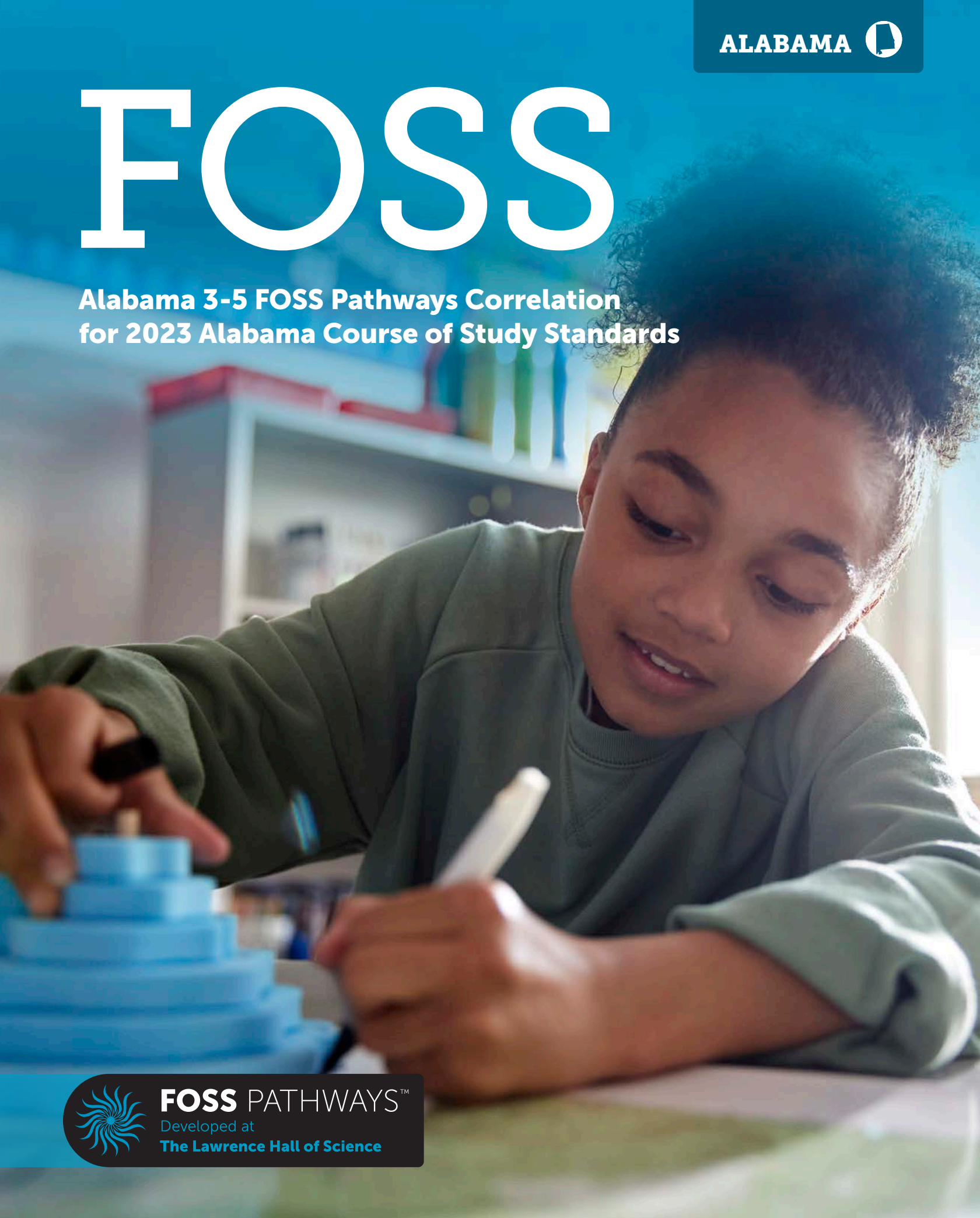
ALABAMA

FOSS

Alabama 3-5 FOSS Pathways Correlation for 2023 Alabama Course of Study Standards



FOSS PATHWAYS™
Developed at
The Lawrence Hall of Science

K–5 Scope and Sequence Correlation At a Glance

GRADE	EARTH SCIENCE	PHYSICAL SCIENCE	LIFE SCIENCE
FOSS K-2 NEXT GENERATION			
K	Trees and Weather	Materials and Motion	Animals Two by Two
	K.3 • K.4 • K.5 • K.6 • K.7 • K.8 • K.9 • K.10 • K.11	K.1 • K.2	K.3 • K.4 • K.5 • K.6
1	Air and Weather	Sound and Light	Plants and Animals
	1.8 • 1.9	1.1 • 1.2 • 1.3 • 1.4	1.5 • 1.6 • 1.7
2	Pebbles, Sand, and Silt	Solids and Liquids	Insects and Plants
	2.8 • 2.9 • 2.10 • 2.11	2.1 • 2.2 • 2.3 • 2.4	2.5 • 2.6 • 2.7
FOSS 3-5 PATHWAYS			
3	Water and Climate	Motion	Structures of Life
	3.13 • 3.14 • 3.15 • 4.10	3.1 • 3.2 • 3.3 • 3.4 • 5.6	3.5 • 3.6 • 3.7 • 3.8 • 3.9 • 3.10 • 3.11 • 3.12
4	Soils, Rocks, and Landforms	Energy	Senses and Survival
	4.11 • 4.12 • 4.13 • 4.15	4.1 • 4.2 • 4.3 • 4.4 • 4.5 • 4.6 • 4.7 • 4.14	4.8 • 4.9
5	Earth and Sun	Mixtures and Solutions	Living Systems
	4.10 • 5.5 • 5.10 • 5.11 • 5.12 • 5.13 • 5.14	5.1 • 5.2 • 5.3 • 5.4 • 5.15	5.7 • 5.8 • 5.9 • 5.12 • 5.14

FOSS Pathways Grade 3 Detail Correlation

Water and Climate

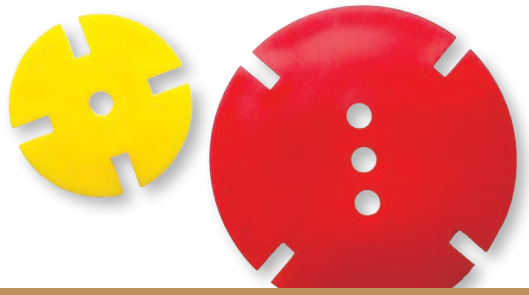
WATER AND CLIMATE	
3.13: Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	**Content Standards** Investigation 2, Parts 1–2 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 2, Parts 1–2 **Crosscutting Concepts** **Patterns:** Investigation 2, Part 2
3.14: Use information from a variety of sources to describe climates in different regions of the world.	**Content Standards** Investigation 4, Part 2 **Science and Engineering Practices** **Obtaining, Evaluating, and Communicating Information:** Investigation 4, Part 2 **Crosscutting Concepts** **Systems and System Models:** Investigation 4, Part 2

WATER AND CLIMATE	
3.15: Obtain and communicate information on the effectiveness of existing solutions designed to reduce the impact of weather-related hazards.	**Content Standards** Investigation 3, Parts 1–3 (foundational); Part 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
4.10: Develop and use a model to describe how water moves through Earth's systems by the process of evaporation, condensation and precipitation.	**Content Standards** Investigation 3, Part 3 **Science and Engineering Practices** **Planning and carrying out investigations:** Investigation 3, Part 3 **Crosscutting Concepts** **System and System Models:** Investigation 3, Parts 1–3

FOSS Pathways Grade 3 Detail Correlation

Motion

MOTION	
3.1: Conduct investigations to explain the effects of balanced and unbalanced forces exerted on an object, varying the size, number, and direction of the forces.	**Content Standards** 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: Observe and measure an object's motion to provide evidence that a pattern of motion can be used to predict future motion.	**Content Standards** 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

