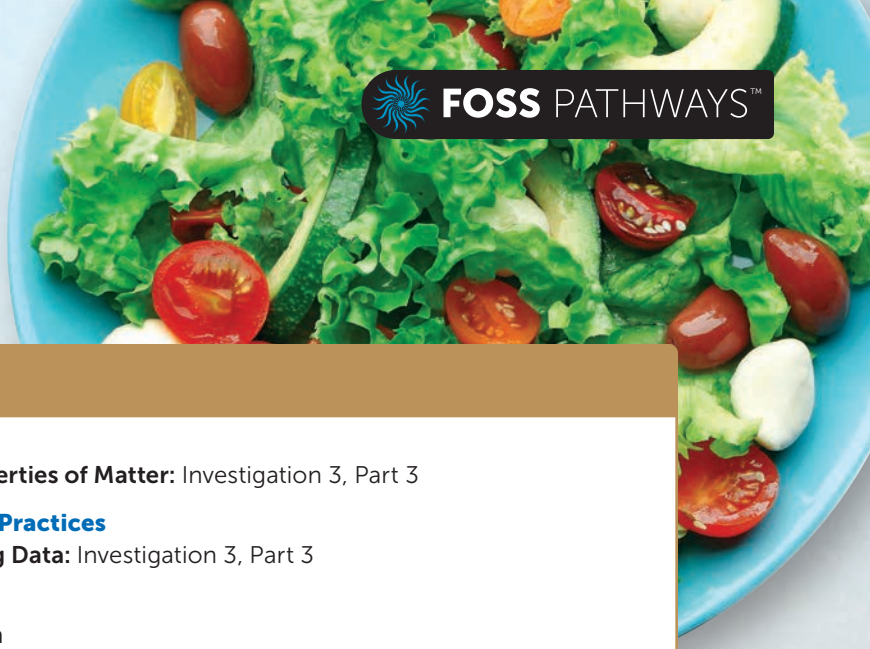
EARTH AND SUN	
3.3.5.E: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	**Disciplinary Core Ideas** **ESS3.C: Human Impacts on Earth Systems:** Investigation 2, Part 2 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 2, Part 2 **Crosscutting Concepts** **Systems and System Models:** Investigation 2, Part 2
3.4.3-5.D: Develop a model to demonstrate how local environmental issues are connected to larger local environment and human systems.	**Disciplinary Core Ideas** **ESS3.C: Human Impacts on Earth Systems:** Investigation 2, Parts 1–2 **LS4.D: Biodiversity and Humans:** Investigation 2, Parts 1–2 **Science and Engineering Practices** **Developing and Using Models:** Investigation 2, Parts 1–2 **Crosscutting Concepts** **Systems and System Models:** Investigation 2, Parts 1–2 **Cause and Effect:** Investigation 2, Parts 1–2
3.4.3-5.E: Construct an argument to support whether action is needed on a selected environmental issue and propose possible solutions.	**Disciplinary Core Ideas** **LS4.D: Biodiversity and Humans:** Investigation 2, Parts 1–2 **ESS3.C: Human Impacts on Earth Systems:** Investigation 2, Parts 1–2 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 2, Parts 1–2 **Obtaining, Evaluating, and Communicating Information:** Investigation 2, Parts 1–2 **Crosscutting Concepts** **Cause and Effect:** Investigation 2, Parts 1–2

EARTH AND SUN	
3.5.3-5.E: Explain why responsible use of technology requires sustainable management of resources.	**Disciplinary Core Ideas** **ESS3.C: Human Impacts on Earth Systems:** Investigation 2, Part 2 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 2, Part 2 **Technology and Engineering Practices** **Critical Thinking:** Investigation 2, Part 2
3.5.3-5.F: Classify resources used to create technologies as either renewable or nonrenewable.	**Disciplinary Core Ideas** **ESS3.A: Natural Resources:** Investigation 2, Part 2 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 2, Part 2 **Technology and Engineering Practices** **Critical Thinking:** Investigation 2, Part 2
3.5.3-5.G: Describe the helpful and harmful effects of technology.	**Disciplinary Core Ideas** **No STEELS guidance provided** **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 2, Part 2 **Technology and Engineering Practices** **Attention to Ethics:** Investigation 2, Part 2

