Assessment Strand	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
3.3.5.A4 3.3.5.A5 4.2.5.A 3.2.5.A1	The cycling of water in and out of the atmosphere plays an important role in determining climatic patterns.	Students will be able to describe relationships between Earth's water and global/local weather systems.	**FOSS WATER PLANET (Mandatory)** **C65 Weather Instruments**		landform constructive force
3.3.6.A5	Global patterns such as the jet stream and water currents influence local weather (temperature, wind direction, wind speed, precipitation).	Students will be able to describe how weather conditions are measured.	Unit C Ch 1 Lesson 1 C5 Process Skill Tip - Observe C8 Reading Mini-Lesson - Use Reference Sources	Ch 1 Test Performance Assessment	destructive force erosion atmosphere
3.3.5.A5	Weather and climate can be compared and contrasted.	Students will be able to compare and contrast weather and climate.	C4-5 Investigate Unit C Ch 1 Lesson 2 C12-13 Investigate	C31 Perf Assessment AG 70-71	water cycle
3.3.6.A5	The ocean affects climate.		C13 Process Skill Tip - Make a Model C16 Reading Mini-Lesson - Ident Cause and Effect		geology
3.3.5.A3	Thousands of layers of sedimentary rock confirm the long history of the changing surface of the Earth and the changing life forms whose remains are found in successive layers.		Unit C Ch 1 Lesson 3 C20-21 Investigate C23 Investigation Challenge C24 Reading Mini-Lesson - Sequence C29 Model of the Earth	WB 146-162	geologic map troposphere meteorology
3.3.6.A6	Earth's common physical features can be created using models.	Students will be able to use models to show common features of Earth's surface.	Unit C Ch 2 Lesson 1 C34-35 Investigate;Process Skill Tip (Inv Crystals) C37 Investigation Challenge C38 Reading Mini-Lesson - Use Reference Sources	Chapter 2 Test Performance assessment C59	rock cycle sedimentary
3.3.6.A1	Earth's common features can be represented on various maps.		Unit C Ch 2 Lesson 2 C40-41Investigate C43 Investigation Challenge	Writing Link C69 Perf Assessment AG 76-77	igneous metamorphic
3.3.5.A3	Geological processes observed today such as erosion, movement of plates and changes in the atmoshere are similar to those in the past.		C41 Process Skill Tip C43 Reading Mini Lesson - Summarizing C54-55 - Science and Technology C57 Activities for Home or School	WB 164-180	seismic event topography composting
3.3.5.A1	Landforms result from forces such as erosion and destructive erosion and deposition of sediment.	Students will be able to explain how forces, such as erosion, can change the Earth's surface.	Unit C Ch 2 Lesson 3 C48-49 Investigate C49 Process Skill Tip - Make A Model Activities for Home and School		geologic hazard

Assessment Strand	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
3.3.4.A2	Earth materials consist of rock, soil, water,and gases of the atmosphere.				
3.3.6.A2	Soil fertility, composition, and and resistance to erosion are affected by many factors.				
3.3.5.A2	Humans use many of Earth's physical resources/raw materials.	Students will be able to name several resources/raw materials used by people.			
3.1.5.A2	Life on Earth depends on energy from the sun.				
CC.1.5	Scientists engage effectively in collaborative discussions on science topics and texts, building on others' ideas and expressing their own clearly. Scientists report on topics or present opinions, sequencing ideas logically, using relevant facts, details, and data to support main ideas. Scientific relationships can be described using inference and prediction.				
		Health Resources/Activities			
10.1.A 10.1.B 10.1.C 10.1.D 10.1.E 10.2.A 10.2.D 10.2.E	The way our multiple body systems function determines our level of health. The quality of information determines the wisdom of the choice.		Science Text R22-23; HWB22-24 Science Text R 36-37; HWB39-42 ***Recommended Time Frame: 66-70 days***		