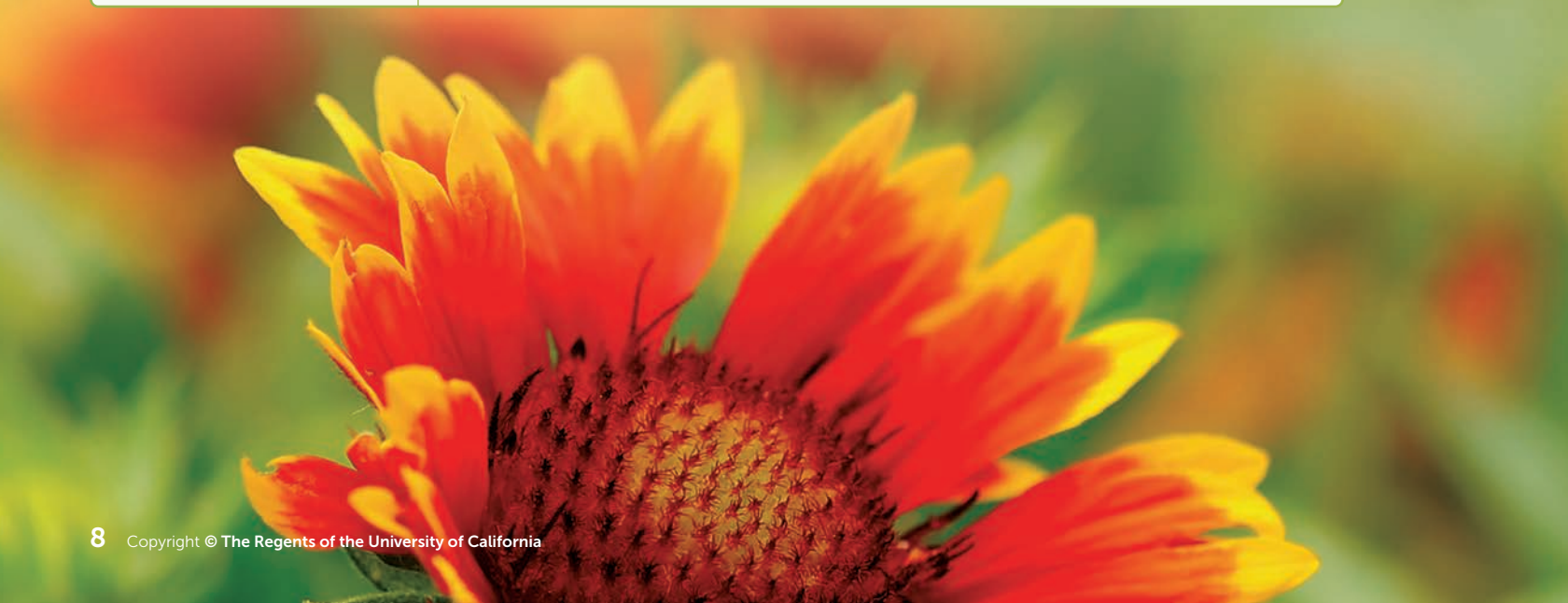


MOTION	
3.3: Conduct investigations to determine cause and effect relationships between objects not in contact with one another, including magnetic and electrostatic forces.	**Content Standards** **Types of Interactions:** Investigation 1, Parts 1–3 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 1, Parts 1–2 **Crosscutting Concepts** **Cause and Effect:** Investigation 1, Parts 1–3
3.4: Apply scientific ideas about magnetic interactions to solve a problem using the engineering design process.	**Content Standards** **Types of Interactions:** Investigation 3, Part 4 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 3, Part 4 **Crosscutting Concepts** **Systems and System Models:** Investigation 3, Parts 1–2
5.6: Design and conduct a test to modify the speed of an object falling due to gravity.	**Content Standards** Investigation 2, Part 3 **Science and Engineering Practices** **Planning and Carrying out Investigations:** Investigation 2, Part 3 **Crosscutting Concepts** **Cause and Effect:** Investigation 2, Part 3

