



CORRELATION TO

Texas Essential Knowledge and Skills *for*
SCIENCE

FOSS Texas • Grade 3

FOSS Grade 3 Correlation to the Texas Essential Knowledge and Skills (TEKS)

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| Publisher | Delta Education LLC |
| Program Title | Grade 3 FOSS (Full Option Science System) Texas Edition, English Print |
| Program Components | FOSS Energy and Matter Investigations Guide FOSS Earth and Sky Investigations Guide FOSS Structures of Life Investigations Guide |

Knowledge and Skills Statement

3.1.Scientific Investigation and Reasoning.

The student conducts classroom and outdoor investigations following school and home safety procedures and environmentally appropriate practices.

3.1.A: demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including observing a schoolyard habitat; and

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| | Inv. 1: Force, Motion, and Energy, Part 3: Pulleys at Work | Active Investigation | 27, 74-83 | 27: all; 78: step 6 |
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| | Inv. 3: Changing Matter, Part 1: Measuring Temperature | Active Investigation | 27, 164-173 | 27: all; 167: step 4 |
| | Inv. 3: Changing Matter, Part 2: Melting and Freezing | Active Investigation | 27, 174-182 | 27: all; 177: steps 1-2, 4, 10, 18 |
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| | Inv. 4: Mixtures, Part 2: Mixing Solids and Liquids | Active Investigation | 27, 218-224 | 27: all; 221: step 3 |
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| FOSS Earth and Sky | Inv. 1: Soils and Weathering, Part 1: Soil Composition | Active Investigation | 27, 50-63 | 27: all; 57: step 1; 59: step 10 |
| | Inv. 1: Soils and Weathering, Part 2: Physical Weathering | Active Investigation | 27, 64-71 | 27: all; 68: steps 5-6; 70: step 11 |
| | Inv. 1: Soils and Weathering, Part 3: Chemical Weathering | Active Investigation | 27, 72-83 | 27: all; 76: step 6; 78: step 13 |
| | Inv. 1: Soils and Weathering, Part 4: Schoolyard Soils | Active Investigation | 27, 84-92 | 27: all; 88: step 7 |

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| | Inv. 4: Weather and Sun, Part 1: Measuring Weather Inv. 4: Weather and Sun, Part 3: Follow the Sun Inv. 4: Weather and Sun, Part 4: Sun-Earth-Moon System | Active Investigation Active Investigation Active Investigation | 27, 176-186 27, 194-204 27, 205-211 | 27: all; 181: step 3 27: all; 197: steps 3, 7 27: all; 207: step 3 |
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| FOSS Structures of Life | Inv. 1: Origin of Seeds, Part 1: Seed Search Inv. 1: Origin of Seeds, Part 2: The Sprouting Seed Inv. 1: Origin of Seeds, Part 3: Seed Soak Inv. 1: Origin of Seeds, Part 4: Seed Dispersal | Active Investigation Active Investigation Active Investigation Active Investigation Home/School Connection | 27, 54-67 27, 68-79 27, 80-87 27, 88-97 | 27: all; 61: steps 1, 3 27: all; 73: step 6; 76: step 16 27: all; 82: steps 4-11 27: all; 92: step 6 95: step 18 |
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| | Inv. 4: Human Body, Part 2: Owl Pellets | Active Investigation | 27, 228-235 | 27: all; 231: step 3; 233: step 15 |
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3.1.B: make informed choices in the use and conservation of natural resources by recycling or reusing materials such as paper, aluminum cans, and plastics.

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| | Inv. 3: Natural Resources, Part 1: Introduction to Natural Resources Inv. 3: Natural Resources, Part 2: Making Concrete | Active Investigation Active Investigation | 27, 140-148 27, 149-155 | 27: all; 143: step 3; 144: step 5 27: all; 152: steps 3-4; 154: step 12 |
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| | Inv. 3: Meet the Crayfish, Part 1: Crayfish Structures Inv. 3: Meet the Crayfish, Part 3: Crayfish Territory Inv. 3: Meet the Crayfish, Part 4: Compare Crayfish to Other Animals Inv. 3: Meet the Crayfish, Part 5: Food Chains | Active Investigation Active Investigation Active Investigation Active Investigation | 27, 148-159 27, 171-180 27, 181-189 27, 190-199 | 27: all; 157: step 17 27: all; 174: steps 2-13 27: all; 185: step 6 27: all; 196: step 13 |
| | Inv. 4: Human Body, Part 2: Owl Pellets | Active Investigation | 27, 228-235 | 27: all; 231: steps 4-9 |

3.2. Scientific Investigation and Reasoning.

The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:

3.2.A: plan and implement descriptive investigations, including asking and answering questions, making inferences, and selecting and using equipment or technology needed, to solve a specific problem in the natural world.

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3.2.B: collect data by observing and measuring using the metric system and recognize differences between observed and measured data;

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| | Inv. 3: Changing Matter, Part 3: Evaporation and Condensation | Active Investigation | 183-193 | 186: step 3, 10, 11 |
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| | | Performance Assessment | 329 330 | Performance Assessment, Station 1 Performance Assessment, Station 2 |
| 3.2.C: construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data; | | | | |
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| | Inv. 4: Human Body, Part 1: Counting Bones Inv. 4: Human Body, Part 2: Owl Pellets | Active Investigation Active Investigation Science Resources Book | 218-227 228-235 SRB 245-246 | 224: step 14 231: steps 4-9 <i>Crayfish, Snails, and Humans</i> IG 234: step 20-21 |
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3.2.D: analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigations;

