



Developed at:

**The Lawrence
Hall of Science**
UNIVERSITY OF CALIFORNIA, BERKELEY®

**A science education
is built one discovery
at a time.**

FOSS puts students first.

Every student deserves the benefits of science education—not just exposure to scientific phenomena, but the opportunity to understand and explain them. From its foundations, FOSS® is built to afford that opportunity to all, regardless of background, culture, language, or ability.

The scholars at the Lawrence Hall of Science designed FOSS around the principle of collaborative, active investigation. FOSS effectively engages all students by inviting them to interact with observable phenomena, a teaching philosophy subsequently codified with the arrival of the South Carolina College- and Career-Ready (SCCCR) Science Standards. Some recent programs place the phenomenon at the start of every lesson in a rigid “one size fits all” formula, but FOSS lessons carefully create a level playing field so that all learners have a logical context to recognize the phenomenon’s significance as it is introduced. This student-centered approach ultimately honors the spirit of today’s science standards better by ensuring that all learners can make sense of phenomena and solve problems. In this way, FOSS makes science accessible and equitable for every student in every classroom.

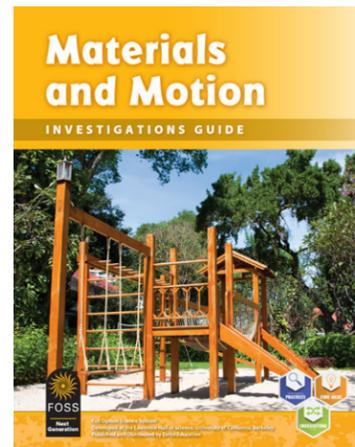


Module Descriptions for Kindergarten

Materials and Motion

PHYSICAL SCIENCE

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



Module Driving Questions:

- What is made of wood, paper, and fabric?
- How are the properties of those useful to us?
- How can we change the motion of an object?

Preview of Phenomena Investigated:

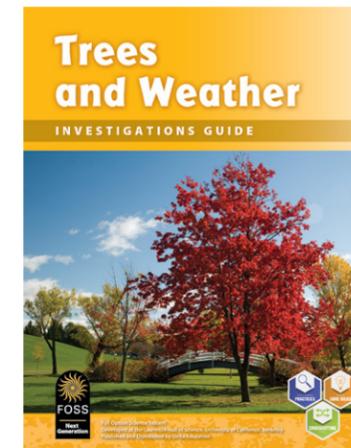
Students make sense of how common materials—wood, paper, and fabric—are defined by their properties. Students explore the motion of rolling objects and what changes their motion.

SCCCR Performance Expectations: K-PS2-1, K-PS2-2, K-PS3-1, K-PS3-2, K-ESS3-3, K-2 ETS1-1, K-2 ETS1-2, K-2 ETS1-3

Trees and Weather

EARTH SCIENCE

The Trees and Weather Module provides systematic investigations of trees and leaves over the seasons to bring students to a better understanding of trees' place at school and in the community. Students will observe day-to-day changes in weather over the year, as well as the impact weather has on living things.



Module Driving Questions:

- What do trees need to live and grow?
- How does weather affect trees?
- What changes do trees cause in their surroundings?

Preview of Phenomena Investigated:

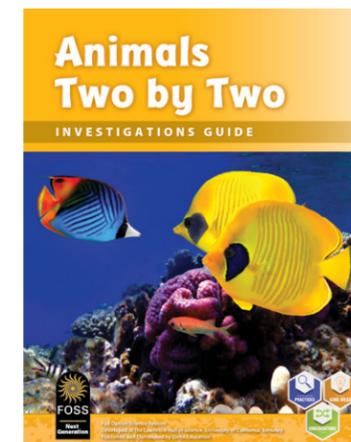
Students get to know the structures of neighborhood trees, their similarities and differences, and make sense of how trees live and grow through the seasons.

SCCCR Performance Expectations: K-ESS2-1, K-ESS2-2, K-ESS3-1, K-ESS3-2, K-PS3-1, K-LS1-1, K-2 ETS1-2

Animals Two by Two

LIFE SCIENCE

The Animals Two by Two Module provides young students with close and personal interaction with some common land and water animals. Students observe differences in structure and behavior and learn about basic needs of animals. Living materials are not included in the kits.