FOSS Pathways Grade 3 Detail Correlation

Structures of Life

STRUCTURES OF LIFE	
3.5: Develop and use models to compare the diverse life cycles of organisms other than humans, including birth, growth, reproduction, and death.	**Content Standards** 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** **Stability and Change:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2; Investigation 4, Part 1
3.6: Use data to provide evidence that plants and animals have observable traits inherited from parents and that variations of these traits exist in groups of similar organisms.	**Content Standards** Investigation 2, Parts 1–2 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 2, Parts 1–2 **Crosscutting Concepts** **Patterns:** Investigation 2, Parts 1–2
3.7: Use evidence to support a claim that traits can be influenced by the environment.	**Content Standards** 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
3.8: Analyze and interpret data from fossils to provide evidence of the existence of organisms and information about the environments in which they lived.	**Content Standards** 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	
3.9: Construct an explanation from evidence of how variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	**Content Standards** Investigation 4, Part 1 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 4, Part 1 **Crosscutting Concepts** **Systems and System Models:** Investigation 4, Part 1
3.10: Make a claim from evidence that an organism's likelihood of survival depends upon access to sufficient resources in its habitat, including sunlight, air, water, food, and shelter.	**Content Standards** Investigation 3, Part 2; Investigation 4, Parts 1–2 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 4, Part 1 **Crosscutting Concepts** **Energy and Matter:** Side Trip 3: Food Chains
3.11: Construct explanations of how forming groups helps some organisms survive.	**Content Standards** 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
3.12: Obtain and communicate information regarding the impact of existing solutions on plant and animal populations when environmental changes occur.	**Content Standards** 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

FOSS Grade 3 Assessment Opportunities

Content Standard Assessment Opportunities

Grade 3	WATER AND CLIMATE				MOTION			STRUCTURES OF LIFE			
Content Standards	**INV. 1**	**INV. 2**	**INV. 3**	**INV. 4**	**INV. 1**	**INV. 2**	**INV. 3**	**INV. 1**	**INV. 2**	**INV. 3**	**INV. 4**
3.1											
3.2											
3.3											
3.4											
3.5											
3.6											
3.7											
3.8											
3.9											
3.10											
3.11											
3.12											
3.13											
3.14											
3.15											
4.10											
5.6											

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											

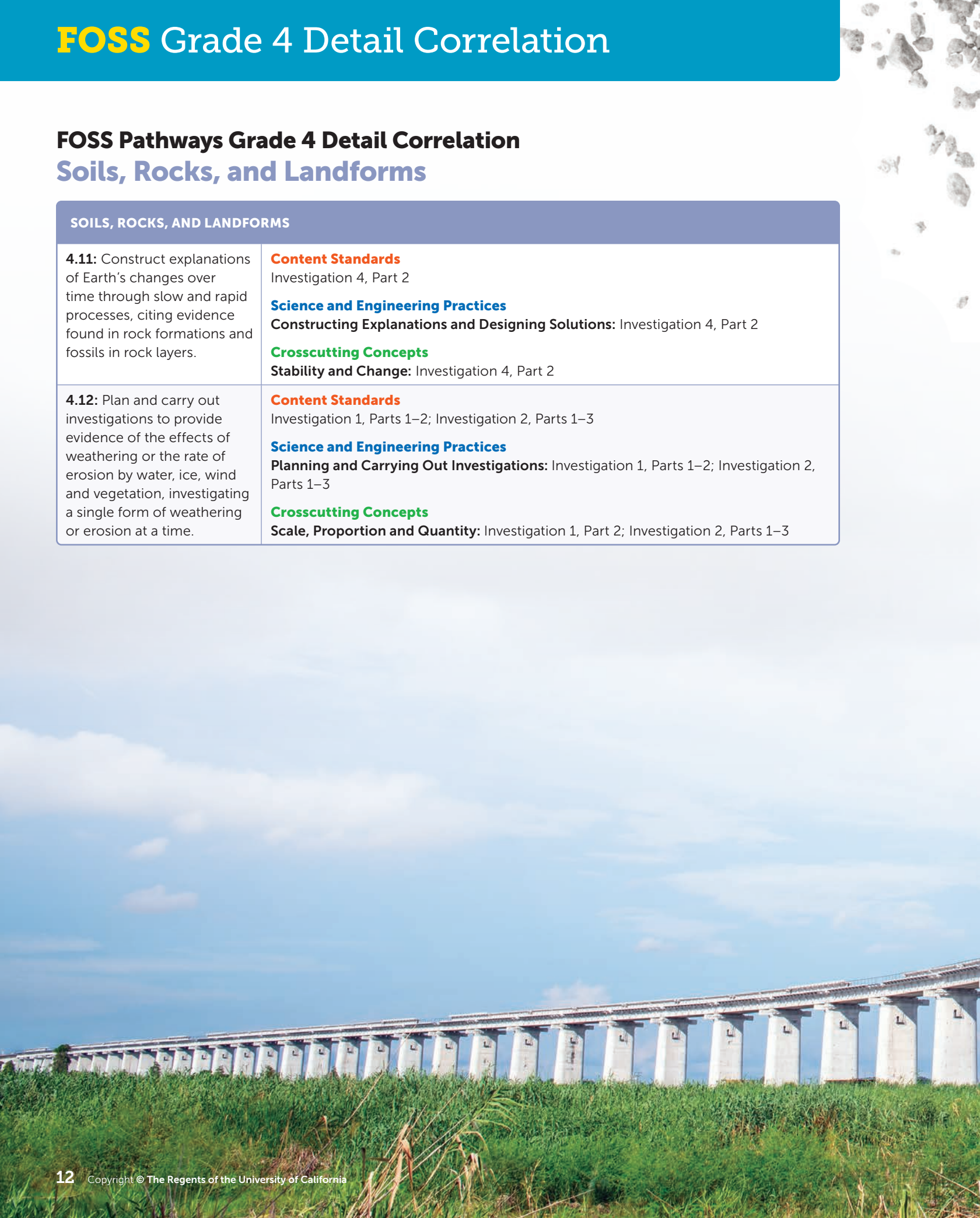
Crosscutting Concepts Assessment Opportunities