Assessment Strand	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
	Changes in environmental conditions can affect the survival of populations and entire species.	Students will be able to describe some natural and human causes of extinction.	Unit B Ch 1 Lesson 1 B4-5 Investigate B5 Process Skill Tip - Observe and Infer B7 Reading Mini-Lesson - Predict Probable Future Actions and Outcomes		extinction threatened endangered
4.1.5.D 4.1.6.D	There are differences between threatened, endangered, and extinct organisms and reasons they become threatened, endangered, and extinct.	Students will be able to indentify Pennsylvania plants and animals that are threatened and/or endangered and describe ways to protect them.	Unit B Ch1 Lesson 2 B12-13 Investigate B13 Process Skill Tip - Observe and Infer B16 Investigation Challenge		water cycle organisms wetland
4.2.5.B 4.2.6.B	Wetlands improve water quality by filtering waste materials and pollutants from the water; soils found in wetlands have certain characteristics.	Students will be able to identify the natural and human made factors that affect water quality.	B 21 Activities for Home or School WB 74-85 Project Wet: p. 204-205 "Water Cycle in a Jar" p. 201-203 "Water Models"		watershed lentic lotic
4.5.5.C 4.5.5.C	Point source pollution comes from a single identifiable source. Nonpoint source pollution originates from many locations that all discharge into single location.	Students will be able to compare and contrast point source pollution and nonpoint source pollution.	Unit B Ch 2 Lesson 3 B40-41 Investigate B41 Process Skill Tip - Gather Data and Infer Project Wild: p. 91-95 "Good Buddies" Project Learning Tree: Activity 88 "Life on the Edge"		point source pollution non-point source pollution
3.1.5.C1 3.1.6.C1	Compare and contrast learned and instinctive animal behavior that relate to survival.		Unit B Ch 2 Lesson 4 B48-49 Investigate B49 Process Skill Tip - Interpret Data and Infer B51 Reading Mini-Lesson - Identify Cause/Effect B52 investigation Challenge		abiotic biotic ground water
3.1.5.C2	Inherited characteristics may change over time as adaptations to the environment that allow for survival.		WB 97-108 Process Skill Tip B109		hydrology environment

Assessment Strand	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
4.4.6.B	Soil types and geographic regions impact PA agriculture.		Unit B Ch 4 Lesson 2(B99), Lesson3, Lesson 4 (B110-111) Investigate B108-109		
4.5.6.A 4.5.6.C	Identify people and events that have shaped the environmental history of the U.S. including natural resources.		B18-19 Science and Technology Science in Time B114-115		
4.5.5.D 4.5.6.D	Recycling and reusing products and items has benefits in controlling resource use.	Students will be able to recognize the importance of recycling, reusing, and reducing to conserve Earth's resources.			
	Scientists form opinions, thoughts, and hypotheses' on topics.				
	Scientists provide reasons for opinions, thoughts, and hypotheses' supported by facts, details, and data.				
	Scientists are able to cite evidence from a text or from collected data to make inferences.				
	Mathematics is used in all aspects of scientific inquiry.				
	Design and conduct a scientific investigation.				
	Scientific investigations may result in new ideas for study, new methods or procedures for an investigation, or new technologies to improve data collection.				

Life Science

Assessment Strand	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
		Health Resources/Activities			
10.1.A 10.1.C 10.1.D 10.1.E 10.2.A 10.2.B 10.2.D 10.2.E 10.3.D 10.4.B 10.5.D	Nutritional factors such as food selection and caloric content, have a major impact on health. Many factors such as peers, body image, and stress are factors that influence teens' drug use. Many diseases can be prevented or eliminated by healthy life choices such as moderate diet, exercise, and not smoking. Your well-being is linked to responsible healthy habits. Your safety and health are influenced by how personal decisions are made.		Science Text R 8-9 HWB 2-5 Science Text R10-11 HWB6-9 Health Text R16-17 HWB 16-17 ***Recommended Time Frame: 18-23 days***		