Module Driving Questions:

- How are animal structures similar and different?
- What do animals need to live and grow?

Preview of Phenomena Investigated:

Students investigate a few common animals to make sense of the animals' survival needs.

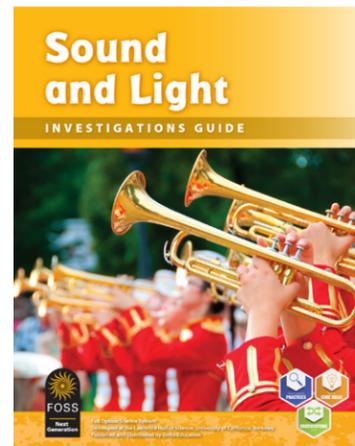
SCCCR Performance Expectations: K-LS1-1, K-ESS2-2, K-ESS3-1

Module Descriptions for Grade 1

Sound and Light

PHYSICAL SCIENCE

The Sound and Light Module provides students with experiences to develop an understanding of how to observe and manipulate sound and light. Students learn that sound comes from vibrating objects and develop simple models for how sound travels. With light, students find out what happens when materials with different properties are placed in a beam of light.



Module Driving Question:

How do sound and light interact with objects?

Preview of Phenomena Investigated:

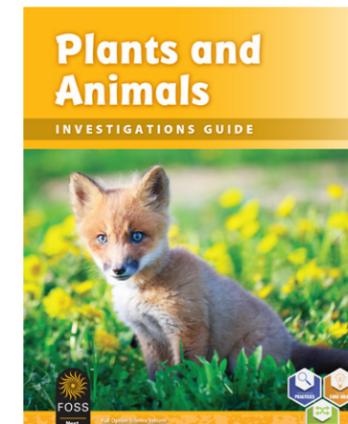
Students manipulate vibrating objects and sources of illumination to make sense of what they produce, and how humans and other animals use sound and light.

SCCCR Performance Expectations: 1-PS4-1, 1-PS4-2, 1-PS4-3, 1-PS4-4, K-2 ETS1-1, K-2 ETS1-2, K-2 ETS1-3

Plants and Animals

LIFE SCIENCE

The Plants and Animals Module provides experiences with structures of plants, so that students discover ways to propagate new plants from mature plants. Students build a terrarium and provide for the needs of both plants and animals living together in a classroom habitat. They explore variation in the same kind of organism, including variation between young and adults, and find out about the behaviors of parents to help their offspring survive.



Module Driving Question:

How do young plants and animals survive in their habitat?

Preview of Phenomena Investigated:

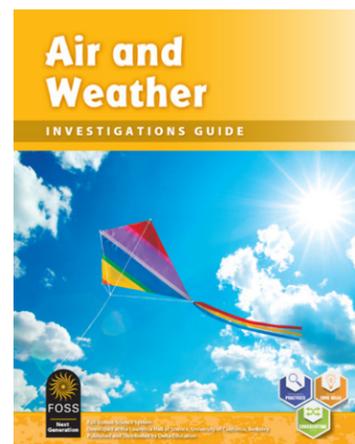
Students find out about the structures and behaviors of young plants and animals (offspring) to make sense of how the young organisms grow and survive.

SCCCR Performance Expectations: 1-LS1-1, 1-LS1-2, 1-LS3-1 ETAS: K-2 ETS1-2

Air and Weather

EARTH SCIENCE

In the Air and Weather Module, students turn their focus upward to explore that objects in the sky change position in predictable ways. They explore the natural using tools and methods to build on their understanding of the weather and to identify patterns. They monitor changes in hours of daylight over seasons and changing weather conditions. And they find the Moon in the day and night skies, and monitor its movement over the month.



Module Driving Questions:

- What is all around us?
- What do we observe in the sky above us?

Preview of Phenomena Investigated:

Students observe and describe patterns in weather and those made by natural objects in the sky to make sense of change in their surroundings.