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	
4.11: Construct explanations of Earth's changes over time through slow and rapid processes, citing evidence found in rock formations and fossils in rock layers.	**Content Standards** Investigation 4, Part 2 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 4, Part 2 **Crosscutting Concepts** **Stability and Change:** Investigation 4, Part 2
4.12: Plan and carry out investigations to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind and vegetation, investigating a single form of weathering or erosion at a time.	**Content Standards** 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 **Crosscutting Concepts** **Scale, Proportion and Quantity:** Investigation 1, Part 2; Investigation 2, Parts 1–3

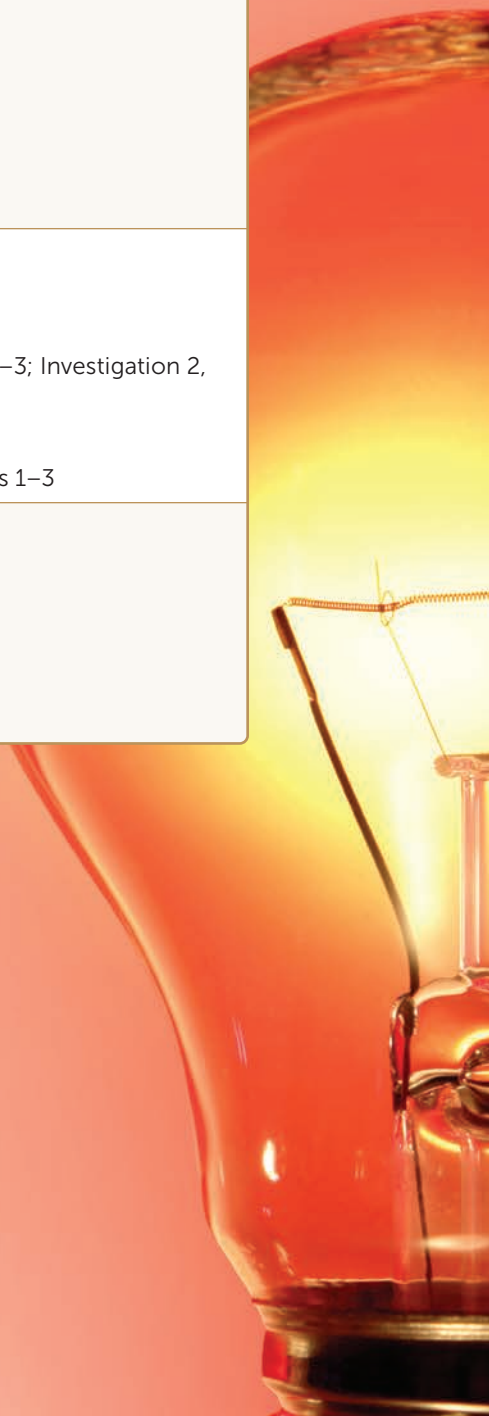


SOILS, ROCKS, AND LANDFORMS	
4.13: Analyze and interpret data from maps to describe patterns of Earth's features on land and in the ocean.	**Content Standards** Investigation 3, Parts 1–2; Investigation 4, Part 1 **Science and Engineering Practices** **Analyzing and Interpreting Data:** Investigation 3, Parts 1–2; Investigation 4, Part 1 **Crosscutting Concepts** **Patterns:** Investigation 4, Part 1
4.15: Design, test, and evaluate a solution that will protect humans from the effects of natural Earth processes.	**Content Standards** Investigation 2, Part 3; Investigation 3, Part 2 **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

FOSS Pathways Grade 4 Detail Correlation

Energy

ENERGY	
4.1: Use evidence to explain the relationship between the speed of an object and its energy.	**Content Standards** Investigation 3, Parts 1–2 **Science and Engineering Practices** **Constructing Explanations and Designing Solutions:** Investigation 3, Parts 1–2 **Crosscutting Concepts** **Cause and Effect:** Investigation 3, Parts 1–2
4.2: Plan and carry out investigations to answer questions regarding changes in energy when objects collide, and predict reasonable outcomes based on observed patterns.	**Content Standards** Investigation 3, Part 2 **Science and Engineering Practices** **Asking Questions and Defining Problems:** Investigation 3, Part 2 **Crosscutting Concepts** **Patterns:** Investigation 3, Part 2