FOSS Pathways Grade 5 Detail Correlation

Mixtures and Solutions

MIXTURES AND SOLUTIONS	
3.2.5.A: Develop a model to describe that matter is made of particles too small to be seen.	**Disciplinary Core Ideas** **PS1.A: Structure and Properties of Matter:** Investigation 1, Parts 1–4; Investigation 2, Parts 1–2 **Science and Engineering Practices** **Developing and Using Models:** Investigation 2, Parts 1–2 **Crosscutting Concepts** **Scale, Proportion, and Quantity:** Investigation 2, Parts 1–2
3.2.5.B: Make observations and measurements to identify materials based on their properties.	**Disciplinary Core Ideas** **PS1.A: Structure and Properties of Matter:** Investigation 3, Parts 1–3 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 3, Parts 1, 3 **Crosscutting Concepts** **Scale, Proportion, and Quantity:** Investigation 3, Parts 1–2



FOSS PATHWAYS™

MIXTURES AND SOLUTIONS	
3.2.5.C: Interpret and analyze data to make decisions about how to utilize materials based on their properties.	**Disciplinary Core Ideas** **PS1.A: Structure and Properties of Matter:** Investigation 3, Part 3 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 3, Part 3 **Crosscutting Concepts** **No STEELS guidance given**
3.2.5.D: 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.	**Disciplinary Core Ideas** **PS1.A: Structure and Properties of Matter:** Investigation 1, Parts 2, 4 **PS1.B: Chemical Reactions:** Investigation 4, Parts 1–2 **Science and Engineering Practices** **Using Mathematics and Computational Thinking:** Investigation 1, Part 2; Investigation 2, Parts 1–2; Investigation 3, Part 1 **Crosscutting Concepts** **Scale, Proportion, and Quantity:** Investigation 1, Parts 2, 4; Investigation 2, Part 1; Investigation 3, Parts 1–2
3.2.5.E: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	**Disciplinary Core Ideas** **ESS3.C: Human Impacts on Earth's Systems:** Investigation 3, Part 3 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 2, Part 2; Investigation 3, Part 3 **Crosscutting Concepts** **Systems and System Models:** Investigation 2, Part 2; Investigation 3, Part 3
3.3.5.F: Generate and design possible solutions to a current environmental issue, threat, or concern.	**Disciplinary Core Ideas** **LS2.B: Cycles of Matter and Energy Transfer in Ecosystems:** Investigation 1, Parts 3–4; Investigation 2, Part 1 **Science and Engineering Practices** **Developing Possible Solutions:** Investigation 1, Part 3 **Crosscutting Concepts** **Science Addresses Questions About the Natural and Material World:** Investigation 1, Parts 3–4, Investigation 2, Part 1