SCCCR Performance Expectations: 1-ESS1-1, 1-ESS1-2, K-ESS2-1*, K-ESS3-3*, 2-PS1-1*, K-2 ETS1-1, K-2 ETS1-2, K-2 ETS1-3

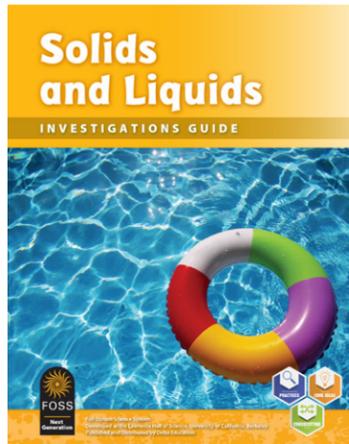
* These PEs are addressed in grade K and extended in grade 1 or are foundational for grade 2

Course Descriptions for Grade 2

Solids and Liquids

PHYSICAL SCIENCE

In the Solids and Liquids Module, students build on the science concepts of matter and its interactions developed in kindergarten, using new tools to enrich observations. Students observe, describe, and compare properties of solids and liquids. They conduct investigations to find out what happens when solids and water are mixed, and when liquids and water are mixed.



Module Driving Questions:

- How are solid and liquid materials similar and different?
- How do the properties of solid and liquid materials relate to how they can be used and how they can change?

Preview of Phenomena Investigated:

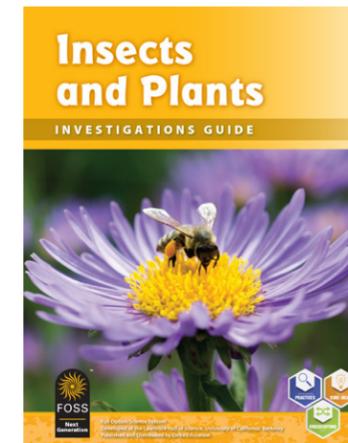
Students experience the properties of matter in two of its phases—solid and liquid—to make sense of how materials can change.

SCCCR Performance Expectations: Physical Sciences: 2-PS1-1, 2-PS1-2, 2-PS1-3, 2-PS1-4 ETAS: K-2 ETS1-1, K-2 ETS1-2, K-2 ETS1-3

Insects and Plants

LIFE SCIENCE

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



Module Driving Question:

What is the natural history of some plants and animals in different habitats?

Preview of Phenomena Investigated:

Students observe patterns in the lives of insects and flowering plants as a way to make sense of the diversity of life in different habitats.

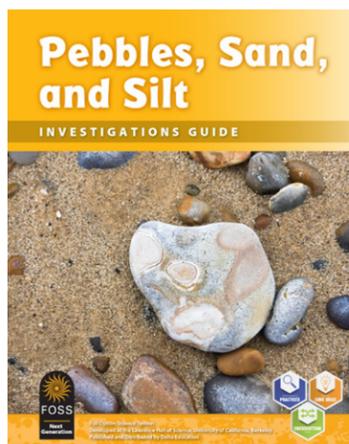
SCCCR Performance Expectations: 3-LS1-1*, 2-LS2-1, 2-LS2-2, 2-LS4-1, K-2 ETS1-1, K-2 ETS1-2, K-2 ETS1-3

*This PE is foundational in grade 2 and extended in grade 3

Pebbles, Sand, and Silt

EARTH SCIENCE

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



Module Driving Questions:

- What are the properties of earth materials?
- How do earth materials interact and change?

Preview of Phenomena Investigated:

Students experience common earth materials that cover the Earth's surface to make sense of how they are used and how they can change.

SCCCR Performance Expectations: 2-ESS1-1, 2-ESS2-1, 2-ESS2-2, 2-ESS2-3, 2-PS1-1, 2-PS1-2, K-2 ETS1-1, K-2 ETS1-2, K-2 ETS1-3



“The hands-on experiments bring a lot of clarification for my students, especially my MLs (Multilingual Learners).”

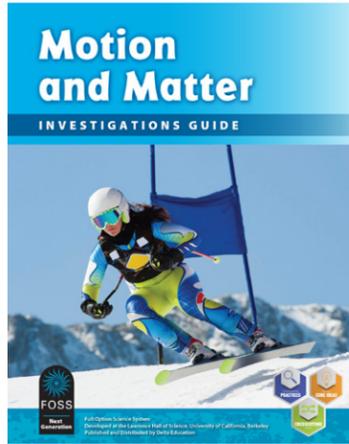
Madison R., Teacher
South Carolina

Module Descriptions for Grade 3

Motion and Matter

PHYSICAL SCIENCE

In the Motion and Matter Module, students explore forces and interactions, matter, and with engineering design. They work with magnets and paper clips, wheel-and-axle systems, paper air twirlers, and rotating tops. Students use their knowledge of science to experience the engineering design process. Finally, they build on the science concepts of matter and its interactions.