4.3: Plan and carry out investigations to provide evidence that energy is transferred by sound, light, heat, and electric currents.	**Content Standards** 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
4.3a: Construct an explanation using evidence to support the claim that heat can be produced in many ways.	**Content Standards** Not explicitly taught in the Energy module **Science and Engineering Practices** **Constructing Explanations:** Investigation 1, Part 2 **Crosscutting Concepts** **Energy and Matter:** Investigation 1, Part 2



ENERGY	
4.3b: Construct an explanation with evidence supporting the claim that different objects can absorb, reflect, and/or conduct energy.	**Content Standards** Investigation 1, Parts 2-3 **Science and Engineering Practices** **Constructing Explanations:** Investigation 1, Parts 2–3 **Crosscutting Concepts** **Energy and Matter:** Investigation 1, Parts 2–3
4.4: Design, construct, and test a device that changes energy from one form to another.	**Content Standards** 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 **Crosscutting Concepts** **Energy and Matter:** Investigation 1, Parts 2–3; Investigation 2, Parts 1–2
4.5: Develop and use models to describe amplitude and wavelength patterns and how waves can cause objects to move.	**Content Standards** Investigation 4, Part 2 **Science and Engineering Practices** **Developing and Using Models:** Investigation 4, Part 2 **Crosscutting Concepts** **Patterns:** Investigation 4, Part 2
4.6: Construct an explanation of how light, sound, and digitized information are transferred by waves.	**Content Standards** Investigation 4, Part 2 **Science and Engineering Practices** **Constructing Explanations:** Investigation 4, Part 2 **Crosscutting Concepts** **Patterns:** Investigation 4, Part 2

FOSS Pathways Grade 4 Detail Correlation

Energy

ENERGY	
4.7: Develop a model to demonstrate that light reflecting from objects and entering the eyes allow objects to be seen.	**Content Standards** Investigation 4, Part 1 **Science and Engineering Practices** **Developing and Using Models:** Investigation 4, Part 1 **Crosscutting Concepts** **Cause and Effect:** Investigation 4, Part 1
4.14: Gather information to describe how the use of energy derived from renewable and nonrenewable resources affects the environment.	**Content Standards** 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