Physical Science

Assessment Strand	Concepts	Student Performance Objectives	Resources/Activities (Optional)	Assessments (Optional)	Terminology
3.2.5.B1 3.2.6.B1	An object's change in position can be observed and measured.		Unit F Ch 1 Lesson 1 F4-5 Investigate F8 Investigation Challenge	Chapter 1 Test Perf Assessment	conduction convection
3.2.5.B1 3.2.6.B1	Changes in speed or direction of motion are caused by forces.	Students will be able to identify and describe forces and the effects forces have on other objects.	F7 Reading Mini Lesson-Supporting Facts and Details F5 Process Skill Tip Unit F Ch 1 Lesson 2	AG 137-138	radiation
3.2.5.B1	The greater the force, the greater the change in motion.	Students will be able to analyze and explain Newton's 3 Laws of Motion.	F14 Investigation Challenge F11 Process Skill Tip F13 Reading Mini Lesson - Cause and Effect	WB 290-306	gravity friction
3.2.5.B1	An object's position can be described in terms of its relationship to another object or a stationary background.	Students will be able to differentiate between kinetic and potential energy.	Unit F Ch 1 Lesson 3 F17 Process Skill Tip-Interpret Data/Draw Conclusions F20 Reading Mini-Lesson - Use Context Clues F27 Activities for Home or School		inertia velocity
3.2.5.B2 3.2.6.B2	Energy can be transferred from one form to another. Potential and kinetic energy can be compared and contrasted.	Students will be able to explain and give examples of how energy is transferred from one form to another.	Unit F Ch 2 Lesson 1 F32-33 Investigate/F33 Process Skill Tip -Hypothesize F35 Reading Mini-Lesson - Use Context Clues District Materials: "Soccer", "Try This"	Chapter 2 Test F37 Informal Assessment F57 Performance Assessment	momentum
3.2.5.B2 3.2.5.B3 3.2.5.B4	Energy, in the form of light, sound, heat, mechanical, electrical, and magnetism can be found in moving objects.	Students will be able to identify and different ways people use energy and explaint the environmental impact in their use of energy.	Unit F Ch 2 Lesson 2 F38-39 Investigate F39 Process Skill Tip - Gather Data/Identify and Control Variables F44 Investigation Challenge	Performance Task: Demonstrate Newton's Laws and explain what happens.	potential energy kinetic energy balanced force
3.2.6.B3 3.2.6.B6	Heat flows from warmer objects to cooler objects	Students will be able to recognize and describe the relationships among speed, velocity, acceleration, and momentum, and how they are measured.	District Materials: "Balloon Staging", "Newton Car", "Rocket Car"	WB 308-324	unbalanced force
3.2.6.B3	Heat has an effect on particle motion during phase changes.		Unit F Ch 2 Lesson 3 F46-47 Investigate F52-53 Science and Technology F55 Activities for Home and School		mass model

Physical Science

Assessment Strand	Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
3.2.6.B6 3.2.5.B2 3.2.5.B3 3.2.5.B2 3.2.5.B3 3.2.5.B4	Materials may be composed of parts too small to be seen without magnification. Moving objects in contact with each other produce heat. Electrical, mechanical, and living things also produce heat.		Unit F Ch 3 Lesson 1 F60-61 Investigate F61 Process Skill Tip - Compare, Interpret Data, and Communicate F63 Investigation Challenge F64 Reading Mini Lesson-Predicting Unit F Ch 3 Lesson 2 F66-67 Investigate F67 Process Skills Tip - Compare and Draw a Conclusion F70 Reading Mini Lesson-Prefixes and Suffixes F72 Investigation Challenge	Chapter 3 Test Explain different forms of energy and how they impact Earth. Explain the difference between renewable and nonrenewable resources.	
3.3.6.B1	Everything on or near Earth is pulled toward Earth's center by a gravitational force. Celestial revolutions are caused by gravitational attraction.		Unit F Ch 3 Lesson 4 F82-83 Investigate F85 Reading Mini-Lesson - Summarize/Paraphrase	Perf Assessment AG 151-152 WB 326-347	
CC.1.2.5 I	Scientists draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. Scientists read and comprehend literary non-fiction and informational text reading independently and proficiently. We must ask appropriate questions that can be answered through scientific investigations.		Unit F Ch 4 Lesson 1 F96-97 Investigate;F97 Process Skill Tip F99 Reading Mini-Lesson - Supporting Facts and Details F100 Investigation Challenge Unit F Ch. 4 Lesson 2 Unit F Ch. 4 Lesson 3 F105 Reading Mini Lesson-Sequencing F109 Process Skill Tip: Communication F111 Mini Reading Lesson-Compare/Contrast F112 Investigation Challenge F114-115 Science and Technology F117 Activities for Home and School	Chapter 4 Test Choose a form of energy and explain how it is converted into a different form of energy. WB 349-365	