Module Driving Question:

What causes objects to move?

Preview of Phenomena Investigated:

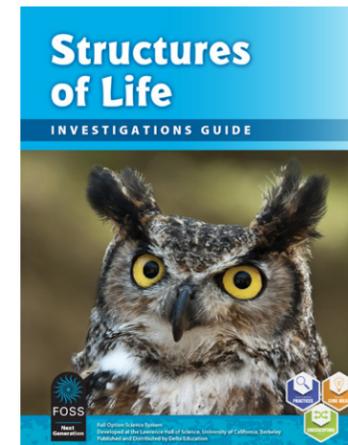
Students manipulate common objects to make sense of the patterns and causes of motion.

SCCCR Performance Expectations: 3-PS2-1, 3-PS2-2, 3-PS2-3, 3-PS2-4, 3-5 ETS1-1, 3-5 ETS1-2, 3-5 ETS1-3

Structures of Life

LIFE SCIENCE

The Structures of Life Module consists of investigations dealing with the big ideas in life science: Plants and animals are organisms and exhibit a variety of strategies for life, organisms are complex and have a variety of observable structures and behaviors, organisms have varied but predictable life cycles and reproduce their own kind, and individual organisms have variations in their traits that may provide an advantage in surviving in the environment.



Module Driving Questions:

- Where do organisms come from and how do they survive?
- How are all the different kinds of plants and animals able to continue to exist on Earth?

Preview of Phenomena Investigated:

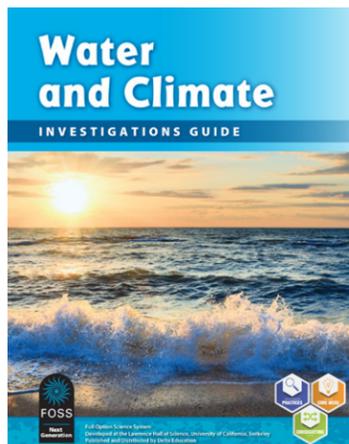
Students engage with the diversity of plants and animals they observe in our world to make sense of how organisms survive over time.

SCCCR Performance Expectations: 3-LS1-1, 3-LS2-1, 3-LS3-1, 3-LS3-2, 3-LS4-1, 3-LS4-2, 3-LS4-3, 3-LS4-4

Water and Climate

EARTH SCIENCE

In the Water and Climate Module, students explore the properties of water, the water cycle and weather, interactions between water and other materials, and how we use water as a natural resource. They engage in science and engineering practices in the context of water, weather, and climate, and explore the crosscutting concepts of patterns; cause and effect; scale, proportion, and quantity; and systems and system models.



Module Driving Questions:

- How is water involved in weather?
- Are weather conditions the same around the world and through the year?

Preview of Phenomena Investigated:

Students make sense of the properties of water and variations in weather to explain climate.

SCCCR Performance Expectations: 3-ESS2-1, 3-ESS2-2, 3-ESS3-1, 2-ESS2-3*, 2-PS1-1*, 3-5 ETS1-1, 3-5 ETS1-2, 3-5 ETS1-3

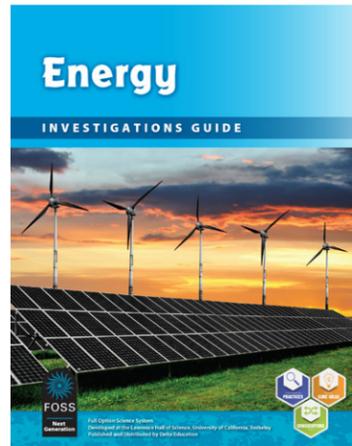
*These PEs are addressed in grade 2 and extended in grade 3

Module Descriptions for Grade 4

Energy

PHYSICAL SCIENCE

Students explore the concepts of energy and change, waves, and energy transfer in the Energy Module. Students experience electricity and magnetism as related effects and learn useful applications of electromagnetism in everyday life. They also consider energy transfer, force, and motion in different systems.