FOSS Pathways Grade 5 Detail Correlation

Mixtures and Solutions

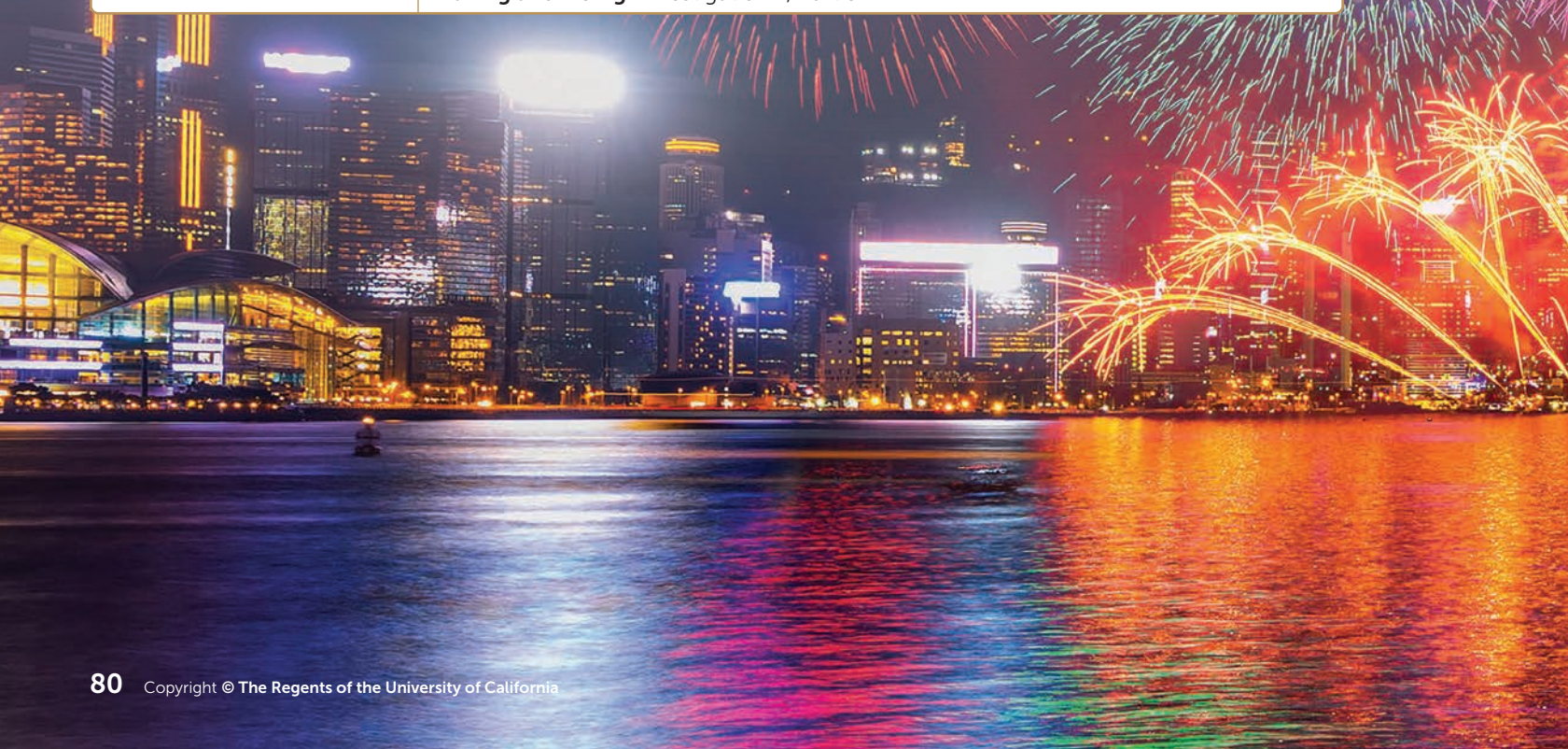
MIXTURES AND SOLUTIONS	
3.4.3-5.A: Analyze how living organisms, including humans, affect the environment in which they live, and how their environment affects them.	**Disciplinary Core Ideas** **ESS3.C: Human Impacts on Earth Systems:** Investigation 2, Part 2 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 2, Part 2 **Crosscutting Concepts** **Cause and Effect:** Investigation 2, Part 2
3.4.3-5.B: Make a claim about the environmental and social impacts of design solutions and civic actions, including their own actions.	**Disciplinary Core Ideas** **ESS3.A: Natural Resources:** Investigation 3, Part 3 **ESS3.C: Human Impacts on Earth Systems:** Investigation 3, Part 3 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 3, Part 3 **Crosscutting Concepts** **Cause and Effect:** Investigation 3, Part 3
3.4.3-5.C: Examine ways you influence your local environment and community by collecting and displaying data.	**Disciplinary Core Ideas** **ESS3.A: Natural Resources:** Investigation 3, Part 2 **ESS3.C: Human Impacts on Earth Systems:** Investigation 3, Part 2 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 3, Part 2 **Crosscutting Concepts** **Cause and Effect:** Investigation 3, Part 2
3.4.3-5.E: Construct an argument to support whether action is needed on a selected environmental issue and propose possible solutions.	**Disciplinary Core Ideas** **LS4.D: Biodiversity and Humans:** Investigation 1, Parts 3–4; Investigation 2, Part 1 **ESS3.C Human Impacts on Earth Systems:** Investigation 1, Parts 3–4; Investigation 2, Part 1 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 2, Part 1 **Obtaining, Evaluating, and Communicating Information:** Investigation 1, Parts 3–4; Investigation 2, Part 1 **Crosscutting Concepts** **Cause and Effect:** Investigation 1, Parts 3–4; Investigation 2, Part 1