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| | <p>Inv. 3: Meet the Crayfish, Part 1: Crayfish Structures Inv. 3: Meet the Crayfish, Part 2: Adaptation Inv. 3: Meet the Crayfish, Part 3: Crayfish Territory</p> <p>Inv. 3: Meet the Crayfish, Part 4: Compare Crayfish to Other Animals Inv. 3: Meet the Crayfish, Part 5: Food Chains</p> | <p>Active Investigation Active Investigation Active Investigation</p> <p>Math Extension Active Investigation Active Investigation</p> | <p>148-159 160-170 171-180</p> <p>181-189 190-199</p> | <p>153: step 7 163: step 6 174: steps 3-13; 177: step 16; 180: step 23 180: step 24 187: step 14 197: step 16</p> |
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| 3.2.E: demonstrate that repeated investigations may increase the reliability of results; and | | | | |
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| 3.2.F: communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion. | | | | |
| FOSS Energy and Matter | Inv. 1: Force, Motion, and Energy, Part 1: Observing Magnetism Inv. 1: Force, Motion, and Energy, Part 2: Gravity and Air Resistance Inv. 1: Force, Motion, and Energy, Part 3: Pulleys at Work Inv. 1: Force, Motion, and Energy, Part 4: Presence of Energy | Active Investigation Active Investigation Active Investigation Active Investigation | 52-65 66-73 74-83 84-93 | 60: step 9; 62: step 12; 65: step 20 73: step 18 83: step 21 93: step 18 |
| | Inv. 2: Measuring Matter, Part 1: States of Matter Inv. 2: Measuring Matter, Part 2: Length and Distance Inv. 2: Measuring Matter, Part 3: A Matter of Volume Inv. 2: Measuring Matter, Part 4: Weighty Matters Inv. 2: Measuring Matter, Part 5: Soaking Sponges | Active Investigation Active Investigation Active Investigation Active Investigation Active Investigation | 106-113 114-122 123-132 133-142 143-150 | 113: step 17 122: step 20 132: step 21 142: step 27 146: steps 3-4, 8-9 |
| | Inv. 3: Changing Matter, Part 1: Measuring Temperature Inv. 3: Changing Matter, Part 2: Melting and Freezing Inv. 3: Changing Matter, Part 3: Evaporation and Condensation | Active Investigation Active Investigation Active Investigation | 164-173 174-182 183-193 | 173: step 21 182: step 23 193: step 21 |
| | Inv. 4: Mixtures, Part 1: Mixing Solids Inv. 4: Mixtures, Part 2: Mixing Solids and Liquids Inv. 4: Mixtures, Part 3: Reactions Inv. 4: Mixtures, Part 4: Design Your Own Investigation | Active Investigation Active Investigation Active Investigation Active Investigation | 210-217 218-224 225-233 234-240 | 216: step 14 224: step 16 233: step 20 239: step 9 |
| | | Performance Assessment | 308 311 | Performance Assessment, Station 1 Performance Assessment, Station 2 |
| FOSS Earth and Sky | Inv. 1: Soils and Weathering, Part 1: Soil Composition Inv. 1: Soils and Weathering, Part 2: Physical Weathering Inv. 1: Soils and Weathering, Part 3: Chemical Weathering Inv. 1: Soils and Weathering, Part 4: Schoolyard Soils | Active Investigation Active Investigation Active Investigation Active Investigation | 50-63 64-71 72-83 84-92 | 63: step 22 71: step 15 83: step 23 92: step 19 |
| | Inv. 2: Landforms, Part 1: Moving Earth Materials Inv. 2: Landforms, Part 2: Comparing Landforms Inv. 2: Landforms, Part 3: Rapid Changes | Active Investigation Active Investigation Active Investigation | 104-114 115-121 122-129 | 114: step 18 121: step 14 129: step 15 |
| | Inv. 3: Natural Resources, Part 1: Introduction to Natural Resources Inv. 3: Natural Resources, Part 2: Making Concrete | Active Investigation Active Investigation | 140-148 149-155 | 148: step 13 155: step 17 |
| | Inv. 4: Weather and Sun, Part 1: Measuring Weather Inv. 4: Weather and Sun, Part 2: The Water Cycle Inv. 4: Weather and Sun, Part 3: Follow the Sun Inv. 4: Weather and Sun, Part 4: Sun-Earth-Moon System | Active Investigation Active Investigation Active Investigation Active Investigation | 176-186 187-193 194-204 205-211 | 186: step 17 193: step 20 204: step 20 210: step 14 |

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| | | Performance Assessment | 287 288 289 | Performance Assessment, Station 1 Performance Assessment, Station 2 Performance Assessment, Station 3 |
| FOSS Structures of Life | Inv. 1: Origin of Seeds, Part 1: Seed Search Inv. 1: Origin of Seeds, Part 2: The Sprouting Seed Inv. 1: Origin of Seeds, Part 3: Seed Soak Inv. 1: Origin of Seeds, Part 4: Seed Dispersal | Active Investigation Active Investigation Active Investigation Active Investigation | 54-67 68-79 80-87 88-97 | 67: step 20 79: step 23 87: step 20 96: step 20 |
| | Inv. 2: Growing Further, Part 1: Germination and Growth Inv. 2: Growing Further, Part 2: Life Cycle of the Bean Inv. 2: Growing Further, Part 3: Roots and Shoots | Active Investigation Active Investigation Active Investigation | 108-117 118-125 126-132 | 117: step 18 125: step 17 132: step 16 |
| | Inv. 3: Meet the Crayfish, Part 1: Crayfish Structures Inv. 3: Meet the Crayfish, Part 2: Adaptation Inv. 3: Meet the Crayfish, Part 3: Crayfish Territory Inv. 3: Meet the Crayfish, Part 4: Compare Crayfish to Other Animals Inv. 3: Meet the Crayfish, Part 5: Food Chains | Active Investigation Active Investigation Active Investigation Active Investigation Active Investigation | 148-159 160-170 171-180 181-189 190-199 | 159: step 22 170: step 21 180: step 23 189: step 19 199: step 20 |
| | Inv. 4: Human Body, Part 1: Counting Bones Inv. 4: Human Body, Part 2: Owl Pellets Inv. 4: Human Body, Part 3: Joints and Muscles Inv. 4: Human Body, Part 4: Fingerprints | Active Investigation Active Investigation Active Investigation Active Investigation | 218-227 228-235 236-250 251-260 | 227: step 32 235: step 23 250: step 48 260: step 22 |
| | | Performance Assessment | 329 330 332 | Performance Assessment, Station 1 Performance Assessment, Station 2 Performance Assessment, Station 3 |

3.3.Scientific Investigation and Reasoning.

The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:

3.3A: in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student;

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| FOSS Energy and Matter | Inv. 1: Force, Motion, and Energy, Part 1: Observing Magnetism | Active Investigation | 52-65 | 58: step 5; 60: step 9; 62: step 11 |
| | Inv. 2: Measuring Matter, Part 5: Soaking Sponges | Active Investigation Science Resources Book | 143-150 SRB 43-46 | 146: steps 3-4, 8-9 <i>Opinion and Evidence</i> IG 149: steps 11-12 |
| | Inv. 4: Mixtures, Part 4: Design Your Own Investigation | Active Investigation | 234-240 | 239: step 9 |
| | | Performance Assessment | 308 311 | Performance Assessment, Station 1 Performance Assessment, Station 2 |