Module Driving Question:

How does energy transfer between systems?

Preview of Phenomena Investigated:

Students make sense of energy transferring from place to place by observing motion, electric current, sound, light, and heat.

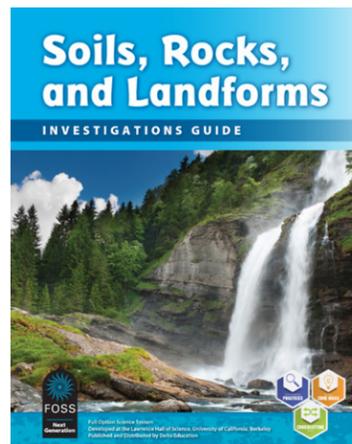
SCCCR Performance Expectations: 3-PS2-3*, 4-PS3-1, 4-PS3-2, 4-PS3-3, 4-PS3-4, 4-PS4-1, 4-PS4-2, 4-PS4-3, 3-5 ETS1-1, 3-5 ETS1-2, 3-5 ETS1-3

*These PEs are addressed in grade 3 and extended in grade 4

Soils, Rocks, and Landforms

EARTH SCIENCE

The Soils, Rocks, and Landforms Module provides students with firsthand experiences with soils, rocks, and minerals, and modeling experiences to study changes to rocks and landforms at Earth's surface. Students will investigate the processes of physical and chemical weathering, soil composition, and how erosion and deposition alter landforms; analyze and interpret data from maps; identify minerals in common rocks; and observe how earth materials are used in the community around school.



Module Driving Questions:

- What are Earth's land surfaces made of?
- Why are landforms not the same everywhere?

Preview of Phenomena Investigated:

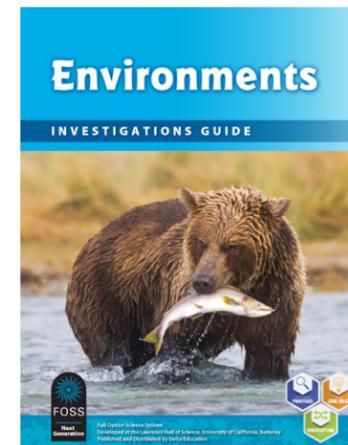
Students investigate various observable forms that make up Earth's surface to make sense of forces that change them.

SCCCR Performance Expectations: 4-ESS1-1, 4-ESS2-1, 4-ESS2-2, 4-ESS3-1, 4-ESS3-2, 3-5 ETS1-1, 3-5 ETS1-2

Environments

LIFE SCIENCE

The Environments Module focuses on the concepts that organisms need energy and matter to live and grow, and that living organisms depend on one another and on their environment. Students will determine an organism's preferences for various nonliving environmental factors; observe and record changes in organisms and their environment over time; identify and describe ecosystem feeding relationships; and conduct controlled experiments with organisms to discover their range of tolerance for environmental factors.



Module Driving Question:

How do the structures of terrestrial organisms function to support the survival of the organisms in that environment?

Preview of Phenomena Investigated:

Students observe the structures and behaviors of organisms and the relationships between one organism and its environment to make sense of environmental conditions for survival.

SCCCR Performance Expectations: 4-LS1-1, 4-LS1-2, 3-LS4-2*, 3-LS4-4*, 5-ESS3-1*

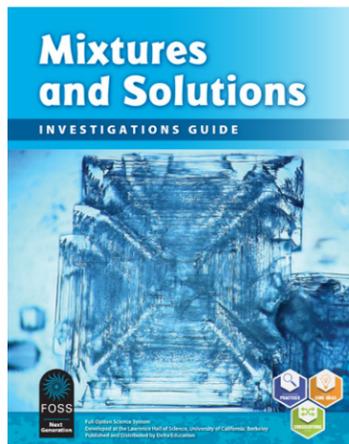
*These PEs are addressed in grade 3 and extended in grade 4 or are foundational for grade 5

Module Descriptions for Grade 5

Mixtures and Solutions

PHYSICAL SCIENCE

Mixtures and Solutions introduces students to the properties and behaviors of substances and changes in substance, and they develop models to explain how something works. Students will make and separate mixtures; compare the mass of a mixture to the mass of its parts; determine relative concentration; compare the solubility of substances; identify an unknown substance; and observe and compare reactants and products of several chemical reactions.