FOSS Pathways Grade 4 Detail Correlation

Senses and Survival

SENSES AND SURVIVAL	
4.8: Make a claim, using evidence, that the functions of both internal and external structures of plants and animals (including humans) support growth, survival, and behavior.	**Content Standards** 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** **Structure and Function:** Investigation 1, Parts 1–3; Investigation 2, Parts 1–2; Investigation 3, Parts 1–2
4.9: Carry out investigations to support a claim that different animals receive information through their senses, process that information, and respond in various ways.	**Content Standards** 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

Content Standard Assessment Opportunities

Grade 4	SOILS, ROCKS, AND LANDFORMS				ENERGY				SENSES AND SURVIVAL		
Content Standards	**INV. 1**	**INV. 2**	**INV. 3**	**INV. 4**	**INV. 1**	**INV. 2**	**INV. 3**	**INV. 4**	**INV. 1**	**INV. 2**	**INV. 3**
4.1											
4.2											
4.3											
4.4											
4.5											
4.6											
4.7											
4.8											
4.9											
4.10 (addressed in Water and Climate; and Earth and Sun)											
4.11											
4.12											
4.13											
4.14											
4.15											

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

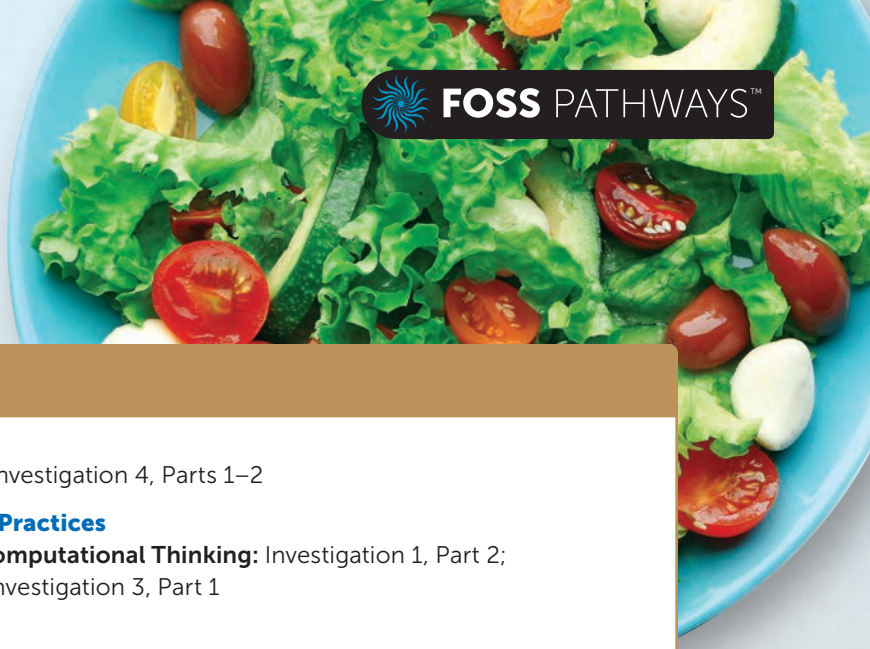
EARTH AND SUN	
4.10: Develop and use a model to describe how water moves through Earth' systems by the process of evaporation, condensation and precipitation.	**Content Standards** Investigation 2, Part 1 **Science and Engineering Practices** **Developing and Using Models:** Investigation 2, Part 1 **Crosscutting Concepts** **Systems and System Models:** Investigation 2, Part 1
5.5: Make a claim, supported by evidence, that the gravitational force exerted by Earth pulls objects towards the center of Earth.	**Content Standards** 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
5.10: Obtain and communicate information to explain why the sun appears to be larger and brighter than other stars.	**Content Standards** 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
5.11: Analyze data that reveal patterns of daily changes in length and direction of shadows, day and night, phases of the moon, and seasonal appearance of some stars in the night sky.	**Content Standards** 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