MIXTURES AND SOLUTIONS	
3.5.3-5.B: Examine information to assess the trade-offs to using a product or system.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 3, Parts 2–3 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 3, Parts 2–3 **Technology and Engineering Practices** **Systems Thinking:** Investigation 3, Parts 2–3 **Attention to Ethics:** Investigation 3, Part 3
3.5.3-5.I: Design solutions by safely using tools, materials, and skills.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Part 3 **ETS1.B: Developing Possible Solutions:** Investigation 1, Part 3 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 1, Part 3 **Technology and Engineering Practices** **Cause and Effect:** Investigation 1, Part 3
3.5.3-5.M: Demonstrate essential skills of the engineering design process.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Part 3 **ETS1.B: Developing Possible Solutions:** Investigation 1, Part 3 **ETS1.C: Optimizing the Design Solution:** Investigation 1, Part 3 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 1, Part 3 **Technology and Engineering Practices** **Creativity:** Investigation 1, Part 3 **Making and Doing:** Investigation 1, Part 3
3.5.3-5.O: Describe requirements of designing or making a product or system.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 3, Part 3 **ETS1.B: Developing Possible Solutions:** Investigation 3, Part 3 **ETS1.C: Optimizing the Design Solution:** Investigation 3, Part 3 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 3, Part 3 **Technology and Engineering Practices** **Communication:** Investigation 3, Part 3

FOSS Pathways Grade 5 Detail Correlation

Mixtures and Solutions

MIXTURES AND SOLUTIONS	
3.5.3-5.P: Evaluate the strengths and weaknesses of existing design solutions, including their own solutions.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions:** Investigation 3, Part 3 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 3, Part 3 **Technology and Engineering Practices** **Critical Thinking:** Investigation 3, Part 3 **Optimism:** Investigation 3, Part 3
3.5.3-5.Q: Practice successful design skills.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Part 3; Investigation 3, Part 3 **ETS1.B: Developing Possible Solutions:** Investigation 1, Part 3; Investigation 3, Part 3 **ETS1.C: Optimizing the Design Solution:** Investigation 1, Part 3; Investigation 3, Part 3 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 1, Part 3; Investigation 3, Part 3 **Technology and Engineering Practices** **Creativity:** Investigation 1, Part 3; Investigation 3, Part 3
3.5.3-5.R: Apply tools, techniques, and materials in a safe manner as part of the design process.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Part 3 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 1, Part 3 **Technology and Engineering Practices** **Making and Doing:** Investigation 1, Part 3