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| FOSS Earth and Sky | Inv. 1: Soils and Weathering, Part 2: Physical Weathering | Active Investigation | 64-71 | 71: step 15 |
| | Inv. 4: Weather and Sun, Part 2: The Water Cycle | Active Investigation | 187-193 | 192: step 17 |
| | | Performance Assessment | 287 288 289 | Performance Assessment, Station 1 Performance Assessment, Station 2 Performance Assessment, Station 3 |
| FOSS Structures of Life | Inv. 1: Origin of Seeds: Part 2: The Sprouting Seed Inv. 1: Origin of Seeds, Part 3: Seed Soak | Active Investigation Active Investigation | 68-79 80-87 | 77: step 20 82: steps 4-11 |
| | Inv. 2: Growing Further, Part 1: Germination and Growth | Active Investigation | 108-117 | 115: step 14 |
| | Inv. 3: Meet the Crayfish, Part 3: Crayfish Territory Inv. 3: Meet the Crayfish, Part 4: Compare Crayfish to Other Animals | Active Investigation Active Investigation | 171-180 181-189 | 174: steps 2-13; 180: step 23 187: step 15 |
| | Inv. 4: Human Body, Part 1: Counting Bones Inv. 4: Human Body, Part 2: Owl Pellets | Active Investigation Active Investigation | 218-227 228-235 | 226: step 29 231: steps 4-9 |
| | | Performance Assessment | 329 330 | Performance Assessment, Station 1 Performance Assessment, Station 2 |
| 3.3.B: draw inferences and evaluate accuracy of product claims found in advertisements and labels such as for toys and food; | | | | |
| FOSS Energy and Matter | Inv. 1: Force, Motion, and Energy, Part 1: Observing Magnetism | Active Investigation | 52-65 | 58: step 5; 60: step 9; 62: step 11 |
| | Inv. 2: Measuring Matter, Part 3: A Matter of Volume Inv. 2: Measuring Matter, Part 5: Soaking Sponges | Active Investigation Active Investigation | 123-132 143-150 | 131: step 18 146: steps 3-4; 147: step 6 |
| | Inv. 4: Mixtures, Part 4: Design Your Own Investigation | Active Investigation | 234-240 | 238: steps 6-7 |
| | | I-Check 3 | 316 | Item 9 |
| 3.3.C: represent the natural world using models such as volcanoes or Sun, Earth, and Moon system and identify their limitations, including size, properties, and materials; and | | | | |
| FOSS Energy and Matter | Inv. 1: Force, Motion, and Energy, Part 1: Observing Magnetism Inv. 1: Force, Motion, and Energy, Part 3: Pulleys at Work Inv. 1: Force, Motion, and Energy, Part 4: Presence of Energy | Active Investigation Active Investigation Math Extension | 52-65 74-83 84-93 | 59: step 6 77: steps 1, 3; 78: step 6 92: step 15 |
| | Inv. 2: Measuring Matter, Part 5: Soaking Sponges | Active Investigation | 143-150 | 146: steps 3-4, 8-9 |
| | Inv. 4: Mixtures, Part 4: Design Your Own Investigation | Active Investigation | 234-240 | 237: steps 3-4 |

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| FOSS Earth and Sky | Inv. 2: Landforms, Part 1: Moving Earth Materials Inv. 2: Landforms, Part 2: Comparing Landforms | Active Investigation Active Investigation Math Extension | 104-114 115-121 | 108: step 3; 111: step 9 118: step 2 121: step 13 |
| | Inv. 4: Weather and Sun, Part 2: The Water Cycle Inv. 4: Weather and Sun, Part 4: Sun-Earth-Moon System | Active Investigation Active Investigation | 187-193 205-211 | 190: step 8; 191: steps 13-14 207: step 2; 208: step 8 |
| | | Survey/Posttest I-Check 2 Performance Assessment | 240 266 288 | Item 15 Items 2, 10 Performance Assessment, Station 2 |
| FOSS Structures of Life | Inv. 1: Origin of Seeds, Part 3: Seed Soak | Active Investigation | 80-87 | 82: steps 4-11; 85: step 15 |
| | Inv. 3: Meet the Crayfish, Part 1: Crayfish Structures Inv. 3: Meet the Crayfish, Part 2: Adaptation Inv. 3: Meet the Crayfish, Part 3: Crayfish Territory | Active Investigation Home/School Connection Active Investigation | 148-159 160-170 171-180 | 156: step 12 169: step 20 174: steps 2-13 |
| | Inv. 4: Human Body, Part 2: Owl Pellets Inv. 4: Human Body, Part 3: Joints and Muscles | Active Investigation Active Investigation | 228-235 236-250 | 231: steps 4-9 242: steps 13-15; 246: steps 29-35; 249: steps 42-44 |
| 3.3.D: connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists. | | | | |
| FOSS Energy and Matter | Inv. 1: Force, Motion, and Energy, Part 1: Observing Magnetism | Science Resources Book | SRB 9-11 | <i>Observing Magnetism</i> IG 64: steps 18-19 |
| | Inv. 2: Measuring Matter, Part 2: Length and Distance Inv. 2: Measuring Matter, Part 4: Weighty Matters Inv. 2: Measuring Matter, Part 5: Soaking Sponges | Science Resources Book Science Resources Book Active Investigation | SRB 32-35 SRB 40-42 143-150 | <i>A Royal Measurement Mess</i> IG: 121: steps 16-17 <i>The Metric System</i> IG: 142: steps 24-25 146: steps 3-4, 8-9 |
| | Inv. 3: Changing Matter, Part 1: Measuring Temperature | Science Resources Book | SRB 51 | <i>Celsius and Fahrenheit</i> IG 172: step 19 |
| | Inv. 4: Mixtures, Part 3: Reactions Inv. 4: Mixtures, Part 4: Design Your Own Investigation | Science Resources Book Active Investigation | SRB 66-71 234-240 | <i>Careers You Can Count On</i> IG 232: steps 18-19 237: step 1; 239: step 9 |
| | | I-Check 2 | 284 | Item 10, 12, 13 |
| FOSS Earth and Sky | Inv. 3: Natural Resources, Part 1: Introduction to Natural Resources | Science Resources Book | SRB 111-115 | <i>Geoscientists at Work</i> IG 147: steps 11-12 |
| | | I-Check 3 | 276 | Items 2, 8 |

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| FOSS Structures of Life | Inv. 1: Origin of Seeds, Part 3: Seed Soak | Science Resources Book | SRB 170-173 | <i>Barbara McClintock</i> IG 87: steps 18-19 |
| | Inv. 3: Meet the Crayfish, Part 3: Crayfish Territory | Active Investigation | 171-180 | 174: steps 2-13 |
| | Inv. 4: Human Body, Part 2: Owl Pellets | Science Resources Book | SRB 241-242 | <i>Barn Owls</i> IG 231: steps 1, 18 OR IG 234: steps 17-18 |
| | Inv. 4: Human Body, Part 4: Fingerprints | Science Resources Book | SRB 254-257 | <i>Fingerprints</i> IG 258: steps 17-18 |

3.4. Scientific Investigation and Reasoning.

The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:

3.4.A: collect, record, and analyze information using tools, including microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, wind vanes, rain gauges, pan balances, graduated cylinders, beakers, spring scales, hot plates, meter sticks, compasses, magnets, collecting nets, notebooks, sound recorders, and Sun, Earth and Moon system models; timing devices, including clocks and stopwatches; and materials to support observation of habitats of organisms such as terrariums and aquariums; and