Module Driving Question:

What is matter and what happens when samples of matter interact?

Preview of Phenomena Investigated:

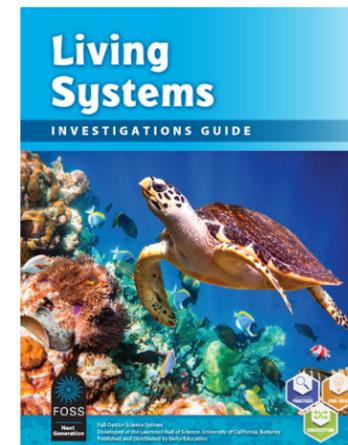
Students investigate mixtures, solutions, solubility, concentration, and chemical reactions in our everyday life to make sense of matter and its interactions.

SCCCR Performance Expectations: 5-PS1-1, 5-PS1-2, 5-PS1-3, 5-PS1-4, 3-5 ETS1-1, 3-5 ETS1-2, 3-5 ETS1-3

Living Systems

LIFE SCIENCE

The Living Systems Module looks at life at every level of organization—biosphere to individual organisms—to acknowledge that it is complex, involving multiple parts working together in systems to maintain the viability and vigor of the system. Students will observe and draw conclusions regarding the decomposition of organic matter; use models to explain how biological systems function; design and conduct investigations to discover how food is processed; and compare food webs on land and in marine ecosystems.



Module Driving Question:

How can we describe Earth's biosphere as a system of interacting parts?

Preview of Phenomena Investigated:

Students make sense of the biosphere in terms of its interacting organisms, environments, and ecosystems.

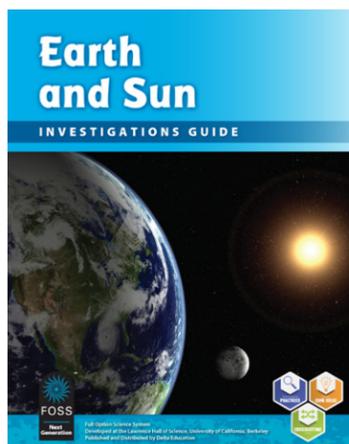
SCCCR Performance Expectations: 5-LS1-1, 5-LS2-1, 4-LS1-2*, 5-PS3-1, 5-ESS2-1, 5-ESS3-1

*These PEs are addressed in grade 4 and extended in grade 5

Earth and Sun

EARTH SCIENCE

The Earth and Sun Module focuses on Earth and the Sun as a system. Students collect and analyze shadow data. They observe the changes in the Moon's appearance over time. Then students explore the properties of the atmosphere, energy transfer from the Sun to Earth, and the dynamics of weather and water cycling in Earth's atmosphere.



Module Driving Question:

How do Earth's geosphere, hydrosphere, atmosphere, and biosphere interact to create a sustainable environment for all life?

Preview of Phenomena Investigated:

Students make sense of the patterns observed in the sky over a day, a month, a year, and their effect on different systems on Earth.

SCCCR Performance Expectations: 5-ESS1-1, 5-ESS1-2, 5-ESS2-1, 5-ESS2-2, 5-ESS3-1, 5-PS1-1, 5-PS2-1 ETAS: 3-5 ETS1-2, 3-5 ETS1-3

FOSS® K-5 Recommended Scope & Sequence for South Carolina

Grade	Physical Science	Earth Science	Life Science	STEM Enrichment
5	Mixtures & Solutions	Earth & Sun	Living Systems	Sound Design*
4	Energy	Soils, Rocks & Landforms	Environments	
3	Motion & Matter	Water & Climate	Structures of Life	
2	Solids & Liquids	Pebbles, Sand & Silt	Insects & Plants	Forces in Action*
1	Sound & Light	Air & Weather	Plants & Animals	
K	Materials & Motion	Trees & Weather	Animals Two by Two	

*STEM modules can be purchased as a supplement to the FOSS curriculum or purchased separately for STEM electives or extracurricular activities.

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Learn more.

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Developed at:

**The Lawrence
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UNIVERSITY OF CALIFORNIA, BERKELEY*

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