MIXTURES AND SOLUTIONS	
3.5.3-5.T: Apply universal design principles and elements of design.	**Disciplinary Core Ideas** **ETS1.A: Defining and Delimiting Engineering Problems:** Investigation 1, Part 3 **ETS1.B: Developing Possible Solutions:** Investigation 1, Part 3 **ETS1.C: Optimizing the Design Solution:** Investigation 1, Part 3 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 1, Part 3 **Technology and Engineering Practices** **Making and Doing:** Investigation 1, Part 3
3.5.3-5.U: Evaluate designs based on criteria, constraints, and standards.	**Disciplinary Core Ideas** **PS1.B: Chemical Interactions:** Investigation 3, Part 3 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 3, Part 3 **Technology and Engineering Practices** **Cause and Effect:** Investigation 3, Part 3
3.5.3-5.W: Describe the properties of different materials.	**Disciplinary Core Ideas** **PS1.B: Chemical Interactions:** Investigation 3, Part 3 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 3, Part 3 **Technology and Engineering Practices** **Cause and Effect:** Investigation 3, Part 3

FOSS Pathways Grade 5 Detail Correlation

Living Systems

LIVING SYSTEMS	
3.1.5.A: Support an argument that plants get the materials they need for growth chiefly from air and water.	**Disciplinary Core Ideas** **LS1.C: Organization for Matter and Energy Flow in Organisms:** Investigation 2, Part 1 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 2, Part 1 **Crosscutting Concepts** **Energy and Matter:** Investigation 2, Part 1
3.1.5.B: Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	**Disciplinary Core Ideas** **LS2.A: Interdependent Relationships in Ecosystems:** Investigation 1, Parts 1–2; Investigation 3, Parts 1–3; Investigation 4, Part 1 **LS2.B: Cycles of Matter and Energy Transfer in Ecosystems:** Investigation 1, Parts 1–2 **Science and Engineering Practices** **Developing and Using Models:** Investigation 1, Parts 1–2; Investigation 3, Parts 1–3; Investigation 4, Part 1 **Crosscutting Concepts** **Systems and System Models:** Investigation 1, Parts 1–2; Investigation 3, Parts 1–3; Investigation 4, Part 1
3.2.5.G: Use models to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun.	**Disciplinary Core Ideas** **PS3.D: Energy in Chemical Processes and Everyday Life:** Investigation 2, Parts 1–2 **LS1.C: Organization for Matter and Energy Flow in Organisms:** Investigation 2, Parts 1–2 **Science and Engineering Practices** **Developing and Using Models:** Investigation 2, Parts 1–2 **Crosscutting Concepts** **Energy and Matter:** Investigation 2, Parts 1–2
3.3.5.C: Develop a model using an example to describe ways in which the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	**Disciplinary Core Ideas** **ESS2.A: Earth Materials and Systems:** Investigation 2, Part 1; Investigation 3, Parts 1–3; Investigation 4, Part 1 **Science and Engineering Practices** **Developing and Using Models:** Investigation 2, Part 1; Investigation 3, Parts 1–3; Investigation 4, Part 1 **Crosscutting Concepts** **Systems and System Models:** Investigation 2, Part 1; Investigation 3, Parts 1–3; Investigation 4, Part 1
3.3.5.E: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	**Disciplinary Core Ideas** **ESS3.C: Human Impacts and Earth Systems:** Investigation 3, Parts 2–3; Investigation 4, Part 1 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 3, Parts 2–3; Investigation 4, Part 1 **Crosscutting Concepts** **Systems and System Models:** Investigation 3, Parts 2–3; Investigation 4, Part 1