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| FOSS Energy and Matter | Inv. 1: Force, Motion, and Energy, Part 1: Observing Magnetism | Active Investigation | 52-65 | 58: steps 4-9 |
| | Inv. 1: Force, Motion, and Energy, Part 2: Gravity and Air Resistance | Active Investigation | 66-73 | 69: steps 4-9 |
| | Inv. 1: Force, Motion, and Energy, Part 3: Pulleys at Work | Active Investigation | 74-83 | 77: steps 2-6; 79: steps 8-12 |
| | Inv. 2: Measuring Matter, Part 1: States of Matter | Active Investigation | 106-113 | 110: steps 5-6 |
| | Inv. 2: Measuring Matter, Part 2: Length and Distance | Active Investigation | 114-122 | 116: steps 4-6 |
| | Inv. 2: Measuring Matter, Part 3: A Matter of Volume | Active Investigation | 123-132 | 126: steps 4-5; 127: steps 9-13 |
| | Inv. 2: Measuring Matter, Part 4: Weighty Matters | Active Investigation | 133-142 | 137: steps 5-9; 138: step 12 |
| | Inv. 2: Measuring Matter, Part 5: Soaking Sponges | Active Investigation | 143-150 | 146: steps 3-4; 148: steps 8-9 |
| | Inv. 3: Changing Matter, Part 1: Measuring Temperature | Active Investigation | 164-173 | 168: steps 8-11 |
| | Inv. 3: Changing Matter, Part 2: Melting and Freezing | Home/School Connection | 174-182 | 173: step 22 |
| | Inv. 3: Changing Matter, Part 3: Evaporation and Condensation | Active Investigation | 183-193 | 177: step 4; 179: steps 10-14 |
| | Inv. 3: Changing Matter, Part 4: Metric Field Day | Active Investigation | 194-199 | 186: step 3; 187: step 5; 190: step 12 198: step 7 |
| | Inv. 4: Mixtures, Part 1: Mixing Solids | Active Investigation | 210-217 | 214: steps 4-5 |
| | Inv. 4: Mixtures, Part 2: Mixing Solids and Liquids | Active Investigation | 218-224 | 222: steps 5-6, 8 |
| | Inv. 4: Mixtures, Part 3: Reactions | Active Investigation | 225-233 | 229: steps 5-6 |
| | Inv. 4: Mixtures, Part 4: Design Your Own Investigation | Active Investigation | 234-240 | 237: steps 4-7 |

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| | | Survey/Posttest I-Check 1 I-Check 2 I-Check 3 Performance Assessment | 260 274 284 296 308 311 | Item 1a-h, 7, 8, 9, 10a-b Item 2 Item 2, 3, 4, 5, 6, 7, 8, 9a-f Item 2a-b, 3, 4, 5, 7, 9a-b Performance Assessment, Station 1 Performance Assessment, Station 2 |
| FOSS Earth and Sky | Inv. 1: Soils and Weathering, Part 1: Soil Composition Inv. 1: Soils and Weathering, Part 2: Physical Weathering Inv. 1: Soils and Weathering, Part 3: Chemical Weathering | Active Investigation Active Investigation Active Investigation | 50-63 64-71 72-83 | 58: steps 7-8 68: step 5 76: steps 5-6; 78: step 13 |
| | Inv. 2: Landforms, Part 1: Moving Earth Materials Inv. 2: Landforms, Part 3: Rapid Changes | Active Investigation Home/School Connection | 104-114 122-129 | 109: steps 5-6 128: step 13 |
| | Inv. 3: Natural Resources, Part 3: Earth Materials in Use | Active Investigation | 156-163 | 159: step 3; 160: step 8 |
| | Inv. 4: Weather and Sun, Part 1: Measuring Weather Inv. 4: Weather and Sun, Part 2: The Water Cycle Inv. 4: Weather and Sun, Part 3: Follow the Sun Inv. 4: Weather and Sun, Part 4: Sun-Earth-Moon System | Active Investigation Active Investigation Active Investigation Active Investigation | 176-186 187-193 194-204 205-211 | 180: step 2; 182: steps 8-9 189: step 5; 190: step 8 198: step 4 207: steps 2-5 |
| | | Performance Assessment | 287 288 | Performance Assessment, Station 1 Performance Assessment, Station 2 |
| FOSS Structures of Life | Inv. 1: Origin of Seeds, Part 3: Seed Soak Inv. 1: Origin of Seeds, Part 4: Seed Dispersal | Active Investigation Active Investigation | 80-87 88-97 | 82: steps 4-11 92: steps 7-10 |
| | Inv. 2: Growing Further, Part 1: Germination and Growth Inv. 2: Growing Further, Part 2: Life Cycle of the Bean Inv. 2: Growing Further, Part 3: Roots and Shoots | Active Investigation Active Investigation Active Investigation | 108-117 118-125 126-132 | 113: step 10 120: steps 1-2 130: steps 5-8 |
| | Inv. 3: Meet the Crayfish, Part 1: Crayfish Structures Inv. 3: Meet the Crayfish, Part 2: Adaptation Inv. 3: Meet the Crayfish, Part 3: Crayfish Territory Inv. 3: Meet the Crayfish, Part 4: Compare Crayfish to Other Animals Inv. 3: Meet the Crayfish, Part 5: Food Chains | Active Investigation Active Investigation Active Investigation Active Investigation Active Investigation | 148-159 160-170 171-180 181-189 190-199 | 157: step 15 162: steps 2-5 174: steps 2-13 184: steps 4-8 194: steps 5-12 |
| | Inv. 4: Human Body, Part 2: Owl Pellets Inv. 4: Human Body, Part 4: Fingerprints | Active Investigation Active Investigation | 228-235 251-260 | 231: steps 4-9 254: steps 4-8 |
| | | Performance Assessment | 329 330 332 | Performance Assessment, Station 1 Performance Assessment, Station 2 Performance Assessment, Station 3 |