EARTH AND SUN	
5.12: Use a model to represent how any two of Earth's systems (atmosphere, biosphere, geosphere, and hydrosphere) interact and support life.	**Content Standards** 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
5.13: Construct a model to represent the distribution of freshwater and saltwater on Earth.	**Content Standards** 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
5.14: Obtain and evaluate information to communicate how science-based solutions are being used to protect Earth's natural resources and its environment.	**Content Standards** 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

FOSS Pathways Grade 5 Detail Correlation

Mixtures and Solutions

MIXTURES AND SOLUTIONS	
5.1: Plan and carry out investigations to provide evidence that matter is made of particles too small to be seen.	**Content Standards** 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
5.2: Analyze data collected through observations and measurements to identify materials based on their properties, including color, hardness, and reflectivity.	**Content Standards** 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



MIXTURES AND SOLUTIONS	
5.3: Conduct investigations to provide evidence that the total weight of matter is conserved during phase changes when substances are heated, cooled, or mixed.	**Content Standards** Investigation 1, Parts 2, 4; 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** **Energy and Matter:** Investigation 1, Part 4; Investigation 4, Part 2
5.4: Analyze data from tests to determine whether a new substance is formed after two or more substances are combined.	**Content Standards** Investigation 4, Parts 1–2 **Science and Engineering Practices** **Planning and Carrying Out Investigations:** Investigation 4, Parts 1–2 **Crosscutting Concepts** **Cause and Effect:** Investigation 4, Parts 1–2
5.15: Design, test, and revise solutions to clean a polluted environment.	**Content Standards** Investigation 1, Parts 1–4 **Science and Engineering Practices** **Constructing Explanations and designing solutions:** Investigation 1, Part 3 **Crosscutting Concepts** **Stability and Change:** Investigation 1, Parts 1–4

FOSS Pathways Grade 5 Detail Correlation

Living Systems

LIVING SYSTEMS	
5.7: Support an argument from evidence that plants primarily use air and water to process matter needed for growth.	**Content Standards** Investigation 2, Part 1 **Science and Engineering Practices** **Engaging in Argument from Evidence:** Investigation 2, Part 1 **Crosscutting Concepts** **Structure and Function:** Investigation 1, Parts 1
5.8: Use evidence to explain that energy from the sun is present in animals' food and is used for body repair, growth, motion, and maintenance of body warmth.	**Content Standards** 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
5.9: Create and use a model to explain the transfer of matter and energy between the environment and organisms within it.	**Content Standards** Investigation 1, Parts 1–2; Investigation 3, Parts 1–3; Investigation 4, Part 1 **Science and Engineering Practices** **Developing and Using Models:** Investigation 1, Parts 1–2; Investigation 3, Parts 1–3; Investigation 4, Part 1 **Crosscutting Concepts** **Energy and Matter:** Investigation 1, Parts 1–2; Investigation 3, Parts 1–2

LIVING SYSTEMS	
5.12: Use a model to represent how any two of Earth's systems (atmosphere, biosphere, geosphere, and hydrosphere) interact and support life.	**Content Standards** 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
5.14: Obtain and evaluate information to communicate how science-based solutions are being used to protect Earth's natural resources and its environment.	**Content Standards** 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** **Stability and Change:** Investigation 4, Part 1

FOSS Grade 5 Assessment Opportunities

Content Standards Assessment Opportunities

Grade 5	EARTH AND SUN				MIXTURES AND SOLUTIONS				LIVING SYSTEMS			
Content Standards	**INV. 1**	**INV. 2**	**INV. 3**	**INV. 4**	**INV. 1**	**INV. 2**	**INV. 3**	**INV. 4**	**INV. 1**	**INV. 2**	**INV. 3**	**INV. 4**
4.10												
5.1												
5.2												
5.3												
5.4												
5.5												
5.7												
5.8												
5.9												
5.10												
5.11												
5.12												
5.13												
5.14												
5.15												

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 the K-5 Next Generation Science Standards within the teaching time allotted for while retaining flexibility for customized instruction.

The Lawrence Hall of Science
UNIVERSITY OF CALIFORNIA, BERKELEY®

Published and Distributed by
Delta Education

School Specialty
P2144284