LIVING SYSTEMS	
3.4.3-5.A: Analyze how living organisms, including humans, affect the environment in which they live, and how their environment affects them.	**Disciplinary Core Ideas** **ESS3.C: Human Impacts on Earth Systems:** Investigation 3, Parts 2–3, Investigation 4, Part 1 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 3, Parts 2–3, Investigation 4, Part 1 **Crosscutting Concepts** **Cause and Effect:** Investigation 3, Parts 2–3, Investigation 4, Part 1
3.4.3-5.B: Make a claim about the environmental and social impacts of design solutions and civic actions, including their own actions.	**Disciplinary Core Ideas** **ESS3.C: Human Impacts on Earth Systems:** Investigation 3, Parts 2–3, Investigation 4, Part 1 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 3, Parts 2–3, Investigation 4, Part 1 **Crosscutting Concepts** **Cause and Effect:** Investigation 3, Parts 2–3, Investigation 4, Part 1
3.4.3-5.D: Develop a model to demonstrate how local environmental issues are connected to larger local environment and human systems.	**Disciplinary Core Ideas** **ESS3.C: Human Impacts and Earth Systems:** Investigation 3, Parts 2–3 **LS4.D: Biodiversity and Humans:** Investigation 3, Parts 2–3 **Science and Engineering Practices** **Developing and Using Models:** Investigation 3, Parts 2–3 **Crosscutting Concepts** **Systems and System Models:** Investigation 3, Parts 2–3 **Cause and Effect:** Investigation 3, Parts 2–3
3.4.3-5.E: Construct an argument to support whether action is needed on a selected environmental issue and propose possible solutions.	**Disciplinary Core Ideas** **LS4.D: Biodiversity and Humans:** Investigation 4, Part 1 **ESS3.C Human Impacts on Earth Systems:** Investigation 4, Part 1 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 4, Part 1 **Obtaining, Evaluating, and Communicating Information:** Investigation 4, Part 1 **Crosscutting Concepts** **Cause and Effect:** Investigation 4, Part 1
3.4.3-5.F: Critique ways that people depend on and change the environment.	**Disciplinary Core Ideas** **ESS3.A: Natural Resources:** Investigation 3, Parts 2–3 **ESS3.C: Human Impacts and Earth Systems:** Investigation 3, Parts 2–3 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 3, Parts 2–3 **Engaging in Argument from Evidence:** Investigation 3, Parts 2–3 **Crosscutting Concepts** **Cause and Effect:** Investigation 3, Parts 2–3

FOSS Grade 5 Assessment Opportunities

Disciplinary Core Ideas Assessment Opportunities

Grade 5	EARTH AND SUN				MIXTURES AND SOLUTIONS				LIVING SYSTEMS			
DCI	INV. 1	INV. 2	INV. 3	INV. 4	INV. 1	INV. 2	INV. 3	INV. 4	INV. 1	INV. 2	INV. 3	INV. 4
PS1.A												
PS1.B												
PS2.B												
PS3.D												
LS1.C												
LS2.A												
LS2.B												
ESS1.A												
ESS1.B												
ESS2.A												
ESS2.C												
ESS3.C												
ETS1.A												
ETS1.B												
ETS1.C												

Science and Engineering Practices Assessment Opportunities

Grade 5	EARTH AND SUN				MIXTURES AND SOLUTIONS				LIVING SYSTEMS			
SEP	INV. 1	INV. 2	INV. 3	INV. 4	INV. 1	INV. 2	INV. 3	INV. 4	INV. 1	INV. 2	INV. 3	INV. 4
Asking Questions and Defining Problems												
Developing and Using Models												
Planning and Carrying Out Investigations												
Analyzing and Interpreting Data												
Using Mathematics and Computational Thinking												
Constructing Explanations and Designing Solutions												
Engaging in Argument from Evidence												
Obtaining, Evaluating, and Communicating Information												

Crosscutting Concepts Assessment Opportunities

Grade 5	EARTH AND SUN				MIXTURES AND SOLUTIONS				LIVING SYSTEMS			
CC	INV. 1	INV. 2	INV. 3	INV. 4	INV. 1	INV. 2	INV. 3	INV. 4	INV. 1	INV. 2	INV. 3	INV. 4
Patterns												
Cause and Effect												
Scale, Proportion, and Quantity												
Systems and System Models												
Energy and Matter in Systems												
Structure and Function												
Stability and Change of Systems												

FOSS Pathways addresses Pennsylvania's Science, Technology & Engineering, Environmental Literacy & Sustainability (STEELS) standards at K-5 within the teaching time allotted for while retaining flexibility for customized instruction.

The Lawrence Hall of Science
UNIVERSITY OF CALIFORNIA, BERKELEY®

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Updated May 2025