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| | | Student Resources Book | SRB: 263-271 | References: <i>Tools for Scientific Investigation</i> |
| 3.4.B: use safety equipment as appropriate, including safety goggles and gloves. | | | | |
| FOSS Energy and Matter | Inv. 1: Force, Motion, and Energy, Part 1: Observing Magnetism | Active Investigation | 52-65 | 58: steps 4-9 |
| | Inv. 2: Measuring Matter, Part 5: Soaking Sponges | Active Investigation | 143-150 | 146: steps 3-4; 148: steps 8-9 |
| | Inv. 4: Mixtures, Part 2: Mixing Solids and Liquids Inv. 4: Mixtures, Part 3: Reactions Inv. 4: Mixtures, Part 4: Design Your Own Investigation | Active Investigation Active Investigation Active Investigation | 218-224 225-233 234-240 | 221: step 3 228: step 3; 229: steps 5-6 238: step 6; 239: step 9 |
| | | Performance Assessment | 311 | Performance Assessment, Station 2 |
| FOSS Earth and Sky | Inv. 1: Soils and Weathering, Part 2: Physical Weathering Inv. 1: Soils and Weathering, Part 3: Chemical Weathering | Active Investigation Active Investigation | 64-71 72-83 | 68: step 5; 69: step 10 76: step 6; 78: step 13 |
| | Inv. 2: Landforms, Part 1: Moving Earth Materials | Active Investigation | 104-114 | 109: steps 5-6 |
| | Inv. 3: Natural Resources, Part 2: Making Concrete | Active Investigation | 149-155 | 153: step 5 |
| FOSS Structures of Life | Inv. 1: Origin of Seeds, Part 2: The Sprouting Seed Inv. 1: Origin of Seeds, Part 3: Seed Soak | Active Investigation Active Investigation | 68-79 80-87 | 73: step 6; 76: step 16 82: steps 4-11 |
| | Inv. 2: Growing Further, Part 1: Germination and Growth Inv. 2: Growing Further, Part 2: Life Cycle of the Bean | Active Investigation Active Investigation | 108-117 118-125 | 114: step 11 121: step 5 |
| | Inv. 3: Meet the Crayfish, Part 3: Crayfish Territory | Active Investigation | 171-180 | 174: steps 2-13 |
| | Inv. 4: Human Body, Part 2: Owl Pellets | Active Investigation | 228-235 | 231: steps 4-9 |
| | | Performance Assessment | 330 | Performance Assessment, Station 2 |
| 3.5. Matter and Energy The student knows that matter has physical properties and those properties determine how it is described, classified, change, and used. The student is expected to: | | | | |
| 3.5.A: measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float; | | | | |
| FOSS Energy and Matter | Inv. 1: Force, Motion, and Energy, Part 1: Observing Magnetism | Active Investigation Science Resources Book | 52-65 SRB 9-11 | 59: steps 6-9 Observing Magnetism IG 64: steps 18-19 |

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| | Inv. 2: Measuring Matter, Part 4: Weighty Matters | Active Investigation | 133-142 | 137: steps 5-9; 138: step 12; 140: steps 18-20 |
| | Inv. 2: Measuring Matter, Part 5: Soaking Sponges | Active Investigation | 143-150 | 146: steps 1-4; 148: steps 8-9 |
| | Inv. 3: Changing Matter, Part 1: Measuring Temperature Inv. 3: Changing Matter, Part 2: Melting and Freezing Inv. 3: Changing Matter, Part 3: Evaporation and Condensation | Active Investigation Active Investigation Active Investigation | 164-173 174-182 183-193 | 168: steps 8-11 177: steps 4-5; 179: steps 10-14 186: step 3; 187: step 5-10; 189: step 12 |
| | Inv. 3: Changing Matter, Part 4: Metric Field Day | Active Investigation | 194-199 | 197: step 2 |
| | Inv. 4: Mixtures, Part 1: Mixing Solids Inv. 4: Mixtures, Part 2: Mixing Solids and Liquids Inv. 4: Mixtures, Part 3: Reactions | Active Investigation Active Investigation Active Investigation | 210-217 218-224 225-233 | 213: steps 3-5 222: steps 5-6 229: step 5; 230: steps 10-11 |
| | | Survey/Posttest I-Check 1 I-Check 2 I-Check 3 Performance Assessment | 260 274 284 296 311 | Item 1e-h, 8, 10a Item 2 Item 4 Item 3, 4, 5, 7, 9a Performance Assessment, Station 2 |
| FOSS Earth and Sky | Inv. 4: Weather and Sun, Part 1: Measuring Weather | Active Investigation | 176-186 | 182: step 9 |
| | | Survey/Posttest | 240 | Item 1 |
| 3.5.B: describe and classify samples of matter as solids, liquids, and gases and demonstrate that solids have a definite shape and that liquids and gases take the shape of their container; | | | | |
| FOSS Energy and Matter | Inv. 2: Measuring Matter, Part 1: States of Matter | Active Investigation Science Resources Book | 106-113 SRB 28-31 | 110: steps 4-10 <i>States of Matter</i> IG 113: 15-16 |
| | Inv. 3: Changing Matter, Part 2: Melting and Freezing Inv. 3: Changing Matter, Part 3: Evaporation and Condensation | Active Investigation Active Investigation | 174-182 183-193 | 177: step 1 191: step 14 |
| | | Survey/Posttest I-Check 2 I-Check 3 Performance Assessment | 260 284 296 311 | Item 2 Item 1, 11 Item 1 Performance Assessment, Station 2 |
| FOSS Earth and Sky | Inv. 1: Soils and Weathering, Part 1: Soil Composition | Active Investigation | 50-63 | 59: steps 8, 10 |
| 3.5.C: predict, observe, and record changes in the state of matter caused by heating and cooling; and | | | | |

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| FOSS Energy and Matter | Inv. 3: Changing Matter, Part 2: Melting and Freezing | Active Investigation Science Resources Book | 174-182 SRB 52-53 | 177: steps 1-5; 179: steps 9-16 <i>Melt and Freeze</i> |
| | Inv. 3: Changing Matter, Part 3: Evaporation and Condensation | Active Investigation Science Resources Book | 183-193 SRB 54-56 | IG 182: steps 21-22 186: steps 1-3; 187: steps 4-8; 190: steps 12-4 <i>Liquid and Gas Changes</i> IG 192: steps 17-18 |
| | Inv. 4: Mixtures, Part 2: Mixing Solids and Liquids | Home/School Connection | 218-224 | 224: step 15 |
| | | Survey/Posttest I-Check 3 Performance Assessment | 260 296 311 | Item 5, 6, 15 Item 6a-b, 8, 11, 12, 13a-d Performance Assessment, Station 2 |
| 3.5.D: explore and recognize that a mixture is created when two materials are combined such as gravel and sand and metal and paper clips. | | | | |
| FOSS Energy and Matter | Inv. 4: Mixtures, Part 1: Mixing Solids | Active Investigation Math Extension Science Resources Book | 210-217 SRB 61-62 | 213: steps 2-8 217: step 15 <i>Mixtures of Solids</i> IG 216: steps 12-13 |
| | Inv. 4: Mixtures, Part 2: Mixing Solids and Liquids | Active Investigation Science Resources Book | 218-224 SRB 63 | 228: steps 2-10 <i>Solids and Liquids</i> IG 224: steps 13-14 |
| | Inv. 4: Mixtures, Part 3: Reactions | Science Resources Book | SRB 64-65 | <i>Reactions</i> IG 232: steps 16-17 |
| | | Survey/Posttest | 260 | Item 3, 4, 14 |
| FOSS Earth and Sky | Inv. 1: Soils and Weathering, Part 1: Soil Composition | Active Investigation | 50-63 | 59: steps 8-10; 60: steps 11-14 |
| 3.6. Force, Motion and Energy The student knows that forces cause change and energy exists in many forms. The student is expected to: | | | | |
| 3.6.A: explore different forms of energy, including mechanical, light, sound, and heat/thermal in everyday life; | | | | |
| FOSS Energy and Matter | Inv. 1: Force, Motion, and Energy, Part 4: Presence of Energy | Active Investigation Home/School Connection Science Resources Book | 84-93 SRB 21-27 | 87: steps 1-6; 91: steps 13-14 92: step 16 <i>Energy</i> IG 90: steps 11-12 |

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| | <p>Inv. 3: Changing Matter, Part 2: Melting and Freezing</p> <p>Inv. 3: Changing Matter, Part 3: Evaporation and Condensation</p> | <p>Active Investigation Science Resources Book</p> <p>Active Investigation Science Resources Book</p> | <p>174-182 SRB 52-53</p> <p>183-193 SRB 54-56</p> | <p>177: steps 1-5; 179: steps 9-16 <i>Melt and Freeze</i> IG 182: steps 21-22 189: step 9 <i>Liquid and Gas Changes</i> IG 192: steps 17-18</p> |
| | | <p>Survey/Posttest I-Check 1</p> | <p>260 274</p> | <p>Item 11 Item 3, 6, 9</p> |
| 3.6.B: demonstrate and observe how position and motion can be changed by pushing and pulling objects to show work being done such as swings, balls, pulleys, and wagons; and | | | | |
| FOSS Energy and Matter | <p>Inv. 1: Force, Motion, and Energy, Part 2: Gravity and Air Resistance</p> <p>Inv. 1: Force, Motion, and Energy, Part 3: Pulleys at Work</p> | <p>Active Investigation Science Resources Book</p> <p>Active Investigation Science Resources Book</p> | <p>66-73 SRB 12-15</p> <p>74-83 SRB 16-19</p> | <p>69: steps 1-12 <i>What Causes Change of Motion?</i> IG 73: steps 16-17 77: steps 1-14 <i>Pulleys in Action</i> IG 83: steps 19-20</p> |
| | | <p>Survey/Posttest I-Check 1 Performance Assessment</p> | <p>260 274 308</p> | <p>Item 12 Item 1, 5, 10, 11 Performance Assessment, Station 1</p> |
| 3.6.C: observe forces such as magnetism and gravity acting on objects. | | | | |
| FOSS Energy and Matter | <p>Inv. 1: Force, Motion, and Energy, Part 1: Observing Magnetism</p> <p>Inv. 1: Force, Motion, and Energy, Part 2: Gravity and Air Resistance</p> | <p>Active Investigation Science Resources Book</p> <p>Active Investigation Science Resources Book</p> | <p>52-65 SRB 9-11</p> <p>66-73 SRB 12-15</p> | <p>58: steps 4-9 <i>Observing Magnetism</i> IG 64: steps 18-19 69: steps 1-12 <i>What Causes Change of Motion?</i> IG 73: steps 16-17</p> |
| | <p>Inv. 4: Mixtures, Part 1: Mixing Solids</p> | <p>Active Investigation</p> | <p>210-217</p> | <p>213: steps 3-7</p> |
| | | <p>Survey/Posttest I-Check 1 Performance Assessment</p> | <p>260 274 311</p> | <p>Item 16 Item 2, 4, 7a-b, 11 Performance Assessment, Station 2</p> |
| FOSS Earth and Sky | <p>Inv. 2: Landforms, Part 1: Moving Earth Materials</p> <p>Inv. 2: Landforms, Part 3: Rapid Changes</p> | <p>Active Investigation Science Resources Book</p> <p>Active Investigation</p> | <p>104-114 SRB 81-86</p> <p>122-129</p> | <p>109: steps 5-6; 111: step 10 <i>Erosion, Deposition, and Soils</i> IG 113: steps 13-14 126: steps 4-5</p> |

3.7. Earth and Space

The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:

3.7.A: explore and record how soils are formed by weathering of rock and the decomposition of plant and animal remains;

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| FOSS Earth and Sky | Inv. 1: Soils and Weathering, Part 1: Soil Composition | Active Investigation Science Resources Book | 50-63 SRB 75-77 | 58: steps 7-14 <i>What is Soil?</i> IG 63: steps 20-21 |
| | Inv. 1: Soils and Weathering, Part 2: Physical Weathering Inv. 1: Soils and Weathering, Part 3: Chemical Weathering | Active Investigation Active Investigation Science Resources Book | 64-71 72-83 SRB 78-80 | 67: steps 3-11 75: steps 3-6, 8; 78: steps 12-13, 15-16 <i>Weathering</i> IG 81: steps 18-19 |
| | Inv. 1: Soils and Weathering, Part 4: Schoolyard Soils | Media / Video Home/School Connection Active Investigation Media / Video | FOSSweb 72-83 84-92 FOSSweb | 81: step 22 83: step 24 88: steps 6-10; 89: steps 12-15 90: step 17 |
| | Inv. 2: Landforms, Part 1: Moving Earth Materials | Active Investigation Science Resources Book Media / Video | 104-114 SRB 81-86 FOSSweb | 108: steps 2-8 <i>Erosion, Deposition, and Soils</i> IG 113: steps 13-14 <i>All about Weathering and Erosion: Chapter 6: Erosion and Deposition</i> |
| | | Survey/Posttest I-Check 1 I-Check 2 I-Check 3 | 240 256 266 276 | Items 9, 11, 12 Items 1, 2, 3, 4a-b, 5, 6, 7, 8, 9 Items 3, 6, 9 Item 7 |

3.7.B: investigate rapid changes in Earth's surface such as volcanic eruptions, earth quakes, and landslides;

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| FOSS Earth and Sky | Inv. 2: Landforms, Part 3: Rapid Changes | Active Investigation Media / Video | 122-129 FOSSweb | 125: steps 3-5 <i>All about Volcanoes</i> 127: steps 8-9 |
| | | Science Resources Book Home/School Connection | SRB 94-105 122-129 | <i>It Happened So Fast!</i> IG 128: steps 11-12 128: step 13 |
| | | Survey/Posttest I-Check 2 Performance Assessment | 240 266 289 | Item 13 Items 5, 7, 8 Performance Assessment, Station 3 |

3.7.C: identify and compare different landforms, including mountains, hills, valleys, and plains; and

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| FOSS Earth and Sky | Inv. 2: Landforms, Part 1: Moving Earth Materials | Active Investigation Science Resources Book | 104-114 SRB 81-86 | 110: step 7 <i>Erosion, Deposition, and Soils</i> IG 113: steps 13-14 <i>All about Weathering and Erosion:</i> <i>Chapter 6: Erosion and Deposition</i> 118: steps 1-2; 118: steps 4-9 <i>Landforms Photo Album</i> IG 120: step 9 |
| | Inv. 2: Landforms, Part 2: Comparing Landforms | Media / Video Active Investigation Science Resources Book | FOSSweb 115-121 SRB 87-93 | |
| | | Survey/Posttest I-Check 2 | 240 266 | Item 10 Items 1, 4 |
| 3.7.D: explore the characteristics of natural resources that make them useful in products and materials such as clothing and furniture and how resources may be conserved. | | | | |
| FOSS Energy and Matter | | I-Check 1 | 274 | Item 8 |
| FOSS Earth and Sky | Inv. 3: Natural Resources, Part 1: Introduction to Natural Resources | Media / Video | FOSSweb | <i>All about Natural Resources:</i> <i>Chapters 1, 2, 4, 5, 6</i> IG 144: step 5 <i>Monumental Rocks</i> IG 147: steps 9-10, 12 152: steps 3-8 <i>Making Concrete</i> IG 154: steps 10-11 159: steps 2-8 <i>Making Ceramic Tiles</i> IG 162: steps 11-12 162: step 13 |
| | | Science Resources Book | SRB 106-110 | |
| | Inv. 3: Natural Resources, Part 2: Making Concrete | Active Investigation Science Resources Book | 149-155 SRB 116-118 | |
| | Inv. 3: Natural Resources, Part 3: Earth Materials in Use | Active Investigation Science Resources Book Home/School Connection | 156-163 SRB 119-120 | |
| | | I-Check 3 | 276 | Items 1, 3, 4, 5, 6, 8a, 9, 10 |
| 3.8. Earth and Space The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to: | | | | |
| 3.8.A: observe, measure, record, and compare day-to-day weather changes in different locations at the same time that include air temperature, wind direction, and precipitation; | | | | |
| FOSS Energy and Matter | Inv. 3: Changing Matter, Part 1: Measuring Temperature | Home/School Connection | 164-173 | 173: step 22 |

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| FOSS Earth and Sky | Inv. 4: Weather and Sun, Part 1: Measuring Weather | Media / Video | FOSSweb | <i>All about Meteorology</i> IG 180: step 1 181: steps 6-9; 184: steps 11-12 <i>Studying Weather</i> IG 186: steps 15-16 |
| | | Active Investigation Student Resources Book | 176-186 SRB 121-125 | |
| | | Survey/Posttest Performance Assessment | 240 287 | Items 1, 2, 3 Performance Assessment, Station 1 |
| 3.8.B: describe and illustrate the Sun as a star composed of gases that provide light and heat energy for the water cycle; | | | | |
| FOSS Energy and Matter | Inv. 3: Changing Matter, Part 3: Evaporation and Condensation | Science Resources Book | SRB 57-60 | <i>The Water Cycle</i> IG 192: steps 19-20 |
| FOSS Earth and Sky | Inv. 4: Weather and Sun, Part 2: The Water Cycle | Media / Video | FOSSweb | <i>All about the Water Cycle</i> IG 191: step 14 <i>Evaporation and Condensation</i> IG 193: steps 18-19 <i>The Water Cycle</i> IG 193: steps 18-19 |
| | | Science Resources Book | SRB 126-129 | |
| | Science Resources Book | SRB 130-132 | | |
| | Inv. 4: Weather and Sun, Part 3: Follow the Sun | Media / Video | FOSSweb | <i>All about the Sun</i> IG 197: step 2 |
| Inv. 4: Weather and Sun, Part 5: The Solar System | Active Investigation Science Resources Book | 212-221 SRB 144-160 | 215: step 5 <i>Touring the Solar System</i> IG 219: steps 17-18 | |
| | | Survey/Posttest | 240 | Items 5, 6, 14 |
| 3.8.C: construct models that demonstrate the relationship of the Sun, Earth, and Moon, including orbits and positions; and | | | | |
| FOSS Earth and Sky | Inv. 4: Weather and Sun, Part 4: Sun-Earth-Moon System | Active Investigation Media / Video | 205-211 FOSSweb | 207: steps 2-5 <i>All about Earth, Chapters 2, 3</i> IG 208: step 7 <i>The Night Sky</i> IG 210: steps 12-13 215: steps 6-10 |
| | | Science Resources Book | SRB 139-143 | |
| | Inv. 4: Weather and Sun, Part 5: The Solar System | Active Investigation | 212-221 | |
| | | Survey/Posttest Performance Assessment | 240 288 | Items 8, 15 Performance Assessment, Station 2 |
| 3.8.D: identify the planets in Earth's solar system and their position in relation to the Sun. | | | | |

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| FOSS Earth and Sky | Inv. 4: Weather and Sun, Part 4: Sun-Earth-Moon System | Science Resources Book | SRB 139-143 | <i>The Night Sky</i> IG 210: steps 12-13 |
| | Inv. 4: Weather and Sun, Part 5: The Solar System | Home/School Connection Active Investigation Science Resources Book | 205-211 212-221 SRB 144-160 | 211: step 15 214: steps 1-10 <i>Touring the Solar System</i> IG 219: steps 17-18 |
| | | Survey/Posttest | 240 | Item 7 |

3.9. Organisms and Environments

The student knows that organisms have characteristics to help them survive and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to:

3.9.A: observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem;

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| FOSS Structures of Life | Inv. 2: Growing Further, Part 1: Germination and Growth | Active Investigation Science Resources Book | 108-117 SRB 180-183 | 113: steps 10-12 <i>Germination</i> IG 116: steps 15-16 |
| | Inv. 3: Meet the Crayfish, Part 1: Crayfish Structures Inv. 3: Meet the Crayfish, Part 2: Adaptation Inv. 3: Meet the Crayfish, Part 3: Crayfish Territory Inv. 3: Meet the Crayfish, Part 4: Compare Crayfish to Other Animals | Active Investigation Science Resources Book Active Investigation Active Investigation Student Resources Book Student Resources Book | 148-159 SRB 192-199 160-170 171-180 SRB 212-226 SRB 229-232 | 155: step 11 <i>Crayfish</i> IG 158: steps 20-21 164: steps 11-13 174: steps 2-13 <i>Life on Earth</i> IG 179: steps 21-22 <i>A Change in the Environment</i> IG 188: steps 17-18 |
| | | Survey/Posttest I-Check 1 I-Check 2 I-Check 3 Performance Assessment | 280 294 304 316 330 | Items 2a-b, 4 Item 1 Items 1a-b, 3 Item 3 Performance Assessment, Station 2 |

3.9.B: identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem such as removal of frogs from a pond or bees from a field; and

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| FOSS Structures of Life | Inv. 3: Meet the Crayfish, Part 5: Food Chains | Active Investigation Science Resources Book | 190-199 SRB 233-236 | 193: steps 1-14 <i>Food Chains</i> IG 198: steps 17-18 |
| | | Survey/Posttest I-Check 3 | 280 316 | Items 3, 14a-b Items 10a-b |

3.9.C: describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations.

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| FOSS Structures of Life | Inv. 1: Origin of Seeds, Part 2: The Sprouting Seed | Science Resources Book | SRB 166-169 | <i>The Most Important Seed</i> IG 78: steps 21-22 |
| | Inv. 3: Meet the Crayfish, Part 4: Compare Crayfish to Other Animals Inv. 3: Meet the Crayfish, Part 5: Food Chains | Science Resources Book Science Resources Book | SRB 229-232 SRB 233-236 | <i>A Change in the Environment</i> IG 188: steps 17-18 <i>Food Chains</i> IG 198: steps 17-18 |
| | | Survey/Posttest I-Check 3 | 280 316 | Item 15 Item 5 |

3.10. Organisms and Environments

The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:

3.10.A: explore how structures and functions of plants and animals allow them to survive in a particular environment;

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| FOSS Structures of Life | Inv. 1: Origin of Seeds, Part 1: Seed Search Inv. 1: Origin of Seeds, Part 3: Seed Soak Inv. 1: Origin of Seeds, Part 4: Seed Dispersal | Active Investigation Science Resources Book Active Investigation Media / Video Active Investigation Science Resources Book Home/School Connection | 54-67 SRB 161-165 80-87 FOSSweb 88-97 SRB 174-179 | 61: step 5 <i>The Reason for Fruit</i> IG 66: steps 18-19 82: steps 4-11; 85: steps 15-16 <i>How Seeds Get Here...and There</i> 91: step 4 91: steps 5-11 <i>Nature Journal - How Seeds Travel</i> IG 95: steps 16-17 95: step 18 |
| | Inv. 2: Growing Further, Part 1: Germination and Growth Inv. 2: Growing Further, Part 2: Life Cycle of the Bean Inv. 2: Growing Further, Part 3: Roots and Shoots | Active Investigation Science Resources Book Home/School Connection Active Investigation Media / Video Active Investigation | 108-117 SRB 180-183 118-125 FOSSweb 126-132 | 112: step 4; 113: step 10 <i>Germination</i> IG 116: steps 15-16 116: step 17 121: steps 5-6 <i>How Plants Get Food</i> IG 120: step 4 129: steps 2-10 |

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| | <p>Inv. 3: Meet the Crayfish, Part 1: Crayfish Structures</p> <p>Inv. 3: Meet the Crayfish, Part 2: Adaptation</p> <p>Inv. 3: Meet the Crayfish, Part 3: Crayfish Territory</p> <p>Inv. 3: Meet the Crayfish, Part 4: Compare Crayfish to Other Animals</p> | <p>Active Investigation Science Resources Book</p> <p>Active Investigation Home/School Connection Student Resources Book</p> <p>Active Investigation Student Resources Book</p> | <p>148-159 SRB 192-199</p> <p>160-170</p> <p>SRB 212-226</p> <p>181-189 SRB 227-228</p> | <p>153: steps 6-7; 156: step 13 <i>Crayfish</i></p> <p>IG 158: steps 20-21 164: steps 10-15 169: step 20 <i>Life on Earth</i></p> <p>IG 179: steps 21-22 186: steps 12-13 <i>Inside a Snail's Shell</i></p> |
| | <p>Inv. 4: Human Body, Part 3: Joints and Muscles</p> | <p>Active Investigation</p> <p>Science Resources Book</p> <p>Science Resources Book</p> | <p>236-250</p> <p>SRB 247</p> <p>SRB 248-253</p> | <p>240: steps 4-9; 244: steps 16-19; 245: steps 22-35; 249: steps 42-43 <i>Your Amazing Opposable Thumbs</i></p> <p>IG 242: steps 10-11 <i>Joints and Muscles</i></p> <p>IG 250: steps 46-47</p> |
| | | <p>Survey/Posttest</p> <p>I-Check 1</p> <p>I-Check 2</p> <p>I-Check 3</p> | <p>280</p> <p>294</p> <p>304</p> <p>316</p> | <p>Items 5, 6, 7, 8, 11, 12</p> <p>Items 2, 3, 4, 5, 9a-b</p> <p>Items 4, 6a-b, 7, 8, 9, 10</p> <p>Items 1a-c, 2, 4, 6, 8</p> |
| <p>3.10.B: explore that some characteristics of organisms are inherited such as the number of limbs on an animal or flower color and recognize that some behaviors are learned in response to living in a certain environment, such as animals using tools to get food; and</p> | | | | |
| <p>FOSS Structures of Life</p> | <p>Inv. 1: Origin of Seeds, Part 3: Seed Soak</p> | <p>Science Resources Book</p> | <p>SRB 170-173</p> | <p><i>Barbara McClintock</i> IG 87: steps 18-19</p> |
| | <p>Inv. 3: Meet the Crayfish, Part 2: Adaptation</p> | <p>Media / Video</p> <p>Active Investigation Science Resources Book</p> <p>Home/School Connection</p> | <p>FOSSweb</p> <p>160-170 SRB 200-211</p> | <p><i>All about Animal Adaptations</i> 163: step 8 166: step 15 <i>Adaptations</i> IG 169: steps 18-19 169: step 20</p> |

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| | Inv. 4: Human Body, Part 1: Counting Bones | Active Investigation Science Resources Book | 218-227 SRB 237-240 | 223: step 12; 225: step 26 <i>The Human Skeleton</i> IG 227: steps 30-31 |
| | Inv. 4: Human Body, Part 2: Owl Pellets | Active Investigation Science Resources Book | 228-235 SRB 241-242 | 232: step 9; 233: step 13 <i>Barn Owls</i> IG 231: steps 1, 18 OR IG 234: step 17-18 <i>Skeletons on the Outside</i> IG 234: step 19 <i>Crayfish, Snails, and Humans</i> IG 234: steps 20-21 240: steps 2-7 |
| | Inv. 4: Human Body, Part 3: Joints and Muscles | Active Investigation | 236-250 | |
| | Inv. 4: Human Body, Part 4: Fingerprints | Active Investigation Science Resources Book Science Resources Book | 251-260 SRB 254-257 SRB 258-259 | 255: steps 7-13 <i>Fingerprints</i> IG 258: steps 17-18 <i>Supertwins</i> IG 258: steps 19-20 |
| | | Survey/Posttest I-Check 1 | 280 294 | Items 9, 10, 12 Items 7, 8 |
| 3.10.C: investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady bugs. | | | | |
| FOSS Structures of Life | Inv. 2: Growing Further, Part 2: Life Cycle of the Bean | Active Investigation Student Resources Book | 118-125 SRB 184-191 | 121: steps 5-8 <i>Life Cycles</i> IG 124: steps 15-16 |
| | Inv. 3: Meet the Crayfish, Part 3: Crayfish Territory | Active Investigation | 171-180 | 177: step 18 |
| | | Survey/Posttest I-Check 2 I-Check 3 Performance Assessment | 280 304 316 332 | Items 1, 13a-b Items 2, 5, 6a-b, 11a-b Item 7 Performance Assessment, Station 3 |